

RUFORUM MONTHLY

The Monthly Brief of the Regional Universities Forum for Capacity Building in Agriculture

RANKING OF AFRICAN UNIVERSITIES

Webometrics, an organisation that monitors university performance worldwide has released its December, 2010 official ranking of universities globally. In Africa, Universities in South Africa maintained their top position in the Continent, occupying 9 of the top 10 positions. Webometrics does the global ranking twice a year **according to the number of times a new article appears on the Internet about research done at the institution. This is considered an indicator of the impact and prestige of the university and its commitment to disseminating research outcomes.** Among the RUFORUM 25 Universities, Makerere University was ranked highest (10th position), followed by the University of Botswana (26th position), University of Nairobi (27th position) and University of Zimbabwe (31st position). Only 12 of the 25 RUFORUM universities were ranked among the top 100 African universities. See page 2 and 3 for more details.

- ***RUFORUM Monthly** provides information on activities of the Regional Universities Forum for Capacity Building in Agriculture.*
- ***This Monthly Brief** is available on the last week of every month ■*

ANNOUNCEMENTS

RUFORUM Business Plan Review Meeting, 21-22 April, 2011, London, United Kingdom.

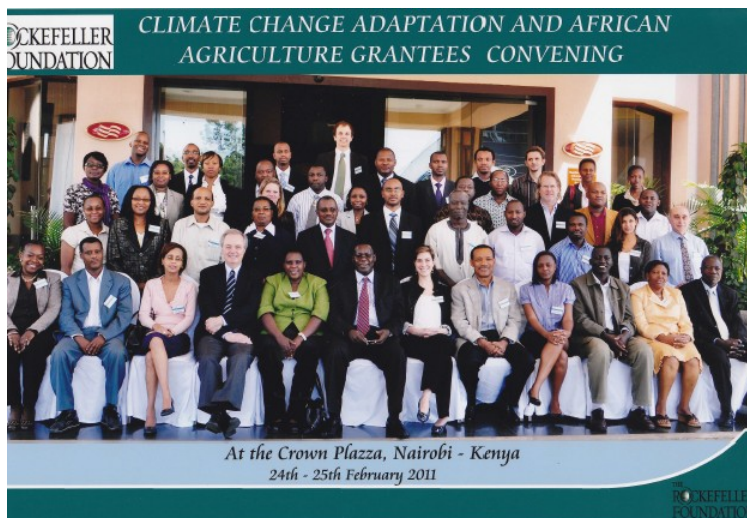
RUFORUM Board Meeting and Business Plan Launch, 28-29 April, 2011, Addis Ababa

The Third AFAAS Symposium, 12-14 April, 2011, Alisa Hotel, Accra, Ghana

More information on RUFORUM activities can be accessed on the **RUFORUM BLOG** at [http:// ruforum.wordpress.com](http://ruforum.wordpress.com)

CLIMATE SMART RURAL DEVELOPMENT FOR AFRICA

In Sub-Saharan Africa two thirds of the region's 865 million people live on small-scale farms, most with very low productivity, and are now confronted with adverse climates and unreliable weather patterns. Such households need to be supported with well founded climate change adaptation and mitigation strategies. To help address the challenge, the Rockefeller Foundation and other organizations are providing support to African Institutions to map out vulnerable areas and communities and identify plausible coping strategies. Over 50 grantees, including RUFORUM, Makerere University, Sokoine University of Agriculture and University of Dar Es Salaam participated in a two day meeting (24-25 February 2011) to review progress and share lessons so far gained.



For more information about the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), Contact: The **Newsletter Editor**, RUFORUM Secretariat, Plot 151 Garden Hill, Makerere University Main Campus, P.O. Box 7062, Kampala, Uganda. Fax: +256 414 534153; Tel: +256 414 535939; E-mail: secretariat@ruforum.org; or visit RUFORUM Website at www.ruforum.org.



