HIGHER EDUCATION NETWORK
RESILIENTAFRICA NETWORK

A Systematic Approach to Resilience Assessment, Measurement and Analysis
Led by Makerere University

Deliberative Polling® AROUND THE WORLD

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8 Regions in Texas

Averaging across 8 Deliberative Polls in Texas, the percentage willing to pay more on their monthly bill for wind and solar energy increased from 52% to 84%. And, in 2007, the state of Texas has become the leading state in wind power in the US - back in 1996, Texas was ranked near the bottom.

Italy - Regione Lazio

When the percentage that believed the Regione should "convert some of its beds into other resources that make the structures more efficient" for healthcare increased from 45% to 62% after deliberation, the state government did so, transferring the money to more efficient poly-ambulatory clinics.

Bulgaria

In 2007, a national project on policies toward the Roma showed that participants, after deliberation, increased support for Roma schools to be closed and children to be bussed to new schools (42 to 66%) and also felt less strongly about preserving Roma schools (46 to 24%). Since then, the Bulgarian government has closed all the Roma only schools.

Macau - SAR of China

The Government of Macau issued a public tender for public consultation on Macau's current Press and Broadcasting Laws. The Deliberative Poll led by eRS Research in Macau has submitted their deliberation results to the Macau Government and the Government is expected to revise the current laws based on the Deliberative Polling results.

Brazil - Rio Grande do Sul

Deliberation results on civil servants' career reform were used to draft legislation for the state of Rio Grande do Sul. Participants moved away from "years in service" as a criterion for promotion and compensation. Parts of the legislation were passed into law in 2011.

Japan

After deliberation support for privatizing the pension system fell and support for increasing the consumption tax to keep the government run system financially viable increased. The government's pension reform followed this logic supporting an increase in the consumption tax. Such an increase has now been adopted by the current Japanese government.

China - Zeguo Township Wenling City

The first Deliberative Poll conducted in China, held in 2005. The Township leaders, including the Party Secretary, led the efforts to conduct the Deliberative Poll. The top twelve projects from the deliberation results were submitted to the Local Peoples' Congress; thereafter these projects went into implementation. This Township has since conducted Deliberative Polls almost annually.

US A - California

The state-wide, bipartisan-led Deliberative Poll put forth 30 possible proposals for a scientific sample of the public to deliberate. Six proposals that received overwhelming support after deliberation were combined into an initiative that became Proposition 31 on the ballot in November 2012.

WHAT IS DELIBERATIVE POLLING® ?

Introduction

Deliberative Polling (DP) is a scientific method of public consultation which engages random samples in deliberation about policy options. It can be conducted face to face or online. About 70 DPs have been conducted thus far in 18 countries around the world. The DP projects as a part of the ResilientAfrica Network (RAN) program will be the first in Africa.

Deliberative Polling takes random samples, representative of the population in both attitudes and demographics and engages them in good conditions for considering complex public policy issues. These good conditions include balanced briefing materials vetted by an advisory group, moderated small group discussions, plenary sessions in which questions from the small groups are answered by competing experts and policy makers. Opinion data is collected in confidential questionnaires, at the time of recruitment and at the end of the process. The before and after questionnaire responses usually show significant shifts in opinion. The process helps chart what a population would accept if it were really engaged to think about an issue.

® *Deliberative Polling is a registered trademark of James S. Fishkin. Fees from the trademark are used to support research at Stanford's Center for Deliberative Democracy.*

Deliberative Polling Workshop Kampala, Uganda Eastern Africa RILab September 2013

A group of participants at the RAN Partners Meeting Stanford University, October 2013

Role of Deliberative Polling in the ResilientAfrica Network (RAN)

Each of the partner labs will engage in Deliberative Polling to assess the informed and representative views of the population in three stages: priorities for resilience challenges, priorities for interventions that would help address those challenges and assessment of the success of those interventions. Coordinated with the themes for each lab in the network, the agenda for initial Deliberative Polling about resilience challenge priorities is being developed now.

Themes for each lab

Eastern Africa RILab (Makerere University, Uganda) focusing on resilience to the effects of climate variability (floods, landslides and disease outbreaks) and chronic conflict.

West Africa (University for Development Studies, Ghana) focusing on rapid urbanization as a consequence of population growth; food insecurity in marginal populations.

Southern Africa (University of Pretoria, South Africa) focusing on effects of HIV/AIDS and chronic diseases both as a cause and a consequence of low resilience.

