



SECURING OUR  
CHILDREN'S  
FUTURE TODAY

International Center for Child Health  
and Development

Annual Report  
FY 2017



# Table of Contents



The ICHAD annual report covers events and activities accomplished throughout the years of 2016-2017. The report highlights the annual stakeholders meeting, various conferences around the world, our professional development as a team, publications, plans for the year 2018, and the new SMART Africa and SUUBI4Her Studies.

From left to right, Dean Mary McKay, Rt. Rev. Bishop John Baptist Kaggwa, Prof. Claude Mellins, and Prof. Fred Ssewamala

---

---

## TABLE OF CONTENTS

Introductions   Opening Statements.....	2
ONE   Study Overviews.....	6
TWO   Economic Empowerment.....	9
THREE   New Studies.....	14
FOUR   Conferences.....	16
FIVE   Electronic Data Collection.....	25
SIX   Professional Development.....	26
SEVEN   Personal Accounts.....	28
EIGHT   ICHAD Collaborators.....	35
NINE   Meet The Team.....	37
TEN   Publications.....	40
ELEVEN   Acknowledgements.....	41



---

---

# A Word From The Dean

---

---

Dear Friends,

I am delighted to have the International Center for Child Health and Development (ICHAD) and Dr. Fred Ssewamala join the Brown School at Washington University in St. Louis. I have had the great privilege of collaborating with Dr. Ssewamala over the years and long admired his work addressing the root causes of poverty among African youth. The implementation of his evidence-based interventions focused on effective asset building has transformed communities and allowed children and families to meet their basic needs through sustainable economic development.

Additionally, Dr. Ssewamala through his innovative research, he has improved the public health and wellbeing among communities impacted by HIV/AIDS. His pioneering approach of reducing high risk health behaviors while at the same time promoting economic empowerment is groundbreaking and typifies the Brown School's commitment to addressing health, economic and racial equity.

Dr. Ssewamala and ICHAD are dedicated to developing the next generation of social work and public health professionals that use social and economic policy to create high impact change for poverty-impacted children and families. He has developed a robust mentorship program that supports masters and doctoral students, nurtures their talent, and inspires creative thinking and problem solving.

His work has resulted in a research center that cultivates scientific innovation, supports new scholars, and uses empirical data to guide his trailblazing path toward improved health and economic outcomes across the continent of Africa.

I look forward to our continued work together and grateful that he chose the Brown School as his new home.

Sincerely,

Mary M. McKay

Neidorff Family and Centene Corporation Dean  
of the Brown School at Washington University in St. Louis



---

---

# A Word From The Director

---

---

For the last 15 years the Suubi research projects have been housed at Columbia University School of Social Work in New York City, where I was on the faculty as a tenured Professor. Columbia University provided us tremendous opportunity including the development of the International Center for Child Health and Development (ICHAD). Our Columbia colleagues, specifically Dean Jeanette Takamura, Professors Irv Garfinkel and Jane Waldfogel, Elizabeth Sperber (currently at University of Denver), Vilma Ilic, Sarah Meyer and Gwyn Kirkbride, worked with us to cultivate our Suubi research projects and help to establish ICHAD as one of the leading research centers focused on global health and social development, specifically our focus on addressing mutually-reinforcing risk factors of poverty and disease for vulnerable and disadvantaged youth.

After 15 years with Columbia University, I am pleased to announce ICHAD has moved to Brown School at Washington University in St. Louis. We are incredibly proud of the work we have done and are looking forward to continuing to build and expand ICHAD here at the Brown School.

We are happy to announce our new project, Suubi4Her. Suubi4Her is a 5-year longitudinal study (2017-2022) funded by the National Institute of Mental Health (NIMH). It examines the impact and cost associated with Suubi (hope) for Girls (hereafter, Suubi4Her), which is an innovative combination intervention that aims to prevent HIV risk behavior in communities heavily affected by poverty and HIV/AIDS in Southern Uganda. This is done through economic empowerment and promotion of behavioral health. This study combines two evidence-based approaches: 1) a youth monetary savings program that supports adolescent girls in secondary school education and family small-business/microenterprises development; 2) a family-based dialogue and training that strengthen family relationships to address mental health challenges which frequently accompany adolescent girl's transition to adulthood. We have just begun the initial stages of Suubi4Her and look forward to sharing the results of this important study with the social work community as well as government officials in an effort to impact policy within Uganda and beyond.

Additionally, we will continue our work in developing and cultivating a pipeline of young researchers particularly from the Sub-Saharan African region. We have worked with several masters and doctorate level students at Columbia University and are continuing to mentor and guide students here at the Brown School.

I would like to extend my gratitude to the ICHAD team in Uganda and St. Louis. Our team continues to work hard on our *Bridges to the Future* and *Suubi+Adherence* studies as well as developing new and important projects to continue our important work with vulnerable populations. This includes a project surrounding deinstitutionalization of children in collaboration with ChildFund in Uganda. Currently an estimated 2.3 million children are living within institutions worldwide due to a number of factors including: political upheaval and violence, HIV/AIDS, and poverty. Many of these children have family who may be able to take on the care of these children but are unable due to poverty and other issues. We seek to assist in the development of deinstitutionalization programs including economic and mental health components.

The year 2018 will be another productive one and we are extremely excited about our new home and continuing our work with both new and ongoing collaborators. We also seek new faculty affiliates to develop new strategies and solutions to ever changing problems affecting youth and vulnerable children.

Sincerely,

Fred Ssewamala, PhD  
Professor and Director  
Brown School  
Washington University in St. Louis  
International Center for Child Health and Development





---

---

# A Word From Dr. Ozge Sensoy Bahar

---

---

It is with great pleasure and enthusiasm that I have been collaborating with Dr. Ssewamala and the ICHAD team for the last three years. During my very first visit to Sub-Saharan Africa in 2015, I had the opportunity to see on the ground the important work that Dr. Ssewamala has been conducting in Uganda for the last 15 years and its transformative impact in communities. His work is a true testament to the power of evidence-based applied research in strengthening families and communities so that they can ensure a better future for their children.

In addition to multiple NIH-funded studies, ICHAD also houses the SMART Africa Center's scale-up study in Uganda (PI: Mary McKay), which seeks to examine the impact of an evidence-based multiple family group (MFG) intervention on strengthening families with children struggling behaviorally. This intervention has been adapted to the Ugandan context in close collaboration with community stakeholders, including head teachers and parents and renamed "Amaka Amasanyuffu" (Happy Families). Through the hard work and dedication of the ICHAD team in Uganda, the study has recruited over 2,400 children and their families within a short period of time. The team is currently working on recruiting community health workers and parent peers who will be trained to deliver the intervention.

SMART Africa Center partnered with ICHAD and successfully launched the 1<sup>st</sup> Annual Conference on Child Behavioral Health in Sub-Saharan Africa in 2016, which took place in Kampala, Uganda and was officiated by the First Lady of Uganda, Honorable Janet Museveni. The 2<sup>nd</sup> Annual Conference, during which Hon. Jacob Oulanyah, Deputy Speaker of the Parliament of Uganda, delivered a keynote speech, as well as the Collaborative Hubs Meeting were also hosted in Kampala in 2017. The Collaborative Hubs Meeting was the first meeting to bring together all five hubs funded under the National Institute of Mental Health (NIMH) U19 Mechanism "Research Partnerships for Scaling Up Mental Health Interventions in Low- and Middle-Income Countries" and the NIMH Representatives.

I have the privilege to work closely with Dr. Ssewamala to expand ICHAD's global research portfolio and create training opportunities to support new generations of African Scholars. Numerous projects have been submitted to the National Institutes of Health for consideration and many are in the pipeline.

I look forward to a very productive year and my continuing collaboration with Dr. Ssewamala and the ICHAD team.

Sincerely,

Ozge Sensoy Bahar, PhD  
Research Assistant Professor  
Brown School  
Washington University in St. Louis

# Special Thanks

The Principal Investigator, Dr. Fred Ssewamala, and the entire research team extend their thanks to Flavia Namuwonge, Phiona Namatovu & Miriam Mukasa for drafting and formatting this report, Gwyn Kirbride, formerly with ICHAD, for participating in drafting earlier versions of the report, and William Byansi for participating in the editing, and Hayden Blair for the overall formatting of the report.

---

Others who contributed to the content of the report are the Principal Investigator, Dr. Fred Ssewamala, Abel Mwebembezi, and Christopher Damulira. The work contained in this report benefitted from the support of the Catholic Diocese of Masaka, Reach the Youth-Uganda, and the entire research team in Uganda.

---

Our thanks also go to our funders: Barbara and Marc Arnold (*Bridges to the Future*), the National Institute of Child Health & Human Development, as well as all of our supporters and affiliates in Uganda and in the United States. We are grateful to the teaching and administrative staff at each of the 48 Bridges schools, the health workers, administrative staff, expert clients & village health team members at each of the 39 *Suubi+Adherence* health centers. Finally, we extend our gratitude to the participating children and their caregiving families, who are the reason we do this work.

---

The content of this report is solely the responsibility of the authors and does not necessarily represent the official views of the National



A local Ugandan school gathering in Masaka, Uganda



# Study Overviews

## ***Bridges to the Future Study***

The overall goal of the *Bridges to the Future* (hereafter, *Bridges*) (R01 HD070727-01) study is to evaluate an innovative family-based economic empowerment intervention for AIDS-impacted and vulnerable orphans. The *Bridges* study was a 5-year (2011-2018) longitudinal randomized experimental study that is currently in a no-cost extension. A total of 1410 participants, between the ages of 9 and 17 years were recruited from 48 public primary schools to participate in the study. All participants were orphaned due to loss of one or both parents from AIDS. Participants were randomized into one of three study arms: control, *Bridges* and *Bridges Plus*. Participants in the control arm received usual care including counseling, food aid and scholastic aid. Participants in the treatment arms received usual care and three intervention components: 1) Child Development Accounts (CDA) - matched savings accounts, 2) workshops on financial education and income generating activities (IGAs), 3) and Mentorship. The only difference between the two treatment arms was the match rate, with *Bridges* participants receiving a 1:1 match and *Bridges Plus* receiving a 1:2 match.

To the best of our knowledge, *Bridges* is the first large-scale randomized experimental study (situated in 48 public primary schools) testing the efficacy and cost-effectiveness of a child, youth, and family-focused economic empowerment intervention in a developing country. Therefore, the findings from the study will guide policy, programming, and practice in the child and youth development field.

The findings from this study will guide policy, programming, and practice in the youth and development field.

### **Study Region**







### **Bridges to the Future (2011-2018)**

A total of 1410 participants were recruited in the study from 48 primary schools in 4 political districts (Masaka, Lwengo, Rakai, and Kalungu). These include; 789 girls and 621 boys.

#### **Participating Institutions:**

St. Joseph Kayayumbe	St. Gerald Kyango	St. Kizito Kasaka
St. Mary's Mayanja	St. James Lwankoni	St. Raphael Bulinda
St. Peters Kabingo	St. Andrews Matala	St. Joseph Ssanje
St. Anthony Kifukamiza	St. Raphael Mbuye	St. Mary's Kasambya
St. Paul Kyakanyomozi	St. Francis Buyamba	St. Mary's Kakuuto Central
St. Mary's Lutunga	St. Gabriel Bethelhem	Sacred Heart Bigadda
St. Edward Kasozi	St. Hillary Kyakonda	St. Charles Lwanga Kyotera
St. Joseph Kyassimbi	St. Henry's Luti	St. Agnes Nsambya
St. Lawrence Kindu	St. Modesta Bisanje	St. Stephen's Buyiisa
St. Athanasius Kyalusowe	St. Gregory Butende	St. Joseph Njala
St. Bruno Ssaza	Blessed Sacrament Kimanya	St. Vicent Kyamuyimbwa
St. Lucia Lwaggulwe	Uganda Martyrs Narozari	St. John Mary Bugonzi
St. Stanlus Ssenya	St. Joseph Lwanunda	St. Thereza of Avilla Kitenga
St. Chizestom Mbirizi	St. Mugagga Kyesiiga	St. Charles Lwanga Kyabakuza
St. Paul Kyamusoke	St. Joseph Kinoni	St. Maria Gorreth Bbaale
St. Augustine Kalungu	St. Thereza Bwanda	Holy Family Bukulula

### **Suubi+Adherence (2012-2017)**

A total of 702 participants were recruited in the study from 39 health centers in 6 political districts (Masaka, Lwengo, Rakai, Kalungu, Bukomansimbi, and Lyantonde). These include 306 boys and 396 girls.

