



UNIVERSITY OF
Global Health
EQUITY

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INTRODUCTION

The University of Global Health Equity

The University of Global Health Equity (UGHE) is a private, not-for-profit, fully accredited university by the East African Council of Higher Education, based in Rwanda. 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 healthcare.

In partnership with the Government of Rwanda (GoR), 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 Burera District, tax waivers, and critical infrastructure.

The university offers a Bachelor of Medicine, Bachelor of Surgery (MBBS) and Master of Science in Global Health Delivery (MGHD), a dual degree program (MBBS/MGHD). UGHE also offers an MGHD program with the following options: One Health; Health Management; Global Surgery; and Gender and Sexual and Reproductive Health, a one-year, full-time degree. The university has recently launched a new Master's in Global Nursing Leadership, with the first cohort starting in fiscal year 2025. Additionally, the university offers the East Africa Biodesign (EAB) Fellowship program to promote health equity across Africa by supporting local innovative solutions. It also offers several Executive Education programs for health system decision-makers, policymakers, and professionals from around the world, particularly from low- and middle-income countries.

This report highlights key achievements from the 2024 financial year that started in June 2023 to July 2024. It also presents significant changes and improvements that UGHE has undertaken to create a conducive learning environment for our students. The report also discusses the lessons from the activities implemented and recommendations drawn to improve our future practices.

Vision:

A world where every individual- no matter who they are or where they live- can lead a healthy and productive life.

Mission:

To radically change the way health care is delivered around the world by training generations of global health professionals who strive to deliver more equitable, quality health services for all.

Values:

- Equity
- Inclusion and Diversity
- Respect
- Social Justice
- Universal Healthcare
- Community-Based Education and Healthcare
- Sustainability
- Cultural Humility
- Integrity and Innovation

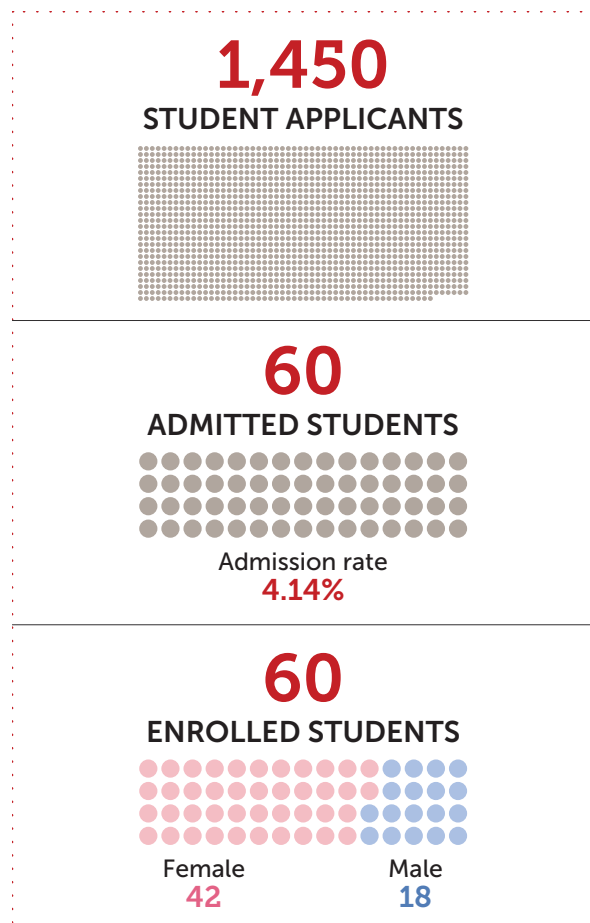
KEY ACHIEVEMENTS

Academic Excellence

Student Recruitment and Enrollment

A. Bachelor of Medicine, Bachelor of Surgery

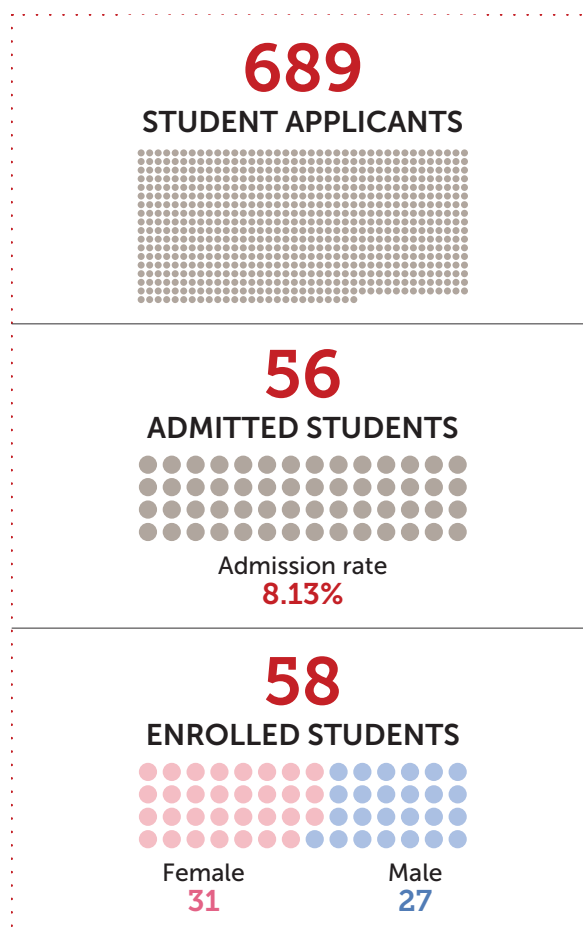
This year, we were honored to receive 1,450 candidates who applied for our dual degree MBBS/MGHD program, class of 2030. These candidates went through a rigorous application process, where 60 students successfully completed various phases of the recruitment process and enrolled in the MBBS/MGHD class of 2030. Each new medical student admitted to UGHE signs "Umusanzu" (which means "contribution"); an agreement between the students and their home Ministry of Health to provide full scholarships in exchange for the students' commitment to 5-6 years of service in underserved communities.



B. Master of Science in Global Health delivery

Our MGHD program received a total number of 689 applicants who also went through a competitive application process that selected 56 candidates, and 58 students were enrolled, including repeats, to join the class of 2024 in the options of Health Management, Gender and Sexual Reproductive Health (GSRH), One Health, and Global Surgery.

These 58 students who were enrolled in the MGHD'24 program varied in number by MGHD option.



As indicated in figure 1 below, the MGHHD class of 2024 came from 14 countries across the world, but mainly from African countries (Figure 1).

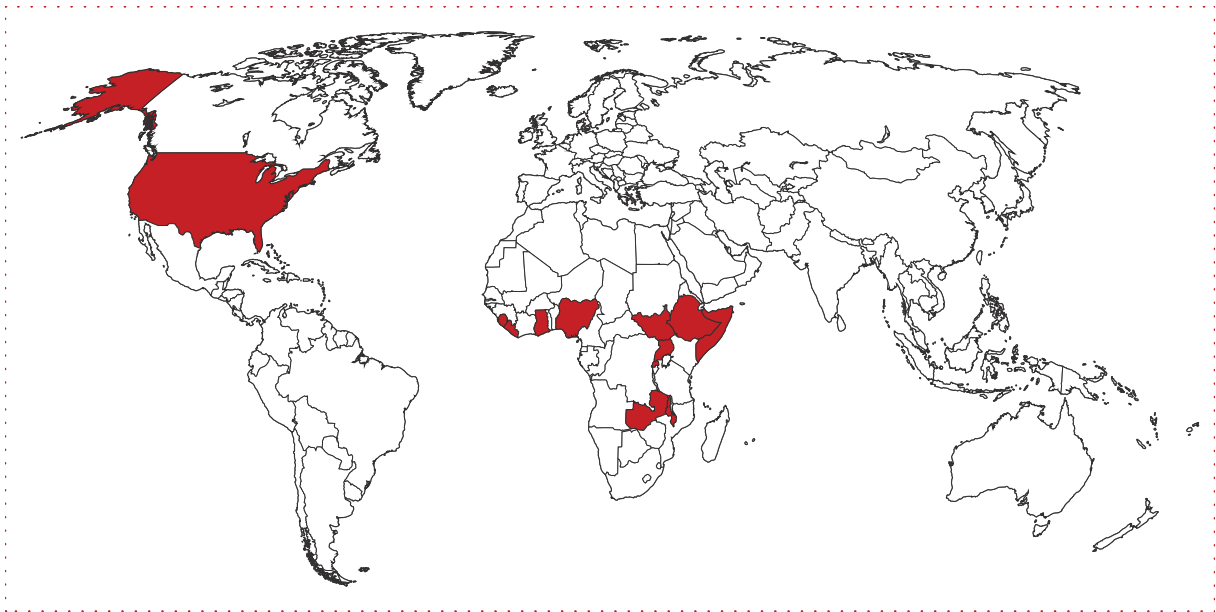


Figure 1. Countries of Origin for the MGHHD'24 Students



Figure 2. Countries of Origin for the MBBS/MGHD Students

Student Services

All UGHE students come from various countries across the world including Partners In Health's site countries. Throughout the year, we had 272 students, among them are 214 medical students from nine African countries (Figure 2) and 58 master's students from 14 countries (Figure 1). In its efforts to promote equity, UGHE's medical school also recruited 15 students from disadvantaged economic backgrounds including refugee camps based in Rwanda and from families within Burera District.

All the MBBS/MGHD'25, MBBS/MGHD'26, MBBS/MGHD'28, and MBBS/MGHD'29 students are already registered with the Rwanda Medical and Dental Council (RMDC). As the MBBS/MGHD'30 students have recently started their program, the process of registering them with the council is still ongoing. All medical students in Rwanda are required to register with RMDC to ensure that:

- They meet medical education requirements.
- They are eligible for the licensing exam upon graduation, which, if successfully passed, would allow them to practice medicine in Rwanda.

Program	Students	
	Female	Male
All MGHD & MBBS/MGHD	272	
	96	176
MBBS/MGHD	214	
	69	145
MGHD	58	
	31	27
MBBS/MGHD	214	
	69	145
MBBS/MGHD'25	30	
	20	10
MBBS/MGHD'26	36	
	24	12
MBBS/MGHD'28	41	
	29	12
MBBS/MGHD'29	47	
	30	17
MBBS/MGHD'30	60	
	42	18

Work-study programs

UGHE established 19 work-study programs, including Kinyarwanda and French teaching assistance, research, and IT support, to help students gain experience in extracurricular activities and some income to address their personal basic needs while on campus. All 88 students of the MBBS/MGHD'28 and MBBS/MGHD'29 cohorts spend two hours per week engaging in the work-study programs. Since the MGHD students are on campus for only a few months, the work-study programs are limited to MBBS/MGHD students.

School of Medicine

The School of Medicine is a key academic program at UGHE, offering a 6.5-year dual degree program in Bachelor of Medicine, Bachelor of Surgery and Master of Global Health Delivery (MBBS/MGHD), to 214 students from different African countries. UGHE emphasizes a “place-based education” model on its rural Burera District campus. The dual degree program is supported by a fully equipped campus with clinical simulation center, physical library, online library, a science laboratory, and classrooms fully equipped with high-tech audio visual equipment to enable their learning and collaboration with global faculty. UGHE’s strategic location near Butaro District Hospital enables hands-on clinical rotations for medical students. Our students also do their clinical rotations at other healthcare facilities in Rwanda; such as King Faisal Hospital, Rwanda Military Hospital, University teaching Hospital of Kigali (CHUK), Ndera Neuropsychiatric Hospital, Kabgayi Hospital, Kirehe District Hospital, Kibogora Hospital, Rwinkwavu Hospital, and Association des Veuves du Genocide Agahozo (AVEGA) clinic.

UGHE goes beyond traditional medical education, aiming to transform students into change-makers capable of improving health outcomes and social systems in underserved communities. The MBBS/MGHD program focuses on training clinician-leaders, aligning with and contributing to the strategic priorities of Rwanda and other countries in Africa.

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This MBBS/MGHD program spans 78 months (6 and a half years):

- Beginning with an intensive preparatory phase for 6 months
- A biosocial foundations of medicine phase for 24 months
- A clinical and health delivery phase for 30 months
- A development phase for 18 months.

Pedagogical innovations include active learning, flipped classrooms, team-based learning, simulation-based learning, and problem-based learning. The curriculum integrates community medicine and clinical practice early on, breaking down traditional barriers between basic sciences and clinical practice.

UGHE's investment in faculty development, clinical infrastructure enhancement, and research capacity aims to strengthen healthcare delivery, education, and research in Rwanda. The program is part of a long-term commitment to advancing medical education, conducting research, and promoting healthcare in the region without overextending faculty capacity.



White Coat Ceremony

The School of Medicine held the third white coat ceremony on February 21st, 2024 on campus to celebrate the class of 2028 as they transition from pre-clinical to clinical medicine. This ceremony emphasizes compassionate, scientific, collaborative, and excellent health care from the first day of clinical training. This was a fitting tribute to honor a life dedicated to compassion and health equity—the legacy of our beloved “Muganga Mwiza”, the late Dr. Paul Farmer.

Forty one (41) medical students (Figure 3) from Rwanda, Uganda, Tanzania, and Burundi pledged their dedication to compassionate patient care, echoing the principles of equity, social justice, and empathy in medical education, continuing Paul’s legacy.

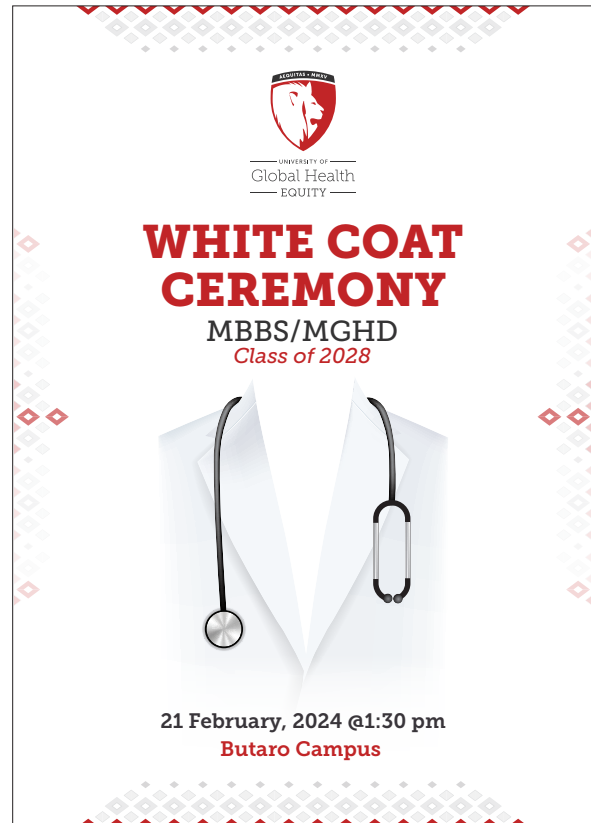


Figure 3. White Coat Ceremony for the MBBS/MGHD'28, February 2024

The UGHE's Chancellor, Dr. Jim Yong Kim, in his remarks, resonated with a powerful message affirming the students' ability to carry on Dr. Paul's promise in their medical practices.

