



## East Africa Social Science Translation (EASST) Collaborative

# 2017 Visiting Fellowship Application

Release Date: 19 January 2017

The East Africa Social Science Translation (EASST) Collaborative invites African researchers to apply for a 4-month fellowship (sabbatical) at the University of California Berkeley, to be completed from August to December, 2017.

To be eligible, researchers must be residents of an East African country (Ethiopia, Kenya, Rwanda, Tanzania, or Uganda) and hold a staff or student position at a research institution, university, or other organization headquartered in East Africa. Applicants must have a Master's degree. Applicants who have a PhD or are currently pursuing a PhD are also encouraged to apply. Applications from researchers interested in pursuing projects related to womens' empowerment, digital credit, infectious diseases, or small holder agriculture will be given priority. For this round of fellowships, the application deadline is:

**11:59 pm U.S. Pacific Time on Friday, 31 March 2017**

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### ABOUT THE FELLOWSHIP

The EASST Visiting Fellowship seeks to equip East African social scientists with the skills needed to carry out rigorous evaluations of economic development programs. During a four-month fellowship, researchers will be based at the University of California, Berkeley during the Fall academic semester (approximately August 20 - December 20, 2017).

Each Visiting Fellow will be paired with a faculty mentor affiliated with the Center for Effective Global Action (CEGA), a research network based in the United States. A list of CEGA faculty affiliates is available online at <http://cega.berkeley.edu/faculty/>. Additionally, CEGA staff and PhD students will provide support during the semester and once the scholar returns home. The fellowship program will pay for room and board in Berkeley, health insurance, monthly stipend, visa fees, and roundtrip economy air travel for the selected Fellow. CEGA staff will provide mentorship not only throughout the semester, but also once the scholar returns home. Please note that the fellowship does NOT include financial provisions or support for any additional family members or spouses.

Upon completing the fellowship, scholars are expected to return to a university or research institute in East Africa and assume a leading role in the global effort to use rigorous evaluation and evidence for economic development. Small grants of up to \$10,000 will be provided to fellows who return to their home institution, to hold trainings in impact evaluation, build institutional capacity, or to forge new linkages with government policymakers.



Applicants whose research proposals are related to women’s empowerment, small holder agriculture, digital credit or infectious diseases are especially encouraged to apply.

## ABOUT EASST

Launched in 2009, The East Africa Social Science Translation (EASST) Collaborative is a multi-institution research network with a mission to promote rigorous evaluation of social and economic development programs in East Africa. EASST builds regional leadership in evaluation research by offering competitive fellowships and grants to junior social scientists at East African research institutions. EASST also facilitates collaboration between U.S. and East African researchers. Through these and other activities, EASST seeks to empower the “next generation” of social scientists to measure the impacts of development interventions, and then translate research findings into better public policies.

The network is administered by the Center for Effective Global Action (CEGA) at UC Berkeley. Learn more about EASST at: <http://www.easst-collaborative.org>

## FELLOWSHIP ACTIVITIES

*During the fellowship period, visiting researchers will:*

- Participate in seminars and conferences on research in social and economic development;
- Present their own work during seminars and workshops;
- Audit courses, including rigorous doctoral-level seminars in impact evaluation;
- Carry out an independent research project under the mentorship of faculty members. Projects can use existing data for retrospective analysis or set-up a study design for future data collection;
- Meet and collaborate with faculty or students in multiple academic departments;
- Design impact evaluation curricula that will be taught at an East African institution;
- Participate in policy dissemination by contributing to policy briefs, attending meetings with policymakers and stakeholders, and presenting at events; and

## ELIGIBILITY

*Eligible candidates for all EASST programs must:*

- ✓ Be a **resident** of an East African country participating in EASST (i.e. Ethiopia, Kenya, Rwanda, Tanzania, or Uganda);
- ✓ Have a **PhD or Master’s** degree (completed within the last 8 years) or be enrolled in a PhD program in economics, statistics, epidemiology/public health, or another social science discipline;
- ✓ Hold a **staff position** at a research institution, university or other organization **in East Africa**, preferably one that supports policy-relevant, quantitative social science research;
- ✓ Have participated in or have familiarity with **impact evaluation research** (either randomized or quasi-experimental studies) and **econometrics**;
- ✓ Have participated in **field-based data collection** and rigorous empirical research/analysis;
- ✓ Be **computer literate, familiar with software programs such as STATA or R, fluent in English**, and a strong public speaker;
- ✓ Plan to **return to a research institute in East Africa** for at least 1 year after the fellowship; and
- ✓ Demonstrate a **commitment to building the capacity** of African research institutions/universities.