TOP 100 RANKED AFRICAN UNIVERSITIES

Continent Rank	University	Country	World Rank	Continent Rank	University	Country	World Rank
1	University of Cape Town	South Africa	317	36	Sudan University of Science & Technology	Sudan	3,534
2	University of Pretoria	South Africa	474	37	University of Namibia	Namibia	3,552
3	Stellenbosch University	South Africa	517	38	Strathmore University Nairobi	Kenya	3,704
4	University of the Witwatersrand	South Africa	640	39	Université Cadi Ayyad	Morocco	3,807
5	Rhodes University	South Africa	700	40	University of Zululand	South Africa	3,869
6	University of Kwazulu Natal	South Africa	1,051	41	German University in Cairo	Egypt	4,049
7	University of the Western Cape	South Africa	1,078	42	University of Jos	Nigeria	4,087
8	University of South Africa	South Africa	1,115	43	Helwan University	Egypt	4,378
9	University of Johannesburg	South Africa	1,277	44	National University of Rwanda	Rwanda	4,596
10	Makerere University	Uganda	1,402	45	Université des Sciences et de la Technologie Houari Boumediene	Algeria	4,596
11	Cairo University	Egypt	1,405	46	Zagazig University	Egypt	4,749
12	American University in Cairo	Egypt	1,626	47	École Mohammadia d'Ingénieurs	Morocco	4,876
13	Ain Shams University	Egypt	1,998	48	Addis Ababa University	Ethiopia	4,911
14	Mansoura University	Egypt	2,102	49	University of Ghana	Ghana	4,940
15	University of the Free State	South Africa	2,141	50	University of Garyounis	Libya	5,060
16	North West University	South Africa	2,232	51	Kenyatta University	Kenya	5,129
17	Nelson Mandela Metropolitan University	South Africa	2,444	52	British University in Egypt	Egypt	5,129
18	Kwame Nkrumah University of Science & Technology	Ghana	2,564	53	Université Mohammed Premier Oujda	Morocco	5,152
19	Université Mentouri de Constantine	Algeria	2,664	54	University of Nigeria Nsukka	Nigeria	5,176
20	University of Ilorin	Nigeria	2,668	55	Université de Batna	Algeria	5,197
21	Al Akhawayn University Ifrane	Morocco	2,668	56	Université Virtuelle de Tunis	Tunisia	5,202
22	Polytechnic of Namibia	Namibia	2,675	57	Universidade Eduardo Mondlane	Mozambique	5,249
23	Durban University of Technology	South Africa	2,710	58	University of Lagos	Nigeria	5,253
24	University of Khartoum	Sudan	2,816	59	College of Medicine University of Malawi	Malawi	5,470
25	Cape Peninsula University of Technology	South Africa	2,894	60	South Valley University	Egypt	5,621
26	University of Botswana	Botswana	2,970	61	Université Abdelmalek Essaadi	Morocco	5,682
27	University of Nairobi	Kenya	3,136	62	Fayoum University	Egypt	5,699
28	Assiut University	Egypt	3,151	63	Obafemi Awolowo University	Nigeria	5,883
29	Faculté des Sciences Rabat	Morocco	3,166	64	Université de Ouagadougou	Burkina Faso	6,008
30	Université Cheikh Anta Diop de Dakar	Senegal	3,247	65	Université d'Alger	Algeria	6,132
31	University of Zimbabwe	Zimbabwe	3,267				
32	Tshwane University of Technology	South Africa	3,289				
33	Université Abou Bekr Belkaid Tlemcen	Algeria	3,393				
34	University of Dar Es Salaam	Tanzania	3,415				
35	University of Mauritius	Mauritius	3,431				