#### **Participating health centers and clinics:**

Rakai Health Sciences Program	Kabira Health Center III	Kasensero Health Center II
TASO Masaka	Kyazanga Health Center IV	Bukulula Health Center IV
Kinoni Health Center III	Kyanamukaaka Health Center IV	Lwengo Health Center IV
Kitovu Mobile-Kabuwoko site	Kitovu Mobile-Bukulula site	Kitovu Mobile-Kyamaganda site
Villa Maria-Hospital	Kasaali Health Center III	St. Mechtilda Kitaasa Health Center III
Kasasa Health Center III	Kiyumba Health Center IV	Nabigasa Health Center III
Kalungu Health Center III	Kiwangala Health Center IV	Buyamba Health Center III
Makukuulu Health Center III	Kitanda Health Center III	Bigasa Health Center III
St. Yowana Maria Muzeeyi Buyoga Health Center III	Lwanda Health Center III	Kifamba Health Center III
Kigangazi Health Center II	Lwamaggwa Health Center III	Kasambya Health Center III
St. Monica Birongo Health Center III	Kyebe Health Center III	Kibaale Health Center II
Lyantonde Hospital	Rakai Hospital	Kalisizo Hospital
St. Joseph Kyamulibwa Health Center IV	Kakuuto Health Center IV	Lyantonde Moslem Health Center III

### Child Development Accounts (CDAs) Matched Funds

Matched savings accounts emphasize long-term investment and promote life-long financial inclusion by forming savings habits and establishing partnerships between families and local financial institutions. The *Sunbi* studies utilize Child Development Accounts (CDAs)—matched savings accounts by opening accounts for the participants in the treatment arms of each study.

The studies partner with three financial institutions (Centenary Bank, Kakuuto Micro-finance and Diamond Trust Bank). Each financial institution is located within the study area—covering the greater Masaka and Rakai region – allowing families easy access to the institutions without incurring costs for transport.

CDAs are a unique and motivating initiative. Savings are matched by the studies with a monthly cap of 25,000 Ugandan Shillings. Matched savings can be used either for education or microenterprise development. The account is opened under the study participant's name with the parent/guardian as co-signer. When participants turn 18, they



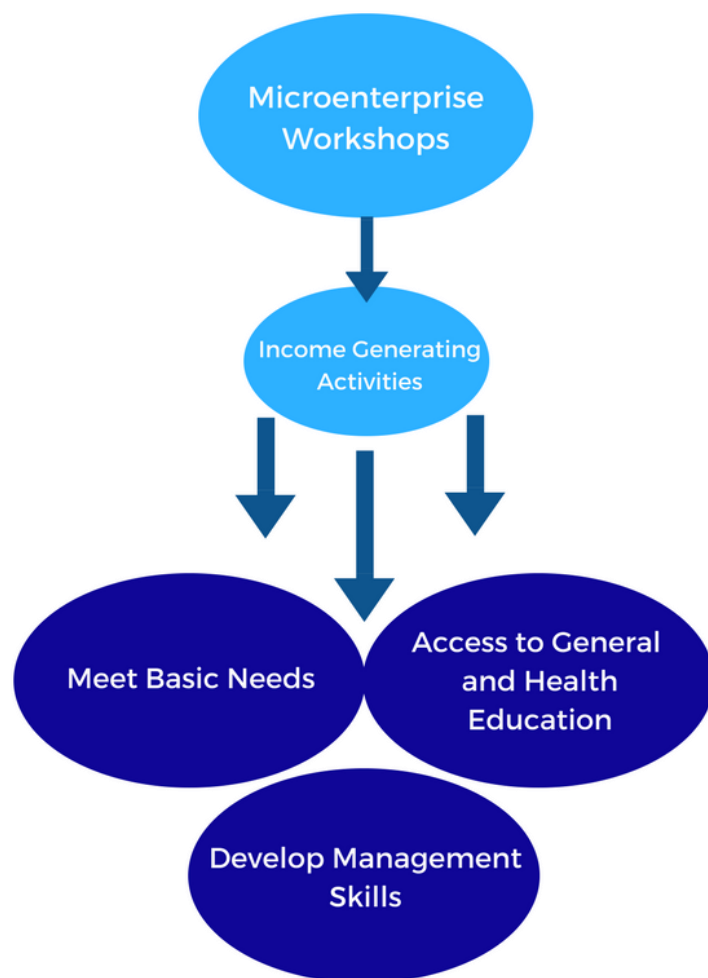
CDAs instill a culture of saving which helps participants to realize future plans as well as create a safety net for emergencies.



### Microenterprise Workshops

Study participants and parent/guardian(s) are given the opportunity to develop microenterprises by attending microenterprise workshops which provide training and information on Income Generating Activities (IGA). The purpose of the training is to inspire participants, with support of their families, to start family-based IGAs which will generate income and enable families to meet basic needs. Included in this intervention are home visits by extension workers who help to monitor and guide participants in the development of their IGAs. This component is handled by Reach the Youth (RTY) Uganda with the support of government extension workers.

As a part of the *Bridges to the Future* study, extension workers and RTY staff conducted home visits. The goal of the home visits was to monitor participants engaged in IGAs and to provide families the opportunity to meet with extension workers' specific to individual IGAs and benefit from the extension workers knowledge and skills. A total of 221 participants were interviewed. In addition to being able to meet basic needs, participants reported benefits gained from their IGAs including: access to education,



The purpose of the training is to inspire participants, with support of their families, to start family-based IGAs which will generate income and enable families to meet basic needs.

### Securing Our Children's Future Today!



A participant being taught how to use her new sewing machine, purchased using saved funds from her Child Development Account in Masaka, Uganda

Participants and guardians have expressed their gratitude to ICHAD and the *Suubi* projects for the opportunity to receive matched funds. Below are some of the comments from study participants and guardians upon receipt of the matched funds from the project:

"*Suubi* project has helped us very much in supporting the children especially in matters of their education and health; my child was able to get spectacles for his eyes from the money matched by the project and I am very appreciative for that. When it comes to education, I am very appreciative that I am one of the people who have got money for fees from the matched money. I always rest assured of school fees for my child because I am able to withdraw and pay. I no longer have pressure for fees."

"The savings account opened is also a good experience in our lives. Even though the matching is going to stop, I will continue to save money on the account so that whenever I get some money, I send it to the bank on my child's account. I realized it's not easy for me to use the money from the bank compared to money I keep at home. I use that money saved in the bank on specific items like school fees and medication."

"I do not have a lot to say but I would like to extend my warm thanks to *Suubi* project for the good heart. It's very rare to find an organization giving out all these opportunities to people like the way *Suubi* Project does it for our beloved children. I am very sure that many of us had a very big problem of paying school fees within the scheduled period of time by the schools but *Suubi* Project reduced it by paying half of the tuition from the matched money to those children who used their accounts opened by them (*Suubi* project). This has helped us to save for our children that do not have that opportunity and also to work on other issues i.e. feeding, treatment. Therefore, we appreciate you, *Suubi* Project for the support you extend to our children."





## A Ten Year Journey With ICHAD

The story of ICHAD that came to Rakai in 2005 was like fiction to the people in our community. The idea of matching savings for vulnerable children was too good to be true. Some of us were reluctant to take advantage of the opportunity but others welcomed the idea with an open mind. For Professor Ssewamala Fred and his team, this was the best way to encourage children to develop a savings culture. For those that accepted the good news, Centenary Bank-Kyotera Branch came in to open junior accounts for them which would enable the financial saving process to take place. Our branch manager, then Mr. Ssemwanga Lutaaya, welcomed the idea and nominated 3 staff to spearhead the exercise. I was privileged to be one of those staff. This is how the relationship between ICHAD and Centenary Bank began.

We opened several accounts at Matala Parish and a number of guardians took full advantage of the members program. They saved money for the young girls and boys much of which came from their household projects like piggery and poultry. We opened over 500 accounts and, at that time, our branch had the highest number of junior accounts. I was transferred from Kyotera Branch in late 2005 and while I moved through the different ranks and branches of the bank, I ended up back in Kyotera branch in 2011 as the branch manager. At this time, I found ICHAD had founded several additional projects including the *Sunbi* project. The relationship was still on and several other junior accounts had been opened.

With the help of Dr. Ssewamala and his team, we designed a memorandum of understanding (MOU) between the Centenary Bank and ICHAD to enable smooth flow of operations. Several articles were included to address some of the pertinent issues like collecting periodical bank statements, financial literacy, field account opening etc. The MOU helped us to streamline our activities, the number of accounts grew bigger and indeed, children learned how to save.

In 2014, I was privileged to be part of the very first global conference on economic empowerment for the vulnerable youth in Sub-Saharan Africa. It was attended by academics and scholars from the USA, Africa, Asia and Europe. The conference was held in Chicago-Illinois and I am glad to say, I ably represented my bank. A similar conference was held in New York in 2016, and again I was nominated to represent the bank. In both conferences, it was an opportunity to network, share experiences and give suggestions on how to empower economically disadvantaged youth and women particularly in Sub-Saharan Africa. To sum it up, the relationship between ICHAD and Centenary Bank has been very beneficial to the bank especially when we made recommendations to the head office teams after the various interactions with Prof. Fred and his team. For instance, he suggested that we needed a more flexible junior account, with no additional charges and our suggestion was considered. After the 2016 convention, I suggested an account for women to our marketing team, and surely our bank has come up with a product specifically for women and I know the ideas I shared must have been considered while developing the product.

Working with ICHAD has been a journey full of challenges, adventure, learning and great experiences. But overall, the impact has been great and we hope the next 10 years will bring even greater success stories.

Ms. Sylvia Nabakadde  
Former Branch Manager  
at Centenary Bank, Kyotera

One of the unique interventions provided by the *Suubi+Adherence* study was the use of cartoons to communicate information on ART adherence and the challenges experienced by HIV positive children in Uganda. The cartoons follow two young HIV positive characters as they move from childhood into puberty. The cartoons address: 1) stigma and discrimination, 2) myths surrounding HIV/AIDS, 3) the importance of adhering to medication and what happens with non-adherence, 4) and how to avoid risky behavior and situations. The cartoon intervention was adapted from the VUKA study in South Africa (PI: Mary McKay), which showed that cartoons and illustrations can be a very effective form of communication. The cartoons were designed to be understood and comprehended by all participants regardless of their reading skills. The cartoons are able to convey a message without need for lengthy explanations.

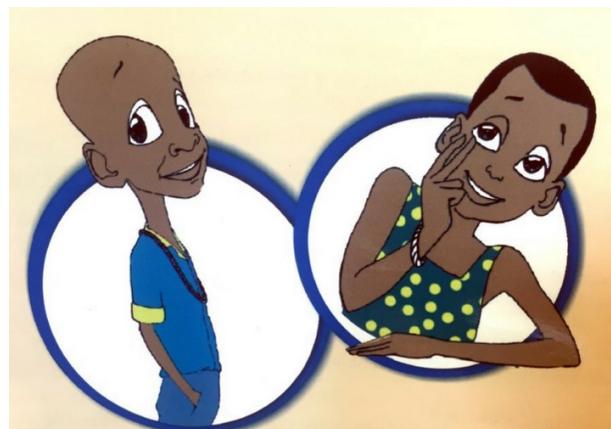
The cartoons were presented to all *Suubi+Adherence* study participants as a form ART adherence counselling. Treatment arm participants received additional specific cartoon sessions which included reviews of each story. Treatment participants also received colored cartoon booklets.

Sessions were conducted along with clinic visits and facilitated by trained ICHAD research assistants. Two sessions were covered at every visit with the aim of emphasizing the content as well as understanding what participants recalled and learned from the general sessions. Lessons learned included: adherence to medication, saving money, planning for the future, and protecting themselves from high-risk behaviors.