"... I guarantee that you will all be better clinicians because you understand that we have to treat the whole patient, and sometimes the whole family, including the poverty and exclusion that are often at the core of their illness experience. Paul Farmer taught us that it will forever be the guiding principle of this medical school ..."

Dr. Jim Yong Kim, UGHE's Chancellor.

Dr. Joel Mubirigi, UGHE's Interim Vice Chancellor, painted the white coat as a canvas for healing and compassion, describing it as an unwavering oath to serve humanity.

"... to you, our students: as you don this white coat, take it as a canvas upon which healing, compassion, and professionalism are painted. Your white coats are not just symbols of tradition; they are symbols of readiness to contribute to a brighter, healthier future for Africa and the world. As we venture into clinical practice, may your white coats be a source of pride, a symbol of your commitment to healing, and a reminder of a transformative power within each one of you."

Dr. Joel M. Mubiligi, Interim Vice Chancellor at UGHE.

Prof. Abebe Bekele, Dean of the School of Medicine and Health Sciences, reminded the students that becoming a physician is not just about becoming an important person in life, but a person with responsibilities for the standard practice of medicine.

"... with great power comes great responsibility ... the white coat symbolizes not just a coming of age, but also a profound embrace of the responsibilities and ethical obligations inherent in the practice of medicine."

Prof. Abebe Bekele, Dean of the School of Medicine and Health Sciences.

Dr. Natalie McCall, Chair of Clinical Medicine Division, highlighted some of the traits of these students that will make them exceptional in their practice.

"... You are now part of our team, and we are very happy to celebrate you during this white coat ceremony. You have worked hard; you have taken your studies seriously. You have dedicated your time, your energy, your interests, sacrificed things, put aside your families to get to this point. I think we can all be next to you while you celebrate this moment, and this is truly something worth celebrating."

Dr. Natalie McCall, Chair of the Clinical Medicine Division.

Ada Mola, class representative of MBBS/MGHD'28, echoed a commitment to fight healthcare inequities.

"... We are not here today because we are the smartest, but because we share a common goal with our late chancellor, Dr. Paul Farmer, to fight the inequities in healthcare. Just like him, my classmates and I are determined to overcome inequities."

Ada Mola, class representative of the MBBS/MGHD class of 2028.

Clinical Clerkship

At UGHE, according to the curriculum, MBBS/MGHD students undertake clinical teaching during 30 months, which includes 44 weeks of junior clerkship in Internal Medicine, Surgery, Gynecology and Obstetrics, and Pediatrics; 34 weeks of clerkship in medical subspecialties such as Ophthalmology, Psychiatry, Medical Laboratory, and Emergency Medicine; and 28 weeks of senior clerkship to master the management of medical conditions in all the medical specialties and subspecialties.

Before they are fully allowed to practice as medical doctors, the students undertake a 12-month internship under the Ministry of Health in government-owned public district hospitals.

- All the MBBS/MGHD'25 students have recently and successfully completed all the required clinical clerkships and are starting their clinical internship.
- All the MBBS/MGHD'26 students have successfully completed their junior clerkship and they are currently doing their clerkship in medical subspecialties which they are expected to complete in the 2025 financial year.
- The MBBS/MGHD'28 started their junior clerkship which will prepare them for the medical subspecialties clerkship (Figure 4).

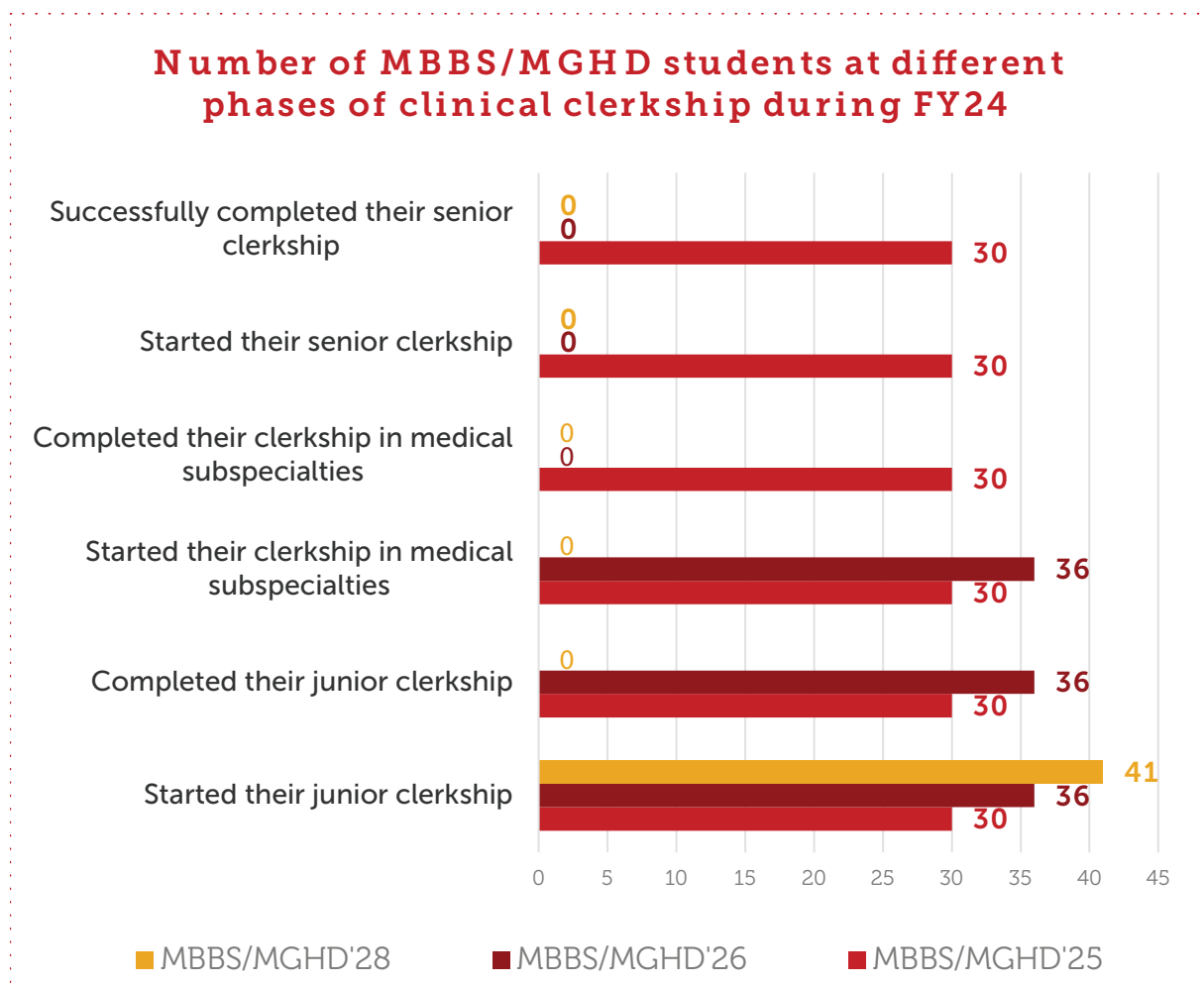


Figure 4. Number of MBBS/MGHD students at different phases of clinical clerkship per cohort

Simulation Center

The Simulation and Skills Center conducts hands-on training primarily for the Basic Medical Sciences and Clinical divisions, focusing on integrating theoretical knowledge with practical application. These sessions help MBBS students to enhance their procedural skills in a safe and controlled environment, improve their clinical decision-making and patient-centered care.

In addition to the ongoing undergraduate simulation training, the center delivered the Anesthesia Simulation Training Course as a capacity-building initiative for Non-Physician Anesthetists (NPA) working at Rwandan public hospitals. The course provided 18 NPAs with critical skills in anesthesia and critical care, directly contributing to improved healthcare services in public hospitals.

In partnership with Immersive Design Systems, the center strengthened simulation-based education through faculty development initiatives and teaching support. The center hosted

the Simulation Foundations Instructor Course, which provided advanced training in simulation curriculum development, scenario design, and debriefing. This course delivered in August 2023 and June 2024 attracted 61 participants (Figure 5) from multiple institutions, including the State University of Zanzibar and the University of Rwanda.

The center also hosted a **consortium workshop on Simulation Medical Education in Rwanda**, marking a significant step towards establishing the **"Rwanda Healthcare Simulation Network"**, aiming at enhancing resource sharing and collaboration among the nation's simulation centers and medical institutions. The workshop, held in 2023 and 2024, saw 43 active participants from institutions such as the University of Rwanda, Butaro Level II Teaching Hospital, PIH, King Faisal Hospital, East African Christian College, and the Adventist School of Medicine of East-Central Africa.



Figure 5 Simulation Instructor Course Participants, June 2024

Master's in Global Nursing Leadership

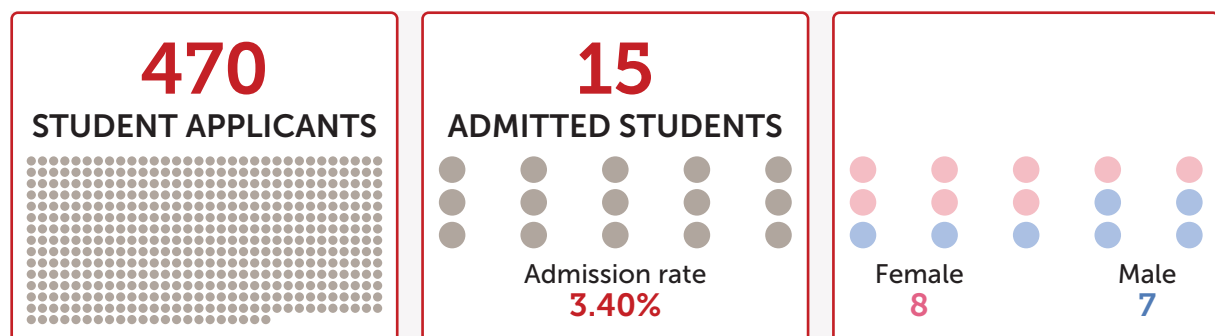
In addition to the existing academic programs, UGHE has established a new Master's program in Global Nursing Leadership (MGNL). The MGNL program is offered by the Center for Nursing and Midwifery and aims to equip clinical nurses with leadership skills, enabling them to transform not only patient care, but also health systems, particularly in rural Africa.

This program was successfully approved by the Higher Education Council in December 2023, officially launched in March 2024 through a global webinar dignified by WHO's Chief Nursing Officer, Dr. Amelia Latu Afuhaamango Tuipulotu, and will commence its first cohort in September 2024.

At the opening of the program, Prof. Abebe Bekele, Dean of the School of Medicine and Health Sciences, highlighted that the program aims to equip nurses with leadership skills to lead change in health systems, advocate for equity, and enhance resilience to public health threats.

The program is a two-year, part-time, blended program, 90% online, 10% of the time students convening in person for a maximum of four weeks each academic year. Out of 470 applicants who went through a rigorous application process, the inaugural cohort recruited 15 candidates from Cameroon, Rwanda, USA, Malawi, Kenya and Ethiopia.

"Our aim with this Masters in Global Nursing Leadership Program is to cultivate nursing leaders who will champion change in healthcare systems, advocate for equity, and lead with resilience in an ever-evolving global context. The MGNL program represents our commitment to nurturing the next generation of global health leaders who will drive equitable approaches in their practices," **Prof. Abebe Bekele, Dean of the School of Medicine and Health Sciences.**



East Africa Biodesign Fellowship Program

The Innovation Center at UGHE aims to inspire students to develop global health solutions that address community needs and tackle long-standing inequities in healthcare systems. The center fosters innovative ideas, helps turn those ideas into actionable solutions, and actively builds partnerships.

In partnership with the Stanford Center for Biodesign, the Regional Center of Excellence in Biomedical Engineering and e-health at the University of Rwanda, and Kenyatta University, UGHE launched the **East Africa Biodesign (EAB) Fellowship program**. The initiative aims to enhance health outcomes and promote health equity across Africa by supporting the local creation of contextually accessible,

sustainable, and appropriate health innovations. The inaugural cohort of four fellows was recruited from Rwanda, Kenya, Malawi, and Ethiopia (Figure 6).

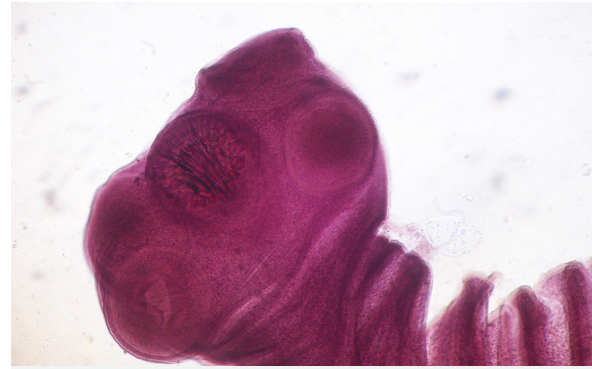
These fellows conducted their clinical immersions at different healthcare facilities, including Muhima and Kirehe District Hospitals in Rwanda and Kiambu Referral Hospital in Kenya, to be exposed to health facility environment and identify needs in health systems, including those needs related to the maternal and newborn health cycle of care. Additionally, the fellows conducted a study visit to the Stanford Mussallem Center for Biodesign to explore innovation startups and learn about their work and innovation journey.



Figure 6 East African Biodesign Fellowship Launch, January 2024

Community One Health Empowerment in Rwanda

In partnership with Global Affairs Canada, Veterinarians Without Borders, the University of Guelph, the Institute of Health Economics Canada, and WaterAid Rwanda, UGHE, through the Center for One Health, launched the Community One Health Empowerment in Rwanda (COHERS) project (Figure 7), which aims to empower communities, particularly women and girls, to improve health outcomes through the application of One Health principles through understanding and managing the interconnectedness of human, animal, and environmental health. The project focuses on empowering community members, especially girls and women, in the awareness raising, preventive measures, detection, and response to prevalent zoonotic diseases, such as cysticercosis or taeniasis caused by the *Taenia Solium*, a parasite that people ingest from undercooked meat of contaminated pork.



COMMUNITY ONE HEALTH EMPOWERMENT IN RWANDA

COHER

To test the cost-effectiveness of One Health interventions in controlling *T. solium* infection among people and animals in highly endemic regions of rural Rwanda



Figure 7. Community One Health Empowerment in Rwanda, January 2024

Field School for MGHD Students

MGHD students, depending on their specialization, conduct study visits to different communities and organizations, such as health facilities, to learn more about how systems work to address existing challenges. One of these field school visits was conducted by the MGHD Global Surgery students at the headquarters of Zipline in Muhanga District, Southern Province, where they explored how urgently needed medical products and supplies, such as blood and vaccines, are delivered to remote healthcare facilities via drone (Figure 8). Students observed drone take-offs, witnessed the process of drone retrieval, and learned about the 400 deliveries made daily to stock hospitals with blood and medical supplies. In addition to explaining their finely tuned protocol and efficient software, Zipline leadership shared that the company recently expanded its services to include commercial products and private purchases. Zipline's drone delivery of blood products has enhanced rapid access to blood transfusion services in emergency situation and saved many lives in Rwanda.