TOP 100 RANKED AFRICAN UNIVERSITIES

Conti- nent Rank	University	Country	World Rank	Conti- nent Rank	University	Country	World Rank
66	Vaal University of Technology	South Africa	6,216	95	University of Agriculture Abeokuta	Nigeria	7,619
67	Université M'Hamed Bougara de Boumerdes	Algeria	6,240	96	Minia University	Ethiopia	7,745
68	University of Tanta	Egypt	6,270	97	Université Abdelhamid Ibn Badis Mostaganem		7,777
69	Ahmadu Bello University	Nigeria	6,270	98	Central University of Technology	South Africa	7,815
70	University of Zambia	Zambia	6,291	99	École Nationale Supérieure de l'Informatique (ex-INI)	Algeria	7,842
71	Arab Academy for Science & Technology and Maritime Transport	Egypt	6,302	100	University of Malawi	Malawi	7,893
72	Université Ferhat Abbas Setif	Algeria	6,326	The Third AFAAS Symposium The African Forum for Agricultural Advisory Services (AFAAS) is organizing its third symposium & General Assembly. The Symposium's purpose is to share information, knowledge and good practice, stimulate Country Fora, and operationalise AFAAS as a continental institution for linking Agricultural Advisory Services (AAS) actors. It will build on previous Symposia organized by AFAAS in 2004 and 2006 that brought together over 400 participants from different countries on the continent. The AFAAS symposium will take place on the 12-14 April, 2011, Alisa Hotel, Accra, Ghana and will end with the General Assembly on the 14th April, 2011 to strengthen its governance and institutional structures. Five subthemes will be addressed will be addressed: 1. Market-oriented agricultural advisory services (MOAAS) 2. Value chain approach to agricultural development and implications for AAS 3. Mainstreaming gender issues in advisory services 4. Climate changes as an emerging issue and its implications for AAS 5. Use of Information and Communications Technology (ICT) in agricultural advisory services Specific objective of the Symposium are to; 1. Share country experiences and innovations in AAS delivery 2. Analyze emerging issues and innovation approaches in the identifies thematic areas and their implication for AAS 3. Streamline AFAAS institutional structures and governance to become more responsive to the continental demands and emerging issues Registration: Online registration form is available at www.fara-africa.org/www.g-fras.org For further information, please contact AFAAS Secretariat: Kampala, Uganda, Tel; +256 312313400 Email: afaas@afaas-africa.org copied to molupot@afaas-africa.org			
73	Université Djillali Liabes	Algeria	6,340				
74	Pharos University in Alexandria	Egypt	6,507				
75	Université Ibn Tofail Kenitra	Morocco	6,664				
76	École Supérieure des Communications de Tunis	Tunisia	6,758				
77	Université Mohammed V Souissi	Morocco	6,766				
78	United States International University	Kenya	6,786				
79	Alexandria University	Egypt	6,809				
80	Universidade Jean Piaget de Cabo Verde	Cape Verde	6,809				
81	Université Mohammed V Agdal	Morocco	6,902				
82	Université Saad Dahlab Blida	Algeria	7,072				
83	University of Fort Hare	South Africa	7,136				
84	Université d'Antananarivo	Madagascar	7,209				
85	Université Hassan II Faculté des Sciences Ain Chock Casablanca	Morocco	7,233				
86	National Open University of Nigeria	Nigeria	7,246				
87	Mauritius Institute of Education	Mauritius	7,256				
88	University of Technology Mauritius	Mauritius	7,256				
89	Jomo Kenyatta University of Agriculture and Technology	Kenya	7,303				
90	Moi University	Kenya	7,324				
91	Mekelle University	Ethiopia	7,358				
92	Université Hassiba Ben Bouali	Algeria	7,411				
93	Jimma University	Ethiopia	7,464				
94	Université des Sciences et de la Technologie d'Oran Mohamed Boudiaf	Algeria	7,576				

KENYAN HIGHER EDUCATION BOARD REJECTS 47 DEGREE COURSES

By Wachira Kigotho

Standard Newspaper, 12 March, 2011, Nairobi Kenya

The Engineering Registration Board (ERB) has rejected to accord accreditation status to 47 ongoing and planned engineering degrees in local public and private universities. The degrees were submitted for accreditation late last year. According to ERB's Report on Accreditation of the [Engineering Degree](#) Programmes, degrees were rejected because of their **low quality curriculum, lack of qualified lecturers, segmentation, and duplication of the programmes and absence of professional focus**. The report, produced last year, accuses universities of enhancing mediocrity by developing sub-standard degrees which amounted to cheating the public that they were offering engineering degrees, while the menu consisted of technician based courses.