Applicants interested in **infectious diseases, women’s empowerment, agriculture, or digital credit** will be given preference

**SELECTION CRITERIA**

*Successful candidates must:*

- Demonstrate **strong quantitative skills**, with past coursework in **economics or statistics**.
- Demonstrate an interest in **rigorous program evaluation**, policy analysis, and micro-level field data collection.
- Demonstrate a commitment to **engaging policy-makers** and **disseminating research findings**.
- Submit a clear and **innovative research proposal** to evaluate a specific public policy or program, using impact evaluation methodologies.

Female applicants are strongly encouraged to apply. Preference will be given to fellows who have been enrolled in a doctoral program in a relevant field of study.

**RESEARCH PROPOSAL**

Applicants must submit a research proposal of no more than 2 pages along with their fellowship application. Your research proposal should lay the groundwork for a full research project. However, in contrast to a complete grant application—which requires strong partnership with implementing organizations, detailed outcome measures, and a field research plan—the design idea can be at earlier stages of development. Proposed designs should be quantitative in nature or should use mixed methods (i.e., a mix of quantitative and qualitative data collection). While the evaluation questions should be very clear, the 2-page proposal statement is not expected to fully elaborate on the evaluation’s implementation.

Applicants whose research proposals are related to women’s empowerment, small holder agriculture, digital credit or infectious diseases are especially encouraged.

The design statement must not exceed **two pages** and **must** include the following seven sections (do not leave any section blank):

<b>1.</b>	<b>Problem statement</b> Clearly state the problem that is addressed by the program or project to be evaluated. Is there sufficient evidence of the development challenge to be addressed? Explain whether the evaluation will test an existing program or new intervention.
<b>2.</b>	<b>Contribution to learning</b> Succinctly describe the evaluation questions you seek to answer. Include a brief literature review and explain the project’s unique scientific contribution. What knowledge gap are you addressing, and how will it advance the field?
<b>3.</b>	<b>Description of program(s)</b> Describe the program that you will design and/or evaluate. Explain the theory of change and the planned implementing organization(s) or governments that will participate in the proposed evaluation. Include existing quantitative and qualitative data in support of your hypotheses, models and/or theories of change.
<b>4.</b>	<b>Target population</b> Characterize and describe the population that the intervention will impact. Do other populations face the same conditions as your target group, and could they potentially benefit from the intervention(s) to be evaluated by you?

<p><b>5. Evaluation Design</b></p> <p>Describe the evaluation design. What is the goal of the study and your research questions? What is your identification strategy? How will you identify the counterfactual? What are the units of analysis (e.g. individual, household, village, etc.)? What are the intermediate and final outcome indicators? How will these be measured? How frequently will data be collected? What are your initial power calculations and pre-analysis plans? What are the foreseeable threats to the internal validity of this study? (e.g. compliance, attrition, spillovers, etc.)</p>
<p><b>6. Policy Translation</b></p> <p>Provide evidence that the evaluation is likely to be used by development practitioners. Consider the cost-effectiveness of the intervention that you will evaluate. Which other implementing organizations are likely to incorporate this intervention into their operations, if proven successful? How will other implementers become aware of the results of this evaluation?</p>
<p><b>7. Other Funding Sources</b></p> <p>If the proposed evaluation is supported with other funds, describe how you will use funds from EASST, and explain how these new funds will complement or improve research activities that are already funded.</p>

**APPLICATION INSTRUCTIONS**

Carefully review the *Application Guidelines* in this document. An online system is used to submit applications. Please submit completed versions of all required documents by the submission deadline. No information and/or documents will be accepted after the closing date. All materials should be submitted using the online platform “Submittable” at: <http://tinyurl.com/Submittable-EASST-2017-VF>

Note: If you are unable to access the online system, please email Kuranda Morgan, [kmorgan@berkeley.edu](mailto:kmorgan@berkeley.edu), to request an application in WORD or RTF.