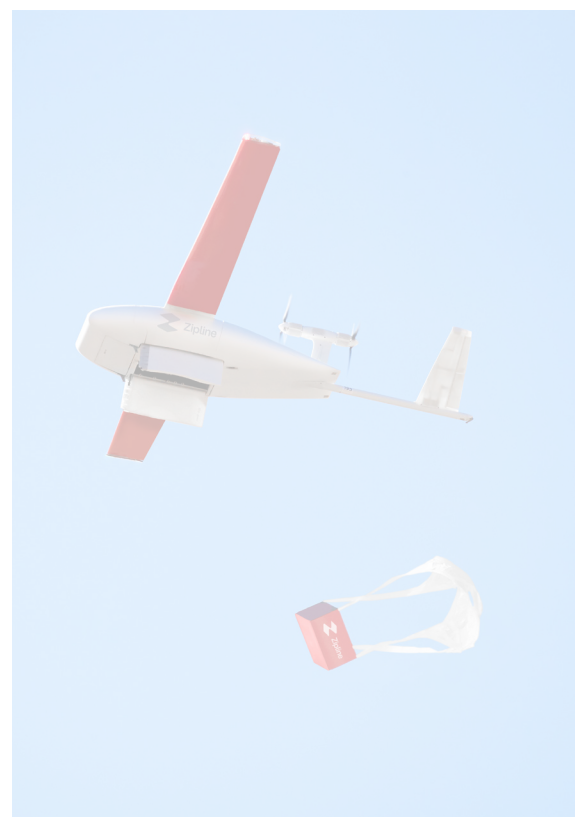


Figure 8. MGHD Global Surgery Students at Zipline Headquarters, March 2023

Executive Education programs

Since 2016, the Center for Leadership in Global Health Equity (CLGHE) has been delivering Executive Education programs designed to strengthen leadership and management skills and knowledge of health system leaders, policymakers, and decision-makers within the public sector, private sector, nonprofit, and non-governmental organizations from across the world.

These training programs focus on health systems thinking, results-based management, leadership, and global

health equity in the fields of infectious diseases, non-communicable diseases, maternal and child health, sexual and reproductive health, and digital health. So far, the center has trained 614 health system leaders and managers in total, including 152 participants trained between July 2023 – June 2024, from more than 55 countries across the world, in different programs (Figures 9-11). However, the number of trainees varied per program based on country needs.



Figure 9. Executive Education Programs Implemented and Participants Trained per Program

Where did 614 Executive Education participants come from?

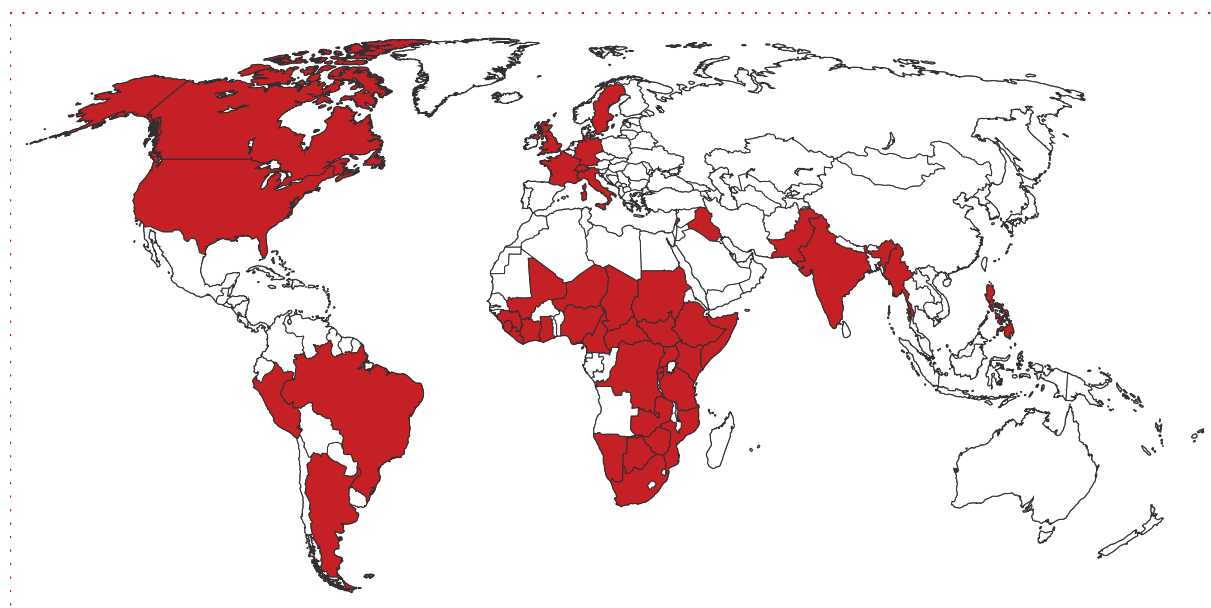


Figure 10. Countries of Origin for all Executive Education Participants

During FY24, UGHE, through the center successfully implemented seven programs, including the newly opened training programs: Exemplars in Under-5 Mortality (U5M) Reduction, ASPEN

Program, Global Innovation for Disease Elimination (GLIDE): Disease Elimination and Eradication, and the Academic Leadership Program (figure 11).

Training participants per executive education program from July 2023 to June 2024

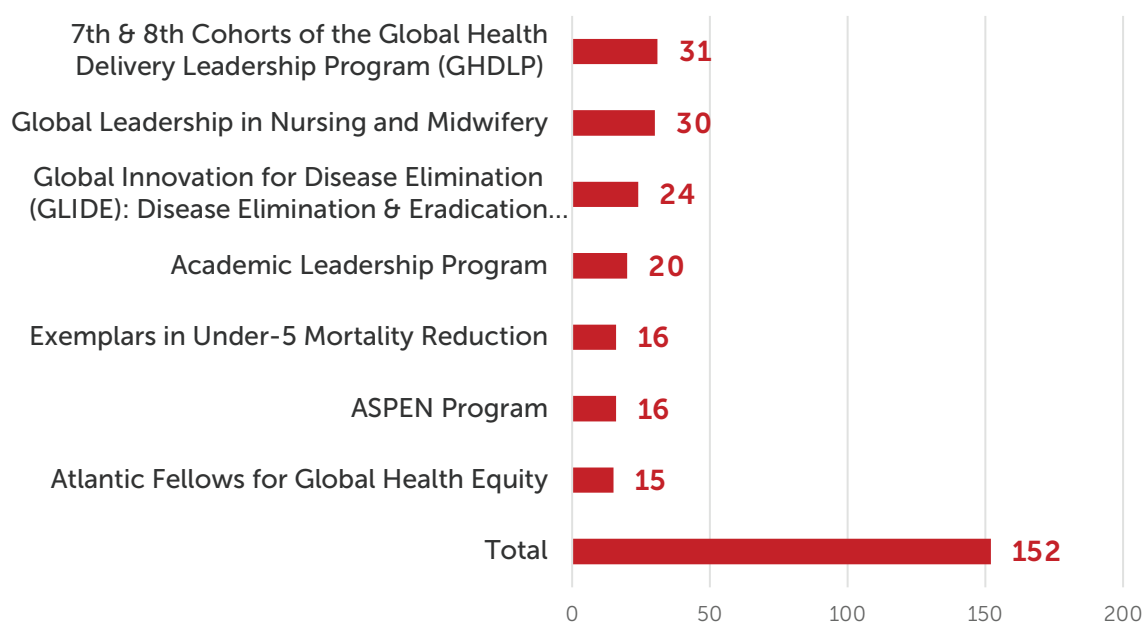


Figure 11. Training participants per executive education program from July 2023 to June 2024

ASPEN Program

This program is designed and delivered by UGHE in collaboration with Partners in Health and ASPEN Global Innovators.

The program is a year-long initiative that aims to support community leaders from the US and Africa in designing and implementing health systems resilience and recovery strategies, building a sustained collaborative learning network of community leaders, and strengthening public health systems to prevent and respond to pandemics and humanitarian crises.



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Exemplars in Under-5 Mortality (U5) Reduction

In partnership with Gates Ventures, presently called Exemplars in Global Health (EGH), and the Bill and Melinda Gates Foundation, UGHE conducted implementation research case studies to understand how and why Rwanda, Ethiopia, Senegal, Peru, Nepal, and Bangladesh outperformed in reducing under-5 mortality (U5M) between 2000-2015.

This research study expanded to understand how Rwanda and Bangladesh built on their success to mitigate drops or maintain the delivery of child health interventions during COVID-19. The work resulted in the publication of ten (10) [supplement](#) articles and three additional country-specific articles. UGHE then began disseminating the transferable lessons from the Exemplar



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countries and engaging policymakers, decision-makers, and key implementers in Guinea and Chad through a planned pragmatic Executive Education program for a multidisciplinary group of stakeholders from these countries. The goals were to introduce core concepts of implementation research and results of the Exemplars' work to guide the stakeholders in developing and implementing a needs and capacity assessment to understand barriers and facilitators to effective implementation of evidence-based interventions targeted at children under-5.

Countries were then supported in using results to identify new strategies or adapt existing ones to address barriers and leverage facilitators, learning from the successes of Exemplar countries.



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Global Initiative for Disease Elimination (GLIDE)

The Global Initiative for Disease Elimination (GLIDE), in collaboration with partners, launched an updated iteration of its Disease Elimination and Eradication Course with the University of Global Health Equity in Rwanda to enrich participants' understanding of the fundamental principles underpinning disease elimination and eradication. The course equipped participants with the necessary competencies to develop effective strategies for eliminating and eradicating preventable diseases in vulnerable regions and countries.

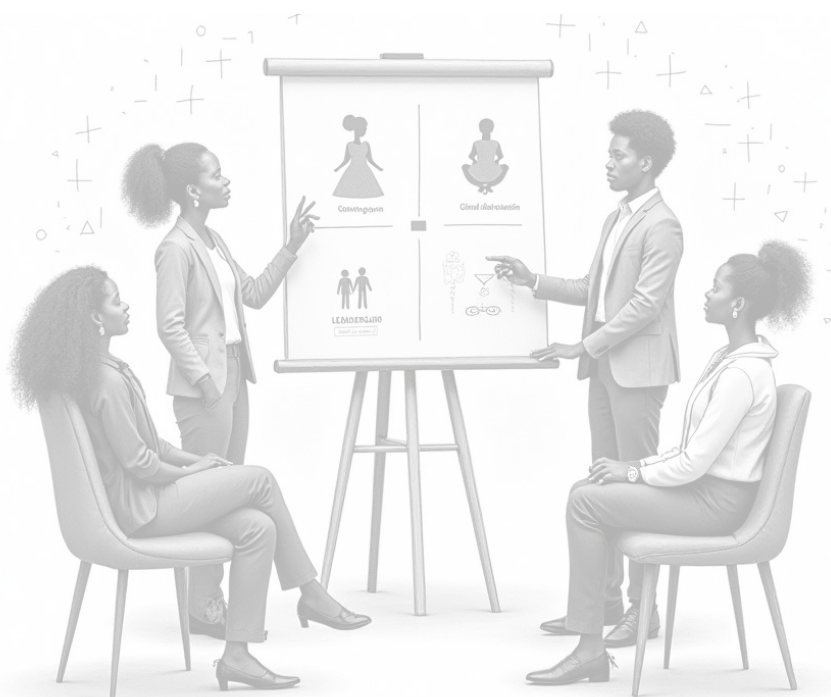


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Maternal and Child Health Executive Education Program

In collaboration with the Center for Gender Equity (CGE), the Center will soon launch the Maternal and Child Health Executive Education program. This six-month program aims to improve maternal and child health in Rwanda, Sierra Leone, Malawi, and Tanzania by equipping health system leaders with skills

in leadership, governance, management, and addressing gender disparities. This first cohort of the program will inform the future scale-up of the training program to other countries in Sub-Saharan Africa to promote sustainable improvements in health systems.



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Mentorship Program

UGHE, through the Center for Gender Equity, launched a pioneering one-year Mentorship Program in 2020 to provide a transformative mentorship experience in Africa. It focuses on early-career female global health professionals, addressing specific challenges they face in the mostly male-dominated fields they work in. Paired in a one-on-one format with experts and experienced global health professionals, mentees from the past three cohorts have reported benefiting from tailored mentorship in career management and gaining critical skills in leadership, decision-making, negotiation, work-life balance, influencing and motivating others, optimizing cross-functional and diverse teams, and driving culture and among other areas.

Mentors have assisted mentees with specific needs such as reviewing CVs or PhD/graduate school applications and practicing for interviews. At times, mentors have also leveraged their own networks or connections to support or advance mentees' projects.

In the financial year 2024, 30 mentees came from 13 countries, while 30 mentors represented 13 countries across the world (Figure 12 and Figure 13).

	Female	Male
Mentees	30	
	18	12
Mentors	30	
	20	10

Dr. Florence Akiiki Bitalabeho, Chair of the Department of Community Health and one of the mentors in FY24, highlighted the importance of supporting her mentee in both personal and professional aspects, especially as they lived in nearly the same countries.

"The pairing was a good match to begin with but even became better with time as my mentee's life evolved. I had a lot from my life experience that I could draw from to understand and be able to accompany her in her professional and personal life. I have lived in Southern Africa most of my life and my mentee was from the same area and changed countries of residence severally like I have. This was a connection,"

said Dr. Florence Akiiki Bitalabeho, 3-times mentor and Chair of the Department of Community Health at UGHE.

One of the mentees shared how interacting with her mentor in the program improved her professional life.



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Where did the FY24 mentees come from?

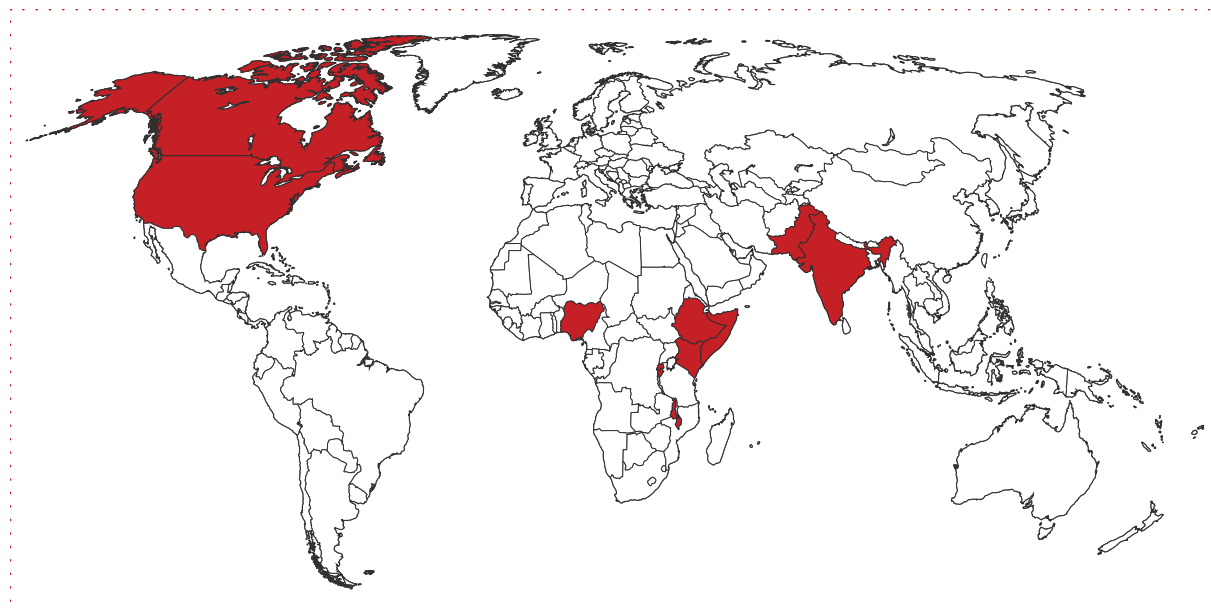


Figure 12. Countries of Origin for FY24 Mentees

Where did the FY24 mentors come from?