Kenyatta University had its eight engineering degrees in energy, manufacturing, water, construction, civil, mechanical, computer and electrical and communication rejected on the basis of lack of lecturers, inadequate laboratories and segmentation of degrees. By the time the university was seeking accreditation for [Bachelor of Science](#) in Electronic and Telecommunications Engineering and Bachelor of Science in Computer Engineering, the programmes had only two members of staff and none was a registered engineer.

Recruit academics

"If the university wants to mount courses in those disciplines, then it should recruit academics in control, engineering, power systems and machines, telecommunications and microwaves, electronics and microprocessors," says the report. On the university's Bachelor of Energy Engineering, ERB points out that energy is basically an application course and relies on other courses in mechanical and [electrical engineering](#). "An undergraduate course should therefore concentrate on the disciplines on which energy management is based rather than focus on energy alone," says the report.

Egerton University had also its eight degrees in various fields of engineering and technology rejected for various reasons that ranged from lack of qualified staff, weak curriculum as some units lacked depth of coverage, segmentation and duplication. The issue is serious in that while Egerton proposed to offer BSc in Electrical and Control Engineering, BSc in Telecommunications and BTech in Electrical Engineering, BSc Instrumentation and Control Engineering, the university had only seven lecturers and none was registered as an engineer. "How can only seven staff members run four degree programmes without compromise in quality?" ERB queries. A review of specialisation of engineering staff at Egerton showed only two lecturers had a specialisation manufacturing engineering. "The staff proposed are either specialised in mechanical or agricultural engineering, as well as B.Ed and their numbers are not adequate," says the report.

Lacks qualifications

However, it is not only Egerton that is using B.Ed degree holders to produce engineers. According to the report, the most senior member of staff at the Department of Telecommunication Engineering at Jomo Kenyatta University of Agriculture and Technology has basic degrees in education and physics. "He lacks the required background to offer academic leadership in an engineering environment," says ERB. According to the report, the coordinator of the BSc Telecommunication at JKUAT is also not a registered engineer or a corporate member of the Institution of Engineers of Kenya. The university was also faulted for providing an outdated list of its staff, many of which had left the university. Besides, the university failed to indicate universities attended by its staff as required by ERB regulations.

Whereas, JKUAT had proposed to conduct a degree programme in mining and processing engineering, the university had nobody qualified in mining. ERB recommended that before the university could launch the programme there should be evidence of staff with responsibility and authority to define aca-

KENYAN HIGHER EDUCATION BOARD REJECTS 47 DEGREE COURSES

(Continued from page 4)

demic standards. ERB is worried that while universities mounted degrees in environmental engineering and submitted their degrees for accreditation, the content is deemed to be very low. Curriculum developed in those areas have failed to show that graduates will have adequate mathematical proficiency through study of differential equations, probability and statistics, calculus-based physics, advanced chemistry and earth sciences. The programmes also lacked grounding in geology, meteorology, aquatic biology, toxicology and fluid mechanics among other relevant units. However, serious academic anomalies were also noted at Muliro University of Science and Technology where engineering courses are being conducted by professionals from other disciplines. Some core units are also being taught by technicians.

For instance, a course named highway Materials and Pavement Design is being taught by a technician, while Soil Mechanics and Foundation Engineering Materials is being taught by a geologist while Highway Geometric Design is being taught by a surveyor. Last year, the university had also engaged a part-time graduate in home economics to teach Public Health Engineering in the Department of Civil and Structural Engineering.

The issue of local universities offering inferior engineering education is not just contrary to ERB's regulations but also against the Washington Accord, a global agreement that specifies recognition and international equivalence of engineering qualifications. According to Dr Win Phillips, the chairperson of the International Engineering Alliance, it is not prudent for universities and other degree awarding colleges of engineering to segment professional disciplines. This means graduates of segmented or sub-standard degrees cannot be registered by affiliates of the Washington Accord that comprise national registration bodies such as the ERB and other similar signatories.