*"I believe that one day, the scientists will invent the drug that completely cures HIV and that one day I will become the president of Uganda."* Said one participant at Lyantonde Hospital while sharing her view in regards to the session topic entitled "Self-esteem, Negotiation and Refusal Skills for Risky Situations."

One guardian at Kigangazi Health Center said *"My child no longer swallows his medicines, and since he has been present for the training, he has heard and seen from the pictures what happened to the non-adherent character. I just hope that he has drawn some lesson under the session on Adherence."*

Another participant at Kyamaganda Health Center shared that *"Through the cartoons, I have learnt to control my anger which arouses from being isolated by pupils at school."*



**Cartoons used in our  
SUUBI+Adherence study**



**Research assistant, Herbert  
Migadde, sharing a joke with  
the study participants in  
Masaka, Uganda**

# New Studies



## SMART Africa Center

### Brown School

The *SMART Africa-Uganda* Study is a part of a large international study bringing together collaborators from the USA, Kenya, Ghana, Uganda and South Africa. The larger study, “African regional research partnerships for scaling up child mental health evidence-based practices (EBPs)” (2016-2021) (U19MH110001; PI Mary McKay) is funded by National Institute of Mental Health and seeks to scale up EBPs for children experiencing behavioral challenges. Dr. Gertrude Nakigozi is the In-country PI for the Uganda branch of the study, which has been named the “SMART Africa-Uganda Study.” The study will incorporate Multiple Family Groups (MFGs), also known as Amaka Amasanyufu (Happy Family), in school settings in the Masaka region. Prof. Ssewamala is part of the USA team and will be leading the Uganda scale up study.

During the period under review, a number of activities were conducted. These include among others: 1) signing of sub-Agreements with Reach the Youth Uganda (RTY); 2) selection of primary schools to participate in the study; 3) selection of research assistants to directly work under this study; 4) hosting of the First Annual Conference on Child Behavioral Health in Sub-Saharan Africa; 5) holding two meetings with teachers from prospective primary schools; 6) drafting Memorandum of Understanding to be signed between RTY Uganda and participating schools; 7) orienting RAs and other staff to the study and familiarizing them with study protocols; 8) and development of the MFG Intervention Manual.

#### ***Launching the SMART Africa Study in Uganda***

Uganda was privileged to have the opportunity to host the First Annual Conference on Behavioral Health in Sub-Saharan Africa. The conference took place between July 12 and 13, 2016 at the Sheraton Hotel, Kampala. You can read more about the conference on page 21. You can also learn more about SMART Africa-Uganda at <https://sites.wustl.edu/smartafrica/>



**Principal Investigator:** Fred Ssewamala, PhD

**Co-Investigators:** Mary McKay, PhD, Ozge Sensoy Bahar, PhD, Claude Mellins, PhD, Lindsay Stark, PhD, Irwin Garfinkel, PhD

**Consultants:** Tor Neilands, PhD

**Field Coordinators:** Miriam Mukasa, Jennifer Nattabi

**Data Managers:** Christopher Damulira & Joshua Kiyingi

**Research Collaborators:** Abel Mwebembezi (Reach the Youth-Uganda), Fr. Kato Bakulu (Masaka Diocese), Gertrude Nakigozi, MD, PhD (Rakai Health Sciences Program)

*SUUBI4Her* is a 5-year longitudinal study (2017-2022) funded by the National Institute of Mental Health (NIMH). It examines the impact and cost associated with *Suubi* (hope) for Girls (hereafter, *Suubi4Her*), which is an innovative combination intervention that aims to prevent HIV risk behaviors in communities heavily affected by poverty and HIV/AIDS in Southern Uganda. This is done through economic empowerment and promotion of behavioral health. This study combines two evidence-based approaches: 1) a youth monetary savings program that supports adolescent girls in secondary school education and family small-business/microenterprises development; 2) a family-based dialogue session and training that strengthen family relationships to address mental health challenges which frequently accompany adolescent girl's transition to adulthood.



### **Meeting with Teachers from Prospective Schools**

A total of 29 classroom and head teachers from Masaka region schools which had previously participated in ICHAD studies under Prof. Fred Ssewamala, were randomly selected and invited for a one day meeting with Dr. Mary McKay and Prof. Ssewamala. The purpose of the meeting was to enable the PIs and other ICHAD staff to interact with teachers and discuss mental health, and gauge their understanding of the concept of mental health, and share with the team the age ranges and classes when children are likely to be described as stubborn. During the highly interactive session under the moderation of Prof. Fred Ssewamala, teachers were able to explain that normally children are “stubborn” between the ages of 8 and 10 years and usually in primary 3-5. During the meeting, teachers mentioned the type of support they would expect from the study which included among others; scholastic materials, and textbooks.

### **Parent Teacher Association (PTA) Meetings**

The SMART Africa-Uganda team has engaged in a series of meetings with teachers and Parent-Teacher Association (PTA) members since the launch of SMART Africa in July 2016. The first two meetings were held with teachers on July 14<sup>th</sup> and October 28<sup>th</sup> in 2016. The primary goals of these meetings were to introduce the SMART Africa project to the teachers, better understand behavioral challenges within classroom settings, and discuss the applicability of the 4Rs (responsibility, respectful communication, rules, relationships) and 2Ss (support and stress) for families in Uganda. Finally, the last goal for the meetings was to obtain initial feedback from teachers and PTA members on details of the overall study.

### **School Selection Criteria and Randomization Process**

With guidance from the PIs, an inclusion criterion was developed to guide selection of schools to participate in the study. The inclusion criteria included schools being 8-10 km from the main towns in their respective districts, being average schools in terms of size (350-1000 pupils), and being a public school (under UPE) with an average academic performance. A total of 30 schools were selected accordingly and submitted to the PIs who randomly grouped them into control and treatment arms.

### **Follow up Meeting with Teachers**

In September 2016, a follow up meeting was organized for selected schools to brief them about the project, and to confirm they have been selected to participate in the study. The one day meeting was attended by 60 classroom and head teachers from 30 schools and District Education Officers of Kalungu and Rakai at the Hotel Brovad, Masaka. The District Education Officer of Masaka sent his apologies for not being able to attend. After presentations from the Study Coordinator and Prof Fred Ssewamala, the teachers were grouped into 6 groups and given discussion questions, after which, they made presentations to the plenary. The meeting was facilitated by Prof. Fred Ssewamala and Dr. Apollo Kivumbi-Study Coordinator.

### **MFG Adaptation in Collaboration with Stakeholders**

On February 2<sup>nd</sup> and 3<sup>rd</sup>, 2017, the SMART Africa-Uganda Team held its two additional stakeholders meetings, with School Head Teachers and PTA members respectively, from primary schools in the region. The primary goal for both meetings was to engage head teachers and parents in discussions specifically concerning the draft Manual for the Multiple Family Group (MFG) intervention and receive their feedback on the content and delivery of MFG. Both teachers and PTA members concurred that the MFG manual's content was reflective of the socio-cultural background and socio-economic problems of their families and communities. PTA members acknowledged the importance of engaging families in the intervention. They also discussed the potential challenges in engaging fathers and offered some potential solutions to these obstacles. Additionally, both teachers and PTA members recommended that the target age group for children be changed from 8 to 13 years (instead of the originally proposed 7 to 11 years) as behavioral challenges were observed to be more prominent among older students.

# Conferences

## Annual Conference on Global Perspectives

### 2nd Annual Conference on Global Perspectives on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa

On May 12<sup>th</sup> 2016, the 2nd Annual Conference on Global Perspectives on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa was held at Columbia University School of Social Work in New York, NY. The conference was organized by the International Center for Child Health and Development (ICHAD) in collaboration with Columbia Population Research Center, Heilbrunn Department of Population and Family Health, Mailman School of Public Health, & Columbia School of Social Work.

The aim of the conference was to share research findings highlighting the impact and potential of economic strengthening interventions on adolescent health and education outcomes in the global arena, especially for those impacted by HIV/AIDS. Key-note speeches were given by Professor Michael Sherraden, Ph.D. of the Brown School of Social Work and Professor Neil Boothby Ph.D. of Columbia University's Mailman School of Public Health.

A special issue of the Journal for Adolescent Health entitled "Economic Strengthening Issues with African Adolescents," and containing papers developed from conference presentations, was published January 2018..



One of the study participants from the Bridges to the Future study, Maltina Nyananzi smiles for a picture after her presentation in New York. To her left is Prof. Fred Ssewamala (Principal investigator for the Bridges study) & Dr. Apollo Kivumbi. To her right, is Rev. Fr. Kato Joseph Bakulu (Masaka Diocese), & Ms. Slyvia Nabakadde (Kawuku Branch Manager, Centenary Bank)



Prof. Fred Ssewamala giving opening remarks at the 2nd Annual Conference on Global Perspectives on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa



# Conferences

## Annual Conference on Global Perspectives

### The aims of the 2nd Annual Conference on Global Perspectives on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa



From left to right, Mr. Abel Mwebembezi, Rev. Fr. Kato Joseph, Maltina Nanyanzi, Dr. Barbara Mukasa, Mr. Davis Ssenabulya & Ms. Miriam Mukasa at Columbia University subway stop on their way to the conference



Dr. Gertrude Nakigozi and Ms. Sylvia Nabakadde share a joke during a break at the 2nd Annual Conference on Global Perspectives

1. Follow-up on plans, collaborations and partnerships resulting from the 2014 Economic Strengthening Conference at the School of Social Service Administration in Chicago.
2. Look at poverty and other social determinants of health in developing countries.
3. Share new findings with the academic, research and NGO communities focused on improving health and development outcomes for children and adolescents in developing countries, particularly in Sub-Saharan Africa.
4. Identify and discuss specific at-risk populations, including adolescent girls, young women, sex workers, and interventions targeted at hard-to-reach communities.
5. Explore key areas of economic strengthening including: asset building, conditional and unconditional cash transfers, financial education, public/private partnerships, and financial inclusion.
6. Emphasize the importance of utilizing observation, intervention and implementation research to determine the efficacy and feasibility of economic strengthening interventions.
7. Identify innovations that may increase the rigor of economic strengthening research, including using biomarker data to measure health outcomes, and determining the cost effectiveness of economic interventions.
8. Build on existing interdisciplinary partnerships to address research and service gaps for vulnerable children and families.



## Global Perspectives Conference on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa, May 2016

Professor Fred Ssewamala not only directs the work at ICHAD but also provides professional development opportunities for his staff and community collaborators. The following members from Uganda & Kenya travelled to Columbia University in New York to present, learn and make new connections at the 2<sup>nd</sup> Annual Global Perspectives Global Perspectives on Economic Strengthening and Adolescent Health & Education in Sub-Saharan Africa.

