



UNIVERSITY OF  
EDUCATION, WINNEBA

**DIRECTORATE OF RESEARCH, INNOVATION  
AND DEVELOPMENT (DRID)**

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**RESEARCH  
REPORT**

2026

# **THE DIRECTORATE OF RESEARCH, INNOVATION AND DEVELOPMENT (DRID)**

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## **VISION**

To support the University of Education, Winneba become an institution of excellence through funded research and innovation.

## **MISSION**

To oversee, promote and support research and innovation in the University of Education, Winneba through policy development, grantsmanship, and capacity building



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# RESEARCH AGENDA AND FOCUS

## Research Agenda

The University of Education, Winneba (UEW) has adopted a five-year Research Agenda (2025–2030) aimed at enhancing the University’s visibility and internationalisation through research, innovation, and development. The agenda provides a strategic roadmap to guide research activities across faculties, schools, centres, and institutes, ensuring that research efforts are aligned with national development priorities, global Sustainable Development Goals (SDGs), and the University’s Corporate Strategic Plan.

At its core, the agenda seeks to strengthen research productivity, promote interdisciplinary and collaborative research, attract competitive

research funding, and improve the quality, relevance, and global visibility of UEW’s research outputs. It also emphasizes capacity building, mentorship of early-career researchers, integration of graduate research into teaching, and effective dissemination of research findings for policy, practice, and societal impact.

## Research Focus

The UEW Research Agenda is organised around five thematic focus areas, which reflect the University’s mandate as a teacher education institution and its commitment to national and global development:



**INNOVATION, TECHNOLOGY  
AND ENTREPRENEURSHIP**



**EDUCATION, DEVELOPMENT  
AND RESEARCH**



**POLICY, LEADERSHIP, GOVERNANCE  
AND INFRASTRUCTURE**



**CULTURE, DIVERSITY, FAMILY,  
AND COMMUNICATION**



**HEALTH, ENVIRONMENT, SAFETY,  
AND SUSTAINABILITY**

## FOREWORD

# PROF. STEPHEN JOBSON- MITCHUAL

Vice-Chancellor,  
University of Education, Winneba



**W**ith immense pride and a deep sense of expectation, I introduce this maiden edition of the Research Report from

the Directorate of Research, Innovation and Development (DRID). This publication illustrates more than just a new channel of communication; it is a lively testament to the growing intellectual heartbeat of the University of Education, Winneba (UEW).

As a university initiated in the foundation of pedagogical excellence, our mandate has always extended beyond the transmission of knowledge to creation. In today's rapidly transforming world, shaped by technological leaps, complex global challenges, and a relentless demand for sustainable solutions, this creative mandate has never been more critical. We are called not only to educate the minds that will shape the future but also to directly forge the innovations that will define it.

The University Management acknowledges the major responsibility of the Directorate of Research, Innovation and Development to manage research, coordinate, and elevate the culture of scholarly inquiry and transformative invention across our university. DRID is an engine room where curiosity is fuelled, interdisciplinary collaboration is fostered, and ideas are nurtured from embryonic sparks into tangible solutions for our community, our nation, and our world.

This inaugural Research Report, therefore, arrives as an inspiration. Within these pages, you will encounter the groundbreaking work of our contemporaries - research that deepens our understanding of educational frontiers, scientific discovery, socio-economic dynamics, and cultural preservation. You will read about innovative projects that translate theory into practice, and developmental initiatives that bridge the gap between academia and industry. You will meet the brilliant minds, both seasoned and emerging, who are the true architects of UEW's research legacy.

I urge every member of our university community - academics, administrators, students, and alumni - to engage deeply with this publication. Let it inform you, challenge you, and inspire you. To our researchers, may it be a podium for recognition and a stimulant for new partnerships. To our students, may it be a window into the thrilling possibilities of a life dedicated to inquiry and discovery.

The journey of a thousand miles begins with a single step. This Research Report marks a significant step in our collective journey towards becoming a pre-eminent research-intensive

university of education. I commend the Director and the entire team at DRID for their dedication in bringing this vital resource to life.

Let us all support this endeavour. Let us read, share, contribute, and collaborate. Together, through an unyielding pursuit of knowledge and innovation, we will not only light the path forward but also pave it.

Welcome to the DRID Research Report. Let the journey of discovery begin.

**Professor Stephen Jobson Mitchual, PhD**  
**Vice-Chancellor**  
**University of Education, Winneba**  
**Winneba**





# DRID IN PERSPECTIVE

The Directorate of Research, Innovation and Development (DRID) came into existence in the year 2005 as a Unit to coordinate, provide secretarial services, and facilitate all activities relating to grants sourced from the Carnegie Corporation of New York, Teaching and Learning Innovative Fund (TALIF) of the World Bank, and other donor funding to the University of Education, Winneba. In 2007, the Office was named External Funds Office (EFO) after its up-grade to a Directorate (Level II). In 2009, it was renamed Externally Funded Projects Office (EFPO) to reflect the project and research management aspect of the Directorate. In 2020, the Directorate was elevated to the status of a faculty with the name Directorate of Research, Innovation and Development (DRID).

DRID wishes to express its sincere appreciation to its former directors: the late Prof. Jonas Nartey Akpanglo-Nartey; Dr. Theophilus Senyo Ackorlie; Mr. Julius Nutakor; Prof. Yaw Ameyaw; Prof. Andy Ofori Birikorang; Prof. Eric D. Ananga; Prof. Edmond Akwasi Agyemang; Prof. Yaw Nyadu Offei; Prof. (Mrs.) Esther Yeboah Danso-Wiredu; and Dr. Bernard B. B. Bingab for their invaluable leadership, vision, and foundational contributions to research development within the University. Their instrumental roles in the establishment of DRID in 2020, following the restructuring of the Externally Funded Projects Office (EFPO), laid a strong institutional framework for the effective management of research, innovation, and grant administration at UEW.

The Directorate is particularly appreciative of their strategic guidance in positioning and strengthening the mandate to promote funded research, innovation, and capacity building among staff, students, and faculty. Through their collective efforts, DRID has enhanced research governance, and supported grantsmanship. This ensures that research activities across Institutes, Faculties, Departments, and Centres align with the University's strategic plan and research agenda.

Their commitment to advancing the vision of making the University of Education, Winneba an institution of excellence through funded research and innovation, as well as their dedication to the mission of overseeing, promoting, and supporting research through sound policy development, grantsmanship, and capacity building, continues to have a lasting impact.

# FORMER DIRECTORS OF THE DIRECTORATE



**Late Prof. Jonas Nartey Akpanglo-Nartey**



**Dr. Theophilus Senyo Ackorlie**



**Mr. Julius Nutakor**



**Prof. Yaw Ameyaw**



**Prof. Andy Ofori Birikorang**



**Prof. Eric D. Ananga**



**Prof. Edmond Akwasi Agyemang**



**Prof. Yaw Nyadu Offei**



**Prof (Mrs.) Esther Yeboah Danso-Wiredu**



**Dr. Bernard B. B. Bingab**



Small plaque with text at the base of the sculpture.

MESSAGE FROM

# PROF. ENOCH F. SAM

Director, Directorate of Research,  
Innovation and Development



It is my pleasure to welcome you to the Directorate of Research, Innovation and Development (DRID) at the University of

Education, Winneba. The Directorate acts as the centre for advancing research, promoting innovation, and supporting the University's development agenda. We provide strategic leadership to strengthen a vibrant research culture, foster interdisciplinary collaboration, and encourage innovations that address both national and global challenges. At DRID, we are committed to: supporting faculty, staff, and students in pursuing impactful research and creative work; facilitating partnerships with industry, government, and international institutions; creating opportunities for innovation and knowledge transfer that contribute to social and economic development; and ensuring research outputs influence policy, practice, and the transformation of education and society.

Through these efforts, DRID serves as both a catalyst and an enabler of research, ensuring the University's work makes a meaningful contribution to education, national progress, and global scholarship. We warmly invite you to connect with us, explore collaboration opportunities, and join us in advancing knowledge, innovation, and development for future generations.

MESSAGE FROM

# PROF. ALFRED KURANCHIE

Deputy Director, Directorate of Research, Innovation and Development



## Message for Postgraduate Students

The University's capacity in training postgraduate students is evident in the rising numbers of the patrons of its graduate programmes. The Directorate of Research, Innovation and Development (DRID), the research management wing of the University, is committed to complementing the untiring and unwavering efforts of the School of Graduate Studies (SGS), the Inter-University Conference for Doctoral Studies (IUCDS), and the Departments that offer postgraduate programmes in training postgraduate students by particularly focusing on grantsmanship, consultancy, funding of postgraduate studies, postdoctoral fellowship, and networking. The Directorate is poised to organise information sessions, seminars, symposia, and workshops to expose postgraduate students to the aforementioned issues, aimed at

- i. equipping them with quintessential knowledge and competencies for high quality, ethical, and impactful research, which meets international standards and contribute to knowledge, policy, and practice;
- ii. enhancing their academic growth and professional development;
- iii. fostering their research knowledge and competence in grantsmanship;
- iv. broadening their horizon in research and innovation; and
- v. increasing their competitiveness and entry into academia, industry, or government.

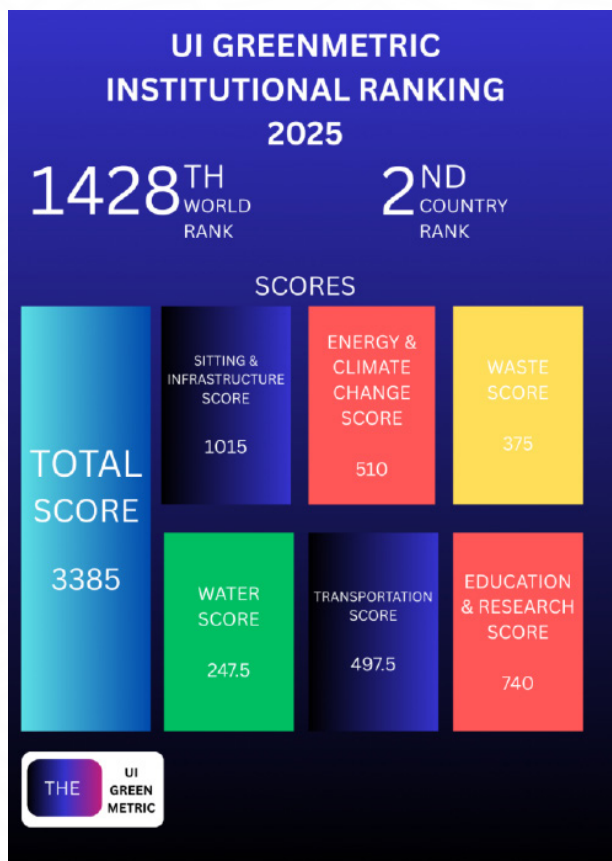
Specifically, the Directorate is committed to exposing postgraduate students to grantsmanship ostensibly in line with the “catch them young” mantra. Postgraduate students would be exposed to issues such as grantsmanship; importance of grantsmanship for individuals, institutions/ organisations, and society; identification of internal and external funding sources; development, writing, and submission of proposals and applications; budget preparations, financial management of awarded grants, and adherence to funders requirements. The Directorate's activities including intellectual property and consultancy are important for postgraduate students to garner the know-how to move from “knowledge creation” to “knowledge commercialisation” and the need to protect and benefit from their innovations. Postgraduate students need to be abreast of creation, protection, management, and commercialisation of intellectual property. Commercialisation of research outcomes, copyright/intellectual property, and knowledge and technology transfer are also essential for postgraduate students.

The Directorate also recognises the need for postgraduate students to source funds outside families and the state for their postgraduate education and research. To achieve this, a call for guidance is necessary. DRID is ready to expose postgraduate students to scholarship opportunities, graduate/doctoral fellowships, and other such offers. Such opportunities can offer postgraduate students funding for conferences within and outside Ghana. Through the Directorate's programmes, postgraduate students would be exposed to postdoctoral opportunities that would help develop students' academic and professional skills under the mentorship of experienced researchers. The opportunity would help bridge the gap between academia and industry (professional careers), by offering the necessary experiences in research, publishing, and mentoring. Finally, DRID fully acknowledges that networking has become part of our very existence and survival, therefore, DRID's line up of programmes and research activities would thus introduce postgraduate students to local, international, and industry partners to enhance their studies and advancement.