Develop careers

Notably the price is high for students who join unaccredited programmes in universities, not just in Kenya but also in other countries. This means such graduates cannot develop successful careers in engineering since they cannot practice as professional cadres. According to Engineers Registration Act Cap 530, only registered engineers that are authorised to practice and offer engineering professional services in the country.

As ERB has pointed out, it is apparent that most universities in the country are pursuing the path to make technician courses to be degree programmes. But it is necessary to draw a bold line to establish the difference between technicians and engineers.

Summary of undergraduate engineering programmes not approved by the engineering registration board

University of Nairobi

1. Bachelor of Science in Environmental and Biosystems Engineering

Moi University

1. Bachelor of Engineering in Agriculture and Biosystems Engineering
2. Bachelor of Engineering in Manufacturing, Industrial and Textile Engineering
3. Bachelor of Engineering in Computer Engineering
4. Bachelor of Science in Electrical Apparatus and Systems
5. Bachelor of Engineering in Telecommunication Engineering

Kenyatta University

1. Bachelor of Science in Energy Engineering
2. Bachelor of Science in Manufacturing Engineering
3. Bachelor of Water Engineering
4. Bachelor of construction Engineering
5. Bachelor of Science in Civil and Water Engineering

KENYAN HIGHER EDUCATION BOARD REJECTS 47 DEGREE COURSES

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6. Bachelor of Science in Electrical and Telecommunication Engineering

7. Bachelor of Mechanical and Energy Engineering

8. Bachelor of Science in Computer Engineering

Jomo Kenyatta University of Agriculture and Technology

1. Bachelor of Science in Telecommunication and Information Engineering

2. Bachelor of Science in Electronic and Computer Engineering

3. Bachelor of Science in Materials and Metallurgical Engineering

4. Bachelor of Science in Biomechanical and Processing Engineering

5. Bachelor of Science in Soil, Water and Environmental Engineering

6. Bachelor of Science in Mining and Mineral Engineering

Egerton University

1. Bachelor of Science in Instrumentation and Control Engineering

2. Bachelor of Science in Mechanical and Manufacturing Engineering

3. Bachelor of Science in Civil and Environmental Engineering

4. Bachelor of Technology in Civil Engineering

5. Bachelor of Technology in Mechanical Engineering

6. Bachelor of Technology in Industrial Technology

7. Bachelor of Science in Water and Environmental Engineering

8. Bachelor of Science in Telecommunication Engineering

9. Bachelor of Science in Electrical and Control Engineering

Masinde Muliro University of Science and

Technology

1. Bachelor of Technology in Production Technology

2. Bachelor of Technology in Electrical and communication Engineering

3. Bachelor of Technology in Civil and Structural Engineering

Kenya Methodist University

1. Bachelor of Technology in Civil Engineering

University of Eastern Africa, Baraton

1. Bachelor of technology in Automotive Engineering

Daystar University

1. Bachelor of Science in Electronic Engineering

Mombasa Polytechnic University College

1. Bachelor of Engineering in Building and Civil Engineering

2. Bachelor of Engineering in Mechanical Engineering

3. Bachelor of Engineering in Telecommunication and Information Engineering

4. Bachelor of Engineering in Electrical and electronics Engineering

5. Bachelor of Engineering in Instrumentation and Automation Engineering

Kenya Polytechnic University College

1. Bachelor of Engineering in Electrical and Electronics Engineering

2. Bachelor of Technology in Electrical and Electronics Engineering

Kimathi University College of Technology

1. Bachelor of Science in Telecommunication and Information Engineering

2. Bachelor of Science in Mechatronic Engineering

3. Bachelor of Science in Electrical and Electronics Engineering

4. Bachelor of Science in Civil Engineering

RUFORUM Secretariat reproduced this article from The Kenyan Standard Newspaper because we believe the issues raised apply to several universities across Africa.