NAME & AFFILIATION	PRESENTATION TOPIC
<b>Mr. Abel Mwebembezi</b> Executive Director, Reach the Youth Uganda In-Country Co-Investigator, ICHAD	Promoting Income Generating Activities for Youth: opportunities and challenges
<b>Mr. Davis Ssenabulya</b> ART Coordinator, Villa Maria Hospital Kalungu, Uganda	Issues Regarding Adherence to ART for Adolescents: Clinic-Level Perspectives <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Davis-Ssenabulya-Villa-Maria-Hospital.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Davis-Ssenabulya-Villa-Maria-Hospital.pdf</a>
<b>Dr. Gertrude Nakigozi</b> Head of Clinical Services Rakai Health Sciences Program	Measuring Adherence among HIV+ Youth: Role of Family Economic Strengthening <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Gertrude-Nakigozi-Rakai-Health-Sciences-Program.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Gertrude-Nakigozi-Rakai-Health-Sciences-Program.pdf</a>
<b>Ms. Miriam Mukasa</b> Head of Administration & Operations ICHAD Masaka, Uganda	Engaging Adolescents in Health Education Curriculum through Cartoons <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Miriam-Mukasa-ICHAD.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Miriam-Mukasa-ICHAD.pdf</a>
<b>Ms. Sylvia Nabakadde</b> Branch Manager, Centenary Bank Kawuku, Uganda	Addressing the Economic Empowerment for Girls: Centenary Bank Uganda Strategy <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Sylvia-Nabakadde-Centenary-Bank.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Sylvia-Nabakadde-Centenary-Bank.pdf</a>
<b>Ms. Joyce Wanican</b> Executive Director, AfriChild Center, Uganda	Engaging Funders for Global Economic Strengthening Research for Children & Youth <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Joyce-Wanican-AfriChild-Center.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Joyce-Wanican-AfriChild-Center.pdf</a>
<b>Dr. Barbara Mukasa</b> Executive Director, Mildmay, Uganda	Special Discussant: Reflections on Obtaining Extramural Funding for Adolescent Health Research and Programming In Sub-Saharan Africa: A Research Perspective
<b>Mr. David Gattawa</b> Post Bank Nairobi, Kenya	Sustainable banking for low-income children and youth in Kenya, A Banker's Perspective: Lessons from the Kenya Youth save Impact Assessment Study <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/David-Gattawa-Kenya-Post-Bank.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/David-Gattawa-Kenya-Post-Bank.pdf</a>
<b>Mr. Moses Njenga</b> Kenya Institute for Public Policy Research and Analysis (KIPPRA) Nairobi, Kenya	Financial inclusion for low income children and youth in Kenya: A Research perspective <a href="http://ichad.wustl.edu/wp-content/uploads/2016/05/Moses-Njenga-KIPPRA.pdf">http://ichad.wustl.edu/wp-content/uploads/2016/05/Moses-Njenga-KIPPRA.pdf</a>

# Conferences

1st Annual Conference  
Child Behavioral Health in SSA

## 1st Annual Conference on Child Behavioral Health in Sub-Saharan Africa

On July 12-13<sup>th</sup> 2016, the First Annual Conference on Child Behavioral Health in Sub-Saharan Africa was held at the Sheraton Hotel, Kampala Uganda. The conference was attended by African scholars from University of Nairobi, University of Ghana, University of Kwazulu-Natal and Makerere University as well as scholars from US universities including New York University, Columbia University, Ohio State University, Washington University in St Louis. The conference was officially opened by the Hon. Janet Museveni, Minister of Education and First Lady, and was closed by Prof. Anthony Mbonye, Director General of Health Services, Ministry of Health. Entertainment was provided by Crane Performers Ltd. After the conference, several guests were taken for field tours of Kampilingisa Children's Rehabilitation center while others visited select schools participating in ICHAD studies. Guests were hosted to a dinner at Hotel Brovad, Masaka.

**The four aims of the conference were:**

1. To establish and engage a research consortium of academics working in a range of disciplines, as well as government, NGO, community and cultural stakeholders in Uganda, Ghana, Kenya, and South Africa to focus on addressing child mental health burden, Evidence-Based Practice (EBP) implementation, scale-up, and service gaps.
2. To build child mental health implementation research capacity, including developing monitoring systems and conducting small-scale implementation studies, in Ghana and Kenya.
3. To conduct an EBP scale-up research study in Uganda, which will examine the influence of government, NGOs, families, schools, and communities on the uptake, implementation, effectiveness and sustainability of EBPs that address serious child disruptive behavioral challenges, and
4. To disseminate timely and pragmatic findings to government officials and consortium partners to optimize roll-outs of EBPs and scale-up process via an African Policy Research Advisory Board, consisting of an expanded network of scientists, NGOs and government officials.

You can learn more at:

[sites.wustl.edu/smartafrica/firstannualconferenceCBH](http://sites.wustl.edu/smartafrica/firstannualconferenceCBH)



The First lady, Hon. Janet Museveni talking to (from left to right) Mr. Abel Mwebembezi (Executive director, Reach the Youth Uganda); Prof. Fred Ssewamala (director of ICHAD); Prof. Mary McKay (Dean at the Brown School, Washington University in St. Louis)



From left to right, Mr. Abel Mwebembezi , Prof. Fred Ssewamala, Prof. Mary McKay, Hon. Janet Museveni, Ms. Joyce Wanican, Mr. Simba Machingaidze, Prof. Edward Kirumira, & Mr. Timothy Opobo

Photos from the conference were published in New Vision:

[http://www.newvision.co.ug/new\\_vision/news/1429606/conference-discusses-child-behavioral-health](http://www.newvision.co.ug/new_vision/news/1429606/conference-discusses-child-behavioral-health)

# Conferences

1st Annual Conference  
Child Behavioral Health in SSA  
Presentations

## 1st Annual Conference on Child Behavioral Health in Sub-Saharan Africa

NAME & AFFILIATION	PRESENTATION TOPIC
<b>First Lady Hon. Janet Kataaha Museveni,</b> Minister of Education and Sports	Setting a Child Behavioral Health Agenda for Sub-Saharan Africa
<b>Mr. James Kaboggoza,</b> Assistant Commissioner, Children Affairs Ministry of Gender, Labor and Social Development, Uganda <b>Dr. Beverly Pringle,</b> National Institute of Mental Health, U.S	Opportunity to Align Child Mental Health Research, Service and Policy Partners: Local and NIH Perspectives
<b>Dr. Fred Ssewamala,</b> Washington University in Saint Louis <b>Dr. John Santelli,</b> Columbia University	Sub-Saharan Launch of the Lancet Commission on Adolescent Health
<b>Dr. Arvin Bhana,</b> South African Medical Research Council <b>Dr. Inge Petersen,</b> University of Kwazulu-Natal	Capacity Building for Child Mental Health Services Programming
<b>Dr. Olugbenga Ogedegbe,</b> New York University <b>Ms. Joyce Wanican,</b> AfriChild Center—Makerere University	Sub-Saharan Africa/US Collaborative Research Partnerships
<b>Mr. Abel Mwebembezi,</b> Reach the Youth-Uganda <b>Ms. Joyce Wanican,</b> AfriChild Center <b>Dr. Arvin Bhana,</b> South African Medical Research Council <b>Dr. Godfrey Kigozi,</b> Rakai Health Sciences Program	Designing Effective and Efficient Research in Child Behavioral Health: Implementing Randomized Control Trials in Sub-Saharan Africa
<b>Dr. Mary McKay,</b> Washington University in St. Louis	Child Mental Health Disruptive Behavior Challenges
<b>Dr. Fred Ssewamala,</b> Washington University in St. Louis <b>Dr. Njeri Kagotho,</b> Ohio State University	Child Health and Mental Health Issues in Sub-Saharan Africa
<b>Dr. Janet Nakigudde,</b> Makerere University <b>Dr. Sarah Meyer,</b> Columbia University	Disruptions in Development: The Impact of Trauma on Children and Families and its Significance for Understanding Behavioral Health Disorders
<b>Dr. Keng-Yen Huang,</b> New York University <b>Dr. Kimberly Hoagwood,</b> New York University	Effectiveness, Implementation, and Scaling-Up of Mental Health EBP's for Children.



### 2nd Annual Conference on Child Behavioral Health in Sub-Saharan Africa & Collaborative Hubs Meeting

From July 31st—August 2nd, 2017, in Kampala at the Sheraton Hotel, SMART Africa Center hosted the Collaborative Hubs Meeting for Global Research on Mental Health as well as the 2nd Annual Conference on Child Behavioral Health in Sub-Saharan Africa. The Collaborative Hubs meeting brought together all five NIMH-funded hubs working in over 15 countries across the globe to discuss research questions and ongoing projects related to scaling up mental health interventions, sustaining high-quality mental health care in resource-limited settings and fostering evidence-based mental health policies and programs.

The 2<sup>nd</sup> Annual Conference on Child Behavioral Health in Sub-Saharan Africa, a follow-up to the first annual (July 2016) conference, was officiated by Hon. Jacob Oulanyah, the Deputy Speaker of the Parliament of Uganda. The purpose of the conference was to:

- Bring together researchers, NGOs, government officials, and other stakeholders from Sub-Saharan Africa to move forward the conversation initiated during the July 2016 First Annual Conference on Child Behavioral Health in Sub-Saharan Africa.
- Offer the SMART Africa Global Child Health Fellows an opportunity to share their experiences, thus far, with a wider and global audience.

In addition, the 2<sup>nd</sup> Annual conference offered two pre-conference workshops on July 30th at the Kampala Sheraton Hotel. The Programme for Improving Mental Healthcare (PRIME) facilitated the first workshop. Funded by the UK government's Department for International Development, PRIME is a research consortium which has been conducting research on the development, implementation and scale up of integrated primary mental health services in low resource settings,

specifically in Ethiopia, India, Nepal, South Africa and Uganda. In this workshop, PRIME team members presented some of the key findings and lessons from the program, with a focus on Ethiopia, South Africa, and Uganda.

A half-day Theory of Change (ToC) pre-conference workshop was also held on July 30, 2017. The SMART Africa capacity building investigators from South Africa team, namely Professors Arvin Bhana and Inge Petersen, were joined by their colleague and PhD student Ms. Erica Breuer from Alan J. Flisher Centre for Public Mental Health to facilitate the workshop. The aim of the ToC workshop was to introduce participants to the concept of Theory of Change (ToC) and demonstrate how ToC could be developed and used in the planning of child and adolescent mental health services at the regional/district levels. Over 30 people representing NGOs, district level representatives from Masaka, Rakai, Kalungu and Lwengo, academicians, NIMH colleagues, and SMART Africa team members participated in the workshop.



Participants enjoying the festivities in Masaka, Uganda

# Conferences

2nd Annual Conference  
Child Behavioral Health in SSA

## 2nd Annual Conference on Child Behavioral Health in Sub-Saharan Africa Program

**PRIME Workshop:** Implementing and Scaling up Integrated Primary Care Mental Health Services in Low-resource Settings  
**SMART Africa Center Workshop:** Theory of Change (ToC)

**SMART Africa Center** Science Update  
**Youth FORWARD Hub** Science Update  
**ASPIRE Hub** Science Update  
**SHINE Hub** Science Update  
**DIADA Hub** Science Update  
Hub Meetings with NIMH: Preparations for DSMB and Site Monitoring

NAME & AFFILIATION		PRESENTATION TOPIC
<i>Dr. Fred Ssewamala,</i> Washington University in Saint Louis <i>Jennifer Nattabi,</i> ICHAD <i>Phionah Namatovu,</i> ICHAD	<i>William Byansi,</i> Washington University in Saint Louis <i>Teresia Mutavi,</i> University of Ghana <i>Maji Hailemariam,</i> Michigan University	Building Capacity Among Junior Scholars: Global Scholars' Perspectives
<i>Peter Yaro,</i> Basic Needs, Ghana <i>Dr. Simon Njuguna Kahonge,</i> Ministry of Health, Kenya <i>Dr. Janet Nakigudde,</i> Makerere University	<i>Dr. Catherine Abbo,</i> Makerere University <i>Elizabeth Kisakye Nsamba,</i> Ministry of Education and Sports, Uganda	Policy Makers, Practitioners, and Researchers Dialogue: Research, Policy, and Public Health Impact
<i>Rt. Hon. Jacob Oulanya,</i> Deputy Speaker of Parliament of Uganda		Keynote Policy environment and formulation in UGANDA

### Field Site Visits

Visited 4 schools that are participating in the SMART Africa-Uganda study

**Bugonzi Primary School**      **Butende Primary School**  
**Nsambya Primary School**      **Kyotera Primary School**



From left to right, Dr. Simon Kahonge, Dr. Manasi Kumar, Dr. Muthoni Mathai, Dr. Anne Mwayo, and Teresia Mutavi (SMART Africa Global Fellow) enjoying the 2nd Annual Conference on Child Behavioral Health in SSA at the Sheraton in Kampala, Uganda

### AIDS 2016, Durban South Africa Conference

ICHAD's doctoral candidate, Laura Gauer Bermudez, attended the AIDS 2016 conference where she presented the paper "Equity in adherence to antiretroviral therapy among economically vulnerable adolescents living with HIV in Uganda." Conference videos, presentation slides and an abstract of her presentation can be found online at: <http://programme.aids2016.org/Programme/Session/1018>

### Society for Social Work and Research 2016 Conference

Dr. Proscovia Nabunya (Assistant Professor, New York University), William Byansi (Doctoral Student at Brown School, Washington University in Saint Louis, Missouri) & Miriam Mukasa (Field Manager) represented ICHAD at the 20<sup>th</sup> Annual Society for Social Work and Research conference in Washington D.C. The team's presentation focused on utilizing a family based economic strengthening intervention to improve mental health wellbeing among female AIDS-orphaned adolescents in Uganda.



