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UGHE Annual Report FY 22





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1. INTRODUCTION

1.1. Description of the University of Global Health Equity

The University of Global Health Equity (UGHE) is a private, not-for-profit fully accredited Institution of Higher Learning by the East African Council of Higher Education. The University is an initiative of Partners in Health (PIH), a global health and social justice organization with a mission to strengthen health systems and advance equity in global health care. In partnership with the Government of Rwanda, PIH and Cummings and Bill & Melinda Gates Foundations, the first phase of the University was initiated in 2015. The Rwandan Government provided a strategic parcel of land in Bureru District, tax waivers and critical infrastructure. The University is offering a Master of Science degree program in Global Health Delivery (MGHD) with the following tracks: One Health; Health Management; and Gender, Sexual and Reproductive a one-year, full-time degree. UGHE is also offering a Bachelor of Medicine, Bachelor of Surgery (MBBS) and Master of Science in Global Health Delivery (MGHD), a dual degree program (MBBS/MGHD). The University also offers several Executive Education programs for health professionals. UGHE is staffed with 165 employees including 63 faculty members.

1.2. The Goals of the University of Global Health Equity

Since 2015, the UGHE has been focusing on advancing global health delivery through training of global health leaders who can build and sustain equitable and effective health systems; and this remains the same goal to make sure that the underserved communities across the world have access to quality health services.

1.3. Vision, Mission, and Values of the University of Global Health Equity

Mission: To radically transform global health education and health care delivery around the world by training generations of health professionals who strive to deliver equitable, quality, and holistic health services for all.

- **Vision:** Our vision is to be a leading university that strives to train the next generation of global health leaders, with an emphasis of transforming them into change makers equipped with the skills to protect the most vulnerable and improve health outcomes and social systems.
- **Values:** Our values are:
 - Equity
 - Inclusion and Diversity
 - Respect
 - Social Justice
 - Universal Health Care



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- Community Based Education and Health Care
- Sustainability
- Cultural Humility
- Integrity
- Innovation

1.4. Strategic Pillars and Priorities for 2021/2022

During the Fiscal Year 2021/2022 (FY22), UGHE's efforts were directed towards annual priorities linked to four strategic pillars which are academic excellence, excellence in research and quality, maximizing community benefit, and building an enduring institution (Figure 1). Based on the strategic pillars and annual priorities, the departments developed operational plans.

Strategic priority 1: Academic Excellence	<ul style="list-style-type: none"> ● Recruit the third cohort of 42 MBBS students including 20 international students ● Finalize preparations to start clinical teaching of MBBS 25⁷ ● Finalize the curriculum for a PhD program in Basic Medical sciences ● Recruit 50 MGHD candidates in three tracks (Health Management, One Health, Gender Equity and Sexual/Reproductive Health) ● Introduce the MGHD concentration in Gender Equity and Sexual /Reproductive Health ● Graduate the 6th cohort of MGHD students (in One Health and Health Management) ● Retain existing Executive Education clients ● Start new Executive Education programs in Nursing and Midwifery Leadership and Digital Health Leadership ● Explore various programmatic expansion of expansion in Executive Education ● Launch new programs in Nursing and Midwifery Leadership ● Develop a new curriculum for Oncology Nursing ● Strengthen UGHE's efforts in academic quality assurance ● Implement continuous faculty development programs ● Strengthen e-learning at UGHE ● Support the establishment of new units at UGHE ● Center for Equity in Global Surgery and UGHE's project incubation unit ● Develop the department of Humanities and social sciences ● Enhance student success with regards to career placement and progression
Strategic priority 2: Excellence in Research and Quality	<ul style="list-style-type: none"> ● Strengthen the IGHES at UGHE through training, partnerships policies and systems ● Strengthen faculty and student led collaborative research and dissemination at UGHE ● Apply for and secure external funding for research projects including improving the success rate of funding applications ● Initiate preliminary steps towards the formation of clinical trials unit at UGHE
Strategic priority 3: Maximizing Community Benefit	<ul style="list-style-type: none"> ● Strengthen the existing CBE program for UGHE students ● Strengthen the "Butaro high schools academic support" project ● Start a sustainable community engagement program in the Butaro community ● Quarterly event/fundraiser (plan one quarterly event or fundraiser to impact Butaro sector community) ● Launch at least two major community projects (i.e. agriculture, youth training programs, etc.) ● Implement the third edition on the Hamwe Festival
Strategic priority 4: Building an	<ul style="list-style-type: none"> ● Strengthen UGHE's capacity to prepare for and respond to the COVID pandemic ● Increased external collaborations and partnerships



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Enduring Institution	<ul style="list-style-type: none">• Continue with the Butaro District Hospital Expansion project• Inaugurate the new UGHE strategic plan• Roll out the strategic plan with clear M&E log frame• Enhance the procurement systems and procedures• Complete and commission Interim Phase II Project of UGHE Butaro Campus• Start UGHE Butaro Campus Phase II Construction as per approved Campus Masterplan• Initiate UGHE solar power plant and Masaka land fence projects• Implement sustainability projects intended to transform UGHE Butaro Campus into a Green Star Compliant Campus• Conduct FY23 budgeting and planning• Undertake FY22 financial audit• Obtain good finance grant practice platinum certification• Expand campus security coverage and facilities• Improve campus systems (continue to improve, and streamline all systems on campus)• Create more campus life activities to make Butaro campus life be home away from home• Develop Fundraising strategy• Develop Financial sustainability strategy• Continue staff Professional Development• Institutionalization of the Arts and Culture in global health public engagement department• Enhance opportunities for thought leadership via publications, podcasts, and webinars.
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Figure 1. Strategic Pillars and Priorities for FY22