**Required Documents:**

*Please ensure that all supporting documentation is submitted in English.*

<p>1. <b>Personal Statement:</b> Not to exceed 1 page. Should include information on why the applicant is interested in and qualified to become an EASST fellow.</p>
<p>2. <b>Curriculum Vitae/Resume</b></p>
<p>3. <b>Transcript</b> of any coursework completed within at least the last 5 years (i.e. the applicant’s scores or grades from university courses). Scanned copy is acceptable.</p>
<p>4. <b>Research Proposal:</b> Not to exceed 2 pages. Refer to the <i>Research Proposal Example</i> in Appendix 1.</p>
<p>5. <b>Evidence of Leave Approval</b> from the applicant’s supervisor or department chair demonstrating support and certifying that, if the applicant is selected, he/she will be able to take a 4-month leave of absence.</p>
<p>6. <b>References (2 required):</b></p> <ol style="list-style-type: none"> <li>1. One academic <b>letter</b> that describes the applicant’s research capacity. <b>Please use the provided recommendation template. (Appendix 2)</b></li> <li>2. <b>Name, contact information</b>, and brief description of the previous engagement of a staff at a government agency who can discuss the fellows’ past policy engagement <b>(Appendix 3)</b></li> </ol>
<p>7. <b>OPTIONAL:</b> You may attach one <b>working paper</b> or <b>publication</b>.</p>

## ESTIMATED TIMELINE

Thursday, 19 January 2017	Release of Request for Applications
Friday, 31 March 2017	Application deadline
Week of April 3 – 14, 2017	Application review
Week of April 17 - 21, 2017	Selected interviews
Week of April 24 - 28, 2017	Notification of selections
Friday, 5 May 2017	Deadline to accept

### **Submitting your Application:**

1. **Complete** the online application at <http://tinyurl.com/Submittable-EASST-2017-VF>
2. At the end of the form, **upload your files as an attachment** to your application.

**The deadline for submission is:  
11:59 pm U.S. Pacific Time on Friday, 31 March 2017**

Learn more about EASST at <http://www.easst-collaborative.org>

## APPENDIX 1: RESEARCH PROPOSAL EXAMPLE

### **Problem Statement:**

Hygiene is essential to the public health mission of reducing the transmission and consequences of disease. The two leading causes of childhood mortality worldwide are diarrheal disease and acute respiratory infections (Black et al. 2003). In addition, chronic parasitic infections and diarrhea can lead to anemia, which further hinders children's development (Curtis and Cairncross 2003). Medical evidence suggests that the hands are the main transmitters of diarrhea and respiratory infections. As such, they constitute disease vectors carrying respiratory microorganisms and fecal material into the domestic environment of the susceptible child (Hendley et al. 1973, WHO 2003). Health experts recommend handwashing with soap as a critical action in protecting public health because it is a mainstay in infection control (Luby et al. 2005). Yet, rates of handwashing with soap at critical times remain low throughout the world, even when both soap and water are available (Scott et al. 2003).

### **Contribution to Learning:**

Previous studies in the literature of handwashing promotion campaigns typically find that handwashing does reduce diarrhea in children under five years old, but those campaigns usually require intensive and controlled interventions. In a review of 14 randomized trials Ejemot (2009) concludes that handwashing programs resulted in a 39 percent reduction in diarrhea episodes in children residing in institutions in high-income countries and a 32 percent reduction in such episodes in children living in communities in low- or middle-income countries. Luby et al. (2001) also show that handwashing with soap reduces the incidence of acute respiratory tract infections, as well diarrhea, as a result of implementing an intensive and small-scale community-level intervention. However, these studies focused on interventions that impose controlled conditions in small populations over short time periods. Thus, although intensive handwashing interventions have proven effective in reducing diarrhea and acute lower respiratory infections (ALRI), it has not been proven that similar results could be obtained if those interventions were implemented at scale. This research, however, aims to study the effectiveness of a national handwashing campaign to learn the impacts of large-scale handwashing interventions in a real-world context on a wide range of health indicators.

### **Description of Program:**

In response to the preventable threats posed by poor sanitation and hygiene, the NGO Water Now is launching a large-scale handwashing project to improve child health and welfare outcomes of rural households in Uganda. The Wash Your Hands Uganda Project borrows from commercial and social marketing to promote better hygiene. The intervention has two different components: i) a mass media communications campaign; and ii) a community and school intervention.