From left to right, Miriam Mukasa, Dr. Apollo Kivumbi, William Byansi, Dr. Proscovia Nabunya, Sarah Meyer, Laura Gauer Bermudez & Abel Mwebembezi following a presentation at the SSWR Conference 2016 in Washington D.C.

### First Annual United Nations Data Forum

A team of two research assistants (Phionah Namatovu & Edward Nsubuga) represented ICHAD at the First United Nations Annual Data Forum in Cape Town, South Africa. This was their first time traveling on a plane as well as first time traveling out of Uganda. Below is a summary/recap of their trip to South Africa.

*We set off for Entebbe airport from Masaka on Sunday morning for our first flight ever! With the travel briefings given to us earlier by the ICHAD team, we were able to check in easily at the airport and travelled undisturbed to Cape Town via Johannesburg where the data forum was scheduled to take place.*

*The aim of the forum was to provide an opportunity for data and statistics experts to join together with governments, businesses, civil society, scientific and academic communities to explore innovative ways to apply data and statistics to measure global progress and inform evidence-based policy decisions on the Sustainable Development Goals (SDGs) by contributing to important discussions and interactive platforms in a bid to launch new initiatives and solutions that will deliver better data for all. The conference was from Sunday January 15<sup>th</sup> 2017 through Wednesday 18<sup>th</sup> January, 2017. —Phionah Namatovu and Edward Nsubuga.*





## Phionah Namatovu, a member of the Data team, shares her experience attending the First Annual UN Data Forum in Cape Town, South Africa

The forum was composed of three days of presentations, speeches, engaging discussions and interactions with intellectuals through general and specific sessions based on the six thematic areas of discussion: New approaches to capacity development for improved data; Innovations and synergies across different data ecosystems; Leaving no one behind; Understanding the world through data; Data principles and governance; and The way forward: A global action plan for data. Details about these discussions were presented in individual reports submitted to the team on return to Uganda.

Following discussions from the forum, we are more than proud to say that ICHAD is doing well in regards to revolutionizing data. A one-on-one interaction with staff of Statistics South Africa (SSA) brought to our knowledge that we are moving well in terms of incorporating technology during data collection. While many researchers in Sub-Saharan Africa are having trouble using Samsung tablets and are planning on moving to iPads, our PI thought wisely about using iPads alongside Samsung tablets to ensure maximum efficiency and diversification of data collection options.

In the forum, discussions were great, a lot was learned. Here are some of the best lessons from the data forum: Capacity building is important in the drive of leaving no one behind; Good quality data is a product of excellent team work taking note of the difference between good data and good looking data; Political will is a great ingredient for the recipe of better data; Coordination between the private sector and government is necessary for meeting the sustainable development goals; The use of technology in data collection makes work faster and adds quality to output; Simplicity in presenting statistical findings is important to address a larger group given that many people “hate” statistics.

Major challenges that need to be addressed if the SDGs are to be achieved include: Data literacy for the larger population to encourage them to take part in data formation and use; as well as Incorporation of changes needed in the statistical systems in the political agenda for governments to be involved.

On Tuesday evening, we were treated to a gala dinner sponsored by the event organizers at Ratanga Junction where a few speeches were followed by a great performance by Yvonne Chaka Chaka. We enjoyed the dinner and danced the evening away happily.

It was a great opportunity to attend the First UN Data Forum in Cape Town, South Africa and we are more than grateful to the PI for having nominated us to represent the ICHAD team at this wonderful forum. We surely would not trade this for another opportunity given that we learned a lot and made friends.

Thank you Prof. Fred.

# Electronic Data Collection



## Florence Namuli, a research assistant, shares her experience on using electronic data collection.

I started working with ICHAD as an interviewer in 2013. During this time, we were using paper based data collection methods. However, in 2016 we were introduced to electronic means of data collection. This changed my experience of data collection completely. Below I share my experiences with the various forms of data collection.

We primarily used Apple iPads during interviews with study participants, however, Samsung tablets were also used. For the purpose of this report, I will refer to both as tablet computers. Tablet computers are very fast and hence time saving because of the little time spent on an interview compared to a paper-based questionnaire. This is due to the fact that some time might be lost when opening pages and having to use two different questionnaires i.e. Luganda and English since our interviews are conducted in Luganda. We however enter the data in English hence the two different sets of questionnaires. Needless to say, the large amounts of paper sometimes scared the participants.

The software used on the tablet computers is known as Qualtrics. Electronic data collection minimizes the cases of missing information because of the skip patterns that don't allow you to continue to the next page without filling all the necessary information on the current page. Data entry errors are also minimized with the use of Qualtrics. These errors happen in the way that one might enter a code that is not corresponding with the question type for example entering code "5" on a "Yes" or "No" question type. Additionally, the costs of data collection and entry are minimized with the use of electronic means. This is because an interviewer asks and enters the data directly into the database system. Other advantages I have found are the availability of spell check. An interviewer may have wrongly spelled a word but the electronic system highlights these errors and gives one a chance to correct these minor errors. I believe this makes the data cleaner and easily usable.

One of the challenges of paper based data collection included the risk of missing the skip patterns. The ICHAD questionnaires (both Bridges and Adherence) have many skip patterns. If an interviewer is not careful, he or she may skip a few questions unknowingly. This applies to all interviewers regardless of their experience since we are not perfect as human beings. The electronic means data collection covers this gap or limitation. It also automatically follows the skip patterns such that an interviewer does not have to worry about the numerous patterns. I have found this extremely helpful despite being a seasoned interviewer of 4 years.

Another benefit is the safety of participants' data. With electronic means, the data is directly entered into the server and the tablet computers are password protected. This means that even if a tablet computer is stolen, the participant's data is protected and cannot be accessed. The tablet computers are not without limitations however. Once in a while they freeze. They are also very valuable items sometimes posing a safety risk for staff members.

Overall, the electronic data collection has eased my work interviewing participants. I can now do more interviews in a day than when we had paper interviews. For example, I can now do up to 4 Bridges study interviews compared to 3 while using paper. They are also more accurate and complete compared to whenever I used paper. I would recommend organizations that still use paper interviews to switch to electronic means.



ICHAD interviewers and staff learning how to use electronic data collection at Hotel Brovad in Masaka, Uganda



ICHAD staff hold meetings throughout the year including: internal staff meetings, conference meetings with the USA team, and annual stakeholders meetings. The team in Uganda meets on a weekly basis to share updates on the progress of the studies. The team also holds on-going meetings regarding interviewing, data entry, and human subjects protection. Bi-monthly meetings are held with the USA team.

In July 2016, the 3<sup>rd</sup> Annual stakeholders meeting was held. Over 200 were in attendance including head teachers, health workers, district education officers and district health officers among others. Aims of the stakeholders meeting include:

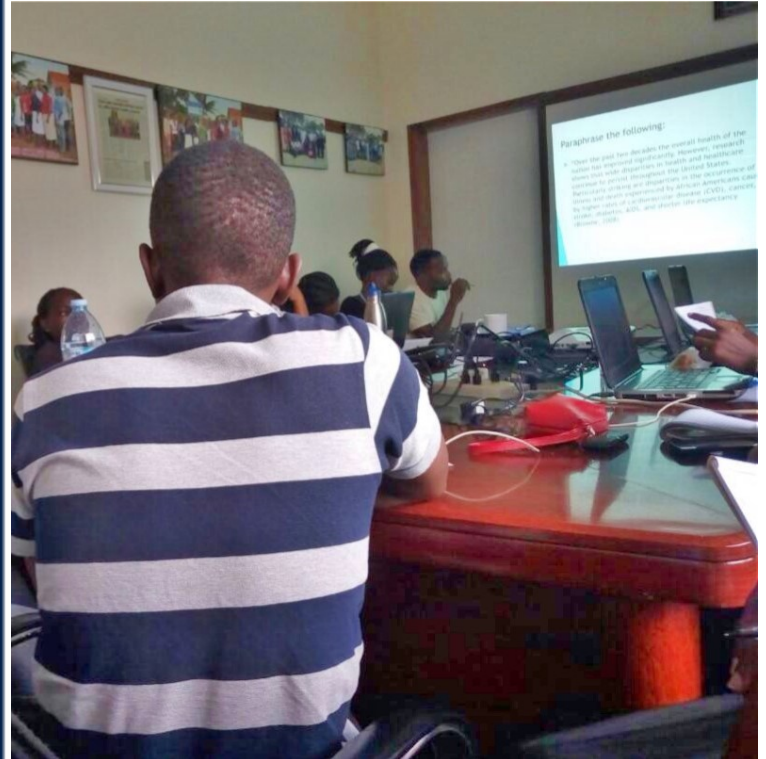
- To appreciate the contribution and support of community stakeholders and partners.
- To update stakeholders and partners on the progress of the center on the different studies implemented.
- To share study experiences and challenges.



Health workers from participating health centers listen to Flavia Namuwonge (ICHAD Staff) giving a presentation on the progress of the cartoon rollout process for Suubi+Adherence, the experience learned and challenges experienced, at the 3rd Annual Stakeholders meeting in April 2016 at Hotel Brovad in Masaka, Uganda



- **Conducting Cognitive Interviews:** This training was held in February 2016 and conducted by Dr. Lynn Michalopoulos a professor from Columbia University School of Social Work. Seven research assistants were trained to conduct cognitive interviews with guardians and children. The interviews were related to stress and trauma.
- **Grief Training:** A training session regarding grief and death was held in September 2016 at the Masaka office. The training was provided in response to the loss of a number of participants in the *Suubi+Adherence* study. Hence, the ICHAD leadership felt the team would benefit from a training on coping with grief and death. The training was conducted by an external counselor from TASO.
- **Literature Review Writing Training:** In October, a team of 4 research assistants attended a training conducted by our Associate Research Director and Research Associate, Dr. Apollo Kivumbi. The training was aimed at helping staff acquire the writing skills for literature reviews, abstracts and citations. Handouts were shared with research assistants.
- **Multiple Family Group Training (MFG):** As part of the field activities for the SMART Africa scale-up study in Uganda, Dean Mary McKay facilitated the Multiple Family Group (MFG) training that was attended by the research teams in Uganda and St. Louis. MFG training comprised of six sessions delivered in September and October. The sessions focused on providing the content and skills necessary to facilitate MFG weekly sessions with children and their families in the Ugandan context. The trained research team members will become the trainers of the facilitators recruited to deliver the MFG intervention for the SMART Africa studies.



ICHAD Uganda Team taking part in a literature review training session at the ICHAD field office in Masaka, Uganda



### Scovia Nassaazi, a former study participant, is now an ICHAD employee

My name is Scovia Nassaazi, a female Ugandan aged 26 years and born in Rakai which is one of the districts in southern Uganda. I am an orphan, my father died in 1994 while I was at a tender age of 3 years and my mother died in 2008 when I was in High School. After the death of my father, life became unbearable. My mother and I had to struggle for survival. As a single mother, she was unable to sustain a family of 2 including my brother i.e. meeting the basic necessities of life, pay our school fees. We suffered both economically and socially.

Life pushed us to the wall and I had to leave the private school I was attending and join universal Primary School (UPE) which was St. Andrews Matala Hill Primary school. When I was promoted to Primary School 7 money became even scarcer. My mother told me she did not have any money for my registration for the Primary Leaving Examinations (PLE). I lost hope. After much thought, I asked my mother to let me at least try to get half of the registration fees through fetching water and digging for other people so as to get that money. After seeing my determination, she also told me that she will try her level best to see to it that I proceed with my education. With that promise I joined Primary Seven.

Towards the end of Primary 7, Rev. Fr. Kato (Diocesan Secretary, Masaka Diocese) told us about *SEED* Project which was recruiting orphaned pupils in our school. Being an orphan, I was recruited in the project after a period of a month. We were invited to meet the brain behind the *SEED* project, Prof. Fred Ssewamala. He briefed us about the project and its role in schools. He told us that we would be interviewed once a year for the period of the study. opening for us bank accounts and matching the money we would save, he told us how we would be taught on starting up a small business for income generation and mentorship sessions. Everyone was very happy and pleased about the idea. Before I joined senior one, the project had opened for us child development accounts. Each study participant had his/her own account. My mother and I used the opportunity to save. The project would match equivalently the deposited money by the participants however those who saved zero missed out on the matched money.