Two new academic programs launched

I. Center for Equity in Global Surgery (CEGS)

- a. **Mission:** The Center for Equity in Global Surgery has a mission to create equitable access to quality, safe, and holistic surgical, obstetric, and anesthesia care for vulnerable populations.
- b. **Background:** The most marginalized communities generally live in rural areas, where access to safe and affordable surgical care is less than that of people who live in urban areas. In Africa, there are few of the Universities at the forefront of the global surgery movement. This results in the loss of a critical perspective and contextual expertise, as well as inherent bias and inequity in opportunity for both African trainees and faculty development. The CEGS will address these challenges by providing education and resources needed to provide equitable surgical care.
- c. **Pillars of the CEGS**
 1. **Fellowship:** This center strives to provide the trainees from Low- and Middle-Income Countries (LMICs) a more affordable and relevant experience by well skilled faculty.



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2. **Research and innovation:** The CEGS make contributions to research in global surgery, develops research ideas, and trains surgical care providers in rural communities about global surgery research skills.
3. **Policy, advocacy, and financing:** Serve as a center of excellence to help African countries develop National Surgical, Obstetric, and Anesthesia Plans (NSOAPs), and act as meeting host for African surgical leaders and health ministers to make advancements across the region and improve practices.
4. **Global convenings:** Host and lead global surgical conferences, workshops, and discussions.
5. **Education and training:** The center develops and delivers a Global Surgical curriculum for Master of Global Health Delivery, under the Global Surgery Track, and support the implementation of the undergraduate curriculum for MBBS students.

At the launch of the center, leaders emphasized the importance of global surgery by highlighting that surgery is always a key component of health care services.

“Surgery is an indivisible and indispensable part of health care” - Dr. Jim Yong Kim, Partners In Health Co-Founder, 12th President of the World Bank, and UGHE’s Chancellor





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II. Innovation Center (IC)

- a. **Mission and vision:** The innovation Center (IC) has a **mission** to inspire our students to promote global health equity through innovations and collaboration, and a **vision** to be a distinguished academic body for supporting innovative implementations to promote health equity.
- b. **Background:** The Innovation Center is a unit within the Bill and Joyce Cummings Institute of Global Health with primary purpose of motivating the UGHE students to bring high value solutions in global health into existence through education, collaboration, innovation, action, and dissemination to address long standing inequities in health and health care.
- c. **Strategic pillars**
 1. **Education:** The UGHE Innovation Center will provide programs for educational to the UGHE community, as well as regional and international learners.
 2. **Innovation and action:** To support the creation of sustainable ideas from the UGHE community; the center will conduct an annual innovation lab in which new ideas can be explored, where students will create innovative solutions to address health issues.
 - a. The innovation lab helps to promote and encourage the creation and elaboration of the best and sustainable solutions to health issues.
 - b. The ideas are then developed to actualization (incubation) by connecting student innovators to experts in specific domains to support the appropriate development.
 3. **Collaboration:** The IC will continue to identify partnership, funding needs and fundraising opportunities to further support the scope of work of the center to strengthen our sustainability in promoting health equity.
 4. **Research and dissemination:** The IC will share its work through various media of publications, conferences, newsletters, social media, mass media, webinar and podcast.

Some examples of innovative projects in collaboration with partners including Rwanda National Union of the Deaf, Babson College, Health Builders, Rwanda National Task Force for Rabies, and Butaro District Hospital:

- a. **Application for hearing disability with Rwanda National Union for the Deaf**

Authors: Heritier Mfura, MBBS '25, Clemence Ishimwe, MBBS '25

- To improve communication between deaf patients and health care providers, the students created an application that helps the patients to explain their complaints by pointing at pictures and short



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animations. The health care providers can in turn point at diagnostic procedures, treatment modalities, and instructions. Currently, the application is already developed and under revision.

b. A system that gives mothers and mothers-to-be primary information related to their health and that of their kids

Authors: Nelly Numumaro, Ndanga Laura, Gretchen Anne Walch, Lara Tessi, Clemence Ishimwe, Hoziana Niyotwiringiye

- To help new mothers and pregnant women know when to seek medical care and how to provide daily care to ensure the best health for their children, the application was created to allow the mothers have access to basic information including warning signs and symptoms. Research to identify market needs is currently underway.

1.5. Student recruitment

MBBS			
By Gender	Applicant	Admitted	Enrolled
Female	439 (37.9%)	29 (69%)	29 (69%)
Male	720 (62.1%)	13 (31%)	13 (31%)
Total	1159	42 (3.6%)	42 (3.6%)
By country	Applicant	Admitted	Enrolled
Rwanda	1071 (92.4%)	34 (81%)	35 (83.3%)
Uganda	46 (4%)	5 (11.9%)	4 (9.5%)
RDC	7 (0.6%)	1 (2.4%)	1 (2.4%)
Burundi	22 (1.9%)	1 (2.4%)	1 (2.4%)
Tanzania	13 (1.2%)	1 (2.4%)	1 (2.4%)
Total	1159	42	42

MGHD			
By Gender	Applicant	Admitted	Enrolled
Female	226 (38%)	28 (51%)	29 (58%)
Male	366 (62%)	27 (49%)	21 (42%)
Total	592	55 (%)	42 (3.6%)
By country	21 countries	15 countries	12 countries
By Track	HM	GSRH	OH
Female	6 (12%)	16 (32%)	7 (14%)
Male	9 (9%)	6 (12%)	6 (12%)
Total	15 (30%)	22 (44%)	13 (26%)

1.6. Student services

- 107 MBBS students. All these students are full-time and indexed with Rwanda Medical and Dental Council.