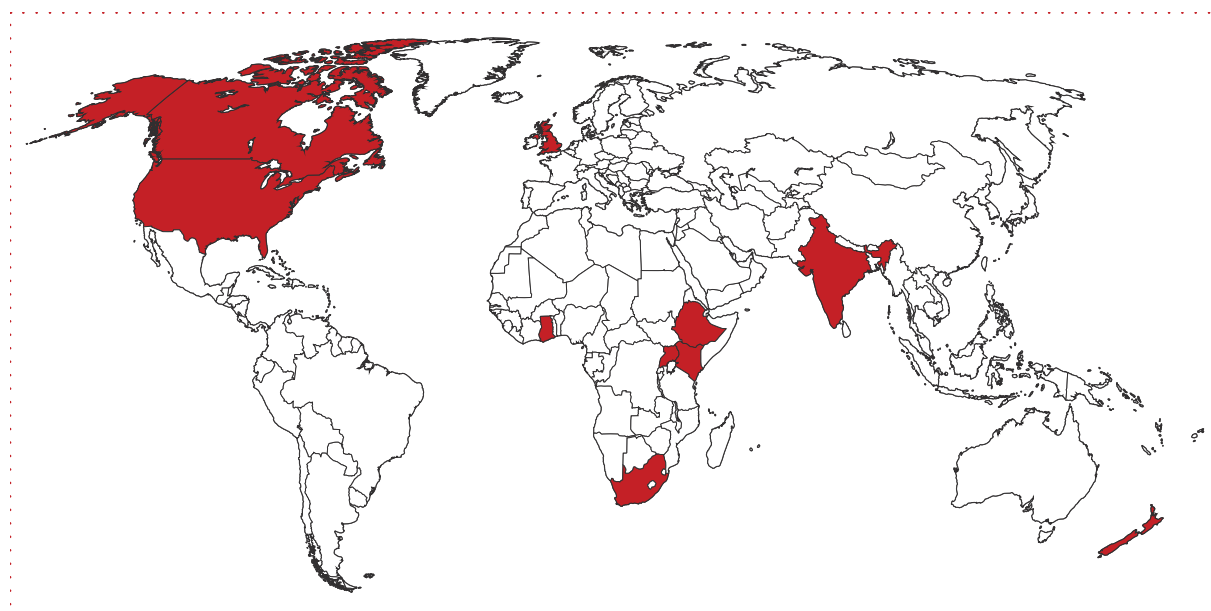


Figure 13. Countries of Origin for FY24 Mentors

Commencement of Master of Global Health Delivery Class of 2023

The UGHE held the graduation ceremony for the eighth cohort of the Master of Global Health Delivery Class 2023 (MGHD'23) at the Kigali Convention Center on the 26th of August 2023 (Figure 14). Across three MGHD options: One Health, Health Management, and Gender and Sexual Reproductive Health (GSRH),

	Female	Male
MGHD'23 graduates	22	24
One Health	4	9
Health Management	5	9
GSRH	13	6



Figure 14. UGHE Graduates of MGHD Class of 2023 on their Commencement, August 2023

UGHE graduated 46 MGHD'23 students from 13 countries (Figure 15).

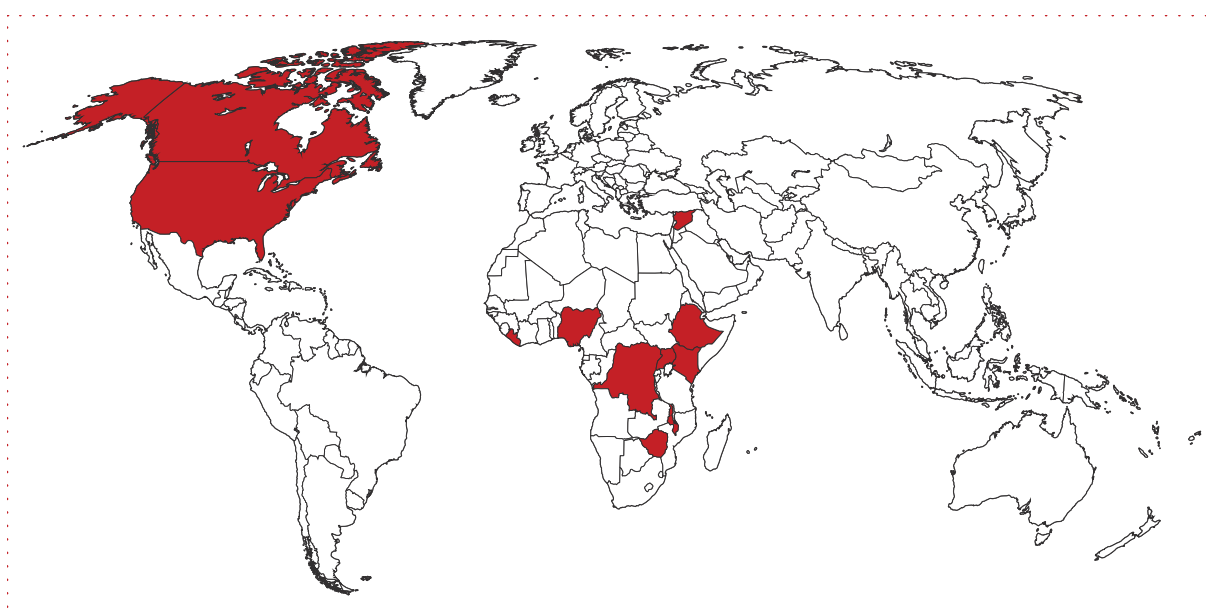


Figure 15. Countries of Origin for the MGHD'23 Graduates

Which countries are the MGH'D'23 graduates from?

Chief Medical Officer of Partners In Health, Dr. Joia Mukherjee, encouraged the graduates to implement the quality and equitable healthcare approaches they have learned.

"... research how to deliver care and achieve equity, how to manage-not for the sake of a donor report but for the betterment of the health of the people you serve, how to change the interface of humans, animals, and the natural world to bring about a healthy life for all ...," said Dr. Joia Mukherjee, Chief Medical Officer at Partners In Health.

The UGHE Ag-Vice Chancellor, Dr. Joel M. Mubiligi, highlighted the importance of the MGH'D graduates' skills in addressing complex and pressing health problems.

"... As these graduates embark on their healthcare careers, they join a global community committed to providing quality care for all. The knowledge and skills they have acquired will empower them to serve with passion and humility, impacting populations for generations to come," said Dr. Joel M. Mubiligi, UGHE Ag-Vice Chancellor.

The Dean of the School of Medicine and Health Sciences, Prof. Abebe Bekele, took graduates through a code of honor and emphasized their role as future agents of global health transformation.

"... In a world where emerging diseases threaten vulnerable lives, the graduates' commitment and competence to advocate for the historically unvoiced and underserved are more critical than ever. They possess the educational tools needed to foster development and innovation in global health systems," said Prof. Abebe Bekele, Dean of School of Medicine and Health Sciences.

While expressing their readiness to apply their knowledge to real-world health challenges, one of the graduates underscored the key lessons learned, which were the immense value of unity, diversity, and mutuality.

"... working alongside classmates from diverse backgrounds and cultures exposed me to a wide range of perspectives, ideas, and approaches to addressing global health challenges. I also learned how to apply evidence-based and field-tested managerial functions to manage complex programs and organizations in the field of global health," Anthony C. Kwarbo, MGH'D'23 Graduate in Health Management.



MGHD Alumni

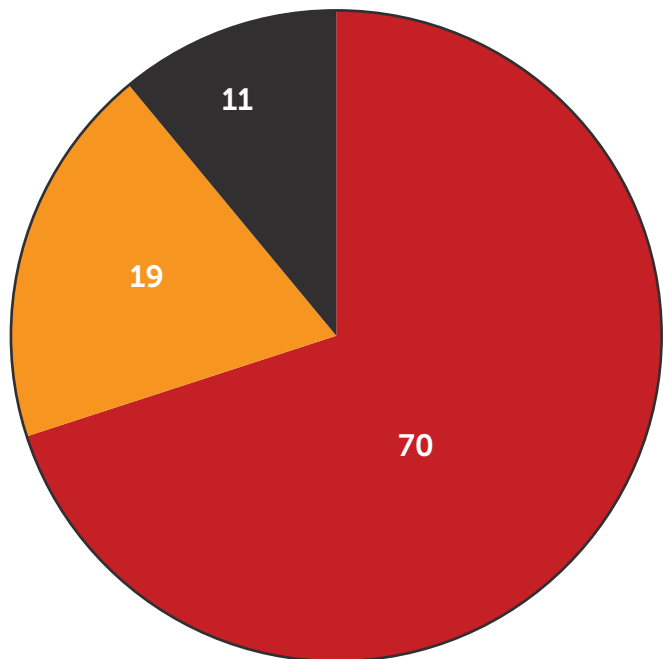
In total, UGHE has 282 alumni, including 146 female and 136 male graduates. These graduates mainly work in the health sector, humanitarian organizations, academic institutions, and the private sector.

Ten (10) out of 46 MGHD'23 graduates (22%) went into full-time employment within three months of graduation.

Which sectors do the UGHE alumni work in?

- 70% work in the health sector

- 19% work in the education sector
- 11% either work in the private sector or with youth organizations.



EXCELLENCE IN RESEARCH AND QUALITY

Research publications

UGHE faculty and staff published 115 research manuscripts in scientific journals. Most of these publications were original research with methodological designs such as cross-sectional, mixed methods, and case-control designs. Review articles, such as systematic and scoping reviews, were also an important category of methodological design used in the research studies.

While the average impact factor of journals in which the manuscripts were published was 2.7, only 32 research papers were published in journals with an impact factor of at least 3 (Figure 16). The average number of citations per paper was 1.5.

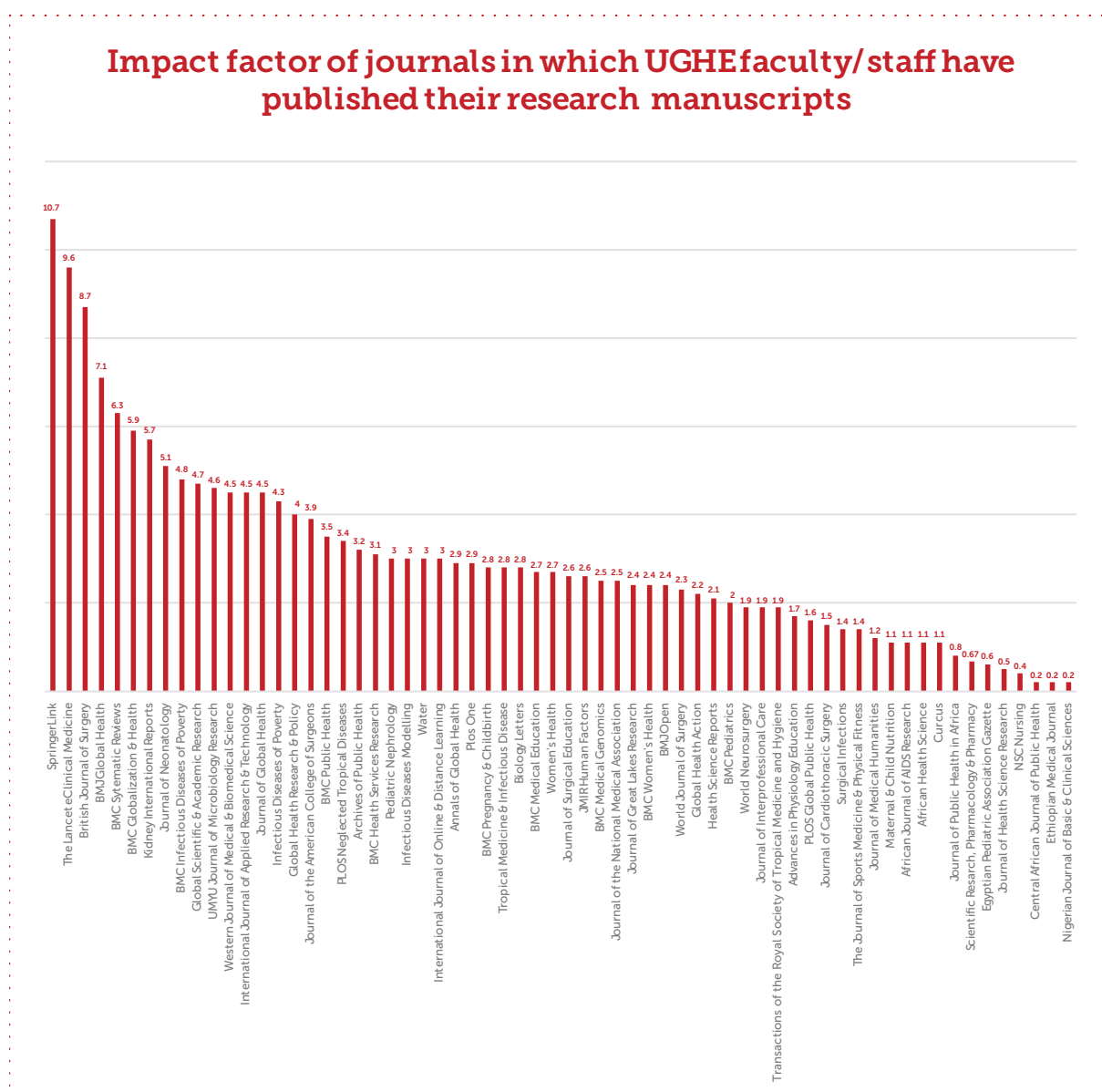


Figure 16. Impact factor of journals in which faculty/staff have published their research papers

Library Resources

During FY24, UGHE had 54,727 library books and journals accessible to students. Additionally, there are 24 digital academic tools supporting the student learning process. 98% of these resources are of global and public health, while only 2% of these resources are related to MBBS/ MGHD program (Figure 17). Despite this

unequal distribution, medical resources are the frequently read titles (Figure 18). While it is important to assess whether these resources meet the needs of students, the existing inequality limits access to learning resources for MBBS/ MGHD students.