When I joined secondary school, my mother payed half of the school fees, take the bank slip to the project offices and the project would make a timely payment of the remaining balance which was always paid at the school. I joined Matala Church of Uganda for my secondary (both ordinary and advanced levels). While there, we were given textbooks of different subjects such as Chemistry, Biology, Physics, Mathematics, and English which helped me. The textbooks not only benefited the students but also the school administration. They were equally pleased to receive such books which were very expensive. The textbooks are currently stored in the school library. They were stamped "*SEED*" and are still open for use by other students to date.

Another component of the project that we received was mentorship. Sessions were conducted by *SEED* staff such as; Dr. Proscovia Nabunya (currently an Assistant Professor at New York University). The mentorship sessions were carried out in the afternoons. Females were mentored by female peers while the males were mentored by male peers. Topics covered included: self-esteem, education planning & setting goals, savings, and asset development, HIV/AIDS & STD/STI knowledge, puberty, the ABC model, and protection from abuse among others. These sessions added value to each attendee in every session.

We received income generating activity trainings (IGAs). This was mainly to equip us with the skills needed to start up small scale businesses thus, eventually helping us and our families come out of poverty. Such skills would have allow us to have a sustainable living and further our education. It also reduced the levels of school drop outs. During the training, we were taken to model farmers in the area where we were given live examples of how agriculture can be carried out for commercial purposes. With that experience, I was able to start up a small project of rearing pigs with my mother. I was so proud of the project because it allowed me to save money. As a result, that culture has never stopped in my mind because up to now, I always save part of my allowance.

# ICHAD

## Personal Accounts

Scovia Nassaazi  
Continued

Before I sat for my Senior 4, my mother died. Following the completion of my ordinary level, I had to join the advanced level. It is here that the money we had been saving was matched by *SEED* project and I managed to complete the two years of my advanced level along with help from the school since I was among the best performers. This was a dream come true. Much thanks to the Principal Investigator (Prof. Fred Ssewamala) for he fulfilled the promises he made on the first day we met him. I completed Advanced level in 2010 and passed with 17 points. I was supposed to join university level in 2010 but due to economic problems, I was called by one of the tertiary institutions in August 2010 called Mubende College. I was given the opportunity to pursue a diploma in Music on government scholarship although it was not my subject preference I spent only two days there. Although it was a grant, I had to forego it because when I got to the college, they asked for a piano as one of the essential requirements for the course. Considering my socioeconomic background, I could not afford to purchase a piano. I left the college and went back home. I had lost all hope of furthering my education.

I did not attend school for one year. During this time, I started a small business of frying and selling pancakes by the roadside since it was profitable on my side. While I was at home, I was called by my grandmother who was living in Masaka- Kigamba. I gave her the information about my studies since she was aware of my performance and showed great interest in helping me further my education. She took me at Muteesa 1 Royal University to pursue a diploma in secondary education but she was unable to enroll me for a degree due to insufficient funds.

Before the end of my first year at University, I met Rev. Fr. Kato and he took me to Hotel Brovad to meet Prof. Fred Ssewamala since he was in the country at that time. This was really a surprise in my life because I never thought to see him again in Uganda since the years of the study. I informed him of my education plans. That is when he gave me the opportunity to start working with ICHAD in November 2012 as a student research assistant. I was very glad to be awarded with such a wonderful opportunity. I never thought I could be so lucky. By then, I started paying the required tuition with the allowance I was receiving up through the end of my studies.

In the second year of the course, I applied for the Bachelors of Arts with Education. Thanks to all the *Sunbi* staff for their guidance, counselling towards my work and education. Great thanks to Dr. Fred for the opportunity because I was able to successfully complete my course and graduate. My graduation took place at hotel Brovad on 9<sup>th</sup> July 2016 and I am currently working as a full time research assistant. Thanks to Dr. Fred who gave me a chance because out of the dark tunnel I saw light. With the seeds of hope sown by the *SEED* project my future was indeed secured.



ICHAD Staff, Scovia Nassaazi & Miriam Mukasa using cartoons to discuss HIV stigma and discrimination. Participants shared their various experiences in schools and at home.





### Miriam Mukasa is the ICHAD In-Country Project Manager

Four years ago, I joined the International Center for Child Health and Development (ICHAD) team. During this time, I was working in collaboration with New York University's Silver School of Social Work. Prior to joining ICHAD, my experience with research was primarily in the office without direct contact with study participants and stakeholders.

My experience in the field working with ICHAD study participants, families, health workers, teachers, and head teachers has been an exciting, rewarding, and insightful process. I have gotten to learn about the entirety of the research project through conducting the consenting and assenting processes, recruitment, and delivering of research activities. I also got a chance to visit participants' homes and interact with them and their families which gave me an insight to the levels of poverty in Masaka and greater Masaka regions. Their tremendous appreciation for the ICHAD projects helped me understand the true meaning of the term "*Suubi*" projects. Without physical interaction with our participant families, I would never have been able to truly understand the magnitude of the impact of the projects in the lives of so many families.

The *Suubi+Adherence* and *Bridges to the Future* study projects have positively impacted the lives of over 1500 families within the southern region of Uganda. I believe the benefits afforded to a study participant not only benefit the participant but their individual families and in turn their surrounding community. I am grateful for the privilege ICHAD has given me to be able to change the lives of so many families.

I have personally experienced growth in my career since working with ICHAD. I have had several opportunities to learn and improve professionally and I believe ICHAD, specifically our PI: Prof. Fred Ssewamala, has contributed significantly to that. I will forever be grateful for the knowledge I have gained by working at ICHAD. I have also gotten a chance to collaborate with several impactful institutions and researchers throughout the world through ICHAD.

I commend Prof. Ssewamala, the principal investigator of the ICHAD projects, Reach the Youth Uganda, & Masaka Diocese for supporting this work in their various capacities. It continues to be a pleasure working with a very supportive and knowledgeable team. I am honored to be part of the change and to be part of the efforts in addressing poverty in my home country, Uganda.

Thank you ICHAD!

# ICHAD

## Personal Accounts

Apollo Kivumbi



**Dr. Apollo Kivumbi was the former coordinator for the Suubi+Adherence study and is the current coordinator for the SMART Africa-Uganda study. Dr. Apollo graduated from Johns Hopkins School of Public Health with a Masters in Public Health in 2016.**

Before going for my MPH, I had worked with ICHAD since 2013. I worked as a study coordinator for the *Suubi+Adherence* study and this was my first ever research role. It was not easy giving up clinical practice let alone being responsible for an NIH funded R1. The staff of ICHAD was really supportive as I was starting out and with their help, I learned a lot about budgeting, administration and research implementation.

Along the way, I received support to go and present at international conferences. This exposure to people from different academic backgrounds and to individuals who have, over the years, influenced the public health systems encouraged me to further pursue a career in Academia and Research. Dr. Fred Ssewamala, Director of ICHAD, encouraged me to talk to different professors and visit different schools that I might be interested in attending and this further widened my view and aspirations.

I applied to four Public Health schools in the US and all of them admitted me. The next hurdle was deciding which school to attend and for me, it was rather simple: which school offered better funding! I chose John Hopkins School of Public Health and I was able to get the Fogarty Global Health Scholarship through ICHAD's partnering organization Rakai Health Service Program.

All the implementation science I was learning through exposure to field work, I was now learning in class, the difference being, in one I was learning for grades and the other I was learning while being remunerated.

Working with ICHAD provided me valuable knowledge that one cannot learn in a classroom and that was experience. My experience working with ICHAD eased my stay in a highly competitive and accelerated MPH program in the number one public health program in the world at Johns Hopkins University. It was not only the experience but also the opportunity to get funding through RHSP, which I am deeply grateful to ICHAD.

After a one year study leave, I am back at ICHAD offering knowledge acquired through the MPH program and learning more from the field. I now approach studies with a more concrete understanding of the implementation science.

Currently, I am coordinating the SMART Africa-Uganda study, a Mental Health study intervention focused on families with children struggling behaviorally. I will be furthering my education career by pursuing a PhD in Child Mental Health because mental health is my passion.



**Dr. Apollo leads a SMART Africa-Uganda study meeting with teachers and PTA members at Hotel Brovad in Masaka, Uganda**

# ICHAD

## Personal Accounts

Jennifer Nattabi



Jennifer Nattabi, former coordinator for the *Suubi-Maka* and *Bridges to the Future* studies, shares her study abroad experiences. Jennifer graduated in May 2017 with a Masters in Social Work from Brown School, Washington University in Saint Louis, Missouri.

In 2010, I had the opportunity to join the “*Suubi Family*” as a research assistant and coordinator for the *Suubi-Maka* Study. Prior to that, I worked part time as a mentor for the *Suubi-Maka* participants while serving as the Deputy Principal for St. Andrew’s Matala Secondary School, in Rakai District. After coordinating the *Suubi-Maka* Study, I coordinated the *Bridges* study up to the end of the third year when I left for graduate school at the Brown School of Social Work at Washington University in St. Louis where I recently graduated in May (2017) with a Masters of Social Work Degree.

I am greatly indebted to Dr. Fred Ssewamala for having initiated and encouraged me to further my studies. I remember when he first advised me on some of the schools I could apply to, it sounded out of reality. I thank Dr. Ssewamala for the support throughout the process from reviewing my personal statements to giving me a strong recommendation and above all introducing and linking me to all his professional colleagues (some of whom have come to be my professors and mentors). Kudos to Dr. Ssewamala!

My work with the *Suubi* Studies, the participants plus their caregiving families was challenging but very enriching. My daily interactions with the participants and caregivers and sharing their experiences about the daily struggles were often draining. Not to mention the fact that about 90 percent of the caregivers were women and girls, outnumbering male participants on both studies I coordinated! Such experiences weighed on my emotions as a woman and having grown up as an AIDS-orphaned child. Such experiences related well with my childhood experiences. However, the experiences I shared in the field with the caregivers and participants were very rewarding. I had the opportunity to see participants from the earlier studies graduating with professional jobs and some even began working as mentors to the *Bridges* participants. All of this was made possible by the savings and matched funds from the Savings Accounts and other related program activities. I always had the privilege to share success stories from parents who expressed their appreciation to the program activities like the mentorship program and IGAs. The caregivers were also proud of their children’s interaction with a professional and caring team of the *Suubi* Staff.

Graduate school life and studies have been enriching experiences. I have greatly benefited from the flexible school curriculum at the Brown School and have been able to take a wide range of courses about research, social and economic development, international child welfare, and courses on anti-global poverty interventions. The knowledge and skills accumulated from these courses and experiences gained from practicum sites have broadened my interests in research and work around issues of child poverty and child welfare. I hope to contribute greatly to the field of social work by designing and implementing programs that promote children, girls, and women’s welfare and community development. I will quote Marian W. Edelman, “*Education is for improving the lives of others and for leaving your community and world better than you found it*”.



# ICHAD

## Personal Accounts

William Byansi



William Byansi received his Masters in Social Work from New York University, Silver School of Social Work on May 2017. William is now in the doctoral program at the Brown School of Social Work, Washington University in Saint Louis, Missouri.

Prior to joining NYU in the fall of 2015, I worked for four years at ICHAD in Uganda, Masaka. First, as an interviewer and thereafter as a Senior Programs Assistant for economic empowerment studies—*Bridges to the Future (2011-2016)* and *Suubi+Adherence (2012-2017)* funded by NIH, under the leadership of our industrious PI, Dr. Fred Ssewamala. During my tenure, my roles involved both research and administrative responsibilities ranging from data collection to field supervision. Importantly, I interacted with children who were negatively impacted by HIV and AIDS. I listened to stories of sorrow and hope, as well as the extent to which children struggled with adverse circumstances such as poverty, stigma, and mental health challenges. Their stories particularly resonated with me because of my own childhood experiences. I realized that even meeting regularly with the research staff could be therapeutic for these children. They needed someone to talk to, listen to their stories, and support them in the absence of biological parents. I noticed how just the skill of listening can be life-changing for young people.