The tailor-made programmes would be organised at the instance of the Directorate and/or Centres, Departments, Faculties, Schools, and Colleges. DRID, therefore, entreats postgraduate students to take full advantage of these opportunities to sharpen their knowledge and skills, for academic research, not only for the writing of thesis, but also for grantsmanship.

# UEW RESEARCH PERFORMANCE

## Institutional Ranking



**UniRank™**  
UNIRANKS 2025

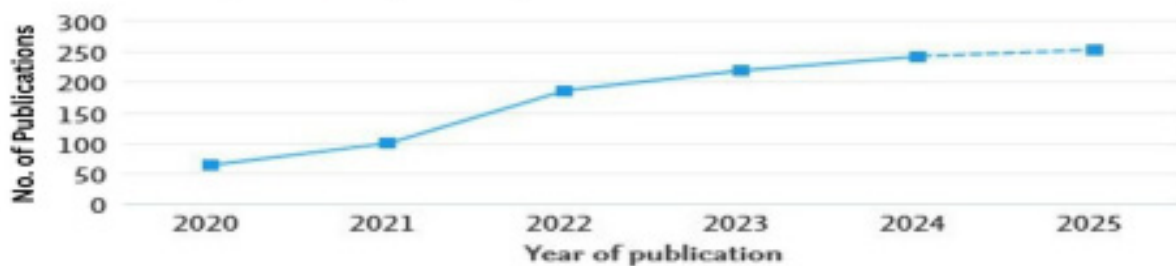


**5<sup>TH</sup> GHANA**

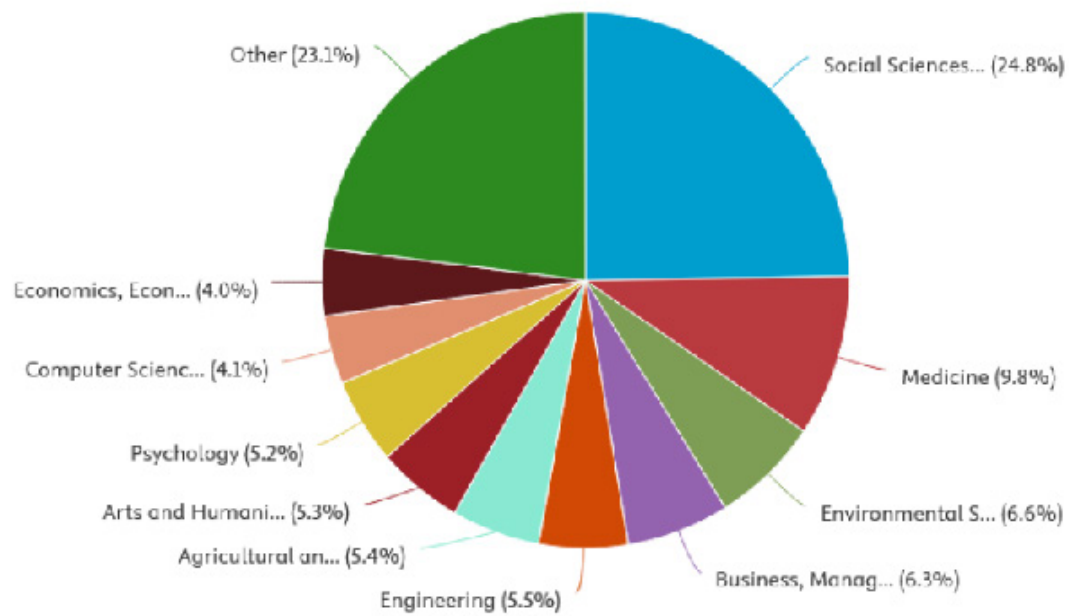
**97<sup>TH</sup> AFRICA**

**3218<sup>TH</sup> WORLD**

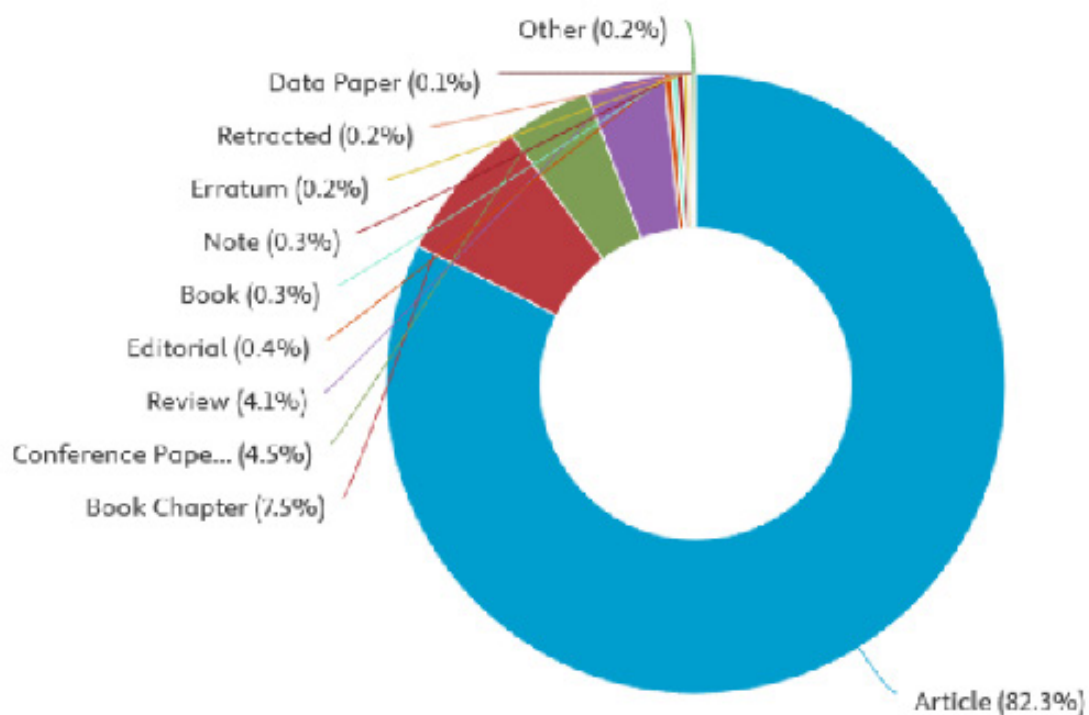
## Publication Trends











## Publications by Subject Area



## Publications by Type



## Selected Performance Indicators of Publications

	<b>SCHOLARLY OUTPUT</b>	<b>1333</b>	<b>TOTAL NUMBER OF PUBLICATIONS IN THE LAST 5 YEARS (2021-2025)</b>	<b>1023</b>
	<b>CITATION PER PUBLICATION</b>	<b>6.1</b>	<b>NUMBER OF PUBLICATIONS IN THE TOP 10% MOST CITED WORLDWIDE</b>	<b>105</b>
	<b>AUTHORS</b>	<b>592</b>	<b>PERCENTAGE OF PUBLICATIONS IN TOP 10&amp; MOST CITED</b>	
	<b>CITATION COUNT</b>	<b>6531</b>	<b>PERCENTAGE OF PUBLICATIONS IN TOP 1 MOST CITED</b>	
	<b>FIELD-WEIGHTED CITATION</b>	<b>0.99</b>		
	<b>h5-INDEX</b>	<b>27</b>		



# RESEARCH & PUBLICATIONS STATISTICS 2020-2025

## Research & Publications Statistics 2020 – 2025

Compiled between 4-6 April, 2026

### Entries by Publication Type

Entry Type	Total
Articles In Journal	2470
Article(s) /Chapters in an Edited Book	178
Books	153
Published Proceedings of Conferences /Workshops /Symposia /Seminars	59
Journal(s) Edited By Staff	5
Monographs	3
<b>Total</b>	<b>2868</b>

## Entries by Schools/Faculties/Institutes/Directorates/Offices

Workplace	Articles In Journal	Books	Journal(s) Edited By Staff	Article(s) / Chapters in an Edited Book	Mono-graphs	Published Proceedings of Conferences / Workshops / Symposia / Seminars
Faculty of Science Education	457	26	0	9	1	29
Faculty of Social Sciences Education/ Faculty of Liberal and Social Studies Education	373	20	0	55	0	8
Faculty of Health, Allied Sciences and Home Economics Education	388	14	0	23	0	8
School of Education and Life-Long Learning	283	27	0	12	1	2
School of Creative Arts	263	20	0	12	0	5
School of Business	257	1	2	8	0	4
Faculty of Applied Behavioural Sciences in Education	168	11	0	25	0	0
Faculty of Ghanaian Languages Education	83	16	1	11	0	2
Faculty of Foreign Languages Education	74	11	0	5	1	1
School of Communication and Media Studies	42	6	0	16	0	0
Institute for Educational Research and Innovation Studies	32	1	0	0	0	0
Office of The Vice-Chancellor	26	0	0	0	0	0
Institute for Teacher Education and Continuing Professional Development	13	0	0	1	0	0
UEW Library	4	0	0	1	0	0
Directorate of Research, Innovation and Development	3	0	2	0	0	0
College for Distance and e-Learning	3	0	0	0	0	0
Office of The Registrar	1	0	0	0	0	0

Source: Division of Publications and Communication

**Entries By Faculty and Department**

<b>Workplace</b>	<b>Articles In Journal</b>	<b>Books</b>	<b>Journal(s) Edited By Staff</b>	<b>Article(s) /Chapters in an Edited Book</b>	<b>Mono-graphs</b>	<b>Published Proceedings of Conferences / Workshops / Symposia / Seminars</b>
<b>FACULTY OF SCIENCE EDUCATION</b>						
Department Agricultural Science Education and Environmental Science	38	1	0	0	0	2
Department of Biology Education	60	2	0	4	1	1
Department of Chemistry Education	86	2	0	2	0	0
Department of Environmental Science Education	19	0	0	0	0	0
Department of Information and Communication Technology	72	0	0	1	0	20
Department of Integrated Science Education	39	4	0	0	0	2
Department of Mathematics Education	109	15	0	2	0	4
Department of Physics Education	32	2	0	0	0	0
<b>FACULTY OF SOCIAL SCIENCES EDUCATION/ FACULTY OF LIBERAL AND SOCIAL STUDIES EDUCATION</b>						
Centre For African Studies	32	2	0	8	0	0
Centre For Conflict, Human Rights and Peace Studies	13	0	0	0	0	0
Department of Economics Education	14	0	0	0	0	0
Department of Geography Education	167	8	0	26	0	5

Department of History Education	14	1	0	5	0	0
Department of Political Science Education	68	7	0	12	0	0
Department of Social Studies Education	65	2	0	4	0	3
<b>FACULTY OF HEALTH, ALLIED SCIENCES AND HOME ECONOMICS EDUCATION</b>						
Department of Clothing and Textiles Education	23	1	0	2	0	1
Department of Environmental Health and Sanitation Education	17	0	0	0	0	0
Department of Family Life Management Education	7	0	0	0	0	0
Department of Food and Nutrition Education	34	2	0	1	0	2
Department of Health Administration Education	194	5	0	11	0	3
Department of Health, Physical Education, Recreation and Sports	103	3	0	9	0	2
Department of Integrated Home Economics Education	10	3	0	0	0	0
<b>SCHOOL OF EDUCATION AND LIFE-LONG LEARNING</b>						
Department of Basic Education	123	17	0	9	0	1
Department of Educational Foundations	141	10	0	3	1	1
Department of Educational Management and Administration Education	19	0	0	0	0	0
<b>SCHOOL OF CREATIVE ARTS</b>						
Centre For Research In Culture & Creative Arts	0	0	0	0	0	0
Department of Art Education	44	1	0	2	0	2
Department of Graphic Design	40	9	0	2	0	2
Department of Music Education	113	7	0	1	0	0

Department of Textiles and Fashion Education	14	2	0	7	0	1
Department of Theatre Arts	52	1	0	0	0	0
<b>SCHOOL OF BUSINESS</b>						
Department of Accounting	43	1	0	2	0	0
Department of Applied Finance and Policy Management	57	0	0	3	0	0
Department of Management Sciences	83	0	2	3	0	3
Department of Marketing and Entrepreneurship	42	0	0	0	0	0
Department of Procurement and Supply Chain Management	32	0	0	0	0	1
<b>FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION</b>						
Department of Counselling Psychology	107	3	0	8	0	0
Department of Early Childhood Education	16	3	0	1	0	0
Department of Special Education	44	2	0	16	0	0
<b>FACULTY OF GHANAIAN LANGUAGES EDUCATION</b>						
Department of Akan-Nzema Education	56	12	0	5	0	1
Department of Ewe Education	6	0	0	0	0	0
Department of Ga-Dangme Education	4	0	0	1	0	1
Department of Gur-Gonja Education	17	4	1	5	0	0
<b>FACULTY OF FOREIGN LANGUAGES EDUCATION</b>						
Department of Applied Linguistics	30	0	0	1	1	1
Department of English Education	15	0	0	4	0	0
Department of French Education	29	11	0	0	0	0
<b>SCHOOL OF COMMUNICATION AND MEDIA STUDIES</b>						
Department of Communication Instruction	14	1	0	0	0	0

Department of Development Communication	0	0	0	3	0	0
Department of Journalism and Media Studies	8	2	0	9	0	0
Department of Strategic Communication	8	2	0	3	0	0
<b>INSTITUTE FOR EDUCATIONAL RESEARCH AND INNOVATION STUDIES</b>						
Centre for Educational Policy Studies	0	0	0	0	0	0
Centre for School and Community Science and Technology Studies	6	0	0	0	0	0
National Centre for Research into Basic Education	12	0	0	0	0	0
UEW Library	4	0	0	1	0	0
College for Distance and e-Learning	3	0	0	0	0	0
Division of Human Resource	1	0	0	0	0	0

**Source: Division of Publications and Communication**





# FUNDED PROJECTS

The University of Education, Winneba (UEW) continues to strive in research, innovation, sustainability, and educational excellence. This maiden edition of the UEW Research Report highlights major funded projects and recognises the awardees who are driving meaningful impact across Ghana, Africa, and beyond.