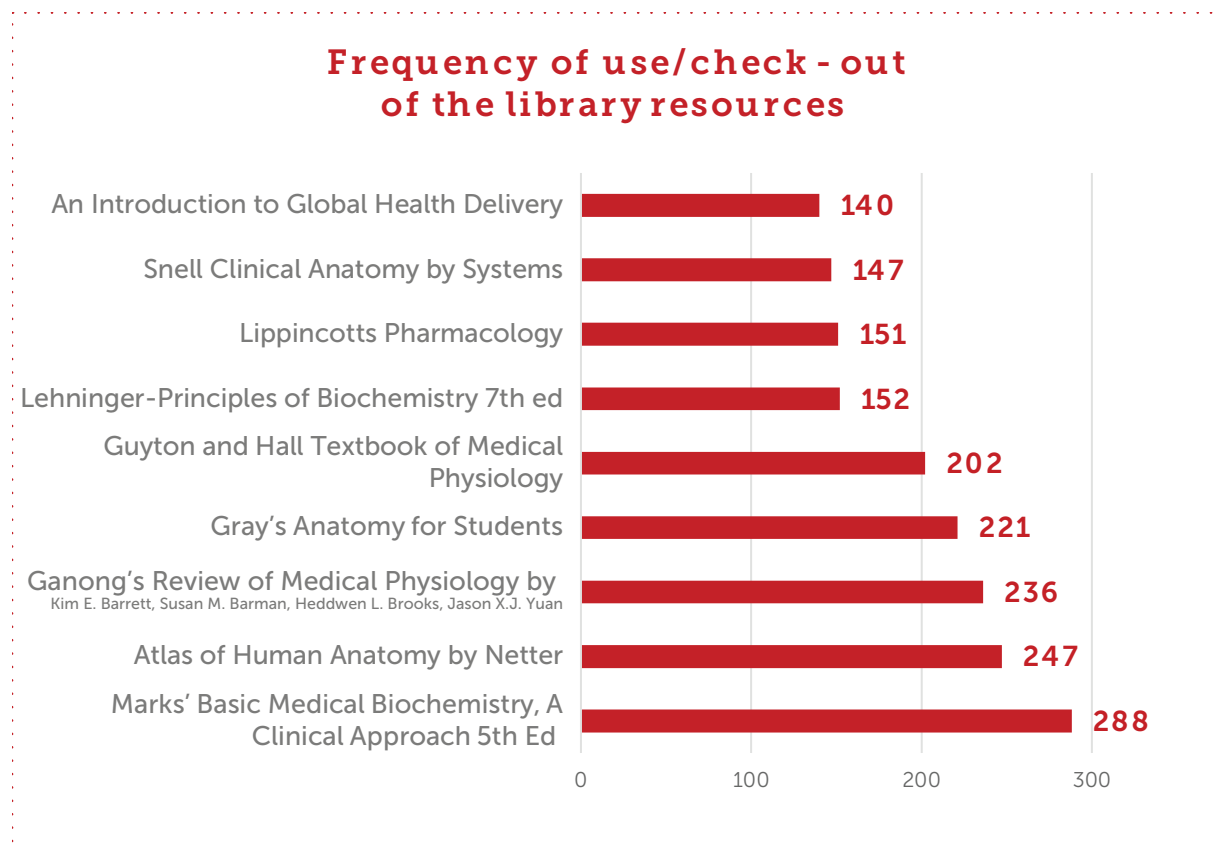


Figure 18. Frequently read library titles

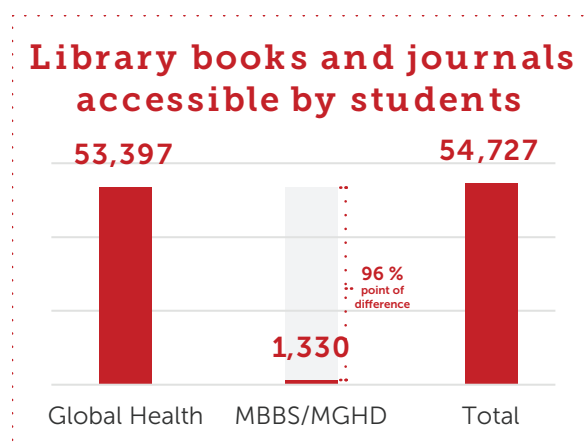


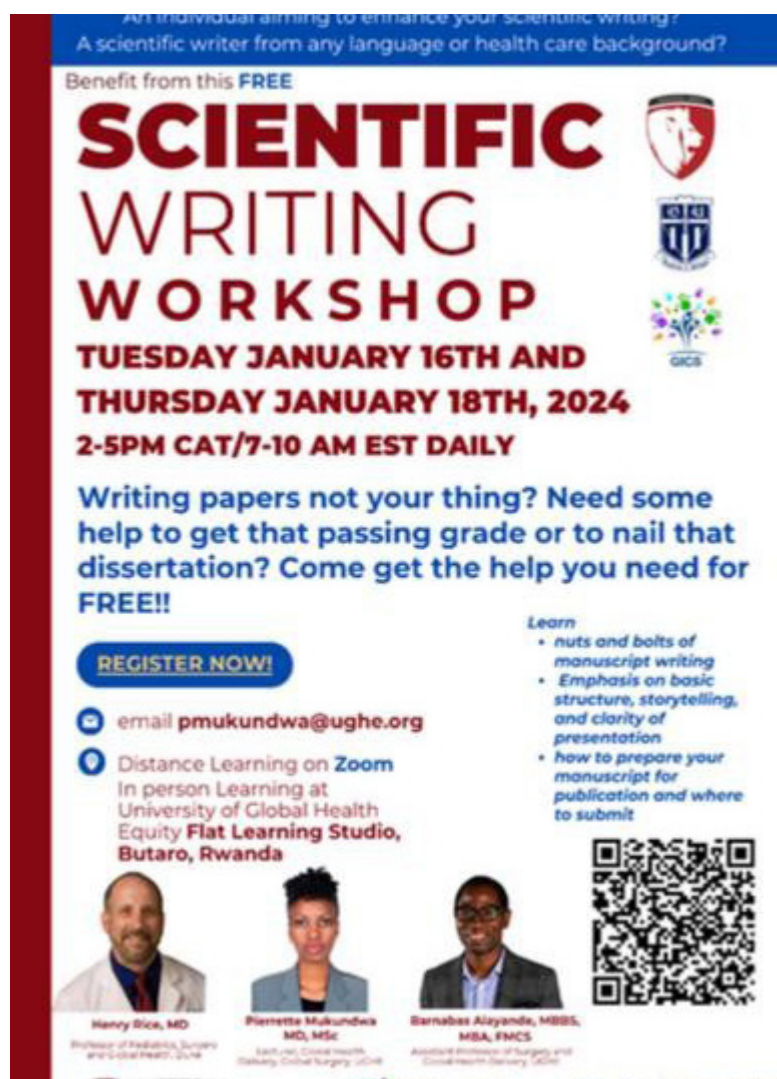
Figure 17. Library books and journals available for students

Another challenge is the limited access to e-resources that are outside UGHE's partnership arrangements. This challenge can be addressed by exploring the possibility to develop a partnership to create a consortium of Rwandan university libraries to secure e-resources at more competitive and affordable rates. In addition, the UGHE Library should acquire independent access to e-resources while maintaining its current partnership arrangements.

Scientific Writing Workshop

On January 16th and 18th, 2024, UGHE, through the Center for Equity in Global Surgery (CEGS), in collaboration with the Duke Global Health Institute and the Global Initiative for Children's Surgery, successfully delivered a Scientific Writing Workshop to provide a comprehensive guide on crafting original research manuscripts in healthcare and associated sciences (Figure 19).

The workshop aimed to enhance research writing skills for young professionals working on their initial papers, individuals seeking to improve their scientific writing proficiency, and participants from diverse linguistic or healthcare backgrounds. The workshop's emphasis was on fundamental structures, effective storytelling, and clarity in presentation.



Are individuals aiming to enhance your scientific writing?
A scientific writer from any language or health care background?

Benefit from this **FREE**

SCIENTIFIC WRITING WORKSHOP

TUESDAY JANUARY 16TH AND THURSDAY JANUARY 18TH, 2024
2-5PM CAT/7-10 AM EST DAILY

Writing papers not your thing? Need some help to get that passing grade or to nail that dissertation? Come get the help you need for FREE!!

REGISTER NOW!

email pmukundwa@ughe.org

Distance Learning on Zoom
In person Learning at
University of Global Health
Equity Flat Learning Studio,
Butaro, Rwanda

Learn

- nuts and bolts of manuscript writing
- Emphasis on basic structure, storytelling, and clarity of presentation
- how to prepare your manuscript for publication and where to submit

Henry Rice, MD
Professor of Pediatrics, Surgery and Global Health, UGHE

Pierrette Mukundwa, MD, MSc
Surgical, Global Health, Butaro, Global Surgery, UGHE

Barnabas Aiyemba, MBBS, MBA, FACS
Assistant Professor of Surgery and Global Health, UGHE

QR code for registration

Figure 19. Scientific Writing Workshop, January 2024



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Information Technology and e-Learning

Internet Capacity

- The whole campus and Kigali office are covered with high speed wireless internet.
- Each the student uses a UGHE-owned laptop to facilitate the learning process throughout their program cycle.

Download speed	200 mbps
Upload speed	200 mbps

e-Learning Platforms

UGHE uses four (4) e-learning platforms: Canvas, Lecturio, ScholarRX, and Osmosis.

- **Canvas:** This is a learning management system that allows faculty to create, manage, and deliver course modules using platform features like course creation tools, discussion forums, assignments, and gradebooks.
- **Lecturio:** It is a learning platform for medical students, providing them access to high-quality pre-recorded clinical video lectures, simulation case scenarios, and recall questions and answers to test their understanding of the learning materials.
- **ScholarRx:** This is a learning platform that provides medical students with interactive and concise learning lectures, flash facts, and video lessons to facilitate their deep understanding of the fundamental concepts of clinical subjects.
- **Osmosis:** It is a medical education platform that provides medical students with a wide range of high-quality and simplified learning resources covering important skills in basic medical and clinical sciences.

As indicated by the following impression numbers, the students widely use the resources on these learning platforms (Figure 20).

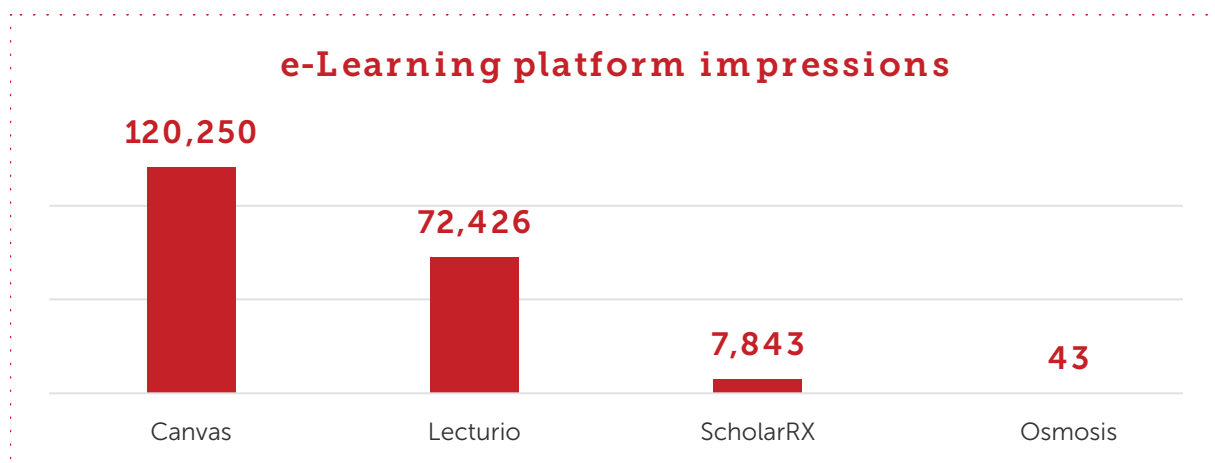


Figure 20. Frequency of using e-Learning platforms

Other digital tools used at UGHE include Complete Anatomy and Elentra. Complete Anatomy helps students visualize and understand spatial

relationships of anatomical structures. Elentra digital tool is used to manage clinical clerkship operations, such as schedules and rotations.

Research Day

UGHE held a Research Day for the second time on July 28th, 2023. The UGHE Research Day provides an opportunity to link medical students from the University of Rwanda, the Adventist School of Medicine of East-Central, and the University of Global Health Equity with lecturers and researchers to foster the commitment and engagement of students and staff in research activities and evidence-based practice. This event saw over 70 participants.

The third Research Day was held on April 4th and 5th, 2024. This two-day event, held both online and in-person, saw over 200 participants from 17 countries (Figure 21). A total of 21 scientific presentations were made at the Research Day, including 16 abstracts presented by students.

Table 1. Research Awards Presented at the Research Day, April 2024

Award	Presented to
Research Mentorship Award	Prof. Rex Wong
Student Research Award	Liberee Kubwimana
Impactful Research Award	Janna Schurer
Best Oral Presentation Award	Kevin Shimwa Gakuba, Sabrina Gwiza, Chanciella Teta, & Patrick Mugisha
Best Pitch Presentation Award	Majok Deng Akok Deng
Best Poster Presentation Award	Claire Olivia Swedberg, Yazmin Cadena Camargo, & Klasien Horstman

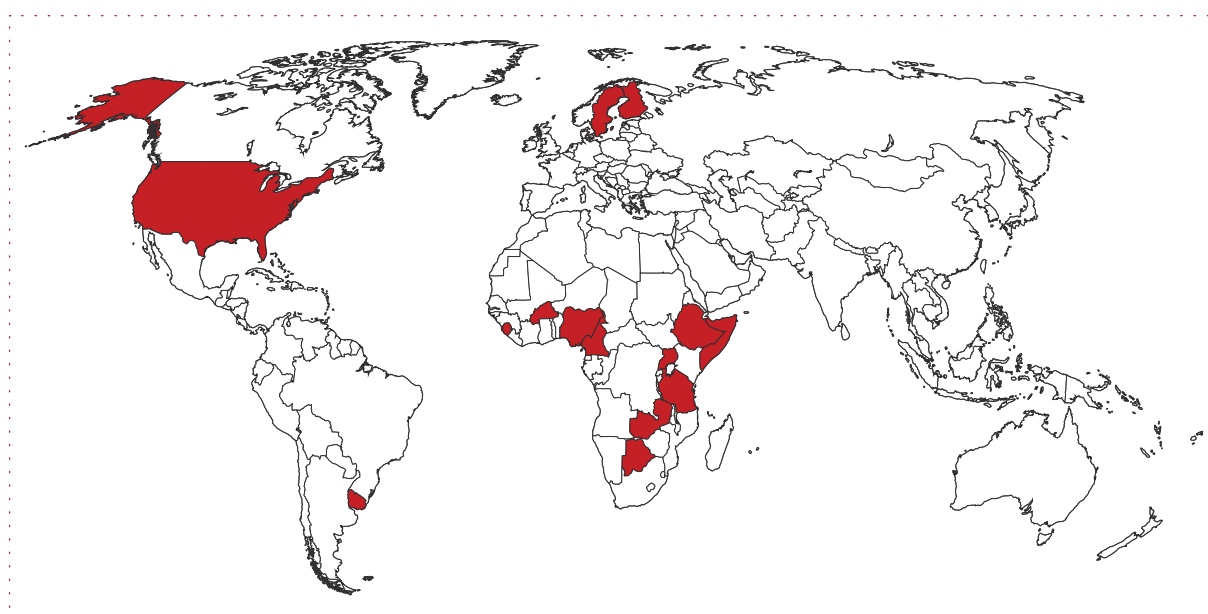


Figure 21. Countries of Origin for Participants in the 3rd Research Day

Mathematical Modelling for Infectious Disease Planning Course

During FY24, UGHE, through the Institute of Global Health Equity (IGHER), delivered a **Mathematical Modelling for Infectious Disease Planning** course to ten professionals with quantitative and policy/program management backgrounds. The trainees came from Uganda, Kenya, and Rwanda. This training was offered in collaboration with the Harvard T.H. Chan School of Public Health and aimed

to introduce participants to the basic concepts of mathematical modeling, their applications to real-world problems, and the role of models in informing policies. Additionally, the course prioritized the learning-by-doing approach, where the participants used the newly acquired skills to evaluate public health interventions and design models to inform policy decisions.