STRENGTHENING UNIVERSITY ENGAGEMENT WITH POLICY- A TRAINING WORKSHOP REPORT

RUFORUM together with the Association of African Universities (AAU- MRCI Project 311), The African Technology and Policy Studies Institute (ATPS) and the Danish Development Research Network (DDRN) organised a two day training workshop, 13-14 November, 2011, Speke Resort Hotel, Munyonyo, Uganda. for African Universities (public relations officers; Deans and identified staff) and others to strengthen their knowledge and competencies in skills required to better engage with policy. Funding for the event was provided by AAU, DD RN, RUFORUM and ATPS. The Overseas Development Institute's Research and Policy in Development (RAPID) Programme facilitated the event. The objectives of the Workshop were to:

1. Identify guiding policy objectives related to the strengthening of the relationships between universities and development policy and practice;
2. Train 25 selected staff from African universities on engaging with policymakers;
3. Identify and share university success stories (best practice) as a way of contributing to the development of a coherent argument on the contribution of universities to development;
4. Identify strategies for improving the engagement and increasing relevance of universities to development practice;
5. Contribute towards the strengthening of the capacity of universities for engaging with policy makers; and,
6. Provide recommendations for universities and policy for enhancing the relevance of universities to national development strategies, including Poverty Reduction Support Papers (PRSPs), Development Strategies and Investment Plans/ CAADP country compacts, and share these with policy makers at the Ministerial Conference on Higher in Education in Agriculture in Africa to be held This took place 15 November, 2011, also in Kampala, Uganda.

Universities are well placed to support development processes by instilling in the development workforce the desired values, attitudes and skills required to spur and sustain development. How-

ever, universities in many African countries have in the past and still continue to be detached as institutions from direct linkages with policy making. This process will require universities themselves to become more proactive in engaging with policy by improving research priority setting, information flow and direct contribution to political aims of governments through science and technology and training. As a first step, there is need to provide the necessary capacities and competencies of key staff within universities for this role to enable the available knowledge to be communicated to policy.



Rt. Hon. Edward Ssekandi, Speaker of the Ugandan National Assembly (Left) Dr. Anne Soerensen (Centre) Dr. Ozor Nicolas (Standing)

Enrique Mendizabal, Head of the RAPID Programme at the Overseas Development Institute (ODI- UK; e.mendizabal@odi.org.uk), who has experience with conducting policy research and training, was the main facilitator of the training workshop, including preparing the necessary training materials. He was supported by Fletcher Tembo, a RAPID Research Fellow based in Malawi. Prof. Osita Ogbu, formerly Executive Director of the African Technology Policy Studies Network and former Minister in the Nigerian Government was invited to share his experiences on linking research to policy and provide context to the participants. Also present from the Danish Research Institute was Dr. Carl Larsen, who supported the training facilitation team and Dr. Anne Soerensen who gave overall guidance and leadership to the workshop facilitation team Dr. Judith Ann Francis, Senior Programme Coordinator,

STRENGTHENING UNIVERSITY ENGAGEMENT WITH POLICY- A TRAINING WORKSHOP REPORT

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Science and Technology Strategies at CTA presented officially opened the workshop.

The two day Programme consisted of group works, plenary discussions, background presentations, re-caps and presentation of group work outputs. Over 25 participants attended the training workshop representing universities in Botswana, DRC, Ethiopia, Kenya, Malawi, Nigeria, Rwanda, Sudan, Swaziland, Tanzania, Uganda and Zimbabwe.

The workshop noted that:

- Universities play a number of roles, including: teaching, research and policy/community outreach
- Universities can influence policy change through their teaching role –moulding future policymakers
- Universities provide research based evidence to policymakers and this informs their decisions
- Universities can provide innovations and solutions to farmers and other users of research findings
- Universities already undertake a number of activities that influence policymakers;

Universities need to engage with policymakers (as well as other stakeholders) throughout the whole research cycle. It is not enough to engage only when the findings are ready.