## Faculty of Social Sciences Education/ Faculty of Liberal and Social Studies Education

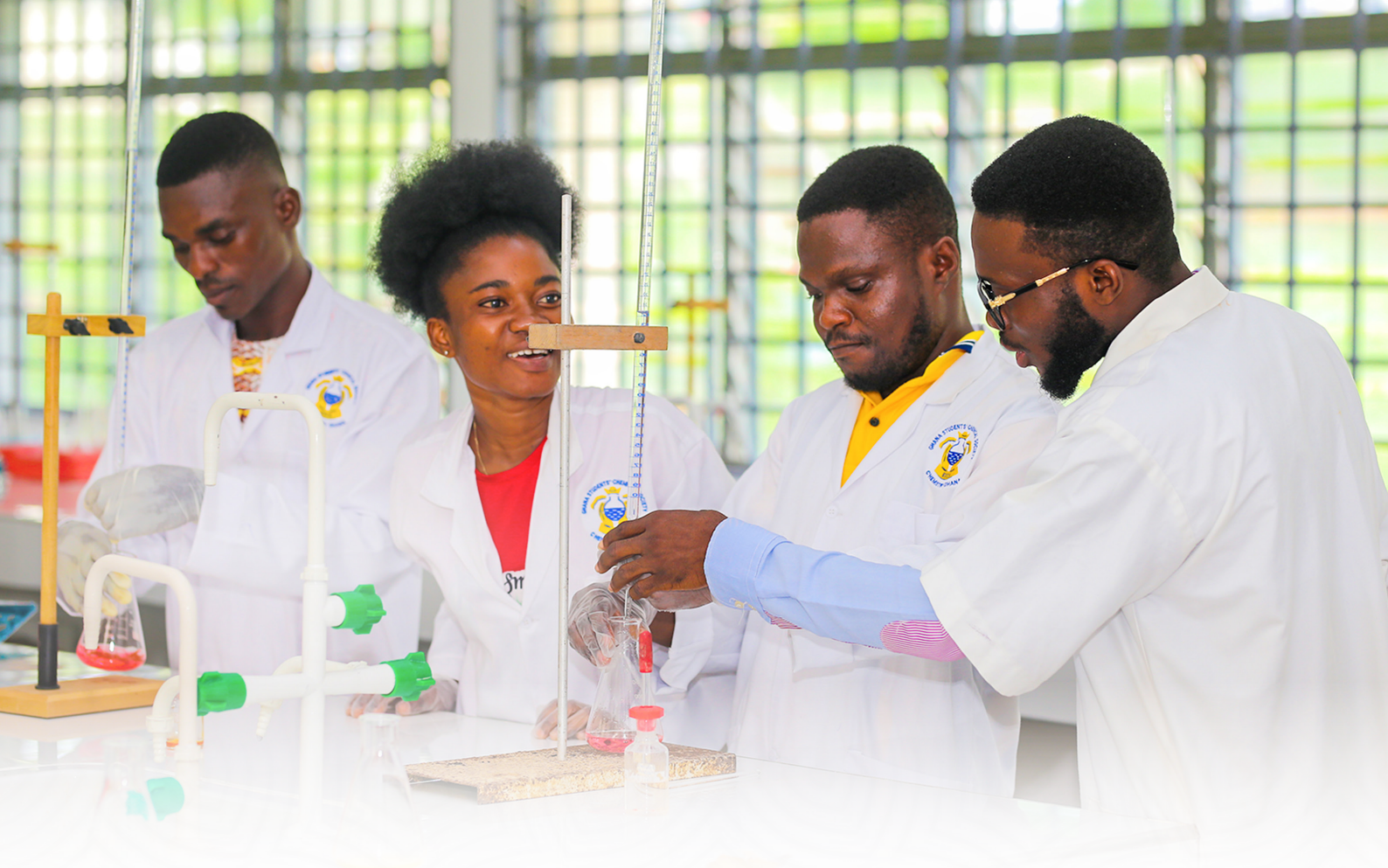
Funder	UEW Lead	Department of Lead	Team Members	Title of Project
Global Centre on Biodiversity for Climate (GCBC)	Dr Adams Osman	Department of Geography Education	Mr Charles Bedzra; Mr. Stephen Kankam; Mr. Kow Ansah-Mensah; Mr. Constance Ehiakpor; Mr. Robert Allou; Mr. Daniel Nii Nortey; Dr. Richard Adade; Dr. Millicent Addai; Dr. Raphael Ane Atanga; Prof. Kofi Adu-Bohen; Prof. Mrs. Adjoa Afriyie Poku; Mrs. Adiza Ama Owusu; Mrs. Jennifer Eshilley; Mr. Justice Camillus Mensah; Mr. Isaiah Acquah; Mr. Clarke Ebow Yalley; Mrs. Ayisha Mamuda; Mr. Edudzi Akpakli	Integrated Land and Water Management of the Greater Amanzule Wetland System [ILWGAWS]

Volvo Research and Educational Foundations (VREF)	Prof. Enoch F. Sam	Department of Geography Education	Prof. Samuel K. Hayford; Prof. Lucy Effeh Attom; Prof. (Mrs.) E. Y. Danso Wiredu; Dr. Ibraheem Forson Abdul-Azeez; Prof. Ann Lopez; Dr. Prince Kwame Odame	The State-of-the-Art in Scientific Writing and Publications, First Edition 2022
Volvo Research and Educational Foundations (VREF)	Prof. Enoch F. Sam	Department of Geography Education	Prof. Samuel K. Hayford; Prof. Lucy Effeh Attom; Prof. (Mrs.) E. Y. Danso Wiredu; Dr. Ibraheem Forson Abdul-Azeez; Prof. Ann Lopez; Dr. Prince Kwame Odame	The State-of-the-Art in Scientific Writing and Publications, Second Edition 2023
Volvo Research and Educational Foundations (VREF)	Prof. Enoch F. Sam	Department of Geography Education	Prof. Samuel K. Hayford; Prof. Lucy Effeh Attom; Prof. (Mrs.) Esther Yeboah Danso Wiredu; Dr. Ibraheem Forson Abdul-Azeez; Prof. Ann Lopez; Dr. Prince Kwame Odame	The State-of-the-Art in Scientific Writing and Publications, Third Edition 2024
Japanese Award for Outstanding Research	Dr. Victor Owusu	Department of Geography Education	Dr. Raphael Atanga; Dr. Yaw Asamoah	Climate Change Education Awareness and Communication among Coastal Fisherfolks in Ghana
Ocean Risk and Resilience Action Alliance Inc.	Dr. Adams Osman	Department of Geography Education	Mrs. Christina Kilson	Carbon Credits for Mangrove Farmer: A Pilot Study at Anyanui, Volta Estruary of Ghana [CCMAF]

Development Impact West Africa and the Hewlett Foundation	Dr. Isaac Doku	Department of Economics Education	—	Will Environmental Health and Safety Sensitization Improve Usage of Liquefied Petroleum Gas. A Lens on Cooking Stove Distribution in Ghana.
International Centre for Migration Policy Development (ICMPD)	Prof. Edmond A. Agyeman	Centre for African Studies	Dr. Ezekiel A. Clottey; Dr. Seth Tweneboah; Dr. Gabriel K. A. Botchwey; Ms. Vida Ampiah; Mr. Amos Ato Dadzie; Mr. Stephen Ernest Donkor	Promoting Effective Management of Ghana's Western Borders
European Union Horizon Europe Framework Programme	Prof. Enoch F. Sam	Department of Geography Education	—	Safe System for Radical Improvement of Road Safety in Low and Middle-Income Countries. (AFROSAFE)
Monitoring and Evaluation Climate Communication and Education	Dr. Raphael Ane Atanga	Department of Geography Education	Dr. John Bosco Acharibasam; Dr. Kwode Paul Achonga Kabah; Dr. Ranjan Datta; Dr. Janet McVittie	Dry Season Gardening as a Climate Change Adaptation Education among Rural Women: A Case Study of Kuliyya Community in Northern Ghana
Volvo Research & Educational Foundations	Prof. Enoch F. Sam	Department of Geography Education	Prof (Mrs.). E. Y. Danso-Wiredu; Prof. Samuel K. Hayford; Dr. Adams Osman; Dr. Prince Kwame Odame and Partners from the University of Nairobi, Kenya	Towards a Disability-Inclusive Urban Transport System in Accra and Nairobi: a Policy Practice Agenda (SITUATE I)

Volvo Research & Educational Foundations	Prof. Enoch F. Sam	Department of Geography Education	Prof (Mrs.). E. Y. Danso-Wiredu; Prof. Samuel K. Hayford; Dr. Adams Osman; Dr. Prince Kwame Odame and Partners from the University of Nairobi, Kenya	Removing Barriers to Disability-Inclusive Urban Transport System (Policies and Regulations) in Accra and Nairobi (SITUATE-2)
Volvo Research & Educational Foundations	Prof. Enoch F. Sam	Department of Geography Education	Dr. Prince Kwame Odame and partners from Federal University of Technology, Owerri, Nigeria, University of Oxford, and Keele University, UK	Walking as a mode of transport in 'unwalkable' contexts: Cross-city experiences from Ghana and Nigeria (GIANT)
German Development Cooperation GIZ	Prof. (Mrs.) E. Y. Danso-Wiredu	Department of Geography Education	Prof. Samuel Hayford; Prof. Christina Hammond; Dr. Peter Akayuure; Mr. Stephen Akyiaw; Dr. Bernard B. Bingab	Development of Communication and Community Engagement Strategy, Equity and Inclusion Studies for a Community-Based Municipal Solid Waste Source Separation and Compost Project in Accra, Ghana
Global Innovative Network for Teaching and Learning	Prof. Alfred Kuranchie	Department of Social Studies Education	Dr. Heidi Layne, Dr. Anu Joy	Education for Emergencies – Climate Change Education in Finland, India and Ghana
Association of Commonwealth University.	Prof. (Mrs) Esther Yeboah Danso-Wiredu	Department of Geography Education	—	Capacity Building for Female Faculty Members: Hands-On Workshop on Grant sourcing and proposal writing'

J-PAL, Massachusetts Institute of Technology	Dr. Isaac Doku	Department of Economics Education		Reintegrating Teenage Mothers into Formal Education in Rural Nigeria: Any Role for Childcare Support?
International Growth Centre, UK	Dr. Isaac Doku	Department of Economics Education	Dr. Benedicta Akrono	Weather Index Insurance and Women Decision to Insure in Ghana: An Experimental Game Approach
Social Sciences and Humanities Research Council (SSHRC)	Prof. Lucy Effehe Attom	Department of Social Studies Education		School Leadership in Non-Western Spaces: How School Leaders in Ghana Make Sense of their Work and Understand Leadership