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- 73 females
- 34 males
- 3 students from Burera District
 - 1 female
 - 2 males
- 3 male refugee students
- 30 MBBS'25 students
 - 20 females
 - 10 males
- 36 MBBS'26 students
 - 24 female students
 - 12 male students
 - 1 male student from Burera District
 - 1 refugee student
- 41 MBBS'28 students
 - 29 female students
 - 12 male students
 - 2 students from Burera District
 - 1 female
 - 1 male
 - 2 male refugee students
- **50 MGHD students**
 - 29 females
 - 21 males
 - 1 refugee student
- 44 full-time students
 - 26 females
 - 18 males
- 12 MGHD One Health students
 - 7 females



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- 5 males
- 1 male refugee student
- 22 MGHD GSRH students
 - 16 females
 - 6 males
- 16 Health Management students
 - 6 females
 - 10 males

1.7. Students' scholarship

			Full	Partial	Total
MBBS			107		107
MGHD	GSRH	Female	8	5	12
		Male	5		5
	OH	Female		7	7
		Male		4	4
	HM	Female		5	5
		Male		10	10
		Total	120	31	151

1.8. White Coat Ceremony

White coat ceremony is a ceremony that marks the student's transition from the study of preclinical to clinical health medicine. UGHE's first cohort of medical students' white coat ceremony took place on December 8th, 2021. The UGHE was celebrating the entrance of the class of 2025 as apprentices into the profession of medicine. The students took an oath to uphold ethical standards, improve the standards of health in their community, increase equitable access to health care for the underserved, and advance medical knowledge. Late Prof. Paul encouraged the medical students who transitioned from preclinical to clinical medicine by emphasizing that practicing medicine requires having humanity.



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“Medicine won’t matter and won’t allow us to advance global health equity unless we do our jobs to advance interest in humanity each and every day.” Late Prof. Paul Farmer, UGHE’s Chancellor.

Expressing how they felt about their transition from preclinical to clinical courses, one of the students indicated that they were honored to have completed basic medical sciences and excited about starting the clinical clerkships:



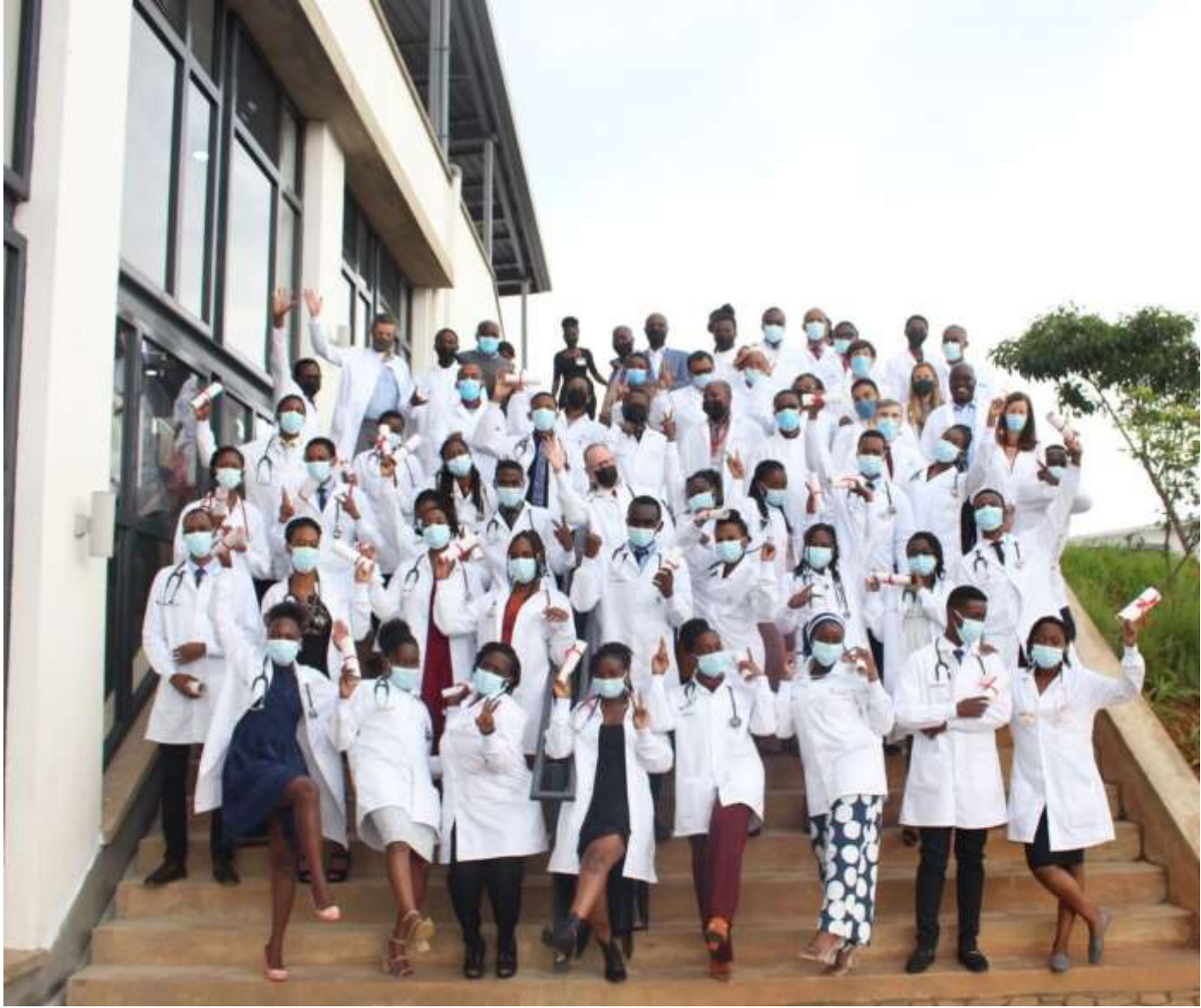
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“We couldn’t be more honored to be here, appreciating the accomplishments we’ve made along our ‘You’re Becoming a doctor’ journey which fed our attitude, passion, and empathy for the vulnerable patients, essential ingredient encompassing the great souls beyond these white coats.” Eden Gatesi, MBBS’25 Student