Additionally, I worked collaboratively with ICHAD partners including research centers, banks, schools, religious institutions and academic institutions. Indeed, my experience was enriched with these collaborations. I learned a great deal of skills including research management, partnership building and administration from highly skilled professionals in the field of social work. My interaction with the research team provided a rich foundation for my continued studies in Social Work at New York University Silver School of Social Work and subsequent doctoral training in social work at Washington University in St. Louis. .

Passionate about child mental health, I took courses in child health, developmental theory and wellbeing. My coursework was very enriching and blended scientific knowledge taught by professors with a wealth of experience in child practice. In addition to my coursework, I learned extensively from my field placements. My first year field placement was at McSilver Institute for Poverty Policy and Research. At McSilver, I was engaged in several research projects including, but not limited to the following activities: data collection across New York City in mental health clinics, data entry and cleaning, abstract development and submission. I was part of a team conducting a large scale field-trial testing the scalability of an innovative family-centered approach designed to promote the parenting skills of caregivers to effectively help poverty impacted youth with behavioral difficulties (Funded by NIMH; PI: Mary McKay). My second year placement was at Broadway House for Continuing Care in Newark, New Jersey. At Broadway house, I provided counselling and also facilitated groups for individuals with substance abuse disorders and other mental health disorders.

Overall, through my education, I have honed my clinical and research skills, particularly, in community advocacy and organizing, project development and management, assessment, individual and group practice, and evaluation of interventions. I feel confident and prepared to make significant contributions to the social work profession but also importantly honored my clinical skills to provide services to a wide range of clients. As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” I feel confident that the skills I have garnered over time have prepared me to make impactful contributions to my community and the social work profession in Uganda. All of this has been possible due to enormous opportunities provided by ICHAD. I am forever grateful.

# ICHAD

## Personal Accounts

Wilberforce Tumwesige



Wilberforce Tumwesige is a research assistant at ICHAD. Wilberforce is also a student in the Masters of Social Work program at Brown School, Washington University in Saint Louis, Missouri.

My interest in becoming a social worker was mainly influenced by my personal, professional and academic experiences as well as encountering other people I admired who acted as role models to me. I started University without hopes of completing it. I didn't have any plans on how I would survive in terms of living let alone tuition. Sometimes one is able to pay tuition fees but can fail due to other costs of living like accommodation, feeding, transport, photocopying and others.

I grew up as an orphaned child. My father passed away when I was only a year old. The death of my father exposed my four siblings and I to a life full of uncertainty as my mother struggled daily to make ends meet. Growing up as an orphan in poverty, I experienced first-hand both the psychological and economic challenges that the majority of orphaned children go through to survive. My siblings and I moved from family to family looking for care and financial support from extended family members.

While I was struggling to stay in school, I got an opportunity to participate in a study known as *Suubi*—aimed at economically empowering orphaned children and their caregivers in Uganda. This gave me a chance to meet Prof. Fred Ssewamala who has made my future bright. After joining University, I approached Prof. Ssewamala in search for an opportunity to serve as a mentor on his research projects in Uganda. This was as a result of the mentorship program I received when I was still a participant. In this mentorship, I met with a mentor on a monthly basis who helped me to set my personal, academic and career goals. I was fortunate that Prof. Ssewamala gave me an opportunity and I was recruited as a research assistant on the *Bridges to the Future* study. This was during my first year at the University. This was a dream come true. Thus far, for the past 4 years, I have been actively involved in ICHAD's work in Uganda. I started working on *Bridges to the future* and *Suubi+Adherence* as an undergraduate student—working part time and at the same time going to school to earn my degree. My performance has been appraised annually and before I left for my Masters of Social Work program at Brown School I was a research assistant and a manager in charge of stores and logistics.

While working with ICHAD, I received monetary compensation for my work. That financial support greatly helped me to pay for my tuition, transport me to school, and also meet basic needs like food, clothing and catering for stationery at the University. The studies not only offered me an opportunity to earn and pay for school, but they also offered me the field and practical experience I needed to make connections with the theoretical and conceptual frameworks we were learning in class. It is also because of this that I managed to score highly after the course. I graduated with a second-class upper degree with a CGPA of 4.16.

Working with ICHAD has helped me obtain more education than I thought possible. I draw much inspiration from Dr. Fred's work. The work ICHAD accomplishes influenced me to go back for graduated studies. Currently, I am enrolled in the Master of Social Work Program at Brown School at Washington University in Saint Louis, USA. This is thanks in part to the experience and mentoring I received by working at ICHAD.

Had it not been for ICHAD, I don't think I would have been able to reach this far. If all goes well in 10 years time I will have completed my graduate education and be engaged in productive work for society just like Prof. Fred Ssewamala.

# A Message from our Collaborators

Fr. Joseph Kato Bakulu



## Supporting Vulnerable Children through Education: A Perspective of Masaka Diocese

It so happened that I was serving both as Father in charge of schools at St Joseph's parish, Matale, and as Assistant Education Secretary Masaka Diocese when the *SEED* program broke ground in Masaka Diocese in 2004. These two roles enabled me to observe the concept planted and I saw it grow. I cannot be more privileged to share this perspective.

I must say that the *SEED* program model as introduced to us in 2004 was new and unknown to us. Hesitantly the Diocese allowed it to proceed as an adventure into the unknown. In the same breath, I am very pleased to mention that it has been a wonderful adventure. Masaka Diocese has observed with satisfaction that everything as planned has been done. At the family level, thousands of vulnerable children have been taken aboard the program. They have been taught to save, have been supported to go through school, and above all they have been mentored to assert themselves and take on the challenges of life ahead of them while avoiding risky behaviours. Many have completed the education cycle and all have wonderful stories to tell.

At the institutional level, schools have enjoyed a steady and timely spring of resources from the program, including support for children's fees, lunch and some text books. We have also experienced volunteers spearheading new projects for our schools. For instance, the project of providing lunch to children in Mayanja Primary school was successfully applied for by a *SEED* volunteer/student. The program also supported St Joseph's Matale Parish with its first IT equipment (personal computers and printers).

This program has also opened our eyes in a couple of ways: 1. The importance of research. Masaka Diocese supports many children through its other programs, but we have not been very keen learning from it and studying its impact. We have started to keenly study this data; 2. The responsibility of protecting the vulnerable child is not an individual person/institution's responsibility. This program model has successfully shown that different stakeholders (Washington University, Masaka Diocese, caregivers, extended family, schools, head teachers, teachers, LC5 officials, plus the children themselves etc..) can successfully work together to protect the vulnerable; and 3. Including the supported child in the initiative. Inculcating the culture of saving into the child is very important to the child's involvement. In addition, this initiative also encouraged some caregivers to participate in the banking system for the first time

Masaka Diocese strongly applauds this initiative in all its various forms (*SEED*, *Suubi*, *Suubi-Maka* and *Bridges to the Future*). We are privileged to have been associated with this program.

Fr. Joseph Kato  
Diocesan Assistant  
Education Secretary, Masaka Diocese



# A Message from our Collaborators

Dr. Abel Mwebembezi



## Building socio-economic status of AIDS orphaned families

Five years ago, when Reach The Youth Uganda (RTY) became an implementing partner to International Center for Child Health and Development-ICHAD, little did I know the pleasure and enormous experience RTY was going to gain as an institution and myself as an individual. I started humbly but learned a lot from Prof Fred Ssewamala as the principal investigator and the entire ICHAD research team.

Although RTY handles the intervention component of ICHAD studies, institutionally RTY has learned a lot in terms of research specifically collecting, managing, analyzing and presenting data. Because RTY in our service delivery portfolio collects a lot of data from over 20,000 youth we serve, and because we have a database, working with ICHAD presented an opportunity to learn new skills on data management and reporting. These skills were acquired through meetings with the research teams and from conferences.

RTY specifically handled the Income Generating Activities (IGA) component. This required that a training manual be developed to guide delivery of the trainings to study participants and their caregivers. Through guidance from the PI and other staff, RTY developed IGA training manuals. These very manuals have also been adopted by RTY in training youth in other districts outside ICHAD's operational area. To this end, I'm grateful to the Prof. Ssewamala for granting RTY an opportunity to be part of this great team.

ICHAD has presented several opportunities to RTY, and specifically to me, to attend international conferences and present papers on IGA training. Over the last five years, I attended conferences in Geneva, Chicago, Washington DC, South Africa, California, and New York among others.

Through our partnership with ICHAD, RTY's profile and visibility has grown over the years and it is reflected by our ability to attract funding from other partners. Eventually, this will turn RTY into a winning organization

Over the last five years, RTY trained over 700 study participants and over 410 caregivers. The experience gained during delivery of the IGA trainings and the interactions with study participants enriched RTY and my personal experience in building the socio-economic status of families affected by AIDS.

Abel Mwebembezi  
Executive Director  
Reach the Youth Uganda (RTY)

### ICHAD Field Office in Masaka, Uganda

ICHAD's success would not be possible without the dedication and constant support from our team members in Uganda. By utilizing individual skills sets, our Uganda team is a dynamic and efficient group that is able to manage nearly every aspect of our international studies. Most staff members have worked with Prof. Ssewamala for years, gaining valuable insight firsthand. They are then able to share these prized experiences with their fellow associates. This academic knowledge creates an environment that promotes learning and capacity building.



From left to right; Joan Nakiwala, Milly Nabulime, Flavia Namuwonge, Jane Namulindwa, Benoni Mpiima, Martina Nakanwagi, Flavia Nanteza, Winnie Namuyizzi Nansamba, Edward Nsubuga, Herbert Migadde, Godfrey Ssekikubo, Medress Nansubuga. T, Francis Matovu, Betina Nabisere, Scovia Nassaazi, Dr. Apollo Kivumbi, Miriam Mukasa, Augustine Kiiza, and Phionah Namatovu



# Meet the Team

## USA

ICHAD's international approach is multifaceted and relies on the continued support from our USA team members. By working with Brown School, Washington University in Saint Louis, ICHAD is able to coordinate our efforts and collaborate with esteemed colleagues. The welcoming environment at Brown School allows us to create mutually beneficial social networks that enhance every study we pursue.



**Ozge Sensoy Bahar, PhD**  
Research Assistant Professor  
Administrative Coordinator



**Fred M Ssewamala, PhD**  
Professor and Director



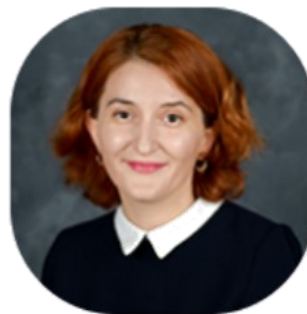
**Hayden Blair**  
Research Assistant,  
Administrative Coordinator



**William Byansi**  
MSW, PhD Student



**Thabani Nyoni**  
MSW, PhD Student



**Darejan (Daji) Dvalishvili**  
MD, MSW, PhD Student



**Rabab Ahmed**  
MD, MPH Student



**Charlotte Hechler**  
MSW Student



**Wilberforce Tumwesige**  
MSW Student



# Meet the Team

## Faculty Affiliates

To ensure the quality of our studies, ICHAD has a network of faculty affiliates that spans across the world. These affiliates offer new perspectives and ideas that significantly contribute to our success. Each faculty affiliate has trained directly under Dr. Ssewamala or has been a part of our ICHAD research projects.



**Proscovia Nabunya**  
Assistant Professor  
New York University



**Leyla Karimli**  
Assistant Professor  
University of California Los Angeles



**Julia Shu-Huah Wang**  
Assistant Professor  
University of Hong Kong



**Leyla Ismayilova**  
Assistant Professor  
University of Chicago



**Larissa Jennings**  
Assistant Professor  
Johns Hopkins University



**Elizabeth Sperber**  
Assistant Professor  
University of Denver

# Publications

## Publications from ICHAD/ Suubi and Bridges work

Numerous publications in the form of journals, papers, booklets as well as presentations have been written out of *Suubi* study data collected and analyzed. These publications present our findings, achievements, challenges and proposals for a better future of orphaned and vulnerable children in Sub-Saharan African, mainly Uganda. These articles are written or co-written by ICHAD's Director, staff and affiliates.