## Faculty of Science Education

S/N	Funder	UEW Lead	Department of Lead	Team Members	Title of Project
1	Facility of the Regional Teachers Initiative for Africa	Prof. Ruby Hanson	Department of Chemistry Education	Dr. Bawa Mbage	Implementation of Professional Learning Communities in Selected African Countries: Implications for Policy and Practice
2	Erasmus Education	Dr. Charles Koomson	Department of Integrated Science Education	Dr Richard O. Agjei; Dr Bright Ankudze; Prof. Esther Yeboah Danso-Wiredu	Regenerative Agriculture for Vocational Education Eu + Africa (REVIVER)
3	Erasmus+	Prof. Benjamin Ghansah	Department of ICT Education	Prof. Issifu Yidana; Dr Wilson Osafo Apeanti; Dr. Ephrem Kwaa-Aidoo; Dr. Charles Buabeng Andoh	Building Capacity in the Field of Higher Education: Partnership for Transformation in Higher Education

4	European Education and Culture Executive Agency (EACEA) - Erasmus+	Prof. Benjamin Ghansah	Department of ICT Education	Prof. Stephen Jobson Mitchual; Prof. Victus Bobonkey Samlafo; Dr. Francis Adarkwah; Dr. Stephen Twumasi Annan; Dr. Charles Kwesi Koomson; Dr. Felix Tetteh Kabutey; Dr. Prosper Deo-Donne Lumorh; Dr. Florence Esi Nyieku; Ms. Linda Cobbah	Transitioning Higher Education Regulators and Universities to Competence-Based Education in the East and West Africa (TRUCE)
5	Studiosity Pty Ltd	Mr. Isaac Tete-Mensah	Department of Agricultural Science Education	Prof. Benjamin Ghansah; Dr. S. O. Oppong; Dr. Martin Wiredu Agyekum; Mr. Andrews Acquah	Impact of Ethical Artificial Intelligence (AI) Platform of Studiosity on Students' Learning Outcomes: The Case of University of Education, Winneba (UEW)



## Faculty of Health, Allied Sciences and Home Economics Education

Funder	UEW Lead	Department of Lead	Team Members	Title of Project
Erasmus Education	Dr. Richard Agjei	Department of Health Administration Education	Dr. Bright Ankudzie; Prof. Charles K. Assuah; Prof. Ruby Hanson	Improving Teachers and Students' Professional Development with Twin Transition in Sub-Saharan Africa
Erasmus+	Dr. Richard Agjei	Department of Health Administration Education	Dr. Bright Ankudze	Empowering Entrepreneurs for a Sustainable Bioeconomy
Erasmus+	Dr. Richard Agjei	Department of Health Administration Education	Dr. Bright Ankudze; Dr. Gifty Nana Yaa Rockson; Dr. Daniel Fobi; Prof. Mavis Amo-Mensah	Inter-Continental Collaboration in Sign Language Interpreter VET Education



## School of Education and Life-Long Learning

Funder	UEW Lead	Department/Unit of Lead	Team Members	Project Title
National Aeronautics and Space Administration (NASA)	Prof. Sakina Acquah	Department of Basic Education	Dr. Benedict Arko	Comparing Self-Assessed and Applied Competencies to Inform Building K-12 Educator Data Literacy
National Teaching Council, Ghana	Prof. George Dandy Dampson	Department of Educational Foundations		The development of a SPDGE Curriculum for National Service Personnel
Right to Play	Prof. George Dandy Dampson	Department of Educational Foundations	Dr Frank Twum; Prof. Samuel K. Hayford	Right to Play Northern Project



## Institute for Educational Research and Innovation Studies (IERIS)

Funder	UEW Lead	Department/Unit of Lead	Team Members	Project Title
UNESCO Ghana	Prof. Alexander Kyei Edwards	Centre for Educational Policy Studies	Prof. Esther Yeboah Danso-Wiredu/Prof. Emma Sarah Eshun/Dr. Latipher Appiah-Agyei/Dr. Gideon Ampofo/Dr. Isaac Aboagye/ Ms. Barbara Amoako Kissi/Mr. Raymond Boison	Enhancing Local Appreciation & Sustainability of Historical Forts & Castles



## School of Communication and Media Studies

Funder	UEW Lead	Department/Unit of Lead	Team Members	Project Title
UNESCO Ghana	Prof. Gifty Appiah-Agyei	Department of Strategic Communication	Prof. Esther Yeboah Danso-Wiredu/ Prof. Emma Sarah Eshun/ Dr. Latipher Appiah-Agyei/ Dr. Gideon Ampofo/Dr. Samuel Affran/Dr. Shirley Dankwa/ Mr. Cletus Kolog Ngaaso/ Mr. Samuel Krow Anim	Implementing UNESCO's Media & Information Literacy Curriculum at UEW



## School of Creative Arts

Funder	UEW Lead	Department/Unit of Lead	Team Members	Project Title
Ashesi University	Dr. Albert Kwame Arthur	Department of Art Education	—	Integrating Entrepreneurship into Recycled Art Training Programme

## Major Funders





- Studiosity Pty Ltd
- Japanese Award for Outstanding Research
- National Aeronautics and Space Administration (NASA)
- Development Impact West Africa / Hewlett Foundation
- Ashesi University
- Monitoring and Evaluation Climate Communication and Education
- Right to Play
- National Teaching Council, Ghana
- Global Innovative Network for Teaching and Learning
- Association of Commonwealth Universities
- J-PAL, Massachusetts Institute of Technology
- International Growth Centre (IGC), UK



# WRITING A GOOD GRANT PROPOSAL

## 1. Understand the Funding Opportunity

- i. Carefully read the call for proposals, guidelines, and eligibility criteria.
- ii. Identify the funder's priorities, objectives, and thematic focus.
- iii. Download the required documents/ templates needed for the call.
- iv. List all the necessary documentation needed by funders.

## 2. Define the Problem

- i. Select the problem or need/ theme your project will address.
- ii. Take days/weeks to read around the thematic focus (taking notice of data, statistics, etc.).
- iii. Develop a one-page literature review on what researchers/implementers have done with respect to the themes.
- iv. Write a page on the gap identified in relation to the target population (Try to avoid replicative study/project unless none exists within your country).
- v. Review the problem to fit directly within the funder's priorities.

## 3. Set Objectives, Activities, Outputs, and Outcomes

- i. State a clear overarching objective for the project.
  - a. Make sure it directly links to the problem.
  - b. You can state sub-objectives to make it clear.
  - c. Sub-objectives must be measurable, relevant, current, and time-bound within the call timeframe.

- ii. Set activities which will directly link the objectives.
- iii. State output (s) which are dependent on activities.
- iv. Develop a set of outcome(s)
  - a. Make sure the outcomes are emerging from the call's central idea
  - b. Ensure each outcome is being defined by an output(s)
  - c. Check if the call requires an impact and link the outcome(s) to it
- v. Ensure objectives directly address the identified problem
- vi. If possible, develop a framework/ diagram linking objectives, outputs, outcomes, and impact

#### **4. Design a Strong Project Approach/Methodology**

- i. Explain how the activities will be implemented in a step-by-step manner
  - a. What methods will be employed.
  - b. Ensure methods are doable, current, feasible, and interesting.
- ii. Describe timelines for each activity.
- iii. Link project members/partners to activities and approaches.

#### **5. Demonstrate Institutional Capacity**

- i. Highlight your organisation's experience, expertise, and past successes.
- ii. Describe the project team's qualifications and roles.
  - a. Select members with appropriate qualifications.
  - b. Select members with appropriate academic papers in the area.
  - c. Select members who have worked on projects within the area.
- iii. Mention partnerships and stakeholder involvement, where relevant.

#### **6. Develop a Realistic and Transparent Budget**

- i. Provide a detailed, itemised budget aligned with project activities.
  - a. Budget appropriately for personnel, transport, accommodation, subsistence, equipment, and administration.
- ii. Break the budget into monthly, quarterly or yearly, depending on the project timeline.
- iii. Ensure costs are reasonable, justified, and allowable under the funder's rules.
- iv. Include co-funding or in-kind contributions, if required.

v. Ensure the overhead percentage is within the call requirement.

## **7. Gender Equality, Disability, and Social Inclusivity**

- i. Identify the vulnerable population in the project area.
- ii. Be specific about the number of vulnerable beneficiaries.
- iii. Outline the social, economic, and cultural factors which exclude vulnerable persons.
- iv. Identify key stakeholders for reducing vulnerability.

## **8. Explain Monitoring, Evaluation, and Learning (MEL)**

- i. Describe how progress and results will be measured.
- ii. Include indicators, data collection methods, and reporting timelines.
- iii. Show how lessons learned will inform improvements during implementation.

## **9. Address Sustainability and Impact**

- i. Explain how project benefits will continue after funding ends.
- ii. Discuss policy relevance, capacity building, or community ownership.
- iii. Highlight potential for scaling up or replication.

## **10. Write Clearly and Persuasively**

- i. Use clear, concise, and jargon-free language.
- ii. Follow the funder's structure and page limits strictly.
- iii. Support claims with evidence and logical arguments.

## **11. Review, Edit, and Submit**

- i. Proofread for clarity, consistency, and errors.
- ii. Score write-up based on the calls assessment indicators, if available.
- iii. Ensure all required annexes (CVs, letters of support, logical framework, budget, theory of change, etc.) are included.
- iv. Submit early (a week ahead) to avoid technical or administrative issues.



## Spotlight on the Faculty of Ghanaian Languages, Ajumako Campus

**T**he Faculty of Ghanaian Languages is a satellite campus of the University of Education, Winneba. The campus is located in the Ajumako Enyan Essiam District in the Central Region of Ghana. The Faculty currently offers undergraduate and postgraduate courses in fourteen (14) Ghanaian Languages studied at the various levels of the Ghana Education System across the country. The Faculty's commitment to quality research and training of high quality language teachers and researchers is in tandem with the University of Education, Winneba's vision and mission statements respectively.

At the Faculty of Ghanaian Languages, Ajumako campus, Faculty members and students undertake substantive research in their languages and their chosen areas of expertise as well as some minority languages spoken in some parts of Ghana. Research works of Faculty embody the various linguistic sub-disciplines of the Ghanaian Languages such as Phonology, Morphology, Syntax, Semantics, Sociolinguistics and Pragmatics. Similarly, scholarly researches of Faculty include interdisciplinary areas of Morphonology, Morpho-syntax, Morpho-semantics, Morpho-pragmatics, Socio-pragmatics etc to bring out the interfaces of these subfields of the Ghanaian Languages. The benefits of these work shape classroom instructions, language policy and contributes to language documentation and knowledge in the Ghanaian Languages.

Besides, the Faculty of Ghanaian Languages

is a home of rich cultural activities. The various Ghanaian cultural heritage are showcased annually during the Faculty's Annual Cultural Week celebration. The Faculty aims to seek collaboration and partnership with agencies and the donor community to help document the cultural dances and practices of both majority and minority languages of Ghana.

Further, the Faculty aims to position itself as the focal point of diverse linguistic and cultural research hub within the University of Education, Winneba. Poised to excel in research and innovation, the Faculty is working closely with the Directorate of Research Innovation and Development (DRID) of the University of Education, Winneba, to build capacity in Grantsmanship of its members. This will enhance the university's visibility and image in both local and global research spaces. Again, the Faculty aims to revamp its Grant Sourcing and Proposal Writing Committee to facilitate grants sourcing from external agencies and foster progressive continental and global collaboration with other faculties of universities and research agencies.

In conclusion, as a Faculty, we are willing to broaden our knowledge, sharpen our research and grant sourcing skills, stay updated on new development in our fields and engage in collaboration and partnership with internationally recognised researchers, agencies and institutions.