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1.9. Graduation

a) MGHD'21 graduates

The UGHE held the graduation ceremony for the sixth cohort of the MGHD'21 on the 22nd of August 2021. Due to COVID-19 restrictions, this ceremony was successfully held virtually.

MGHD '21 graduates	Male	Female	Total
OH	4	3	7
HM	6	10	16
	10	13	23



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The UGHE Vice Chancellor urged the students to address health issues with the use of an inclusive and equity-centered health system and a collaborative and multisectoral approach.

“Dear graduates, we urge you to address health issues through solidarity, a collaborative mindset and a multisectoral approach. Always aim to strengthen health systems through a more inclusive, human centered and equity based.” Prof. Agnes Binagwaho, UGHE Vice Chancellor.

One of the graduates indicated that they were optimistic about how they will address the health issues building on the skills obtained from UGHE and lessons learnt from the COVID-19 pandemic.

“If the pandemic has taught us one thing, it is the unpredictability of life and the need to adapt with agility, equity, and resilience in fast-changing environments. So, what next? A question to be answered through our individual goals and aspirations. Among the graduating class, we have the next director-general of the WHO, future ministers of health, and even the next Vice Chancellor of UGHE itself!” Oveka Jana, MGHHD’21 Health Management Student





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1.10. MGH'D'21 Alumni

- 17 out of 23 graduates went into full-time employment after 3 months of graduation
 - 9 females
 - 8 males
- 7 MGH'D One Health graduates
 - 3 females
 - 4 males
- 10 MGH'D Health Management graduates
 - 6 females
 - 4 males

Where do our graduates work?



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Health facilities	41%
Academic institutions	22%
Non-governmental organizations	19%
Government ministries and other public institutions	11%
Their own innovations	7%

1.11. Executive Education (EE)

The Center for Executive Education offers certificate courses targeted at strengthening health care delivery systems. The courses are designed to improve skills in health program implementation and management for health system leaders within public and private institutions as well as nonprofit and non-governmental organizations.

- **5 Existing EE programs**
 - Global Health Delivery Leadership Program (GHDLP)
 - Global Leadership in Nursing and Midwifery (GLNM)
 - Digital Health Applied Leadership Program (DHALP)
 - National Health Insurance Scheme training (NHIS)
 - Atlantic Fellows for Health Equity
- **2 newly opened EE programs**
 - DHIS2 Cameroon Training
 - Leadership in Health Financing
- **4 completed EE programs**
 - Atlantic Fellows
 - 20 participants applied. Enrolled, and successfully completed the program
 - Global Health Delivery Leadership Program (GHDLP 4.0)
 - 4 participants applied, selected, enrolled, and successfully completed the program
 - Global Leadership in Nursing and Midwifery (GLNM 1.0)
- Global Leadership in Nursing and Midwifery (GLNM 1.0)
 - 341 students applied
 - 26 students selected
 - 22 students enrolled and successfully completed the program
- National Health Insurance Scheme training (NHIS 1.0)
 - 24 students applied, selected, enrolled, and successfully completed the program

List of Countries represented in EE programs:

- Democratic Republic of Congo
- Chad
- Ivory Coast



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- Niger
- Nigeria
- Rwanda

One of the leaders who attended the National Health Insurance Scheme training program appreciated the skills learnt and how Rwanda was able to address health system challenges. The participant decided to go back home and implement strategies gained from the training to ensure there is a functional and equitable community-based health insurance.

“Through this program, I learned that we should never give up on our health system, but instead always study the situation and find solutions through collaboration for effective implementation. Rwanda faced similar challenges our health system is facing, but instead learned from them and never gave up until they arrived at their current position. Besides, I liked how interactive and practical the program was, allowing us to reflect and visit health facilities to witness what we were learning in class. I’m returning home to put what I’ve learned here into action, especially involving everyone to achieve equitable community-based health insurance in our country.” Prof. Uzoma Maryrose Agwu, Executive Secretary of Ebonyi State Health Insurance Agency in Nigeria

1.12. Mentorship programs

The UGHE implemented at least four mentorship programs to inspire young global health professionals for effectively responding to global health challenges across the world. The following are the mentorship programs that were implemented.