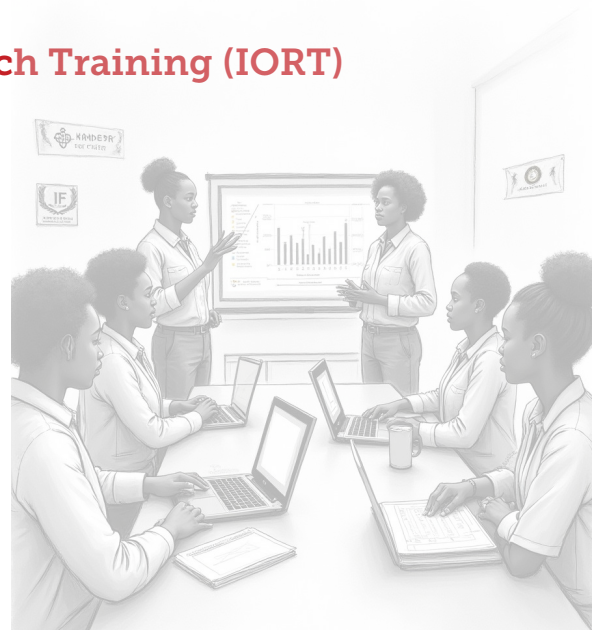


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Intermediate Operational Research Training (IORT)

UGHE, through IGHER, worked with Partners In Health (PIH) to deliver the Intermediate Operational Research Training (IORT) course. Ten participants from Partners In Health, Rwanda Ministry of Health, UGHE, Rwanda Biomedical Center, and the University of Rwanda were introduced to research methods, human subjects research, data analysis, and manuscript publication.

The participants were also supported in using the skills they acquired to conduct research and submit manuscripts to various journals.



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Butaro Health Development and Demographic Surveillance Site (HD2SS)

The Butaro Health Development and Demographic Surveillance Site (HD2SS) is an initiative of the UGHE, through the Center for Population Health (CPH) at IGHER, that will serve as a hub for research, education, and innovation by generating much-needed evidence in disease surveillance and research in

Rwanda and the region. The site will cover a population of 38,013 residing in Butaro sector and will help register and monitor health and demographic data, such as disease morbidity and mortality. It will serve as a platform for high-quality training, teaching, and research.

As part of the effort to establish the HD2SS, a delegation from UGHE and PIH visited the **Rakai Health Sciences Program (RHSP)** located in Rakai district, Uganda, in March 2024. The visit aimed to establish both academic and research partnerships between the two institutions and to gain insights into how to successfully establish and sustain the Butaro HD2SS. This visit followed a preliminary visit by HD2SS collaborators from the Technical University of Munich (TUM) and New York University (NYU) Abu Dhabi to Butaro in

January 2024 for initial discussions and to examine the geographical location of the HD2SS. In early May 2024, a delegation from UGHE, RBC, PIH and TUM conducted a dynamic workshop at the NYU Abu Dhabi to discuss thematic areas that will be covered by the HD2SS. In late May 2024, the Butaro HDSS was formally registered and joined the **African Population Cohort Consortium**. UGHE is currently establishing local partnerships for this HD2SS and will soon launch the system.

Monthly Journal Club

In collaboration with the National Institute of Health, UGHE, through IGHER, hosts a monthly journal club, an initiative that started in 2021 and aims to foster knowledge-sharing, collaboration, and networking among researchers and professionals from the participating institutions. This initiative has attracted researchers from Northwest University (NWU) in South Africa, the University of Washington, and Duke University. Every month, participants discuss published manuscripts, ongoing research work, or future research plans. The participants then provide critical input, enabling learning about new discoveries, shared learning, and improvement of the research work.



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Awards

ASPIRE to Excellence Certificate of Merit in Simulation 2023

On August 28th, 2023, at the AMEE Conference in Glasgow, UGHE's Simulation and Skills Center was recognized with the 2023 ASPIRE to Excellence Certificate of Merit in Simulation by the Association for Medical Education in Europe (AMEE) (Figure 22). This award spotlights UGHE's long-standing reputation for excellence and showcases UGHE's best practices in simulation-based teaching in healthcare professions Figure 22. 2023 ASPIRE-to-Excellence Award, August 2023 education in Africa.



Figure 22. 2023 ASPIRE-to-Excellence Award, August 2023

Prof. Abebe Bekele Received CUGH Distinguished Leadership Award

On March 9, 2024, during the CUGH 2024 conference, UGHE's Dean of the School of Medicine and Health Sciences, Prof. Abebe Bekele, was honored with the prestigious Distinguished **Leadership Award** presented by the Consortium of Universities for Global Health (Figure 23).

This recognition underscores Dean Abebe's exceptional contributions and his impact on global health outcomes worldwide. As an academic leader, he has demonstrated unwavering dedication and played pivotal roles in advancing global health initiatives, marking a significant milestone for both the distinguished recipient and UGHE as a whole.

Expressing gratitude for the honor, Prof. Abebe extended his thanks to everyone and highlighted the value of partnership, a principle instilled by Dr. Paul Farmer, in the growth and impact of UGHE.



Figure 23. Prof. Abebe Bekele Received CUGH Distinguished Leadership Award at CUGH 2024, March 2024

"... Thank you to everyone at CUGH for recognizing the work we have been doing at the University of Global Health Equity. I accept this award on behalf of my students, faculty, staff, board of directors, trustees, and partners. We are deeply humbled. I believe I would not be here today if it weren't for the late Dr. Paul Farmer and Dr. Agnes Binagwaho."

Prof. Abebe Bekele, UGHE's Dean of the School of Medicine and Health Sciences.

Dr. Barnabas Alayande received a PGSSC Alumni Award

Dr. Barnabas Alayande received his award from the Harvard Medical School, Program for Global Surgery and Social Medicine (PGSSC) (Figure 24). This award was in recognition of his contributions to the field of Global Surgery, Research, and commitment to equitable access to surgical care as a fellow of the PGSSC.



Figure 24. Dr. Barnabas Alayande's Award from Harvard Medical School, May 2024

Most Outstanding Poster Presentation Award

Dr. Ephrem Daniel Sheferaw received an award for his **outstanding poster presentation** at the National Health Research and Policy Conference (NHRPC) in Kigali, Rwanda (Figure 25). The conference aimed to bring together

researchers, policymakers, and healthcare professionals to explore innovative solutions and collaborative strategies for enhancing the health research landscape of Rwanda.



Figure 25. Dr Ephrem Daniel Sheferaw received an Award for the Most Outstanding

Theogene Uwizeyimana received the Best Young African Researchers Award 2023

Theogene Uwizeyimana received the **Best Young African Researchers Award 2023** from the Merck Foundation for his research study titled "Assessment of Prevalence and Factors Associated with Maternal Near-Miss (MNM) among Women in Rwanda, a Case Study of Kirehe District Hospital." This award was presented during the Merck Foundation Africa Research Summit 2023, hosted by this organization in collaboration with the African Union, the International Federation of Fertility Societies (IFFS), the Africa Reproductive Care Society (ARCS), and the Manipal Academy of Higher Education (MAHE).

Delphine Mizero MBBS/MGHD'25 won second place in the Best Student Oral Research Presenter Award

Delphine Mizero, MBBS/MGHD'25 student, won second place in the **Best Student Oral Research Presenter Award** in the medical research club international medical students research symposium in February 2024, at the University of Rwanda (Figure 26). The symposium gathered medical students from Rwanda and Uganda and served as a platform to disseminate medical research findings,

foster research collaboration, and learn from aspiring healthcare professionals from both countries. Delphine secured second place after presenting her study titled "Assessing the experiences of teenage mothers in accessing healthcare in Rwanda". Other team members included Marie Immaculee Dusingize, Axel Shimwa, Alima Uwimana, MBBS/MGHD'25, and Tsion Yohannes.



Figure 27. Delphine Mizero MBBS/MGHD'25 Won Second Place in the Best Student Oral Research Presenter Award, May 2024

MAXIMIZING COMMUNITY BENEFIT

The UGHE prioritized maximizing the benefits for the community by strengthening the existing community development initiatives and community-based education (CBE) programs for UGHE’s students and implementing community engagement activities aimed at improving the health and socio-economic development of community members.

Community Engagement and Development

Entrepreneurship Training Program

One of the key existing programs is the UGHE entrepreneurship training program, which is a comprehensive initiative that addresses the skills gap among local businesses and cooperatives in Butaro.

Participants undergo rigorous training in business capacity building, equipping them with the knowledge and tools needed to navigate the challenges of entrepreneurship successfully, including marketing, cash flow management, taxation, customer care, and more. UGHE offers business sessions that last four to six months, providing ongoing guidance and support to ensure participants have the skills to not only initiate but also sustain their ventures.

The first cohort of 50 members from the Butaro community received entrepreneurship training, business advisory services, and access to funding with the support of Inkomoko Rwanda, resulting in the creation of 154 new jobs and a positive economic transformation for the community.

During FY24, UGHE hosted the second cohort of its impactful entrepreneurship training program (Figure 27). This second cohort included an impressive number of 78 participants, each aspiring to transform their businesses into thriving ventures while also enhancing community well-being.



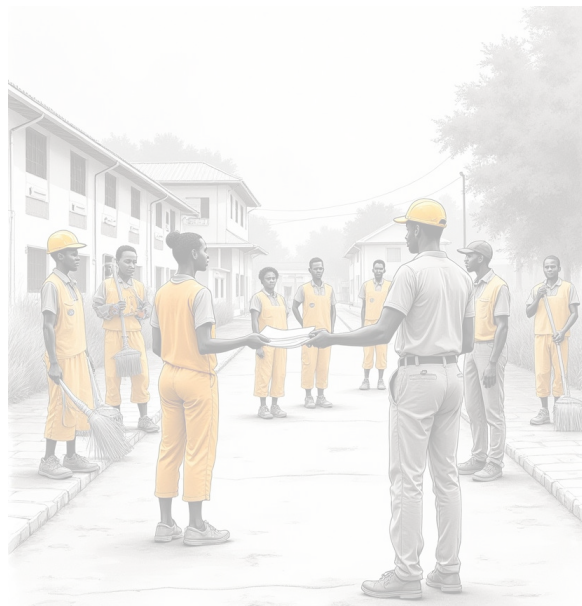
Figure 28. UGHE Entrepreneurship Training Program for Butaro Residents, September 2023

Entrepreneurship Training Participants	78
Participants from Individual Businesses	66
Participants from Cooperatives	12

An assessment conducted by UGHE in collaboration with Inkomoko Rwanda aimed to understand the outcomes from the training and other support services provided by both organizations to the Butaro community. The assessment found that 80% of the survey participants improved their entrepreneurship skills after the training (Figure 27). Over 65% of these participants reported that they performed record-keeping and 98% of them adopted new business practices. The assessment also found that the trained entrepreneurs experienced a 42% increase in their income over the previous six months.

Employment of community members at UGHE

UGHE employed 366 community members including 182 full-time and 184 part-time as contractors and casual workers in infrastructure activities, as well as in services related to security, kitchen operations, maintenance, and cleaning. These workers are grouped into their companies and cooperatives. The average monthly income for each employed community member is \$50 USD. In addition to this, UGHE has contracted with local companies, such as Locomotive Investment Ltd and Butaro Investment and Trading Company Ltd, to supply goods and services frequently needed on campus.



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A 2024 [study](#) conducted to understand changes in income and savings among the contractors and casual workers found that 95% of these employees experienced a significant improvement in their median monthly income, rising from \$16.01 USD before joining UGHE to \$60 USD after, an increase of \$43.9 USD. While the median monthly income for women (\$4.25 USD) was six times lower than that of men (\$24.12 USD) before joining UGHE, both women and men saw an equal increase in income after joining the organization (Mugisha et al., 2024). Furthermore, 69% of these community members increased their median monthly saving from \$0 USD before joining the institution to \$11.10 USD afterward. Although other government initiatives exist to lift people above the poverty line, UGHE has made a significant contribution to poverty reduction in the Butaro community. The percentage of these contractors living below the poverty line decreased from 80.4% before joining UGHE to 47.8% afterward, with no significant difference in poverty reduction by gender.

Bwiza Initiative

The Bwiza Initiative, a project focused on addressing the lack of adequate menstrual hygiene products in high schools in Butaro, Burera District, has been successfully operating in two secondary schools. With support from Rotary International, the project will expand to three additional schools. This expansion will provide reusable sanitary pad kits to 1,000 girls, along with training in menstrual hygiene management. Additionally, the three schools will receive 15 sewing machines and the necessary raw materials to enable continued production of reusable sanitary pads. Community engagement activities are also planned to address period stigma and raise awareness of sexual and reproductive health issues, ensuring a lasting impact on the girls and their communities.



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Community Engagement through Participation in Umuganda

UGHE campus residents, including faculty, staff, and students, participate in a monthly Umuganda, a national public service day that takes place on the last Saturday of every month. This event gathers community members nationwide to engage in different community activities to promote well-being, particularly cleanliness. During this

service, 71 campus residents participated in Umuganda at least three times (Figure 28). Their efforts primarily focused on collaborating with the local community to improve a 2-kilometer road, renovating one house, and building three houses for community members in Butaro. The estimated value of the work done is approximately \$2,200 USD.



Figure 29. Campus Residents Ready for Umuganda, May 2024

Community-Based Education

The Community-Based Education (CBE) program trains UGHE students in community health and social medicine through practical and experiential methodologies. This program is taught by a robust team comprising UGHE and Burera community faculty (Figure 29). We are currently working with 249 community faculty members, including 54 nurses and 195 community health workers (CHW). From July 2023 to June 2024, we hired and onboarded 29 new community faculty members, including six (6) nurses and 23 CHWs. Additionally, as part of continuous quality

improvement efforts of the program, we conducted a refresher training for 42 community faculty members.



Figure 30. UGHE Vice-Chancellor, Prof. Phil Cotton, delivering a key note message to UGHE community faculty during their training, June 2024

Global Community-Based Education

Through the Department of Community Health, UGHE launched a Global Community-Based Education (GCBE) program in July 2023. The program aims to advance community health education through a participatory, student-centered approach, hands-on education, and community engagement. It recognizes community members as experts, teachers, and advisors in the identification of health challenges and the best solutions for addressing them. The students are exposed to various

determinants of health and engage with communities in rural settings to enhance their understanding and deepen their critical thinking in addressing community health problems. The first cohort of the program was successfully delivered to 10 medical and health science students from Creighton University, Boston University, the University of Rwanda, George Washington University, Mayo Clinic Alix School of Medicine, the University of Virginia, Duke University, and Rutgers University.