Participants concluded that:

- Governments should support the enabling environments for higher education in agriculture to allow universities to meet their primary mandates to produce relevant high level human resources, promote equity, quality and accessibility in tertiary agriculture education
- University managers, academicians and researchers have isolated themselves from the policy making process of governments, to the extent that even when opportunities are availed to them they still remain inactive and this limits their inputs into the policy making processes. In spite of these shortfalls, universities still have a



Above: Rt. Hon. Edward Ssekandi, Speaker of the Ugandan National Assembly, Dr. Anne Soerensen and Dr. Ozor Nicolas among the participants who attended the Policy workshop

critical role to play in the social and economic development of the continent, and are willing to invest in skills development to enable them and their graduates work better with other actors.

- Governments could alleviate the current situation by effectively utilising the existing pool of expertise (e.g. in DRC, Catholic University, the Faculty of Law is engaged in drafting and reviewing bills. In Malawi, the Ministry of Finance conducts pre budget consultations with University of Malawi)
- Governments should also invest in and rationalise human resource and infrastructure development to enhance education and research in agriculture. For instance, there are many situations where resources are mis-matched, and therefore not effectively utilized
- In the spirit of African unity, the workshop participants urged African governments to support country and cross-country collaborations in the interest of optimizing existing human and material resource utilization across the continent. For example, it should not be extraordinary for a faculty member from University in Nigeria to visit Kenya for a sabbatical leave and vice-versa.

In this fast changing world governments should assist faculty members and universities to reposition themselves to meet emerging challenges and expectations and make their institutions global centres of excellence.

Full workshop report can be obtained at www.ruforum.org/content/strengthening-university-competence-practice-engagement-policy

RUFORUM GROWTH PATHWAY: MOVING FORWARD FROM THE CONFERENCE ON HIGHER EDUCATION IN AGRICULTURE IN AFRICA (CHEA)

RUFORUM, in April 2010 undertook a thorough review of its programmes with experienced outside partners at a meeting held in Bellagio, Italy and has taken advice at heart and incorporated in its business plan discussions with partners and RUFORUM Board of Trustees. During the recent Ministerial Conference on Higher Education in Agriculture in Africa (CHEA), November 2010, Kampala, Uganda, there was an important tension between potential customers who believe the RUFORUM model must be scaled out, and those concerned that expansion could become over ambitious and advised consolidation.

During CHEA, the Vice-Chancellor of Gulu University in Uganda, Professor Nyeko Pen-Mogi representing new participants in the RUFORUM network, spoke for new customers noting that RUFORUM had enabled his university to proceed with quality curriculum development more efficiently and quickly than would otherwise have been possible. The mentoring provided by RUFORUM, as well as the opportunity to learn directly from experiences of more established universities, had provided an effective pathway for Gulu to set in place training activities that were attractive to students and employers. The absence of such mentoring is something new institutions suffer from. The particular advantage of the RUFORUM approach was that it was a network that allowed for new participants to gain a broad-based experience. This approach could be complemented by more specific partnerships with other institutions in Africa or overseas which could be used to develop key focus areas based on national priorities. RUFORUM also played a valuable role in facilitating access to these additional partnerships.

The CHEA meeting highlighted the “small country problem” facing agricultural services in Africa. Small countries in Africa have the same range of problems as large countries but lack the necessary numbers of skilled agriculturalists to provide strong and innovative ser-

vices; resulting in patchy and inconsistent development. There was strong endorsement for RUFORUM from Rwanda, where the RUFORUM approach had been powerful in contributing to the recovery of the agricultural sector.

CAADP: Comprehensive African Agricultural Development Programme

The CHEA-Development Partner meeting encouraged RUFORUM to urgently ensure that universities participate actively in the CAADP process. RUFORUM was encouraged to launch an urgent strategy, perhaps focusing initially on some pilot countries (such as Malawi, Rwanda, and Uganda) where the universities already have strong links with national policy makers.