## HOW RESEARCH AT UEW IS INFORMING EDUCATIONAL POLICIES IN GHANA

University of Education, Winneba (UEW) plays a crucial role in Ghana's education evidence-ecosystem by generating, synthesising, and translating research that directly informs policy and practice. Through its dedicated research bodies, including the Institute for Educational Research and Innovation Studies (IERIS) and the Directorate of Research, Innovation and Development (DRID), harmonises faculty research, organises policymakers, and publishes findings in accessible formats that influence national decision-making. Specifically, UEW produces policy-relevant evidence across core education domains including but not limited to; teacher education and professional development, curriculum and assessment, school leadership, and classroom pedagogy. Faculty research published in the university's staff publications repository and peer-reviewed journals, and presented at institutional conferences provides empirical insights into what works in Ghanaian classrooms. These outputs have informed revisions to teacher training curricula, the scaling of teacher-professional development models, and practical classroom interventions such as low-cost laboratory methods and problem-solving approaches in mathematics and science that the Ghana Education Service and Ministry of Education reference when producing guidance

for pre-tertiary schools. Again, the research infrastructure and partnerships of UEW enable direct translation of research into policy. IERIS and DRID act as institutional bridges to government and development partners, organising policy dialogues, targeted workshops, and evidence-synthesis briefs that make research actionable for policymakers and administrators. Collaborative projects and benchmarking exchanges with other universities and agencies strengthen grant management and research interest capacity, which help to ensure that robust findings reach the right policy tables. Moreover, UEW increases impact by training practitioners and scaling evidence-based innovations through multiple delivery modes including full-time, sandwich, and distance education so that research-backed practices spread beyond the campus into classrooms across the nation. Public lecture series, conference proceedings, and staff compilations make findings accessible to stakeholders outside academia, supporting curriculum reform and in-service teacher training programmes that are crucial to national education policy implementation. Further, the research agenda of UEW increasingly addresses cross-sectoral issues (health, gender, digital learning and inclusion) that interconnect with national development priorities and positions UEW as a source of evidence for multi-sector policy

responses. By institutionalising research management and improving dissemination pathways, UEW reinforces the feedback loop between evidence generation and policy action making sure that educational reforms in Ghana are better grounded in local research and practice.

## Selected UEW Studies and the Policy Questions they Inform

- » **Implementation of the New National Teachers' Standards / Standards-Based Curriculum**
  - i. *Study Title:* "Implementing the New National Teacher Education ..." (prospects, challenges and way forward for implementing the New National Teachers Standards Curriculum).
  - ii. *Policy relevance:* Identifies teacher-training gaps (assessment use, practical pedagogy, resources) and recommends pre-service and in-service revisions to align programmes with the SBC. Findings have been used in UEW-run workshops and cited in curriculum-implementation planning.
- » **Assessment Use in the Standards-Based Curriculum (SBC)**
  - i. *Study Title:* "Factors influencing teachers' use of assessment in the implementation of the standards-based curriculum".
  - ii. *Policy relevance:* Shows barriers (knowledge, materials, continuous assessment practices) that limit formative assessment. These results inform GES trainers and assessment modules in teacher professional development programmes.
- » **Teacher Preparation and Distance Mode Training (CODEL / Sandwich)**
  - i. *Study Title:* UEW and sector studies on outcomes from distance-mode teacher training and implications for teacher quality.
  - ii. *Policy relevance:* Evidence on quality trade-offs and support needs for distance-trained teachers has been considered in discussions about scale-up of CODEL programmes and accreditation of study centers. UEW's CODEL/ITECPD briefs and retreats also provide operational guidance to regulators like GTEC and the Ministry of Education.
- » **System Effects of Major Programmes (e.g., Free SHS)**
  - i. *Study Title:* "Implementation challenges of free senior high school policy".
  - ii. *Policy relevance:* Offers local evidence on access, equity, resource strain and classroom overcrowding informing district-level planning and advocacy for teacher deployment and infrastructure investments.
- » **Subject-Specific Pedagogy and Classroom Practice**
  - iii. *Study Title:* Evaluations of instructional strategies in creative arts, chemistry misconceptions, and cooperative learning trials.
  - iv. *Policy relevance:* These micro-studies provide scalable recommendations (teacher guides, low-cost labs, pedagogical sequences) used in in-service training and teacher-education curriculum updates.



# STUDENTS INNOVATIONS

## About the UEW Innovation Hub

The UEW Innovation Hub serves as the University’s central platform for nurturing student innovation, entrepreneurship, and practical problem-solving. The Hub bridges the gap between academic knowledge and real-world application by supporting students to transform ideas into viable products, services, and enterprises.

Through structured training programmes, incubation support, mentorship, and industry engagement, the Hub empowers students to develop entrepreneurial mindsets, technical competencies, and leadership skills. Its innovation-driven initiatives span agribusiness, agro-processing, digital entrepreneurship, employability, and enterprise development, enabling students to respond effectively to societal and market challenges.

Working in close collaboration with strategic donors, government agencies, industry partners, and development organisations, the UEW Innovation Hub has become a catalyst for youth-led innovation, job creation, and inclusive economic growth. The Hub remains committed to advancing sustainable development by equipping students with the skills, confidence, and support required to become changemakers and future business leaders.

## Recent Training Workshops

### AA2E Fisheries Training Workshop: Innovating Sustainable Aquaculture

The AA2E Fisheries Training Workshop, organised by the UEW Innovation Hub, empowered students and youth with hands-on skills in modern fisheries and aquaculture. The programme was funded by the MasterCard Foundation and implemented in partnership with the Ghana Enterprises Agency (GEA). Participants received practical training in pond construction, feeding systems, disease management, fish processing, and value addition, alongside entrepreneurship skills such as budgeting, market access, and sustainability practices. Through this initiative, students translated aquaculture knowledge into viable agribusiness ideas that promote food security, youth employment, and inclusive economic growth.





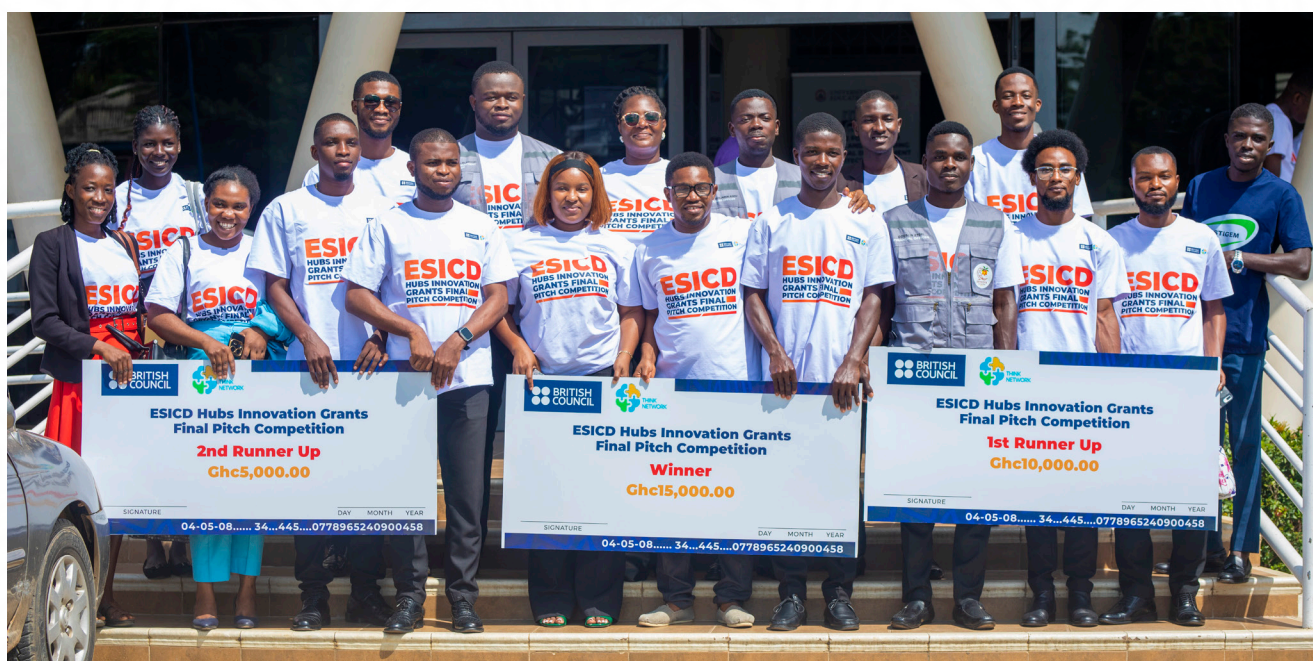
## AA2E Fruit Juice Processing Workshop: From Farm Produce to Market-Ready Products

The AA2E Fruit Juice Processing Workshop showcased student innovation in agro-processing through hands-on training in hygienic juice production, packaging, pasteurisation, branding, and quality control. The programme was funded by the MasterCard Foundation and delivered by the UEW Innovation Hub, with technical facilitation from industry experts. Students also gained essential business skills in costing, marketing, and customer engagement, enabling them to develop scalable, small-scale juice enterprises. The initiative highlights how donor-supported student innovation can reduce post-harvest losses while creating value-added products for local and regional markets.



## Enterprise Support and Incubation Curriculum Development (ESICD): Student-Led Business Solutions

The Enterprise Support and Incubation Curriculum Development (ESICD) Training Programme brought together student innovators to develop solution-driven business ideas through structured incubation support. The programme was funded by the British Council and implemented by the UEW Innovation Hub, in collaboration with strategic innovation partners. Students worked in teams to identify societal challenges, design innovative products, develop business models, and pitch their ideas for seed support. The programme strengthened students' capacity in prototyping, financial literacy, and digital marketing, reinforcing the role of incubation in transforming student ideas into sustainable enterprises.



## Adwumawura Training Programme: Building Entrepreneurial Leaders

The five-week Adwumawura Training Programme was organised by the UEW Innovation Hub under the National Entrepreneurship and Innovation Programme (NEIP), a government of Ghana initiative. The programme focused on leadership development, entrepreneurship, governance, financial management, and funding readiness for student entrepreneurs. Through interactive workshops, mentoring, and practical case studies, students enhanced their innovation mindset, ethical decision-making, and business resilience. The programme demonstrates strong collaboration between academia and national policy institutions in nurturing the next generation of Ghanaian entrepreneurs.



## THINK Graduate Entrepreneurship and Employability Training (THINKGEES): Innovating for Work and Enterprise

The THINK Graduate Entrepreneurship and Employability Training (THINKGEES) was a one-day intensive programme organised by the UEW Innovation Hub and the School of Business, UEW, with support from the British Council and UGBS-NEST. The programme targeted graduate students and early-career youth, equipping them with skills in effectuation, design thinking, innovation, and career readiness. Through industry engagement and employability workshops, students developed practical tools for entrepreneurship and professional growth, reinforcing innovation as a pathway to employment and enterprise creation.



## Impact Story from UEW Innovation Hub

James Kpormegbe, a Level 100 student of Marketing and Entrepreneurship at the University of Education, Winneba (UEW), is part of a new generation of student innovators transforming ideas into impactful enterprises.



Driven by a passion for agribusiness and innovation, James applied to the UEW Innovation Hub Business Pitch Competition, where his team was shortlisted. This opportunity led to their participation in an intensive one-week incubation training programme at the UEW Innovation Hub. During the training, participants were equipped with practical skills in opportunity identification, business development, value creation, and sustainable entrepreneurship. The experience provided access to valuable resources, mentorship, and thought-provoking insights that challenged James to apply innovative thinking within his field of interest.

Inspired by the training, James further established Ekuafu Link, an agribusiness venture focused on small-scale cultivation of pineapple and cassava. Drawing on lessons from the Innovation Hub, the team recognised the importance of value addition and market linkage. As a result, Ekuafu Link expanded beyond raw production, processing pineapples into fruit juice and cassava into gari, supplying Procus Ghana Limited (Kivo).

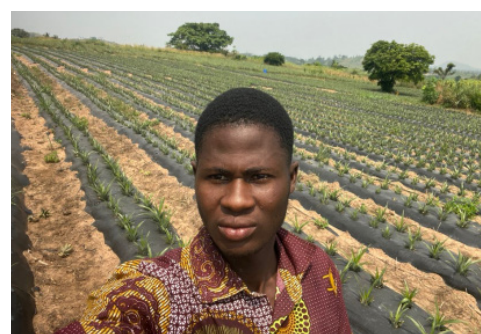
This strategic shift delivered remarkable outcomes. Ekuafu Link was named National Students' Startup of the Year and National Agribusiness of the Year 2025, affirming the power of innovation, youth entrepreneurship, and practical education.

Beyond awards, Ekuafu Link has had a meaningful impact on the community. The initiative has created employment opportunities for young people interested in pineapple farming and provided a reliable market for elderly women in the community who supply gari. The venture has also enabled student team members to support themselves by paying school fees and buying essential educational materials.

Looking ahead, Ekuafu Link aims to expand its farms across several hectares and establish itself as one of Africa's leading student-led fruit juice brands. The journey continues with a strong commitment to innovation, sustainability, and community empowerment.