The mass media campaign will be implemented at the provincial level. The campaign will emphasize the importance of the availability and use of soap for handwashing, and the need to wash hands with soap before cooking/eating and after fecal contact (going to bathroom, changing diapers). The main communication channel is broadcast radio, print materials, and promotional events such as street parades, games, and local theater performances.

The community intervention is conducted at the district level, and includes, in addition to the mass-media campaign, handwashing education sessions with groups of mothers, caregivers, and children, during which community agents will demonstrate how to properly wash hands with soap, explain the critical junctures in which we must wash hands with soap, and provide information on its impacts on children's health. Additionally, handwashing behavior will be introduced as part of the school curricula, designating a place in the classroom for soap and will perform regular handwashing practices in groups each day. This study aims to assess the impact of both treatments independently.

### **Target Population:**

The project's primary target audience consists of mothers of reproductive age (15 to 49 years), caregivers of children under five, and children up to 12 years old. Children under five are the most susceptible to serious consequences from diarrhea and respiratory infection. Thus, the project's objective is to improve handwashing behavior among the target audience to better the health of children under five.

**Evaluation Design:**

*Research Questions*

The objective of this study is to assess the impact of the Wash Your Hands Project on handwashing *knowledge* and *believes*, and *accessibility* to soap; on handwashing *behavior*; and on *children's health and nutrition*?

*Identification Strategy*

To assess the causal impact of each of the project components we will conduct a controlled randomized trial comprising of the two components: mass media campaign (T1) and community and school intervention (T2). The study areas will be districts with populations ranging from 1,500 to 100,000 inhabitants. From the universe of Ugandan provinces, 80 provinces will be randomly selected, with 40 assigned to a first group and 40 to a second. From the first group of 40 provinces, 40 districts will be randomly assigned to receive the mass media province-level treatment (T1). From the second group of provinces, 80 districts will be randomly selected, with 40 randomly assigned to receive the district-level community treatment (T2) and the other 40 randomly assigned to serve as control group (C).

*Data and Outcomes of Interest*

Two rounds of surveys—baseline and endline—will be conducted to collect data on intermediate and final outcomes, which include: effectiveness of handwashing campaigns; determinants for handwashing behavior; handwashing behavior environmental and water contamination; diarrhea and ALRI; anemia; parasites infestations; and malnutrition.

*Power calculations*

Using latest DHS data for Uganda, power calculations estimated that around 750 households with children under two years old per treatment arm would be necessary to capture a 15 percent decrease in diarrhea incidence. These estimates are based on the collection of 2 data points. An additional 20 percent will be added to the sample size to address attrition, thus the total sample size will be 2,700 households.

**Policy Translation:**

Previous studies of randomized handwashing interventions focus on intensive and controlled experiments, showing they are effective in reducing diarrhea and ALRI. Despite these results, handwashing with soap at critical junctures in continues to be low. This study will be the first to examine a large-scale intervention under real-world conditions. If the intervention is proven effective, handwashing campaigns could become a low-cost, preventive measure to improve child health in countries with a high incidence of diarrhea. This could have large policy implications for developing countries. The study will also be the first to assess all components of the causal chain, thus potentially identifying which components are more effective in changing behavior and improving children's health.

**Other Funding Sources:**

The project implementation is fully funded by the NGO Water Now. The research study has currently no other sources of funding. If we are awarded the research grant, the funds would be allocated to conduct the baseline survey, and additional sources of funding would be explored for the follow-up survey.

**References:**<sup>1</sup>

Black, R., S. Morris, and J. Bryce. 2003. Where and why are 10 million children dying every year? *Lancet* 361, 2226–2234.

Curtis, V., and S. Cairncross. 2003. Effect of washing hands with soap on diarrhea risk in the community: a systematic review. *The Lancet Infectious Diseases* 3 (5), 275–281, May.

Hendley, J., R. Wenzel, and J. Gwaltney. 1973. Transmission of rhinovirus colds by self- inoculation. *The New England Journal of Medicine* 288, 1361–1364.

Luby, S., M. Agboatwalla, D. Feikin, J. Painter, W. Billhimer, A. Altaf, and R. Hoekstra. 2005. Effect of handwashing on child health: a randomized controlled trial. *The Lancet* 366, 225–233.