Horn of Africa (Jimma University, Ethiopia) Resilience to the effects of drought and chronic conflict.

What Has Been Accomplished So Far

The first Deliberative Polling workshop in Africa was held in Kampala in April 2013. Two follow up training workshops were held in September 2013 in Ho, Ghana and in Kampala, Uganda. Topics covered in these workshops ranged from participant sampling and questionnaire design, to creation of the briefing materials and moderator training. Additionally, the formation of advisory groups and assessing the priorities and challenges for applying DP in local contexts was also addressed.

Plans for 2014

The first two Deliberative Polls (DP) are planned for early 2014. The DP in Ghana will be on resilience priorities in rapid urbanization. The DP in Uganda will address environmental challenges related to floods and land slides in the Eastern Regions of Bududa and Mt. Elgon.

Additional projects are in the planning stage in Ghana at Tamale, Ashaiman, and Sodom and Gomorrah (formerly known as Old Fadama), in Uganda at Mt. Elgon and Teso regions, as well as Rwanda. After projects are underway in Ghana and Uganda the next phase will be to begin preparations for DPs at the RILabs in South Africa and Ethiopia.

Deliberative Polling is a technique which combines deliberation in small group discussions with scientific random sampling to provide public consultation for public policy and for electoral issues.

H-STAR AND THE RESILIENTAFRICA NETWORK (RAN)

MOOC Activities and Insights

An innovation MOOC has the potential to fill in many of the gaps identified by the Desk report – creation of an innovation vocabulary, location of additional innovation sites, teams, and individual innovation leaders, mapping of social networks (shared site attendance, conference participation, education and training, and within content area innovations as well as cross content innovations). Careful and thoughtful MOOC content creation that identifies innovation relevant sites and networks, fosters team projects (considers urban and rural team membership) that are participatory, carried out in the field and showcased to other teams

has the potential to bolster the current innovation foundation as well as stimulate new networks, teams and projects.

Our first-year MOOC activities focused on a series of interviews and background research on the most widely used MOOC platforms in use today. Our methods of research included qualitative interviews with representatives of the MOOC platform providers, internal research of MOOC activities inside of Stanford University and interviews with the International Labor Organization of the UN that has provided online

education, and innovation/entrepreneurial curriculum in particular, in Sub Saharan Africa.

Initial investigation narrowed down the choice to Coursera and Novo Ed among the commercial MOOC platforms currently available, together with remaining open to using our own c-based MOOC structure, should access and bandwidth challenges in Africa preclude one of those two. Video interviews with representatives of both Coursera and Novo Ed are available on line at *https://vimeo.com/70278417* and *https://vimeo.com/70966734*, password= USAIDRAN.

We decided to create a very small pilot course to minimize our platform risk, and test it on both platforms to surface the strengths and weaknesses of each product. If one proves to be clearly better suited, we go with that. If not, we will iterate again.

Insights for MOOCs in the ResilientAfrica Network (RAN)

 # 1: MOOC platforms continue to be R&D platforms with feature sets that are dynamic and user-driven. Further, many MOOC platforms, while venture funded, lack a sustainable business model, making it difficult to commit to a single platform over the long term. The market is full of fledgling competitors and we expect the usual forces of market consolidation to emerge within the life of the RAN grant.