Ekuafu Link extends its heartfelt gratitude to the UEW Innovation Hub for helping its members to discover their identity - not merely as students or farmers, but as innovators. Special appreciation goes to the Innovation Hub's coordinator, Dr. Mawuko Dza, for his consistent mentorship, and to everyone working behind the scenes to make the programme a success.

These opportunities at UEW have proven to be stepping stones towards building solutions that contribute meaningfully to Ghana and Africa's development.





## PROJECT IMPACT

### **Empowering the Next Generation of Regenerative Farmers (REVIVER)**

The University of Education, Winneba (UEW) has successfully completed the REVIVER Project, a groundbreaking initiative funded by the European Commission to transform vocational education in regenerative agriculture across Europe and Sub-Saharan Africa.

Through REVIVER, UEW and its partners:

- Trained VET educators and young farmers in sustainable, climate-smart farming.
- Developed an innovative curriculum tailored to local ecological realities.
- Built digital learning tools that expanded access to agricultural training.
- Strengthened international partnerships across six countries.
- Sparked a new wave of regenerative farming practices that improve soil health, boost food quality, and increase climate resilience.

The REVIVER Project has empowered a new generation with the knowledge and skills to rebuild ecosystems, restore degraded soils, and drive sustainable agricultural change.

UEW is proud to champion regenerative agriculture and contribute to a more resilient and sustainable future for communities across Africa and Europe.

## Safe System for Radical Improvement of Road Safety in low- and middle-income African Countries



**T**he Afrosafe project, titled the **Safe System for Radical Improvement of Road Safety in Low- and Middle-Income African Countries,** aims to reduce road fatalities and severe injuries across low- and middle-income nations in Africa. It seeks to do this by implementing and customising the Safe System approach to enhance road safety. This approach is a global framework for designing transport systems that account for human errors and reduce their impact. Running from September 2022 to August 2026, the project is financed by the European Union's Horizon Europe programme with a €4 million budget, and the University of Education, Winneba, is among the project partners.

### Core Focus Areas/Work packages

AfroSAFE works across all significant areas of road safety, aligned with the safe systems pillars:

- Road safety management
- Safe infrastructure
- Safe vehicles
- Safer road users
- Post-crash response and care

The project specifically focuses on vulnerable road users, such as pedestrians and cyclists,

who are disproportionately affected by traffic collisions across the continent.

### Why It Matters

- African countries account for a disproportionate number of road traffic deaths relative to their smaller number of vehicles, so implementing systemic improvements could save many lives.
- Vulnerable road users, who account for a significant share of crash victims, are receiving targeted focus in infrastructure projects and policy initiatives.
- By grounding its work in local conditions and building local capacity, AfroSAFE helps ensure lasting impact beyond the project's lifespan.

### Major Activities and Impacts

Here are the significant ways AfroSAFE is impacting road safety in the participating African countries. For more details, visit <https://www.ictct.net/afrosafe/project/#results>

#### Building Local Expertise and Ownership.

Instead of exporting solutions wholesale from Europe, AfroSAFE has focused on training local practitioners, decision-makers, and educators in Safe System principles and practices adapted to local conditions. Using a train-the-trainer approach, the project has built a core group of professionals who can continue this work after the project's conclusion.

#### Knowledge Sharing and Tools Tailored to Africa.

The project has mapped existing policies, procedures, and tools across partner

countries, such as Ghana, Tanzania, and Zambia. It has developed context-specific tools and recommendations covering areas from road design to vehicle safety standards, ensuring solutions are practical and relevant.



## Pilot Programmes Demonstrating Real-World Change

AfroSAFE conducts pilot activities to demonstrate how Safe System principles work in practice. For instance, each partner country has implemented a **post-crash care pilot** to enhance emergency response and treatment, enabling responders to act more efficiently during the critical moments following a crash. These initiatives involved numerous professionals and resulted in scalable models. In Ghana, AfroSAFE provided integrated post-crash care training to ambulance crews, police, firefighters, and healthcare workers. The goal is to boost survival rates and improve outcomes for crash victims during the vital ‘golden hour’ immediately after an incident.



In Zambia, another pilot study focused on children's safety around schools. Interventions included installing reflective bollards, speed limit signs, zebra crossings, and a speed hump. After implementation:

- **Vehicle speeds dropped significantly** on the approaches where measures were implemented.
- At least one school location saw average vehicle speeds fall below 30 km/h, a level associated with a much lower risk of fatal pedestrian crashes.
- Surveys showed that pupils felt safer when crossing roads after the infrastructural

changes.

### Research, training, and capacity building.

Across the continent, AfroSAFE is expanding training for road safety professionals and researchers through the AfroSAFE Academy's webinars, seminars, and conferences.

- Dozens of practitioners per partner country have gained hands-on skills in infrastructure safety and vehicle inspection.
- Hundreds more professionals will engage with the project through the emerging Virtual Centre of Excellence, an online platform for road safety education.

## Project Partners



## Carbon Credit for Mangrove Farmers: A Pilot Study at Anyanui (CCMAF)

**M**angrove logging is a primary income source for farmers and households in the Keta Lagoon Ramsar Site of Ghana. Despite the crucial role mangroves play as a natural carbon sink, efforts to promote their conservation are often overlooked or ignored by households because stopping the trade will have detrimental effects on their lives and households. Although mangrove logging brings households gain in the short run, it increases their vulnerability to sea level rise, riverine flooding, coastal erosion, and storm surge in the long run. CCMAF's ultimate goal is to help transition private mangrove farmers in Keta Lagoon Ramsar Site, from mangrove logging as their primary livelihood activity to voluntary carbon trading.

### Core Focus Areas/Work Packages

1. Spatial mapping and carbon estimates of 100 beneficiaries' farms.
2. Livelihood training of beneficiaries in clam, oyster and beekeeping.

3. Provision of micro-credit to beneficiaries to help transition them from logging activities.

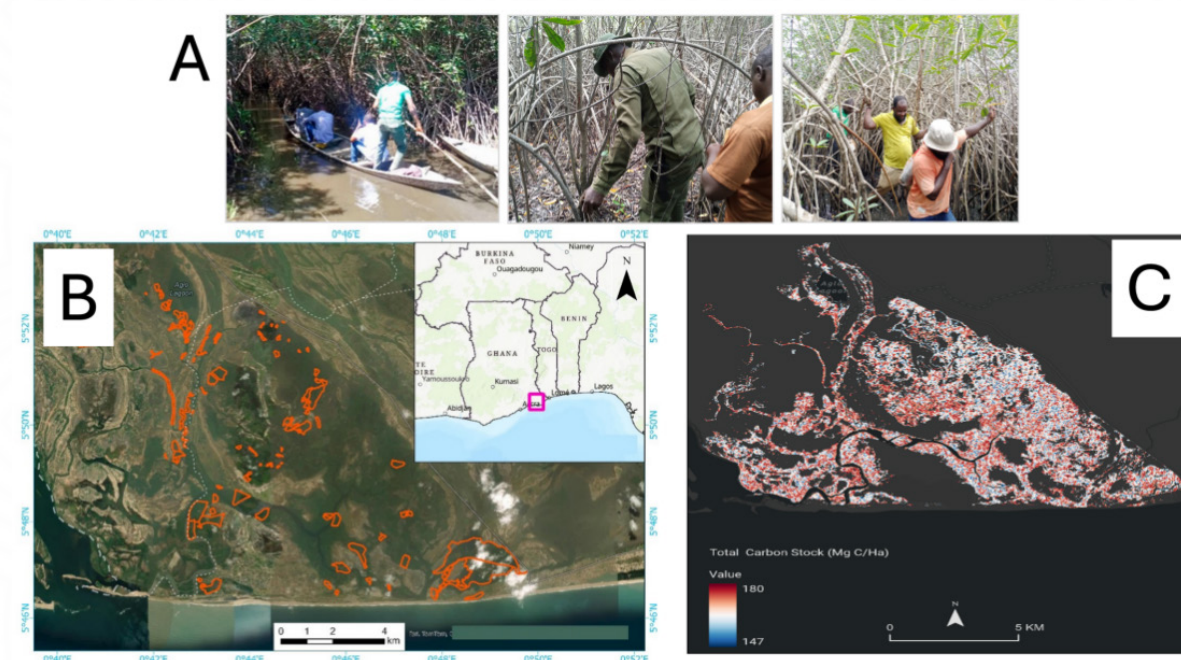
### Why It Matters

- Mangrove is habitat for several endangered species.
- Mangrove harvesting reduces global efforts for carbon sequestration.
- Logging activities increase the vulnerability of households to climate hazards.

## Major Activities and Impacts

### Spatial mapping of farms

Through spatial mapping and field work with the help from the community, the Wildlife Forestry Commission and SATSENSE Solutions (Picture A) a total of 100 mangrove farms with an area of 823 hectare were mapped and placed under conservation (Picture B).



The farms had a total of 138,790 tCO<sub>2</sub> with an average of 168 tCO<sub>2</sub>/ha (Picture C).

## Livelihood Training of Beneficiaries

We trained beneficiaries on clam, oyster and beekeeping (Picture D) and provided beehives, smokers, brushes, wax, boots, swarm catchers, etc (Picture E).



More than 60% of the hives were colonized with some producing honey (Picture F- Harvesting the first honey).

### Provision of Micro-credits

CCMAF trained beneficiary farmers on financial education and provided micro-credits ranging from \$ 300 to \$ 3000. Some used it to engage in fish trading, open convenience shops, etc., which helped reduce dependency on mangrove logs for income.

### Major challenges

- Limited knowledge on Voluntary Carbon Market (VCM) led to initial project challenges as farmers were afraid of losing farms or lands.

- Difficulty in and cost of regularly monitoring conserved farms.
- Farmers did not engage in clam and oyster farming because of the project's limited support.
- Limited funds to support the financial requests of some beneficiaries.

### Way Forward

1. Upscale to increase the number of beneficiary mangrove farmers and include households in the mangrove fuelwood trade.

2. Diligently complete the **VCM** registration process to enable farmers earn a sustainable income.
3. Promote sustainable cooking fuel, such as solar energy, biogas, etc., to reduce dependency on mangrove fuelwood.
4. Increase the number and diversity of livelihood options for farmers to transition to alternative livelihoods.
5. Increase micro-credit amounts to support alternative livelihoods and prevent relapse.

## Acknowledgement

ORRAA, University of Education, Winneba, UEW-CCU, Hen Mpoano, Anloga District Assembly, Anloga Traditional Council, Keta Traditional Council, Ministry of Environment, Science, and Technology, Forestry Commission, Wildlife Division, Keta, Atra Farmers Association.

## DISSEMINATION: Carbon Credit for Mangrove Farmers (CCMAF) Outcomes

After two years, the CCMAF project [implemented by University of Education, Winneba, UEW Co-operative Credit Union Ltd and Hen Mpoano, with support from the Ocean Risk and Resilience Action Alliance], with key stakeholders convened in Keta to reflect on achievements, lessons learned, and way forward.

## Project Context

Mangrove logging remains a major livelihood activity for households in the Keta Lagoon Ramsar Site. High-value carbon ecosystems are degraded because communities lack access to alternative income streams and carbon market opportunities.

## CCMAF's Solution

Demonstrate how voluntary carbon markets

(VCM) can be leveraged to transition private mangrove farmers from logging to carbon-based conservation livelihoods. Recognising the technical, financial, and time barriers associated with **VCM** registration, the pilot focused on carbon readiness and livelihood:

1. Spatial mapping and carbon stock estimation of mangrove farms.
2. Alternative livelihood development (beekeeping, clam and oyster farming).
3. Micro-credit financing to stabilize incomes during the transition period.

## Key Outcomes

### Mangrove mapping and carbon quantification

- i. 100 mangrove farms mapped (823 hectares) and conserved
- ii. Total estimated carbon stock: 138,790 tCO<sub>2</sub> (average 168 tCO<sub>2</sub>/ha)

### Livelihood Diversification

- i. Farmers trained provided equipment for beekeeping, clam, and oyster farming.
- ii. Over 60% hive colonisation rate, with initial honey production achieved.

### Micro-Credit as a Carbon Transition Tool

- i. Micro-credit ranging from USD 300 to 3,000 disbursed to beneficiaries.
- ii. Funds invested in fish trading, small retail businesses, etc

## Key Challenges

1. Limited knowledge on VCM and land tenure implications.
2. High costs of monitoring, reporting, and

verification (MRV).