### ICHAD 2016

- Gauer-Bermudez, L., Jennings, L., Ssewamala, F. M., Nabunya, P., Mellins, C. & McKay, M. (2016). Equity in adherence to antiretroviral therapy among economically-vulnerable adolescents living with HIV in Uganda. *AIDS Care* 28 (March Suppl) 83-91. DOI: 10.1080/09540121.2016.1176681. PMID: PMC4940111.
- Jennings, L., Ssewamala, F.M., Nabunya, P. (2016). Effects of Savings-led economic empowerment on HIV preventive practices among orphaned adolescents in rural Uganda: results from the Suubi-Maka randomized experiment. *AIDS Care*.28 (3), 273-82. DOI: 10.1080/09540121.2015.1109585. PMID: PMC4747687.
- Mokdad, AH, Forouzanfara MH, Daoud F. et al., **Ssewamala F.M.**, et al. (2016). Global burden of diseases, injuries, and risk factors for young people's health during 1990–2013: a systematic analysis for the Global Burden of Disease Study 2013. *The Lancet*. DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)00648-6](http://dx.doi.org/10.1016/S0140-6736(16)00648-6)
- Patton, G., Sawyer, S., Santelli, J., et al., **Ssewamala, F.M.** & Viner, R. (2016). Our Future: A Lancet Commission on Adolescent Health and Wellbeing. *The Lancet*. DOI: [http://dx.doi.org/10.1016/S0140-6736\(16\)00579-1](http://dx.doi.org/10.1016/S0140-6736(16)00579-1)
- Ssewamala, F. M., Karimli, L., Neilands, T.B., Wang, J. S-H., Han, C-K., Ilic, V., & Nabunya, P. (2016). Applying a family-level economic strengthening intervention to improve education and health-related outcomes of orphaned children: Lessons from a randomized experiment in southern Uganda. *Prevention Science*. 17:134-143. DOI 10.1007/s11121-015-0580-9. PMID: PMC4697878.

### ICHAD 2017

- Gauer-Bermudez, L., Grilo, S.A., Santelli, J.S., Ssewamala, F.M. (2017). Informing Health Choices in Low-Resource Settings. Commentary. *The Lancet*, S0140-6736 (17)31290-4.
- Haberer, J. E., Sabin, L., Amico, K. R., Orrell, C., Galárraga, O., Tsai, A. C., . . . **Ssewamala, F.M.**, . . . Blaschke, T. F. (2017). Improving antiretroviral therapy adherence in resource-limited settings at scale: a discussion of interventions and recommendations. *Journal of the International AIDS Society*, 20(1), 1-15. DOI: 10.7448/IAS.20.1.21371 PMID: 28364569.
- Kagotho, N., **Nabunya, P.**, **Ssewamala, F.M.**, Mwangi, E.N., & Njenga, F. (2017). The role of family financial socialization and financial management skills on youth saving behavior. *Journal of Adolescence*, 59, 134-138.
- Kagotho, N., **Ssewamala F.M.**, Patak-Pietrafesa, M., & **Byansi, W.** (2017). Testing the Financial Capability Framework: Findings from YouthsSave-Impact Study Kenya. *Social Work*
- Ssewamala, F.M. & Gauer-Bermudez, L. (2017). Methodologies to Capture the Multidimensional Effects of Economic Strengthening Interventions. UNICEF-Office of Research, *Innocenti Research Brief- 2017-09*.
- Stark, L., Seff, I., Assezenew, A., Eoomkham, J., Falb, K., & **Ssewamala, F.** (2017). Effects of social empowerment interventions on economic vulnerability for adolescent refugee girls in Ethiopia. *Journal of Adolescent Health*.

### ICHAD 2018

- Johnson, L., Lee, Y., Njenga, G., Kieyah, J., Osei-Akoto, I., Rodriguez Orgales, C., . . . Ssewamala, F., . . . Zou, L. (2018). School Banking as a Strategy for Strengthening Youth Economic Participation in Developing Countries: Lessons from YouthSave. *Global Social Welfare*.
- Kagotho, N., Bowen, N. K., **Ssewamala, F. M.**, Vaughn, M. G., & Kirkbride, G. (2018). Cross-national validity of the Beck Hopelessness Scale for children and adolescents: findings from the YouthSave- Impact Study Kenya. *International Journal of Culture and Mental Health*, 1-13.
- Kagotho, N., Patak-Pietrafesa, M., Ssewamala F.M., Kirkbride G. (2018). Assessing the association between depression and savings for Kenyan youth using a validated Child Depression Inventory measure. *Journal of Adolescent Health*
- Sperber E., Sensoy Bahar., Ssewamala, F.M. (In Press). "Implications of Race and Concentrated Poverty for Asset Development Policy: Evidence from an Exploratory Study in Harlem and the Bronx, New York." *The Journal of Race and Policy*
- Ssewamala, F.M., Wang, J. S-H., Neilands, T.B., Gauer Bermudez, L., Garfinkel, I., Waldfogel, J., Brooks-Gunn, J., & Kirkbride, G. (2018). Cost-Effectiveness of a Savings Matched Economic Empowerment Intervention for AIDS-Affected Adolescents in Uganda: Implications for Scale-Up in Low Resource Communities. *Journal of Adolescent Health*.

# Acknowledgements

SUUBI+Adherence

**Suubi+Adherence** - Economic Empowerment intervention to increase adherence to HIV treatment for HIV infected adolescents.

Main Funding Agency	<i>Eunice Kennedy Shriver National Institute of Child Health &amp; Human Development</i> , National Institutes of Health, Bethesda, Maryland, USA		
Principal Investigator	<i>Fred M. Ssewamala, PhD</i> , Director of the International Center for Child Health and Development and a Professor of Social Work at Brown School of Social Work, Washington University in Saint Louis, Missouri		
Co-Investigators	<i>Mary McKay, PhD</i> , Dean and Professor at the Brown School of Social Work, Washington University in St. Louis, Missouri.		
	<i>Frederick Makumbi, PhD</i> , Director of the statistical department at Rakai Health Sciences Program and, a Professor at Makerere School of Public Health at Makerere University, Kampala, Uganda		
	<i>Irwin Garfinkel, PhD</i> , Professor of Social Work and Public Affairs at Columbia University School of Social Work, New York, NY and the Co-founding Director of the Columbia Population Research Center		
	<i>Claude Mellins, PhD</i> , Professor of Medical Psychology in Sociomedical Sciences and Psychiatry at Columbia University, and Research Scientist and Co-Director of the HIV Center for Clinical and Behavioral Studies in the Division of Gender, Sexuality and Health at the New York State Psychiatric Institute and Columbia University, New York, NY		
Consultants	<i>Tor Neilands, PhD</i> , Professor at University of California, San Francisco Center for AIDS Prevention Studies (CAPS) in the Department of Medicine and the Director of the CAPS Methods Core		
In-Country Collaborators and Implementation Partners	<i>Dr. Abel Mwebembezi</i> , Reach the Youth-Uganda		
	<i>Rev. Fr. Joseph Kato Bakulu</i> , Diocese of Masaka		
	<i>Rt. Rev. Bishop John Baptist Kaggwa</i> , Diocese of Masaka		
	<i>Dr. Gertrude Nakigozi</i> , Rakai Health Sciences Program		
	<i>Godfrey Kigozi, PhD</i> , Rakai Health Sciences Program		
United States ICHAD Research Staff	<i>Laura Gauer Bermudez, LMSW</i> , Doctoral Candidate, Columbia University School of Social Work		
United States Research Team	<i>Proscovia Nabunya, PhD</i> , Assistant Professor/Faculty Fellow NYU Silver School of Social Work		
Washington University in St. Louis	<i>William Byansi, MSW</i> , Doctoral Student at Brown School of Social Work, Washington University in Saint Louis, Missouri		
	<i>Hayden Blair</i> , Research Assistant and Administrative Coordinator at ICHAD, Washington University in Saint Louis, Missouri		
Financial Institution Partners	Centenary Rural Development Bank Diamond Trust Bank Kakuuto Microfinance Institution		
In-Country Research Team	<i>Sarah Namutebi</i> , Financial Controller		
	<i>Miriam Mukasa</i> , In Country Project Manager		
	<i>Apollo Kivumbi</i> , Study Coordinator		
	<i>Christopher Damulira</i> , Data Manager		
	<i>Flavia Namuwonge</i>	<i>Milly Nabulime</i>	<i>Phiona Namatovu</i>
	<i>Herbert Migadde</i>	<i>Wilberforce Tumwesige</i>	<i>Winnie Namuyizzi</i>
	<i>Edward Nsubuga</i>	<i>Scovia Nassaazi</i>	<i>Jane Namulindwa</i>
	<i>Betina Nabisere</i>	<i>Medress Nansubuga</i>	



# Acknowledgements

Bridges to the Future

## *Bridges to the Future* - Economic Empowerment for AIDS-Orphaned Children in Uganda

Main Funding Agency	<i>Eunice Kennedy Shriver National Institute of Child Health &amp; Human Development</i> , National Institutes of Health, Bethesda, Maryland, USA
Other Funding Support	<i>Barbara and Marc Arnold</i> , Denver, Colorado
Principal Investigator	<i>Fred M. Ssewamala, PhD</i> , Director of the International Center for Child Health and Development and a Professor of Social Work at Brown School of Social Work, Washington University in Saint Louis, Missouri
Co-Investigators	<i>Jane Waldfogel, PhD</i> , Professor of Social Work and Public Affairs at Columbia University School of Social Work, New York, NY and a Research Associate at the Centre for Analysis of Social Exclusion at the London School of Economics, London, UK  <i>Irwin Garfinkel, PhD</i> , Professor of Social Work and Public Affairs at Columbia University School of Social Work, New York, NY and the Co-founding Director of the Columbia Population Research Center
Consultants	<i>Tor Neilands, PhD</i> , Professor at University of California, San Francisco, Center for AIDS Prevention Studies (CAPS) in the Department of Medicine and the Director of the CAPS Methods Core  <i>Jeanne Brooks-Gunn, PhD</i> , Professor of Child Development and Education, Teachers College and College of Physicians and Surgeons, Columbia University. She directs the National Center for Children and Families, and the Columbia University Institute for Child and Family Policy
In-Country Collaborators and Implementation Partners	<i>Dr. Abel Mwebembezi</i> , Reach the Youth-Uganda <i>Rev. Fr. Joseph Kato Bakulu</i> , Diocese of Masaka <i>Rt. Rev. Bishop John Baptist Kaggwa</i> , Diocese of Masaka
United States ICHAD Research Staff	<i>Laura Gauer Bermudez, LMSW</i> , Doctoral Candidate, Columbia University School of Social Work
New York University Research Team	<i>Proscovia Nabunya, PhD</i> , Assistant Professor/Faculty Fellow NYU Silver School of Social Work
Washington University in St. Louis	<i>William Byansi, MSW</i> , Doctoral Student at Brown School of Social Work, Washington University in Saint Louis, Missouri  <i>Hayden Blair</i> , Research Assistant and Administrative Coordinator at ICHAD, Washington University in Saint Louis, Missouri
Additional Research Support	<i>Julia S. Wang, PhD</i> , Assistant Professor University of Hong Kong
Financial Institution Partners	Centenary Rural Development Bank Diamond Trust Bank Kakuuto Microfinance Institution
In-Country Research Team	<i>Sarah Namutebi</i> , Financial Controller <i>Miriam Mukasa</i> , In Country Project Manager <i>Jennifer Nattabi</i> , Study Coordinator <i>Christopher Damulira</i> , Data Manager <i>Flavia Namuwonge</i> <i>Herbert Migadde</i> <i>Edward Nsubuga</i> <i>Betina Nabisere</i> <i>Milly Nabulime</i> <i>Wilberforce Tumwesige</i> <i>Scovia Nassaazi</i> <i>Medress Nansubuga</i> <i>Phiona Namatovu</i> <i>Winnie Namuyizzi</i> <i>Jane Namulindwa</i>



SECURING OUR  
CHILDREN'S  
FUTURE TODAY

 Washington University in St. Louis

Learn More at  
[ichad.wustl.edu](http://ichad.wustl.edu)