- Global Health summer bootcamp
 - 8 mentees recruited
 - 6 females
 - 2 males
 - 7 mentees who successfully completed a mentorship program
 - 5 females
 - 2 males
- Emerging Nurses Leadership Fellowship (ENLF) program
 - 62 participants applied for, were selected, and completed the program
- Research methods Training of Clinician fellows
 - 21 fellows were recruited and who successfully completed the program
 - 5 females
 - 16 males

Highlighting the importance of the Emerging Nurses Leadership Fellowship program, one of the participants indicated that the training would help with influencing policy changes to improve equitable access to quality health care services for the vulnerable populations.



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“This Nursing and Midwifery Leadership program will help me gain skills and knowledge to influence policy change to transform the lives of marginalized populations at grass-root levels by advocating for quality equitable health care ...” Limbani Mkonda, Nursing Officer at the Malawi Ministry of Health at Karonga District Hospital.

1.13. Excellence in Research and Quality

Institute of Global Health Equity Research (IGHER)

UGHE’s Institute of Global Health Equity Research aims to become the creation and dissemination of global health knowledge, focused on the eradication of global health inequities. The Institute focus on the development of collaborative, pioneering global health research, and delivery of innovative and engaging research training for global health researchers and health professionals by strengthening faculty and student led collaborative research and dissemination at UGHE.



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- **80 Research started, 43 completed**

	Female	Male	Total
Faculty authors	17	13	30
Student authors	34	15	49
Administrative staff	2	3	5

- **86 research papers published in peer review journals**

	Female	Male	Total
Faculty authors	28	22	50
Student authors	25	16	41
Administrative staff	4	2	6

- **9 abstracts presented at scientific conferences**

	Female	Male	Total
Faculty authors	8	3	13
Student authors	3	3	6
Administrative staff	1	1	2



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1.14. Faculty members

	Female	Male	Total
Faculty	23	40	63

		Faculty: student ratio
MGHD	One Health	1:1.5
	GSRH	1:4
	Health Management	1:3
MBBS	Clinical faculty	1:1.5
	BMS faculty	1:6
	Public Health and Humanities faculty	1:10
	Simulation faculty	1:14
	Laboratory staff	1:13

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1.15. Continuous professional development

- 29 faculty members attended at least one continuous professional development course or utilized their professional development (PD) funds.
 - 12 females
 - 17 males
- UGHE delivered 7 continuous professional development (CPD) courses for staff including an Online Certificate in One Health that was launched.



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1.16. Key equipment for medical sciences

- Equipment/student ratios
 - Anatomage table: 1:15
 - Microscope: 1:1



1.17. Student performance and feedback

- All the students from all the programs were able to meet the requirements for semester completion and progression to the next level.
- Number of student dropped out = 0
- On average, the students strongly agreed they achieved their module objectives, as the level measured with 4-point Likert scale was 3.38 where 4 represents the highest agreement (strongly agree) and 1 the lowest (strongly disagree). However, this level varied at different classes and program tracks.



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Level at which students agreed to have achieved their module objectives as measured with 4-point Likert scale, from 1 (strongly disagree) to 4 (strongly agree):

MBBS	MBBS'25	2.97	3.51
	MBBS'26	3.78	
	MBBS'28	3.78	
MGHD	One Health	3.76	3.24
	GSRH	2.2	
	Health Management	3.76	
		Average	3.38

- On average, the students were very satisfied with module faculty, as the satisfaction measured with 4-point Likert scale was 3.69 where 4 represents the highest satisfaction (very satisfied) and 1 the lowest (very dissatisfied). However, this satisfaction slightly varied by class and program track.

MBBS	MBBS'25	3.55	3.68
	MBBS'26	3.8	
	MBBS'28	3.7	
MGHD	One Health	3.75	3.7
	GSRH	3.64	
	Health Management	3.71	
		Average	3.69

1.18. Maximizing Community Benefit

The UGHE prioritize maximizing the benefits of the community, where it strengthens the existing Community-Based Education (CBE) programs for the UGHE's students and implementing community engagement projects or activities aiming at improving the health and social-economic development of community members.

Community-based education



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Bwiza Initiative Program

UGHE through the department of Community Health launched Bwiza Initiative at Groupe Scolaire Buyanga, a secondary school in Butaro, to empower high school girls on good menstrual hygiene management and making reusable sanitary pads through Bwiza Sexual Reproductive Health (SRH) Clubs. High school girls in rural communities face unique challenges when it comes to menstrual health. Without access to SRH knowledge and sanitary pads, they can suffer from poor hygiene, missed school, teenage pregnancy, and other health problems. The first Bwiza SRH Club was launched at another secondary school called Groupe Scolaire (G.S) Nyamicucu in April 2022 and has been impacting both high school girls and boys equipping them with knowledge on their sexual reproductive health.



G.S Nyamicucu Students Attending a Sexual Reproductive Health Discussion, April 2022

Community engagement activities

UGHE engages community through numerous activities including:

- **Her Story Project:** This project implemented by UGHE seeks to train Butaro young women in storytelling. UGHE signed an MoU with ImageRwanda on a project called “Her Story” to train 10 girls from Butaro who did not manage to continue their studies. Most of the girls dropped out due to poverty including lack of school fees, and early teen pregnancy cases. The young girls have undergone intense photography training, how to write stories, and with the great ownership of the community, the trainees got sessions on personal development, self-confidence, sexual and reproductive health (SRH), and career development. All 10 trainees have started the mentorship phase and are working on their storytelling



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projects that cover various topics like Girinka program in Butaro, early Childhood Development program, and many more.