3. Insufficient financing for clam and oyster value chains.
4. Demand for micro-credit exceeded available funds.

### Way Forward

1. Scale up to include more mangrove farmers and persons in mangrove fuelwood trade.
2. Complete VCM registration to monetise the verified carbon asset.
3. Integrate clean and sustainable cooking energy solutions.
4. Expand and diversify nature-positive livelihood portfolios.
5. Increase access to blended finance and larger micro-credit facilities.

### Closing Thought

CCMAF demonstrates that carbon finance can work for smallholder mangrove farmers—but only when paired with livelihoods, trust, and upfront investment. The carbon asset is now visible; the next phase is monetisation and scale.

**mangroves #clam #oysters #beekeeping #VCM #carboncredits #climatechange #beekeeping #microcredits #livelihoods**



## Community-Based Solid Waste Source Separation and Composting Project

This project, titled “Communication and Community Engagement Strategy and Equity and Inclusion Studies for a Community-Based Municipal Solid Waste Source Separation and Composting Initiative,” aims to promote sustainable waste management practices through community-led engagement, inclusive communication, and evidence-based behavioural change strategies. The project is implemented by researchers from the University of Education, Winneba (UEW) and supported through a consultancy contract awarded by GIZ, valued at ₵749,300.00.

The initiative focuses on improving residents’ participation in solid waste source separation and composting in Accra by aligning technical waste management systems with social, cultural, and behavioural realities at the community level.

### Core Focus Areas / Work Packages

The project is structured around the following interrelated focus areas:

- Community engagement and participatory communication.
- Residents’ perceptions, intentions, and behavioural drivers.
- Equity, inclusion, and gender-sensitive waste management.
- Source separation and composting practices.
- Policy- and evidence-informed waste management strategies.

### Why It Matters

- Improper solid waste management remains

a major environmental and public health challenge in urban Ghana, particularly in densely populated communities.

- Although many residents are aware of the benefits of waste separation and composting, participation levels remain low due to behavioural, social, and infrastructural barriers.
- Sustainable waste management solutions require more than technical infrastructure; they depend on community trust, inclusive engagement, and effective communication.
- By grounding interventions in empirical research and community realities, the project supports long-term behavioural change and policy relevance.

## Major Activities and Impacts

### Building Community Ownership and Participation

Research findings show that community-led approaches significantly improve residents’ willingness to engage in source separation and composting. Through participatory engagements, residents are not treated as passive recipients but as co-creators of solutions. This approach strengthens trust, ownership, and sustained participation in waste management initiatives.

### Evidence-Based Communication and Behavioural Change

The project draws on empirical studies examining residents’ perceptions and intentions regarding source separation and composting in Accra. Findings indicate that:

- Awareness alone is insufficient to change behaviour;
- Clear, locally relevant communication significantly influences participation; and
- Messaging that highlights community benefits and practical guidance improves compliance.

As a result, the project develops tailored communication strategies that address misconceptions, cultural norms, and behavioural barriers.

### **Equity and Inclusion in Waste Management**

The research highlights the importance of inclusive engagement, particularly involving women, youth, and informal waste workers who play critical roles in household and community waste practices. By integrating equity and inclusion considerations, the project ensures that waste management strategies are socially responsive and context-sensitive.

### **Translating Research into Practice**

The project bridges the gap between research and implementation by:

- Using data on residents' behaviour to inform engagement strategies;
- Aligning communication tools with

community needs and capacities; and

- Supporting municipal efforts to implement source separation and composting more effectively.

### **Research, Capacity Building, and Policy Relevance**

- The project contributes to applied research on sustainable waste management in urban African contexts.
- It strengthens local capacity by equipping stakeholders with research-informed tools and communication strategies.
- Findings provide evidence to support policy formulation and programme design for municipal solid waste management in Ghana and similar settings.

### **Overall Impact**

This project demonstrates that effective solid waste source separation and composting are achievable when technical systems are integrated with strong community engagement, inclusive communication, and behavioural insights. By combining research, practice, and policy relevance, the initiative enhances the potential for sustainable, community-driven waste management solutions with long-term environmental and social benefits.



Performance on waste separation



Students engaged in waste separation



Community folks engaged in questions on waste separation



TfD Actors, Facilitators, TfD Experts and Project Team Members at the venue

Implementing agencies:



## **GCRF Networking Grant**

### **Building Resilient Coastal Communities in West Africa**

The Global Challenges Research Fund (GCRF) Networking Grant, awarded by the Academy of Medical Sciences, has played a critical role in strengthening research collaboration and knowledge exchange on lagoon and coastal resilience in West Africa. The grant supported the establishment of an interdisciplinary and international research network focused on addressing the environmental, social, and livelihood challenges faced by lagoon communities across the region.

One of the key impacts of the grant was the creation of a strong regional and international research network, linking researchers from Ghana, the United Kingdom, and other West African countries. Through workshops, conferences, and collaborative engagements, the project fostered long-term research relationships and laid the foundation for sustained cooperation on coastal resilience, climate adaptation, and community-centred environmental governance.

The grant also significantly enhanced interdisciplinary engagement, bringing together expertise from geography, environmental science, health, social sciences, and development studies. This interdisciplinary approach enabled a more holistic understanding of lagoon systems, recognising the close connections between environmental change, public health, livelihoods, and social vulnerability in coastal communities.

Capacity building was another major outcome of the project. The networking activities supported early-career researchers and practitioners, particularly within West Africa, by providing opportunities for training, mentorship, and participation in international research discussions. These engagements strengthened local research capacity and ensured that knowledge generation was grounded in regional realities and priorities.

In addition, the grant contributed to policy-relevant knowledge production. Discussions and outputs from the network have helped to frame lagoon resilience as a governance and development issue, not only an environmental concern. By engaging stakeholders beyond academia, the project supported dialogue on sustainable lagoon management, community resilience, and evidence-informed decision-making.

Overall, the GCRF Networking Grant has delivered lasting impact by strengthening research networks, building capacity, and advancing interdisciplinary and policy-relevant approaches to coastal and lagoon resilience in West Africa. The foundations laid by this grant continue to support further research initiatives and funding opportunities aimed at improving the resilience and wellbeing of vulnerable coastal communities.



# RESEARCH FUNDING OPPORTUNITIES

S/N	INFO	GRANTS & PROJECTS
1	<b>Name</b>	<b>Global Grant Program</b>
	<b>Funders</b>	<b>Institute for Equality in Development Innovations</b>
	Theme	Child protection and education
	Geographic	Global
	Amount	\$ 100,000
	Deadline	2/05/2026
	Address	<a href="https://generationsgrant.github.io">https://generationsgrant.github.io</a>
2	<b>Name</b>	<b>Facility for Investing for Employment: Ghana, Senegal and Tunisia</b>
	<b>Funders</b>	<b>Investing for Employment</b>
	Theme	Education, Training, Capacity Building
	Geographic Zone	Africa
	Amount	\$ 10,000,000
	Deadline	1/07/2026
	Address	<a href="https://www.gtai.de/en/trade/ghana/tenders/call-for-proposals-by-the-facility-for-investing-for-employment-ghana-senegal-and-tunisia-1985776">https://www.gtai.de/en/trade/ghana/tenders/call-for-proposals-by-the-facility-for-investing-for-employment-ghana-senegal-and-tunisia-1985776</a>
3	<b>Name</b>	<b>Infectious Disease Clinical Trial</b>
	<b>Funders</b>	<b>Wellcome Trust</b>
	Theme	Health, Research and Innovation
	Geographic Zone	Africa
	Amount	£ 8,000,000
	Deadline	2/06/2026
	Address	<a href="https://wellcome.org/research-funding/schemes/infectious-disease-clinical-trial-award-optimising-interventions-impact">https://wellcome.org/research-funding/schemes/infectious-disease-clinical-trial-award-optimising-interventions-impact</a>

<b>4</b>	<b>Name</b>	<b>Mental Health Award</b>
	<b>Funders</b>	<b>Wellcome Trust</b>
	Theme	Health, Research and Innovation
	Zone	Africa
	Amount	£ 4,000,000
	Deadline	14/07/2026
	Address	<a href="https://wellcome.org/research-funding/schemes/mental-health-award-using-physical-activity-and-circadian-based">https://wellcome.org/research-funding/schemes/mental-health-award-using-physical-activity-and-circadian-based</a>
<b>5</b>	<b>Name</b>	<b>Support to African Governance, Peace and Security</b>
	<b>Funders</b>	<b>European Commission</b>
	Theme	Gender, Human Rights, Disaster Reduction
	Zone	Africa
	Amount	\$ 2,000,000
	Deadline	7/05/2026
	Address	<a href="https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/prospect-details/186141PROSPECTSEN">https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/prospect-details/186141PROSPECTSEN</a>
<b>6</b>	<b>Name</b>	<b>Open Call Research Grant Application</b>
	<b>Funders</b>	<b>Froebel Trust</b>
	Theme	Education
	Geographic	Global
	Amount	Undisclosed
	Deadline	22/05/2026
	Address	<a href="https://froebeltrust.my.site.com/s/research-grant-application">https://froebeltrust.my.site.com/s/research-grant-application</a>
<b>7</b>	<b>Name</b>	<b>West Africa Democracy Fund [Centre for Peace</b>
	<b>Funders</b>	<b>TrustAfrica</b>
	Theme	Education, Training, ICT, Telecommunication
	Geographic	Africa
	Amount	\$ 500,000
	Deadline	30/05/2026
	Address	<a href="https://trustafrica.org/call-for-round-one-applications-2026-west-africa-democracy-fund/">https://trustafrica.org/call-for-round-one-applications-2026-west-africa-democracy-fund/</a>
<b>8</b>	<b>Name</b>	<b>Spaces of Culture</b>
	<b>Funders</b>	<b>European Commission</b>
	Theme	Culture, Arts, Education, Gender, Social Development
	Geographic	Global
	Amount	\$ 350,000
	Deadline	21/06/2026
	Address	<a href="https://eunic.eu/news/spaces-of-culture-2026">https://eunic.eu/news/spaces-of-culture-2026</a>

9	<b>Name</b>	<b>Wellcome Career Development Award</b>
	<b>Funders</b>	<b>Wellcome Trust</b>
	Theme	Research and Innovation
	Geographic	Global
	Amount	£ 250,000
	Deadline	28/07/2026
	Address	<a href="https://wellcome.org/research-funding/schemes/wellcome-career-development-awards#key-dates-e35c">https://wellcome.org/research-funding/schemes/wellcome-career-development-awards#key-dates-e35c</a>
10	<b>Name</b>	<b>Letters of Inquiry in the Guinean Forest of West Africa</b>
	<b>Funders</b>	<b>Critical Ecosystems Partnership Fund</b>
	Theme	Environment and Climate
	Geographic	Global
	Amount	\$ 250,000
	Deadline	11/05/2026
	Address	<a href="https://www.cepf.net/grants/open-calls-for-proposals/2026-first-call-letters-of-inquiry-guinean-forests-of-west-africa-large-grants">https://www.cepf.net/grants/open-calls-for-proposals/2026-first-call-letters-of-inquiry-guinean-forests-of-west-africa-large-grants</a>
11	<b>Name</b>	<b>Climate-Resilient Health Research</b>
	<b>Funders</b>	<b>Chinnova</b>
	Theme	Environment, Climate, Gender, etc.
	Geographic	Global
	Amount	\$ 200,000
	Deadline	8/05/2026
	Address	<a href="https://chinnova.aau.org/chinnova-launches-second-call-for-proposals-to-strengthen-climate-resilient-health-systems-in-west-and-central-africa/">https://chinnova.aau.org/chinnova-launches-second-call-for-proposals-to-strengthen-climate-resilient-health-systems-in-west-and-central-africa/</a>
12	<b>Name</b>	<b>Infectious Disease [Health Department]</b>
	<b>Funders</b>	<b>Wellcome Trust</b>
	Theme	Health, Research and Innovation
	Geographic	Africa
	Amount	£ 200,000
	Deadline	19/06/2026
	Address	<a href="https://wellcome.org/research-funding/schemes/infectious-disease-clinical-trial-development-award">https://wellcome.org/research-funding/schemes/infectious-disease-clinical-trial-development-award</a>
13	<b>Name</b>	<b>Jennifer Ward Oppenheimer Fund</b>
	<b>Funders</b>	<b>Jennifer Ward Oppenheimer</b>
	Theme	Environment & Climate, Research & Innovation
	Geographic	Global
	Amount	\$ 150,000
	Deadline	1/05/2026
	Address	<a href="https://jworesearchgrant.org/grant-application/">https://jworesearchgrant.org/grant-application/</a>