 # 2: Norms, best practices and what works for MOOCs are absent at this time. We asked representatives of Coursera and NovoEd of emerging best practices on MOOC design, implementation, grading mechanisms, certification or accreditation for course completion. Their replies indicated that there is tremendous experimentation across all fronts and we expect that any MOOC we implement for RAN will put us in a pioneering role as we empirically discover what is appropriate, effective and relevant for our context. We intend to create tiny pilots – Minimum Viable MOOCs to discover where the challenges lie before we implement any MOOC at scale.
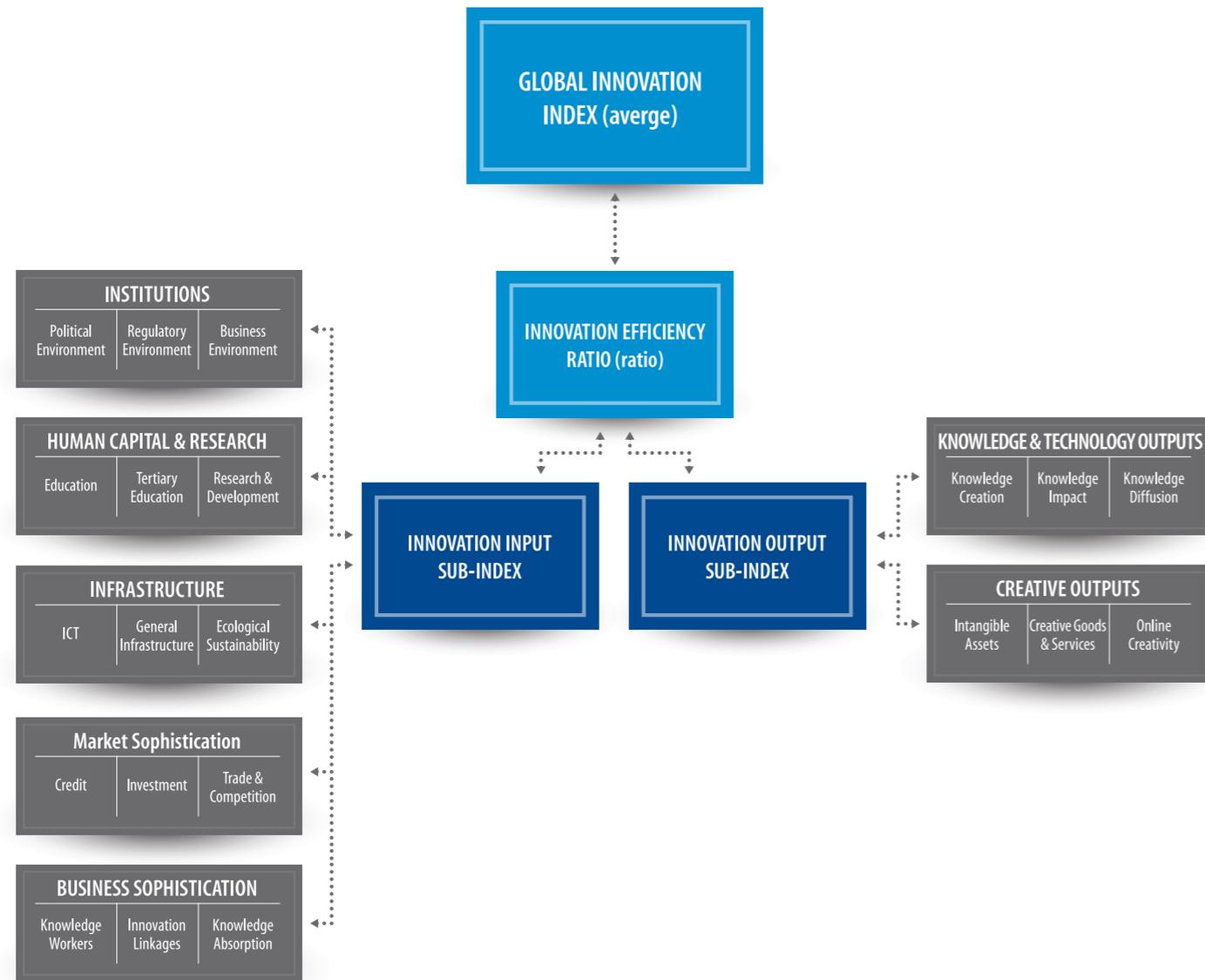
 # 3: Team based MOOCs in particular are in an embryonic stage and the definition and attributes of a Team based MOOC varies from course to course. Currently, the collaboration tools within MOOC platforms are still being built (beyond basic discussion forum level tools). We intend to realistically assess and scale team-based activities and consider developing an offline (in class) component to any team-based MOOC.

 # 4: d.school style courses have not been implemented on MOOC platforms to date. Our colleagues at Stanford d.school have told us that there are inherent difficulties in translating the highly interactive, hands-on learning experience onto an online platform. Our recommendation is to wait and learn from the pilot d.school MOOCs before we design one for RAN.

 # 5: We learned quite a bit from the International Labor Organization's experiences in online innovation and entrepreneurial courses for Sub Saharan Africa. They strongly recommended a mobile-first approach to online delivery. They also offered insights on language delivery, preference for audio/video communication over written communication or discussion forums by many African students (self consciousness on written English skills) and consideration of course content against the variable ability in English reading/writing/oral skills. We shall create a small MOOC pilot that tests and measure student engagement on mobile devices and provides metrics on student participation based on content delivery and feedback (video, audio, written communication).