Moving Forward:

RUFORUM presented its model at the Forum for Agricultural Research in Africa CAADP Pillar 4 Donor Conference in Zurich, Switzerland (29 January-4th February 2011). Investment in Capacity Development was confirmed as a key driver of CAADP Pillar 4 success. The meeting summary noted “Agricultural training and education is an area which will require substantial scaling-up of investment”. RUFORUM was identified as a platform for coordinating engagement of African Universities in the CAADP process and for re-invigorating higher education in agriculture in Africa.

More recently, at the Partnership to Cut Hunger in Africa Annual meeting held March 1-2 2011 in Washington, USA, RUFORUM was recognised for: 1) its close link to African Universities and Higher Education Networks globally, 2) its role as a champion for higher education in Africa, and 3) its model of competitive grants system for MSc training and Community Action Research which could be replicated and scaled to the rest of Africa.

RUFORUM will consolidate its base, spread the lessons from its experience, and commit itself to a careful balanced growth along three continua- intensity of service to its clients, scale of operation, and adaptation of new issues of relevance to its member universities. In its new Business Plan (2011-2016), RUFORUM recognises what it can do well and what to leave to others, especially taking into consideration, its direct link and ownership by African Universities.



Above: Prof. Nyeko Pen-Mogi, Vice Chancellor Gulu University

RUFORUM: FREQUENTLY ASKED QUESTIONS

Qn: How can an Institution become a member of RUFORUM?

Ans: RUFORUM is a member-based organization of Universities. Membership is by application by individual universities, who must have in place an on-going Post-graduate (M.Sc. & PhD in agricultural related sciences) training programme. However, RUFORUM will consider requests for jump-starting post-graduate training and building human-resource (at PhD level) for needy universities to start post graduate training.

Qn: Is RUFORUM a Rockefeller Foundation Programme?

Ans: No! While it is true that RUFORUM evolved from the Rockefeller Foundation's Programme Forum on Agricultural Resource Husbandry (FORUM) it is not a Rockefeller Foundation Programme. RUFORUM applies for grants from the Rockefeller Foundation just like other organizations or institutions do.

Qn: Who is eligible for RUFORUM grant application?

Ans: RUFORUM operates two grants systems a) Nurturing Institutional Grants to respond to specific institutional needs or gap areas. The applicants are usually institutional leaders, such as Heads of Departments or Deans, b) Competitive Grant System (CGS): The lead applicants (Principle Investigators-PIs) must be PhD holders (or Professors without PhD) working in one of the RUFORUM member universities. But they must have at least one partner from outside the applicant's universities who may not have a PhD and not necessarily from the country or region.

Qn: Why are Masters holders not eligible for RUFORUM grants?

Ans: The RUFORUM grants awarded under especially the CGS are to support M.Sc. and PhD training. It is now a basic requirement in most universities in the region that for one to supervise M.Sc. or for that matter PhD candidates, he/she must have a PhD. How-

ever, Masters degree holders can be partners in a project where the Principle Investigator is a PhD holder.

Qn: Are RUFORUM activities only limited to Eastern, Central and Southern Africa?

Ans: While it is true that as of now, RUFORUM member universities are primarily from the Eastern, Central and Southern Africa region, some RUFORUM activities span beyond the region. For example, RUFORUM has projects in Benin and Ghana (West Africa)

Qn: As a student can I apply directly to the RUFORUM Secretariat for a scholarship or research support?

Ans: No: the grants are awarded to the universities who then award scholarships to the students. However, the Secretariat periodically posts scholarship announcements on its website (www.ruforum.org)

Qn: When are proposals due?

Ans: Proposals are received throughout the year, but are considered usually twice, February-March and August-September, depending on availability of funding. However, special grant announcements may have specific deadlines: please periodically check the RUFORUM Website

Qn: What are the basic requirements for a RUFORUM grant?

Ans: The Principle Investigator must meet the eligibility criteria; the proposal must comply with the proposal submission guidelines; the proposal must involve training of at least 2 Masters students; and there must be a partner from outside the University team. The grant ceilings are variable, depending on the call, but usually \$60,000 to support research and training of at least 2 Masters students.