14	<b>Name</b>	<b>Frontier Climate Tech Solutions for Children’s Health</b>
	<b>Funders</b>	<b>UNICEF</b>
	Theme	Environment, Climate, Health and Youth
	Geographic	Global
	Amount	\$ 100,000
	Deadline	17/05/2026
	Address	<a href="https://www.unicef.org/innovation/call-for-application-climate-and-health-2026">https://www.unicef.org/innovation/call-for-application-climate-and-health-2026</a>
15	<b>Name</b>	<b>AI for Information Security</b>
	<b>Funders</b>	<b>Amazon</b>
	Theme	ICT & Telecommunications, Research & Innovation
	Geographic	Global
	Amount	\$ 80,000
	Deadline	6/05/2026
	Address	<a href="https://www.amazon.science/research-awards/call-for-proposals/ai-for-information-security-call-for-proposals-spring-2026">https://www.amazon.science/research-awards/call-for-proposals/ai-for-information-security-call-for-proposals-spring-2026</a>
16	<b>Name</b>	<b>Strengthening Cultural Sectors in Developing Countries [Business, Language, Creative Art, Music, etc.]</b>
	<b>Funders</b>	<b>U N E S C O</b>
	Theme	Education, Training, ICT, Telecommunication
	Geographic	Global
	Amount	\$ 100,000
	Deadline	6/05/2026
	Address	<a href="https://www.unesco.org/creativity/en/ifcd/apply">https://www.unesco.org/creativity/en/ifcd/apply</a>
17	<b>Name</b>	<b>Ideas Fund Grants for Innovative Pilot Projects</b>
	<b>Funders</b>	<b>Aberdeen Group Charitable Trust</b>
	Theme	HR, Social Development and Employment
	Geographic	Global
	Amount	£ 80,000
	Deadline	7/05/2026
	Address	<a href="https://www.aberdeenplc.com/en-gb/group-sustainability/aberdeen-group-charitable-trust/apply-for-a-grant-for-our-pilot-project">https://www.aberdeenplc.com/en-gb/group-sustainability/aberdeen-group-charitable-trust/apply-for-a-grant-for-our-pilot-project</a>
18	<b>Name</b>	<b>Innovating Education in Africa</b>
	<b>Funders</b>	<b>African Union</b>
	Theme	Education, Training and Capacity Building
	Geographic	Global
	Amount	\$ 50,000
	Deadline	30/04/2026
	Address	<a href="https://au.int/en/announcements/20260331/call-submissions-innovating-education-africa-2026T">https://au.int/en/announcements/20260331/call-submissions-innovating-education-africa-2026T</a>

19	<b>Name</b>	<b>Project Preparation Grants for SPS and Market Access Initiatives [Business, Food and Nutrition, Health, etc.]</b>
	<b>Funders</b>	<b>Standards and Trade Development Facility</b>
	Theme	Food Systems, Livelihoods, Health, etc.
	Geographic	Global
	Amount	\$ 50,000
	Deadline	1/08/2026
	Address	<a href="https://standardsfacility.org/project/apply">https://standardsfacility.org/project/apply</a>
20	<b>Name</b>	<b>Zero Emission Urban Freight in West Africa</b>
	<b>Funders</b>	<b>C40 Cities</b>
	Theme	Energy and Transport
	Geographic	Ghana and Nigeria
	Amount	\$ 40,000
	Deadline	24/04/2026
	Address	<a href="https://www.c40.org/wp-content/uploads/2026/04/Zero_Emission_Urban_Freight_in_West_Africa_C40-Cities-RfP-FINAL.V3-1-1.pdf">https://www.c40.org/wp-content/uploads/2026/04/Zero_Emission_Urban_Freight_in_West_Africa_C40-Cities-RfP-FINAL.V3-1-1.pdf</a>
21	<b>Name</b>	<b>UpGreyedHer [Business, Communication, Social Studies, Gender Unit]</b>
	<b>Funders</b>	<b>Grey Inc</b>
	Theme	Education, Training, ICT, Telecommunication
	Geographic	Global
	Amount	\$ 10,000
	Deadline	16/05/2026
	Address	<a href="https://grey.co/upgreyedher">https://grey.co/upgreyedher</a>
22	<b>Name</b>	<b>Disability Rights Fund</b>
	<b>Funders</b>	<b>Disability Rights Fund</b>
	Theme	Gender, Health and Disability
	Geographic	Global
	Amount	Undisclosed
	Deadline	21/07/2026
	Address	<a href="https://www.disabilityrightsfund.org/grantseekers/">https://www.disabilityrightsfund.org/grantseekers/</a>

**FELLOWSHIP/CONTEST/OTHER**

S/N	INFO	FELLOWSHIP/CONTEST/OTHERS
<b>1</b>	<b>Name</b>	<b>Story Grant Program</b>
	Theme	General
	Amount	\$1,500
	Deadline	21/04/2026
	Address	<a href="https://earthjournalism.net/opportunities/story-grants-to-report-on-progress-toward-the-30x30-target-and-marine-protected-areas">https://earthjournalism.net/opportunities/story-grants-to-report-on-progress-toward-the-30x30-target-and-marine-protected-areas</a>
<b>2</b>	<b>Name</b>	<b>Early Career Scientist Award</b>
	<b>Theme</b>	<b>Nutrition</b>
	Amount	Undisclosed
	Deadline	10/05/2026
	Address	<a href="https://www.nutrition.org.uk/about-us/awards/early-career-scientist-award/">https://www.nutrition.org.uk/about-us/awards/early-career-scientist-award/</a>
<b>3</b>	<b>Name</b>	<b>Short-Term Expert: Pool for Trade Advisory in Ecowas</b>
	<b>Theme</b>	<b>GIZ</b>
	Amount	Undisclosed
	Deadline	4/05/2026
	Address	<a href="https://ted.europa.eu/en/note/-/detail/229186-2026">https://ted.europa.eu/en/note/-/detail/229186-2026</a>



# RESEARCH SUPPORT AT DRID

## CAPACITY BUILDING AND DEVELOPMENT UNIT

The Capacity Building and Development Unit supports the University community by strengthening staff skills and competencies in research, grant acquisition, project management, and professional consultancy.

Specifically, the Unit provides the following support:

- Workshops and Training Sessions.
- Structured Capacity-Building Programmes.
- Mentorship.
- Training Needs Identification.

## CONSULTANCY AND PATENT SERVICES UNIT

The Unit is the University’s official gateway for consultancy services, innovation protection, and research commercialisation.

The Unit exists to ensure that UEW’s expertise, research outputs, and innovations are

translated into real-world solutions that benefit society while also generating revenue for the University and its staff.

## WHAT DOES THE UNIT DO?

### Consultancy Services

The Unit coordinates and regulates all consultancy activities at UEW by:

- Linking UEW experts with government, industry, schools, NGOs, and communities
- Ensuring consultancy projects follow approved institutional procedures
- Supporting staff to deliver professional services in education, policy, training, research, and development
- Helping generate Internally Generated Funds (IGF) for both staff and the University

### Intellectual Property (IP) and Patent Support

The Unit protects and manages UEW innovations by:

- Assisting staff and students to disclose inventions and creative works
- Supporting patent searches, filings, and registrations
- Managing IP ownership, licensing, and revenue sharing
- Ensuring innovators receive recognition and financial returns

## Research Commercialisation and Innovation

The Unit helps turn ideas into impact by:

- Supporting prototype development and technology readiness assessment.
- Facilitating start-ups, spin-offs, and licensing opportunities.
- Connecting researchers with industry and investors.
- Driving UEW's long-term goal of becoming an innovation-driven university.

## HOW DOES THIS BENEFIT YOU?

### For Staff and Students

- Opportunity to earn income through consultancy.
- Protection of inventions and creative ideas.
- Support to commercialise research and innovations.
- Pathways to start-ups, patents, and industry partnerships.

### For Government, Industry and the Public

- Access to UEW's expertise and professional services.
- Evidence-based solutions to educational, social, and policy challenges.
- Collaboration on innovation, training, and development projects.

## For the University

- Increased visibility and national relevance
- Stronger industry and community engagement.
- Sustainable revenue generation.
- Enhanced research impact and global competitiveness.

## BUILDING UEW'S INNOVATION FUTURE

The Unit is implementing strategic frameworks aligned with UEW's Innovation Masterplan (2025–2035) to ensure that research does not remain on shelves but becomes solutions, services, and enterprises that transform lives.

## GET INVOLVED

UEW staff, students, partners, and the general public are encouraged to:

- Register consultancy interests
- Disclose inventions and innovations
- Explore partnerships and collaboration opportunities

Together, we are turning knowledge into impact.

## RESEARCH, GRANT SOURCING AND PROPOSAL DEVELOPMENT UNIT

The unit seeks to help with grants and consultancy sourcing in the university.

### Core Activities

- Sourcing and distribution of grant information.
- Providing guide and advisory services in grant proposal writing.
- Development and technical review of project budget.
- Review of grant proposal.

- Support in due diligence and contract advice.
- Provision of support in grant administration.

research, innovation and staff development fund.

## **RESEARCH POLICY, JOURNAL STANDARDS AND UNIVERSITY RANKING UNIT**

### **Research Support**

The unit regularly;

- ensures that all research-related activities conducted at the university align with the research agenda/policy and corporate strategic plan of UEW and uphold the highest quality and ethical standards locally and internationally.
- ensures that journals operating at the university are streamlined and indexed in high impact databases, such as Scopus, Web of Science and many other internationally reputable ones.
- helps improve the visibility and ranking of UEW at the local, regional, and international levels.
- updates the university community on current state of the University's rankings in Ghana, Africa and globally.
- updates faculty members on their research status through implementation of the UEW Schorlar.
- pushes for a strong support base systems and structures to promote the conduct of high quality research in UEW through the

## **MONITORING AND EVALUATION (M&E) UNIT**

The Unit provides technical support for research projects across the University. The Unit supports faculty, researchers, and project teams through structured advisory services, standardised tools, and continuous learning mechanisms to improve research quality, accountability, and impact. Ultimately, the Unit strengthens proposal competitiveness, enhances effective project implementation, and promotes evidence-based research management and decision-making.

### **Key Support Areas include:**

- Development and review of Monitoring and Evaluation (M&E) plans for grant proposals.
- Technical support for progress reports, donor reports, and compliance documentation.
- Development of standardised M&E templates and guidelines.
- Implementation of Data Quality Assurance (DQA) processes.
- Conduct mid-term reviews and end-line evaluations.
- Documentation and dissemination of lessons learned and best practices from grant-funded projects.

## STAFF OF THE DIRECTORATE OF RESEARCH, INNOVATION & DEVELOPMENT (DRID)



**Prof. Enoch F. Sam**  
Director, DRID



**Prof. Alfred Kuranchie**  
Deputy Director, DRID



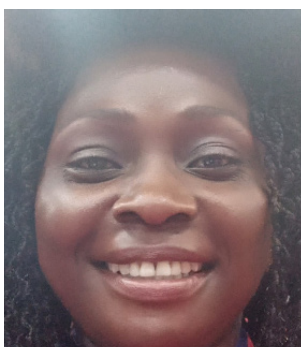
**Dr. Philip Siaw Kissi**  
Coordinator, Capacity Building and Development



**Dr. (Mrs.) Charity Esenam Anor**  
Coordinator, Monitoring and Evaluation



**Dr. Richard Osei Agjei**  
Coordinator, Consultancy and Patent Services



**Dr. Medina Srem-Sai**  
Coordinator, Research Policy, Journal Standards and University Ranking



**Dr. Adams Osman**  
Coordinator, Grants Sourcing and Proposal Development



**Mr. George Bondzie**  
Senior Assistant Registrar, DRID



**Dr. William Dautey**  
Coordinator, Grants Sourcing and Proposal Development, Ajumako Campus



**Mr. Constance Ehiapkor**  
DRID Accounts Officer

## **WINNEBA CAMPUS**

**P.o. Box 25, Winneba, Ghana**

## **AJUMAKO CAMPUS**

**College of Languages Education**

**P.O. Box 72, Ajumako, Ghana**

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