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Community-Based Surgical Advocacy

From April 29th to May 3rd, 2024, UGHE, through the Center for Equity in Global Surgery and the Department of Community Health conducted a community-based surgical advocacy program within Burera District (Figure 30).

Among 220 households visited in 22 villages across all sectors of the district, 45 neglected surgical conditions were

identified in 59 community members. We connected them to appropriate surgical care facilities by providing transportation and health insurance financial support. In addition to house-to-house visits, the advocacy campaign was also conducted at 18 sites, bringing together communities from various villages in Burera district.



Figure 31. Quality Improvement Initiative Presentation at Butaro Level 2 Teaching Hospital, April 2024

Quality Improvement Initiatives to Enhance Patient Care

As part of the MGHD Global Surgery program's Foundation and Principles of Safety and Quality Improvement course, students worked longitudinally on three quality improvement (QI) projects at Butaro Level 2 Teaching Hospital (BL2TH) (Figure 31). They collaborated closely with hospital staff in the surgery department to identify areas needing improvement, which included:

- Reducing intraoperative hypotension in C-section patients related to spinal anesthesia
- Reducing the percentage of surgical site infections

- Improving patient monitoring in the immediate postoperative period.

Using the A3 QI report— a method used to clarify problems, suggest solutions, and document the results of improvement activities based on Plan-Do-Study-Act cycle— students defined the problems and proposed solutions to address identified gaps. Upon completion of the projects, MGHD Global Surgery students presented their quality improvement initiatives to the BL2TH leadership and surgery department staff.

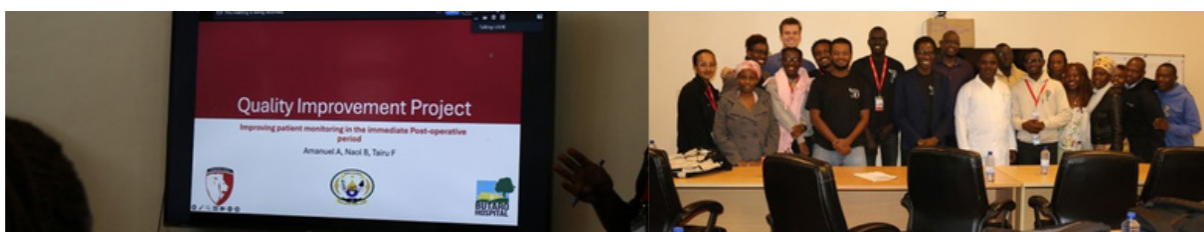


Figure 30. Community-based surgical advocacy program in Burera District, May 2024

BUILDING AN ENDURING INSTITUTION

The University of Global Health Equity (UGHE) implemented various activities targeted at strengthening the university as an organization. These activities include the expansion of the Butaro Campus, increasing institutional visibility by attending or presenting at scientific conferences, developing faculty and staff, and developing and strengthening partnerships.

Infrastructure facilities

UGHE implemented different infrastructure projects, including the construction of additional accommodation facilities for students and faculty, as well as other facilities to enhance the campus life.

Already existing facilities

Facilities used by students

- a. Seven (7) classrooms with a capacity for 430 students
- b. Science laboratory with a capacity for 40 students
- c. Simulation laboratory with a capacity for 40 students
- d. Library with a capacity for 120 students

Facilities used by students, faculty, and staff

- a. Eight (8) housing clusters with a capacity for 512 residents
- b. Dining space with a capacity for 300 individuals
- c. A well equipped physical exercise gym
- d. Mini foot pitch, basketball and volleyball facilities

These facilities help to make the campus more conducive to the student learning process.

Facilities used by faculty and staff

- a. Meeting rooms with a capacity for 46 people
- b. Two (2) common office spaces with a capacity for 120 individuals

Facilities completed in FY24

The Housing Cluster 8 was completed, commissioned, and is operational. The building aims to serve as an accommodation facility with the capacity to house 171 students (Figure 32). Rwanda Housing Authority conducted an assessment and found that the building fulfills the required standards, including accessibility for persons with disabilities. Occupancy permit was awarded to UGHE to start using the building. Additionally, the Campus Parking was extended, and it is able to accommodate 42 cars at once (Figure 33).



Figure 32. Student Accommodation Facility (Cluster 8)

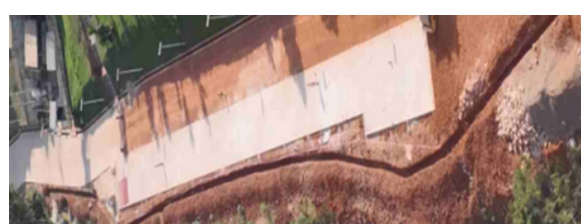


Figure 33. Parking Extension

Facilities under construction

The **Ubuntu Global Faculty Centre** is a building that will accommodate UGHE's global faculty from all over the world who are coming to teach our students and provide specialized care at Butaro Level 2 Teaching Hospital. The construction progress of this building is at 49% (Figure 34).



Figure 34. The Ubuntu Global Faculty Centre at 49% construction completion

Paul's Glade and Mausoleum, named after our dear late Dr. Paul Farmer, Co-Founder of Partners in Health (PIH) and UGHE, as well as UGHE's founding Chancellor. This facility will be a natural place of respite, reflection, and prayer that will sit at the central heart of our campus plateau. The construction work for this facility is 87% complete (Figure 35). The facility will have three major parts:

- A place of prayer and meditation
- A place of respite and reflection
- Paul's sanctuary, which will be the final resting place for the late Dr. Paul Farmer.



Figure 35. Paul's Glade and Mausoleum at 87% construction completion

The **recreation center** is another important addition to our campus recreation facilities serving as a hub for health, wellness, and leisure, enriching the overall campus life and experience for campus residents and visitors. Construction work is currently 45% complete (Figure 36).



Figure 36. The New Recreation Centre at 45% construction completion

Other construction projects include the fence extension to improve access to all UGHE's buildings within the campus boundaries. Another project is the Low Voltage (LV) Substation, which will facilitate full-time availability of electrical current on campus. The construction works of the LV substation are 73% complete and fence extension is 60% complete.

Transport Management System

UGHE launched the new Transport Management System to help with the efficient booking and management of transportation (Figure 37). This system was later upgraded to the Digital Campus Management System to accommodate Dining, Accommodation, Transport, and Safety and Security.

- UGHE increased the fleet capacity with six additional new cars to the existing 10 cars, bringing the total to 16 vehicles. This has contributed to eliminating the need for external vehicle hiring, reducing the average of four buses hired per week to zero, except in cases of emergency.
- UGHE also installed a new vehicle tracking system in all UGHE vehicles.

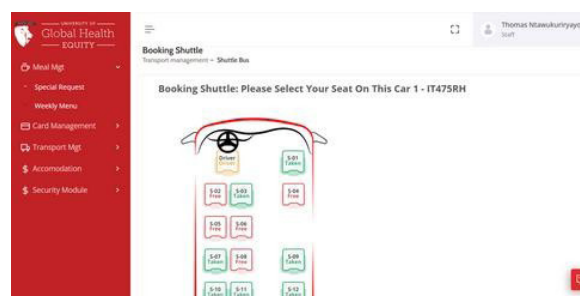
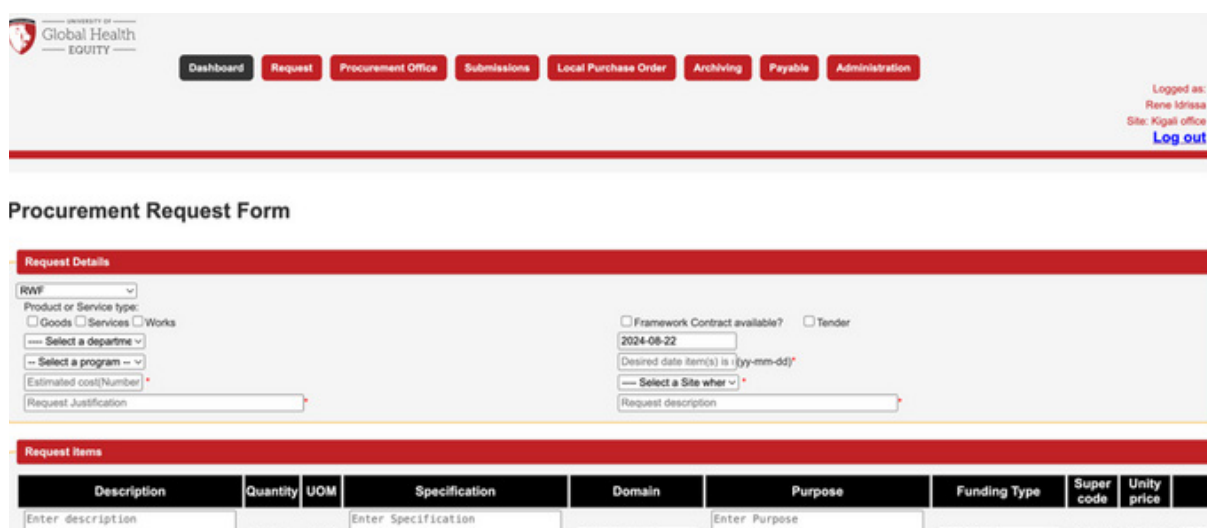


Figure 37. Transport Management System

Procurement Management System

The e-Procurement system was officially launched as part of UGHE's ongoing efforts to enhance efficiency, streamline procurement processes, simplify workflows, reduce processing times, and provide real-time insights into the procurement activities. This system is a comprehensive platform that digitizes UGHE's procurement procedures, offering a user-friendly interface for requisitions, approvals, and vendor and purchasing management (Figure 38). The use of this system involves the following steps:

- **Requisition Management:** Submit and track purchase requests seamlessly.
- **Approval Workflow:** Streamlined approval processes for faster decision-making.
- **Vendor Management:** Centralized vendor information for better supplier relationships.
- **Purchase Order Generation:** Automated creation and tracking of purchase orders.



Procurement Request Form

Request Details

RWF:

Product or Service type: ☐ Goods ☐ Services ☐ Works

--- Select a department ---

--- Select a program ---

Estimated cost(Number):

Request Justification:

☐ Framework Contract available? ☐ Tender

2024-08-22

Desired date item(s) is yyyy-mm-dd

--- Select a Site where ---

Request description:

Request Items

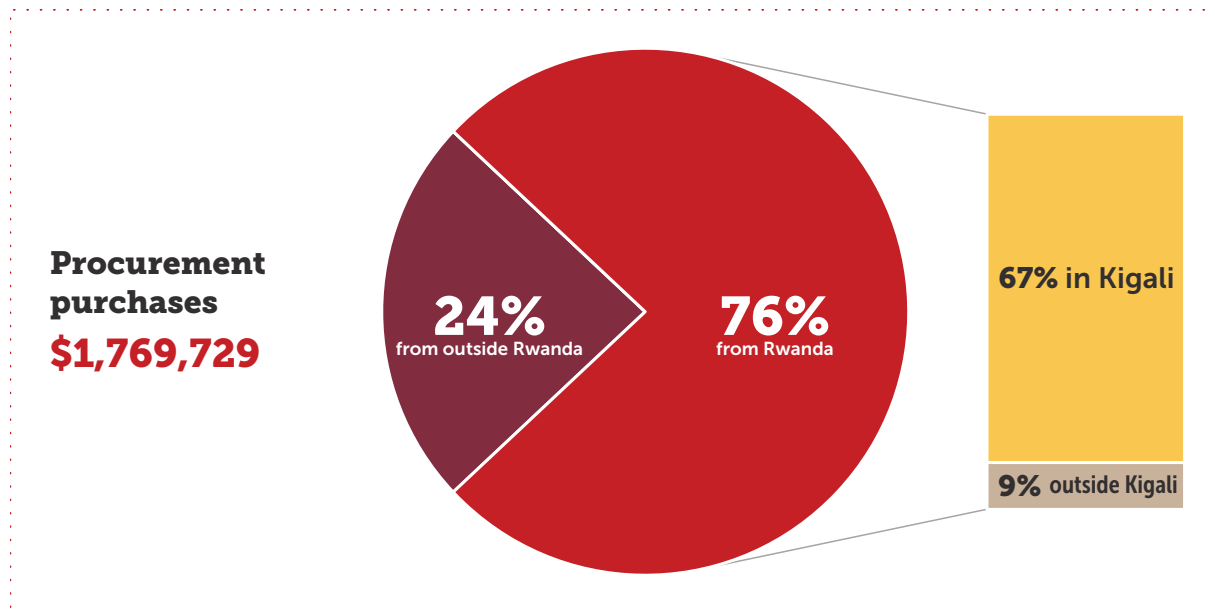
Description	Quantity	UOM	Specification	Domain	Purpose	Funding Type	Super code	Unity price	C
Enter description			Enter Specification		Enter Purpose				

Figure 38. Procurement System

Procurement Spending

During FY24, UGHE spent \$1,769,729 USD on purchasing products and services for facilitating operational activities. Most of this procurement spending (76%) was

used to purchase products and services from vendors based in Rwanda, while the remaining portion served for purchases from vendors from abroad.



Safety and Security Precautions

All the activities implemented at both Kigali Office and Butaro Campus depend on safety and security measures in place. When there is no or limited security and safety measures, the health of UGHE employees, students, and visitors is at risk from any health threats, hampering the noble work the university has to deliver for the under-served communities.

UGHE installed an automatic gate barrier at Butaro Campus to enhance security while maintaining a welcoming environment and it is fully operational. In addition to this, UGHE has nine (9) walkie-talkies and 17 mobile phones to facilitate communication between security personnel, four (4) handheld metal detectors, and monitoring tools which help to check if any person entering the campus has any objects that can present dangers to human health.

UGHE in collaboration with Rwanda National Police, trained university employees and students on fire safety and 70% of the faculty, staff and students attended the training. The training focused on recognition of and response to different types of fire, evacuation methods during fire incidents, and practical demonstrations on the effective use of fire extinguishers. As some staff and faculty leave UGHE and others join the university over time, it is recommended to conduct this training annually.

Conferences and Webinars

UGHE faculty, staff, and students attended 34 scientific conferences to learn more about new discoveries and share insights and professional experiences. Most of these conferences took place in Africa. Additionally, the UGHE community shared 24 presentations in the form of panel discussions, keynote speeches, oral presentations, and poster presentations (Figure 39).

UGHE hosted 20 webinars to increase its visibility by sharing global health insights and explaining the student recruitment and admission processes.