- Facilitating the Burera Youth Community company to access the UGHE's campus store to sell some of their handcrafts.



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- Local sourcing of goods by contracting with local business companies to supply basic commodities on campus.
 - Of 1,010 tenders awarded to UGHE suppliers,
 - 109 were awarded to Butaro traders
 - 15 were awarded to international companies
 - 66 were awarded based on framework agreements
 - Of these tenders,
 - 209 tenders for cleaning products
 - 305 tenders for culinary products
 - 380 tenders for office stationery
- Addressing Human Security Issues such as construction or renovation of houses for the poorest. The UGHE renovated four houses of Mayange genocide survivors. The houses were in critical condition but now they have been all renovated and furnished.



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- On campus employment opportunities of works related to construction, maintenance, cleaning and landscaping, and security through contracting with community-based cooperatives and companies.
 - 364 community members are beneficiaries of the community engagement activities.
 - 238 females
 - 116 males
 - 154 local contractor staff
 - 68 females
 - 86 males
- UGHE fundraised for various activities, for example, community based-health insurance subscription for the poorest community members.
 - UGHE staff donated 923,000 Rwf to cover the health insurance of 307 community members for one year.
- **Participation in social activities:**



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- **Kwibuka 28:** On April 12, 2022, UGHE staff, students, contractors, and faculty gathered on Butaro Campus to commemorate the 1994 Genocide against Tutsi in Rwanda. The UGHE family joined hands with Rwandans and friends of Rwanda to remember the loss of Rwandan innocent victims who were killed 28 years ago. The welcoming remarks were given by Prof. Agnes Binagwaho, UGHE's Vice Chancellor followed by One minute of silence for honoring the innocent, and candlelight as a sign of hope. Opening the commemoration, Professor Agnes told the UGHE students that tomorrow is theirs as young generations to make sure that Genocide never happens again. Bishop John Rucyahana said that the UGHE as a global entity in Rwanda should become a source of transformation in this global life and emphasized that the UGHE students, must take up responsibilities and be the leaders, apply their education not only for their aggrandizement, but also for the redemption transformation of Rwanda, Africa, and the rest of the world.

“We are far from reaching the objective of never again, as a human family, as global leaders, fighters, and practitioners, it is our duty to help the globe fight against genocide, genocide denial and genocide ideology. It is our duty to stand as global health fighters to stand for justice”, Professor Agnes Binagwaho, Vice Chancellor.

1.19. Hamwe Festival

The UGHE's third Hamwe festival was a 5-day virtual and in-person gathering of global health practitioners, researchers, performers, and artists, and engaged audiences globally exploring pandemic, confinement, and social changes. The opening remarks of the Hamwe festival was delivered by the Minister of State in the Ministry of Youth and Culture, Hon. Edouard Bamporiki.

“Dance and music have been used to generate mental health outcomes and having an art practice improves learning and general wellbeing.” Hon. Edouard Bamporiki.



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Key stats for the Hamwe Festival:

- 30 countries represented, from 5 continents
- 243 participants in -person
- 1275 live participants via YouTube
- 63 performers
- 20 performances
- 16 panelists

1.20. Building an enduring institution

The University of Global Health Equity implemented different activities targeted at strengthening the university. These activities include the Butaro Campus expansion, increasing the institutional visibility research publications



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and podcasts as well as hosting or participating in webinars and developing the external collaborations and partnerships with other organizations.

Butaro Campus expansion

- The UGHE Butaro campus phase II interim project was 100% completed where there were phase I residential buildings only, but now there are two more residential buildings hosting 108 MBBS and 44 MGHHD students, plus one more academic building G.
- The UGHE Butaro campus had few recreational and sport facilities, and the mini foot pitch was constructed and equipped contributing to a healthy campus life.
- The construction of the smokers and bikes shed at the UGHE Butaro campus was successfully completed.
- Kickoff of the planning and implementation of a campus tropical rain forest glade envisioned by late Dr. Paul Farmer, where before there was not applicable. Now, a new place of respite and inspiration on campus, a place for congregation and fellowship (chapel).
- Kickoff of the housing clusters windows and doors revision, as before mold issues on campus caused by insufficient natural ventilation in housing units. Now, the changes will increase natural ventilation and prevent mold in housing clusters.

1.21. Security coverage and facilities

- The UGHE has strengthened its security through installing more surveillance cameras, from 22 existing cameras to 58. In addition, the Butaro campus had expanded its control room capacity by adding 2 new TVs to the existing 3 TVs bringing the total to 5 TVs.
 - 58 CCTV cameras
 - 22 existing cameras
 - 36 new cameras
 - Control room with 5 TVs
 - 3 existing TVs
 - 2 new TVs
- Five watch towers were built for clear observation and safe work environment, as before the guards were tortured by the Butaro rains day and night, where they could not see far.



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- By strengthening security communications on campus, 10 mobile phones and 8 walkie talkies HF radio were purchased, as before there were no radio walkies talkies.
- A police post construction for the UGHE Butaro campus and neighboring community was successfully completed and equipped, initially there was no police post around the Butaro campus present.

1.22. Information Technology

- Maintaining all UGHE facilities to standard while leveraging BIM 360 Ops and facilities team capabilities was done as planned or requests were received, in 578 out of 604 tickets created were completed, and tiling the campus kitchen and painting all externals of the campus were completed.
- Internet capacity
 - Internet download capacity: 100 MBPS
 - Internet upload capacity: 100 MBPS
 - 130 wireless access points



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1.23. Human Resources and Safeguarding

The Human Resources (HR) at UGHE has increased to 165 faculty and staff, including 152 full-time employees.