 # 6: Student engagement remains a challenge within MOOCs today. Not all students who enroll complete the course, treating the MOOC as a resource rather than as a class. Many students take what they need from a MOOC and leave the rest. We see an opportunity to re-think MOOCs as something other than a course that is offered online. Instead we see ways to apply concepts from Behavior design and Game design to create a different type of learning experience where students participate in the MOOC to gain mastery and learn with and from each other just as game players engage in Massive Multiplayer Online Games (MMOGs).

2013 GLOBAL INNOVATION INDEX

GLOBAL INNOVATION INDEX (averge)

INNOVATION EFFICIENCY RATIO (ratio)

INSTITUTIONS

| Political Environment | Regulatory Environment | Business Environment |

HUMAN CAPITAL & RESEARCH

| Education | Tertiary Education | Research & Development |

INFRASTRUCTURE

| ICT | General Infrastructure | Ecological Sustainability |

Market Sophistication

| Credit | Investment | Trade & Competition |

BUSINESS SOPHISTICATION

| Knowledge Workers | Innovation Linkages | Knowledge Absorption |

INNOVATION INPUT SUB-INDEX

INNOVATION OUTPUT SUB-INDEX

KNOWLEDGE & TECHNOLOGY OUTPUTS

| Knowledge Creation | Knowledge Impact | Knowledge Diffusion |

CREATIVE OUTPUTS

| Intangible Assets | Creative Goods & Services | Online Creativity |

RAN Innovation Insights

There were three foci for our Year 1 work on the RAN program; (1) a 50 page desk research report focused on innovation in Uganda using the 2013 Global Innovation Index (GII) combined with a recommendation to use the GII as an overarching framework to analyze and categorize RAN work, a survey of the innovation actors in Uganda's innovation ecosystem and a review of the peer-reviewed literature on innovation in Uganda, (2) summary of an interview and presentation with Professor Banny Banerjee, co-director Stanford's d.school, and (3) review of innovation work based on Sustainable Design Thinking for Year 2.

Insights and Recommendations for Innovation in the ResilientAfrica Network (RAN)

 # 1: Adopt the Global Innovation Index (GII) as a framework for monitoring the success of the RAN innovation work. The GII will be adapted to Africa with substantial field work by University and local innovators. The GII framework and its components are displayed below, available at *http://www.globalinnovationindex.org/content.aspx?page=GIIbHome*

 # 2: Expansion of the desk report to RAN focal countries. This expanded report would focus on RAN countries as well as regions rural and urban. This expanded report would highlight baseline performance, identify within and across-country "innovation" interventions, and recommend how to tailor innovation training and participatory work.

 # 3: Explore and develop crowd sourced methods, such as in a MOOC, social media (e.g. twitter and Youtube) to identify and describe the components of a RAN innovation ecosystem. In the desk report, we identified crowd sourced maps of the innovation ecosystem in all of Africa; technology hubs, business incubators, university tech labs and hacker spaces from February 2012 – May 2013 by BongoHive (*https://africahubs.crowdmap.com/*)

 # 4: Build a detailed and networked ecosystem map to display innovations in the micro-regions of a country. Population mobility, onmi-presence of social media, and an overall focus on knowledge work and technology are indicators of the need, progress, and working sites for innovators. A micro-region map of a country for example, would allow the examination of networked interactions across regions and countries.

 # 5: Create a Human Centered Design Thinking Infrastructure. From interviews, analysis of work, and presentations of Professor Banny Banerjee, RAN will view the potential of innovations in Africa as paradigm shifting and sensitive to the challenges of building a resilience design thinking infrastructure. This adopted paradigm will focus on:

Human centered design with deep considerations of the individual AND the social, political and economic context.

Understanding of the mental models and motivations of individuals and communities regarding decisions about health, environment, and social issues.

Know that without a substantial understanding of community norms, stakeholders, mental and physical constrains (e.g. hyperbolic discounting and distance to walk to get water) innovations will fail.

Innovations in Africa must be multi-solutional, with considerations of the need for individual agency, knowledge of the significant bonds to the environment for survival, policy, and future turbulence (from health issues, climate change, country politics etc.).

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1 Banerjee, B. Designer as Agent of Change: A Vision of Catalyzing Rapid Change, from work on a book Changing the change: Design Visions Proposals and Tools

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