Luby, S., A. Halder, T. Huda, L. Unicomb, and R. Johnston. 2011. The effect of handwashing at recommended times with water alone and with soap on child diarrhea in rural Bangladesh: An observational study. *PLoS Med* 8(6), e1001052; doi:10.1371/journal.pmed.1001052.

Scott, B., V. Curtis, and T. Rabie. 2003. Protecting children from diarrhea and acute respiratory infections: the role of handwashing promotion in water and sanitation programmes. *Regional Health Forum WHO South-East Asia Region* 7,42–47.

WHO. 2003. *Update 47—Studies of SARS Virus Survival, Situation in China*. Available at: [http://www.who.int/csr/sarsarchive/2003\\_05\\_05/en/](http://www.who.int/csr/sarsarchive/2003_05_05/en/) (accessed July 16, 2003).

World Bank. 2005. *The Handwashing Handbook: A Guide for Developing a Hygiene Promotion Program to Increase Handwashing with Soap*.

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<sup>1</sup> This example was prepared by Alexandra Orsola-Vidal, using the evaluation of a large-scale handwashing intervention in Peru. The project was implemented by the Water and Sanitation Program of the World Bank, together with the government of Peru. The evaluation was conducted by Professor Sebastian Galiani, Professor and CEGA’s Scientific Director Paul Gertler, and CEGA’s Global Networks Adviser Alexandra Orsola-Vidal. For more details please see:

Galiani, S., Gertler, P. and A. Orsola-Vidal. 2012. Promoting Handwashing Behavior in Peru: The Effect of Large-Scale Mass-Media and Community Level Interventions. [Policy Research Working Paper 6257](#). The World Bank, November 2012.

Galiani, S., and A. Orsola-Vidal. 2010. Scaling Up Handwashing Behavior: Findings from the Impact Evaluation Baseline Survey in Peru. [Water and Sanitation Program: Technical Paper](#). The World Bank, August 2010.



## APPENDIX 2: ACADEMIC RECOMMENDATION FORM

*To be completed only by the Referee*

Applicant Name:	
Name of Referee:	
Institution and Title of Referee:	
Nature of Previous Engagement with Applicant:	
Email address of Referee:	
Mobile number of Referee:	
Address of place of work of Referee:	

### **Instructions:**

The applicant above is applying for the 2017 Visiting Scholar Fellowship offered by the East Africa Social Science Translation (EASST) Collaborative, a multi-institution partnership led by Makerere University in Uganda and the Center for Effective Global Action (CEGA) at the University of California Berkeley. The EASST mission is to promote rigorous evaluation of social and economic development programs in East Africa. EASST builds regional leadership in evaluation research by offering competitive fellowships and grants to junior social scientists at East African research institutions.. Selected applicants will be placed at the University of California at Berkeley for four months, where they will audit courses, present recent work, attend seminars, develop impact evaluation curricula, and design collaborative research projects. For more information about EASST, please go to [www.easst-collaborative.org](http://www.easst-collaborative.org)

In your recommendation, we ask that you comment on the applicant's research capacity and personal qualities. Include specific examples, and address the applicant's analytic skills as well as their ability to cooperate, communicate, and network effectively with peers/co-workers. We also ask that you provide us with your contact details, so that we can reach you for further information if necessary.

If you have any questions, please contact Kuranda Morgan at [kmorgan@berkeley.edu](mailto:kmorgan@berkeley.edu)

**Core competencies:**

*Please comment on the applicant level for each area below:*

1. Quantitative Ability	Have Not Observed	Weak	Fair	Good	Excellent
2. Networking Skills	Have Not Observed	Weak	Fair	Good	Excellent
3. Independence	Have Not Observed	Weak	Fair	Good	Excellent
4. Communication (written)	Have Not Observed	Weak	Fair	Good	Excellent
5. Communication (oral)	Have Not Observed	Weak	Fair	Good	Excellent
6. Work Ethic	Have Not Observed	Weak	Fair	Good	Excellent

**Recommendation Letter:**

## APPENDIX 3: POLICY ENGAGEMENT RECOMMENDATION FORM

*To be completed by the Referee:*

Applicant Name:	
Name of Referee:	
Institution and Title of Referee:	
Relation of Referee to Applicant:	
Email address of Referee:	
Mobile number of Referee:	
Address of place of work of Referee:	

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