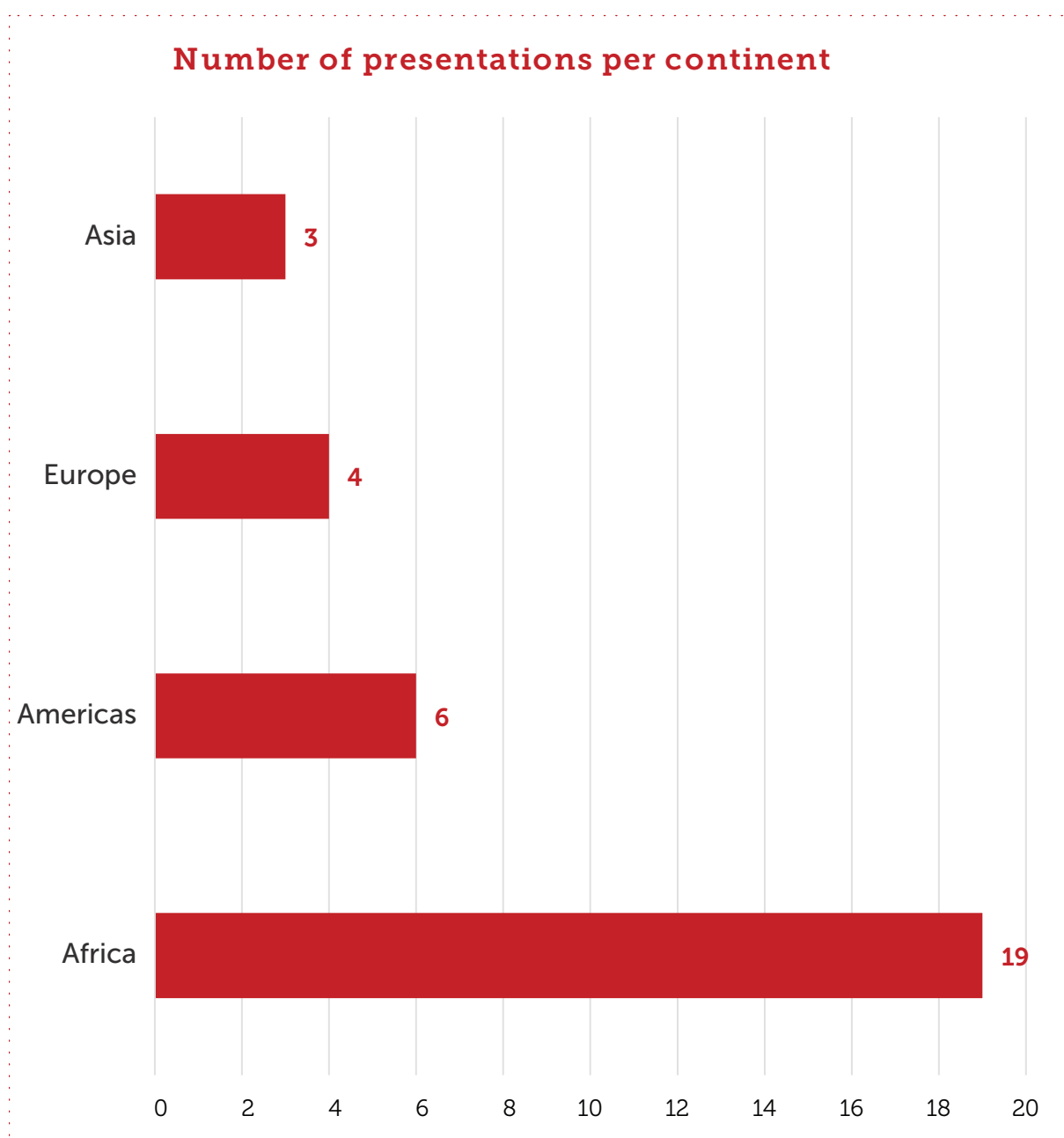


Figure 39. Presentations held at scientific conferences per continent

Human Resource Management

During FY24, UGHE was staffed with 236 employees, including 97 researchers and faculty members.

92% of the staff were full-time while the remaining were on part-time contracts.

During the same year, ten UGHE employees were promoted to new positions, and four employees were appointed to leadership positions. Additionally, 55 employees were hired to work in different centers and departments.

UGHE does its best to create an academic environment that promotes excellence and supports professional development, especially for each faculty member. Professional development (PD) is centered around providing continuing PD opportunities for faculty members and staff to maintain, develop, or enhance skills and professional performance,

	Female	Male
Employees	236	
Administrative staff	139	
	55	84
Faculty & Researchers	97	
	32	65

New employees	55	
Administrative staff	42	
	21	21
Faculty & Researchers	13	
	4	9

ultimately improving the overall quality of education provided at UGHE. In FY24, UGHE delivered 15 PD courses for its faculty and staff. In addition, 52 faculty/ staff attended at least one continuing professional development course or utilized their professional development funds from July 2023 to June 2024.

Grants Management

From July 2023 to June 2024, UGHE had 35 active grants, including those awarded before July 2023. Most of these grants were related to research activities and services aimed at facilitating student learning outcomes. During this financial year, 19 grants were awarded to UGHE, including 13 research grant projects.

Active grants in FY24	35
Research grants	23
Non-research grants	12
Grants awarded to UGHE in FY24	19
Research grants	13
Non-research grants	6

One of the most inspiring research grant awards is the ScholarRx Brick Builder Grant Award won by eight (8) UGHE MBBS/MGHD students (Table 2). The ScholarRx Brick Builder Grant program allocates funds to support the creation of high-quality shareable health sciences educational curricula, and cultivate innovative and impactful learning materials that benefit both current and future generations of students. It is a point of pride for UGHE to have these students receiving the awards.

N0	Student name	Cohort	Winning topic
1	Heritier Mfura	MBBS/MGHD'25	Undergraduate students' involvement in research
2	Materne Nshuti Kayumba	MBBS/MGHD'25	Periodontal Disease: A Harbinger of Systemic Conditions
3	Didier Isingizwe	MBBS/MGHD'26	Palliative care in oncology: Pharmacological and Non-pharmacological therapies in palliative cancer patients
4	Odile Iragena	MBBS/MGHD'26	Introduction to Global Surgical Care
5	Justine Mutoniwase	MBBS/MGHD'26	Synergy of Human Medicine and One Health
6	Bertrand Dushimumuremyi	MBBS/MGHD'28	Mental Health and Society
7	Elie Habiyambere	MBBS/MGHD'28	One health approach in management of cysticercosis
8	Marie Josee Tumukunde	MBBS/MGHD'28	Skeletal fluorosis

Paul E. Farmer Scholarship Fund

Paul E. Farmer Scholarship Fund for the University of Global Health Equity (UGHE) was launched in September 2022 in memory of Prof. Paul Farmer who was both the co-founder of Partners In Health (PIH) and the inaugural Chancellor of UGHE—a role he served in with joy as he

mentored the very first students of the medical school, who are proud to carry the informal moniker of “Paul’s” class. The goal of the Fund is to ensure sustainability of the school of medicine, Prof. Paul Farmer’s mission to educate healthcare leaders for Africa.

Fundraising update through end of June 2024

To date, more than \$90 million has been raised toward the Scholarship Fund honoring Prof. Paul Farmer’s remarkable legacy. We have already seen a \$7.9 million investment return yielded. PIH will continue to work with our investment advisors at Goldman Sachs to update our investment and return model based on current market realities, and timing of

cash received and invested. We continue to advance toward our first phase goal of raising \$125 million for the Fund by the end of fiscal year 2027. Our overall fundraising goal is \$200 million. This will generate \$10 million annually for 25 years, providing 3,000 medical and global health students with a world-class education— completely tuition-free.

Partnerships

During FY24, UGHE had 88 academic and non-academic partnerships from different parts of the world, and 21 of these partnerships were secured in the FY24. Most of these partners (62%) were academic institutions, while the remaining were non-academic partners. Additionally, 84% of the partners were from North America and Africa (Figure 40-45).

Partnerships secured before and during FY24

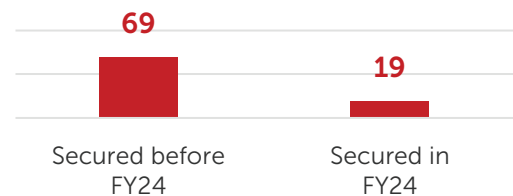


Figure 40. Partnerships secured before and in FY24

All partnerships by continent

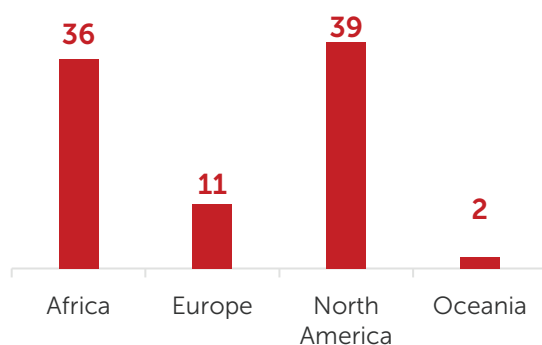


Figure 41. All UGHE partnerships by continent

Partnerships secured in FY24 by continent

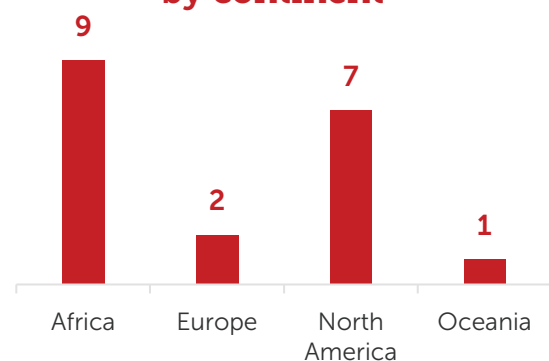


Figure 42. Partnerships secured in FY24 by continent

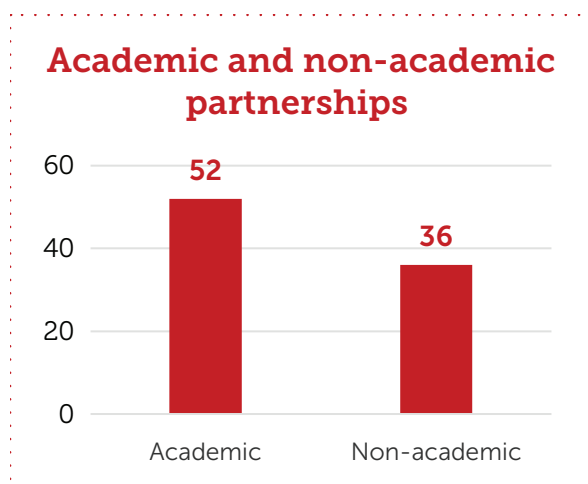


Figure 43. Academic and non-academic partnerships

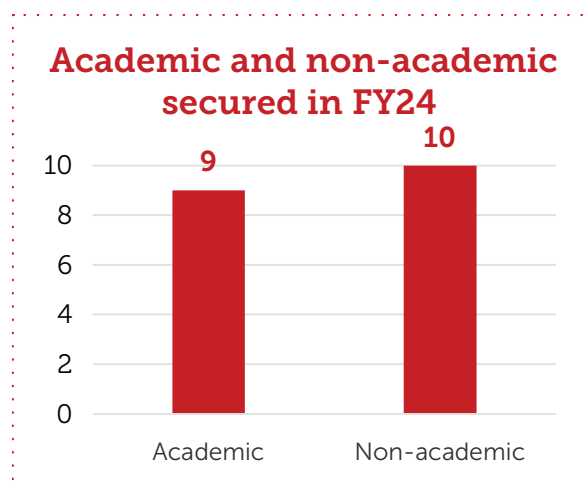


Figure 44. Academic and non-academic partnerships secured in FY24

UGHE's Partnerships Map

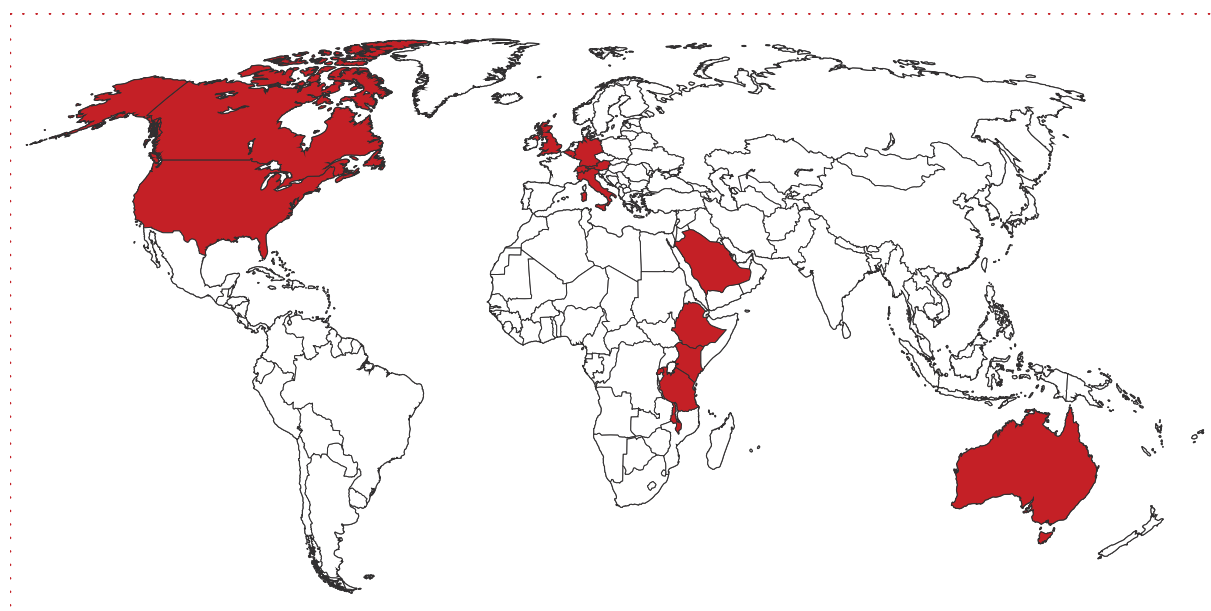


Figure 45. Countries of Location for UGHE Partners

Our Sincere Gratitude to Our Partners



Key Lessons and Recommendations

- UGHE reporting units collect their data in SharePoint or offline and submit templates populated with the data. However, implementing an accurate data quality assessment can sometimes be challenging, potentially leading to inaccurate or incomplete data. Establishing an **information system** that captures data online in real time would enable effective data quality assessment and the tracking of all UGHE data. This system would track varied information in **real time**, including student records, staff and faculty records, research activities and publications, financial operations, and grants management. Access to the system would be customized based on specific individual roles and needs. Implementing such a system would help to reduce time and effort spent on data collection and management while supporting the leadership in making timely and informed decisions.
- Since there is limited access to library e-resources that are outside UGHE's partnership arrangements, there is a need to create a partnership to develop a **consortium of Rwandan university libraries** to secure e-resources at more competitive and affordable rates. Additionally, the UGHE Library needs to acquire **independent access to e-resources** while maintaining its current partnership arrangements.
- Conducting a **regular safety and security risk assessment** can help with the early detection of existing and potential risks. Once these risks are known, it provides an opportunity to develop and implement a mitigation plan. This highlights the need for conducting an annual risk assessment for both the Kigali office and Butaro Campus.
- UGHE students, including those in the MGHG Global Surgery option, conduct health facility needs assessment to **improve the quality of patient care**, suggest potential solutions to address identified gaps, and share their findings, along with solutions, with health facility leadership and staff. However, implementing these solutions often requires funding, while the health facilities have limited resources. As part of improving student practical exposure, UGHE could work with health facilities and explore ways of implementing quality improvement project proposals developed by the students.

References

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2. Understanding Success: Multi-country implementation research in U5M reduction | BMC Pediatrics. BMC Pediatr [Internet]. 2024 [cited 2025 May 27];23(Suppl 1). Available from: <https://bmcpediatr.biomedcentral.com/articles/supplements/volume-23-supplement-1>