UGHE staffing

- 165 employees
 - 69 females
 - 96 males
 - 152 full-time
 - 13 part-time
- 63 faculty members
 - 23 females
 - 40 males

UGHE rolled out its safeguarding program in April 2022 through the safeguarding department. The safeguarding vision is to ensure that each resident of UGHE, be it students, staff, subcontractors, or visitors can strive and realize their fullest potential in an environment free from abuse, exploitation, and harassment. From the beginning of the unit, UGHE started to implement different standards related to prevention of sexual exploitation, abuse, and harassment (PSEAH).

- **2 of 5 safeguarding substandard of compliance with PSEAH policies and were accomplished**
 - A policy on safeguarding/ PSEAH exists and describes appropriate standards of conduct, other preventive measures, reporting, monitoring, investigation, and corrective measures.
 - Site has recruited a full-time safeguarding/ PSEAH staff to support implementation of PSEAH policy
- **1 of 8 substandard of compliance with leadership and accountability standards for PSEAH was completed**
 - Leadership consistently supports prioritization of availability of funding for implementing PSEAH in the Site. UGHE departmental managers have started to encourage their team to take part in the PSEAH capacity building and awareness programs.
- **50% completion with three of 6 tasks of compliance with PSEAH standards for safe recruitments were completed**



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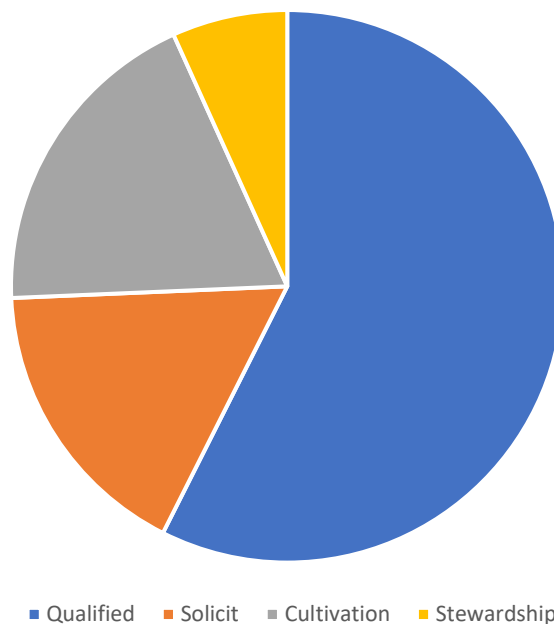
- PSEAH clause is included in recruitment adverts
- Some site recruitment interviews have standards questions on SEAH prevention and response
- Recruitment reference checks are in place.
- **2 of the 8 sub-standards of compliance with improving staff awareness on PSEAH had been started working on by safeguarding team**
 - A little more than half of UGHE students, staff and sub-contractors have been trained on PSEAH at least once last year.
 - All potential users are regularly informed about the safeguarding reporting mechanism and able to access it.

1.24. Partnerships

- 23 grants proposals were developed and submitted

	America	Europe	Africa	Total
Grants secured	7	3	1	11
Grant amount	68%	31%	1%	100%

- Looking at donor pipelines during FY22, the UGHE had 148 donors who were at different giving stages.



Proposals submitted in FY22:



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- 8 funding proposals were submitted to donors
- 6 of the funding proposals were secured

1.25. UGHE Visibility

- Media houses through which UGHE’s public relations articles were published:
 - New Times
 - Igihe
 - Taarifa
 - Top Africa News
 - KT Press
 - RTV
 - Inyarwanda
 - La Jeune Afrique
 - The Campus
- UGHE’s articles published:
 - 23 news stories and public relations articles
 - 22 UGHE stories/ Ops-Eds
 - 80 newsletters
 - 16 media sweeps.
- **UGHE’s followers/subscribers/ impressions/engagements/ views on social media platforms:**

	Subscribers/followers	Views
Twitter	22,706	2,311,900
Facebook	6,172	23,5100
Instagram	2,355	45,312
YouTube	1,483	
LinkedIn	9,386	10,798



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1.26. Awards

- The 2021 report of United Nations Educational, Scientific, and Cultural Organizations (UNESCO) on re-imagining education and disparities to address disparities, where the UGHE was highlighted as a model for equitable global health education as detailed in the excerpt below:

“University of Global Health Equity: Reimagined education and partnerships to address disparities in LMICs

Global education needs a new framework that emphasizes leadership skills focused on equity. This requires a new approach to education whereby people learn through a biosocial lens to better understand social determinants, and which creates a health workforce that is more knowledgeable in management and leadership, and better prepared to handle future threats. The University of Global Health Equity (UGHE) based in rural Rwanda has highlighted this. UGHE is a high-quality health sciences institution helping shift the centre of gravity in expertise and know-how from where it has traditionally been, within higher-income countries, to lower-income countries, and the continent of Africa specifically.

Leadership and management skills, often viewed by many health education programmes as an ‘add-on’, are embedded in all UGHE curricula as a means of developing a generation of bold professionals who push for large-scale positive change in health systems.

To ensure Equity in Education and to address disparities, UGHE provides high-quality, affordable or free education through full or partial scholarships. UGHE innovates funding methods such as the Umusanzu model (<https://ughe.org/tuition-financial-aid/>) to build and strengthen health systems in disadvantaged places. The Umusanzu agreement, for medical students to be educated free of charge, is made between UGHE, the students and the Ministry of Health of the students’ country of origin and is part of what makes UGHE unique. Upon graduation, students commit to serve, under the direction of their Ministry of Health, for a period of six to nine years according to the difficulties of the placement, which can range from a city to a remote area or refugee camp. This is done to strengthen health systems and serve vulnerable communities, either in their own country or anywhere their government sees fit. Graduates work with their Ministry of Health to determine how long and where these placements will be.

Furthermore, Africa bears 27% of the global burden of disease but only has 1.7% of the world’s physicians, emphasizing the critical global challenges of creating collaborative solutions through HEI partnerships to increase the healthcare workforce on the continent. For this reason, UGHE has developed partnerships with medical schools across Africa, Asia, Europe, and the USA (<https://ughe.org/partnerships/>) and is demonstrating their value in leveraging health education in low- and middle-income countries (LMICs). With these partnerships among LMICs and between high-income countries and LMICs, UGHE is implementing a series of faculty development programmes in Health Sciences Education, including Medical Education. These partnerships are instrumental in equipping the UGHE faculty with the knowledge and skills in innovative health sciences master’s degrees, medical education and pedagogy, leading to the development of new UGHE-led Master’s Degree and Ph.D. Programmes. These partnerships also demonstrate a model of capacity-building, with UGHE, an institution in a LMIC, developing full autonomy that enables it to leverage education for its students.” (UNESCO. Knowledge-driven actions: Transforming higher education for global sustainability- Independent Expert Group on the universities



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and the 2030 agenda, 2022. [Knowledge-driven actions: transforming higher education for global sustainability - UNESCO Digital Library](#)

- In May 2022, the late Professor Paul Farmer, Chancellor & Founder of UGHE and Co-founder of Partners In Health (PIH), received a WHO Director-General's Global Health Leaders Award for tireless visionary leadership in health and equity across the world.
 - *“Paul was a true humanitarian and a tireless champion of equity and health as a human right. His work helped to empower health and care workers in communities around the world. He worked in places that others had given up on.”* Dr. Tedros Adhanom Ghebreyesus at the 75th World Health Assembly (WHO)



Dr. Tedros Adhanom Ghebreyesus Presenting the WHO Director-General's Global Health Leaders Award to Wingdie Didi Bertrand on behalf of late Prof. Paul Farmer

- UGHE's Vice-Chancellor, Professor Agnes Binagwaho, received L'Oréal-UNESCO for Women in Sciences International Award 2022. She was awarded for her pivotal role in raising access to public



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healthcare for the most vulnerable communities in Rwanda, Africa, and beyond, thereby lowering the global disease burden and improving lives.

- On the 31st of August 2021, [Avance Media](#) named UGHE's Vice-Chancellor, Professor Agnes Binagwaho as one of "100 Most Influential African Women" whose leadership inspired young women around the world.

100 Most Influential African Women



1.27. Lessons Learnt, Recommendations, and Conclusions

Academic excellence

- Students' innovation ideas were impressive as they targeted to address pressing community health problems. In future, it would be more important to explore how to include UGHE's alumni in the innovation hub.
- Applications for the MBBS recruitment were varied for other countries in East African Community as Rwanda had 92% of the applications while other countries shared 8% only. There is a need for increasing visibility of the MBBS application advert across all the East African Community Countries.
- While there is a full scholarship opportunity for students in MBBS and MGHD GSRH, students in MGHD One Health and MGHD Health Management have a partial scholarship opportunity only. Although it is difficult to always have full scholarship opportunities, it would be important to explore the



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possibility of sustaining the partial scholarship especially for the MGHD tracks to alleviate financial burden for the students.

Excellence in research and quality

- On average, the UGHE's students were satisfied with module faculty (3.69 on 4-point Likert scale). However, while on average the students agreed to have achieved their module objectives (3.38 on 4-point Likert scale), the MGHD GSRH students disagreed to have achieved the objectives (2.2 on 4-point Likert scale), reflecting a need for exploring and addressing gaps in the module delivery in the MGHD GSRH track to improve student experience and satisfaction.

Maximizing community benefit

- UGHE employed 154 full time workers as local contractors for maintenance, cleaning and landscaping, and security. This community engagement demonstrates how UGHE contributes to socio-economic development of the local community. There is a need to explore how to prioritize the most vulnerable population such as single mothers and the poorest in the opportunities of local contracting employment.

Building an enduring institution

- The recognitions that UGHE has received indicate increasing visibility and important impact that UGHE is creating across the world. To ensure UGHE is always one of the world-class universities, there is a need to keep improving and sustain the tireless efforts that lead to the awards. These efforts include research, qualified faculty recruitment, quality-centered education system, and introduction of academic programs that help to respond to the needs of the underserved populations.
- Quality of education is one of the academic priorities and it can be stronger when routine operational activities and culture of learning from practice are also strong. There is a need for improved collaborative engagement in using data to learn from practice in all the departments/units.
- UGHE improved some facilities designed for different activities such as sports to make the campus more conducive for students and staff. However, there is a need for roofing walkways that connect different campus buildings to facilitate movement, especially when it is raining.



2. APPENDICES

Appendix 1: UGHE strategic plan 2021-2025

The strategic plan 2021-2022 is [here](#)

Appendix 2: UGHE FY22 workplans

The FY22 priorities and work plan are [here](#)

Appendix 3: Reporting templates

The reporting templates are [here](#).