

**SIXTH RUFORUM PRINCIPAL INVESTIGATORS ORIENTATION MEETING
(PIOM)**

Meeting Report



DATE: 3rd – 5th November 2015

**VENUE: RUFORUM Secretariat/Makerere University Campus,
Kampala, Uganda**

1.0 Introduction

This is a report of the sixth RUFORUM Principal Investigators Orientation Meeting. The meeting was held at the RUFORUM Secretariat, Makerere University Campus and was conducted as a three-day meeting on 3rd – 5th November 2015. The sixth RUFORUM PIOM combined GRG and CARP PIs and was open to all RUFORUM staff and each Unit made a brief presentation appropriate to engage PIs under the 6th GRG cycle (See PIOM Programme in annex 1). The target audience on Day 1 and 2 for the 6th RUFORUM PIOM were the 29 Grant Awardees for 6th RUFORUM CGS Call and 3 Grant Awardees for the RUFORUM 2nd round of CARP Call. This category included PIs who had previously been beneficiaries of the RUFORUM GRG and the Secretariat capitalized on this and provided a session on the programme for sharing experiences. On Day 3 (5th Nov.) the focus was on the CARP projects and participation included PIs of the three commodity best value-chain projects (Cassava, Wheat, Dairy) and other invited RUFORUM supported projects to share experiences.

The meeting brought together 33 RUFORUM Principal Investigators (PIs) from the Sixth Cohort who were oriented on the management of the RUFORUM Competitive Grants System and their roles and responsibilities, including project management and student supervision /mentoring (List of attendance in annex 2). PIs (33- 24 males and 09 females) representing ten countries (Benin, Botswana, Ethiopia, Ghana, Kenya, Lesotho, Swaziland, Tanzania, Uganda, and Zimbabwe) participated in the meeting that was held 3-5 November 2015 in Kampala, Uganda.

1.1 Background

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a consortium of 55 universities in sub-Saharan Africa (For more information on RUFORUM visit the RUFORUM website at www.ruforum.org and www.ruforum.org/content/member-universities for more information on RUFORUM Universities). Registered as an International NGO in Uganda, RUFORUM has a mandate to oversee graduate training and networks of specialization in the Common Market for Eastern and Southern Africa (COMESA) countries. Specifically, RUFORUM recognizes the important and largely unfulfilled role that universities can play in contributing to the well-being of small-scale farmers and providing a platform for national development. Since 1992, RUFORUM has trained over 600 M.Sc. students with strong empathy for rural areas who are in demand and effectively employed. RUFORUM has also provided training and support to enhancing university staff and operational effectiveness and has helped to develop centres of excellence and greater sharing and lesson learning through its network.

The Graduate Research Grants (GRG): The GRGs are the primary focus of the RUFORUM CGS and, since inception of Forum in 1994; over 300 grants have been awarded and successfully, completed with well-recognised research outputs and some M.Sc. graduates (<http://www.ruforum.org/content/ruforum-competitive-grants-programme>). The GRG ***grant is awarded to an individual senior lecturer of a member university to support agricultural and/ or agricultural-related action research and the training of two graduate students.*** Member universities send in project proposals in response to a call and these proposals undergo a rigorous review and selection process (Fig. 1). Each grant is provided to enable at least two M.Sc students to obtain their degrees and to complete field research under the joint supervision of a Principal Investigator and an interdisciplinary and multi-agency team.

Community Action Research Programme (CARP) are designed to establish platforms to link with communities and other stakeholders in action research with a minimum of 1 PhD and 2 MSc students being trained with 8 undergraduate research assistants.

1.2 Purpose, objectives and activities of the RUFORUM Principal Investigators (PI) Orientation Meeting

Workshops such as the PI-Orientation Meeting are envisaged and the purpose of such convening activities is to ensure that the implementation of awarded projects is in accordance with RUFORUM ethos and principles. RUFORUM has conducted PI-Orientation Meetings (PIOM) since 2009, and the meeting scheduled for 3rd– 5th November 2015 will be the 6th PIOM.

The **Objectives and their respective activities** of the sixth PIOM are as outlined below:

Objectives	Activities and Approach
1. Facilitate the achievement of a shared understanding between PIs and RUFORUM Secretariat of the Graduate Research Grants in the context of RUFORUM mission and aspirations.	1.1 Focused discussions on the essence and operation of the RUFORUM 1.2 Provide and encourage participants (PIs) to acquaint themselves with Relevant Documents <i>Opening session, 1 PowerPoint (PPT), Group Discussion, Plenary</i>
2. Clarify roles and expectations of RUFORUM Secretariat from the PIs and their respective university	2.1 Information sharing by all RUFORUM Units 2.2 Summary of roles and expectations <i>PPTs, Question and Answer sessions</i>
3. Share RUFORUM guidelines with PIs and co-examine guiding rules for the smooth implementation of GRG and CARP projects	3.1 Present and scrutinize different guidelines for project implementation, including timelines, reporting (narrative & financial) and other obligations, project records, M & E issues, etc. <i>Innovative group exercises (focusing on Templates) for learning and reflection.</i>
4. Establish a working relationship (Community of Practice, CoP) between and among PIs of the 2015 RUFORUM GRG and CARP projects	4.1 Inter-disciplinary collaboration and partnerships for impactful R4D <i>1 PPT to stimulate discussions on establishment and functionality of 6th RUFORUM PI CoP</i>
5. Support PIs to develop a focused roadmap for implementation of their respective projects	5.1 Peer-review of Proposal summaries and work plans <i>Plenary presentation and discussions</i>
6. Formalize the start of the 2015 RUFORUM GRG Projects Implementation	6.1 Launch ceremony and closing of 6 th RUFORUM PI-Orientation Meeting <i>Social evening with invited RUFORUM PIs from Makerere University</i>

1.3 The following were the outcomes of the PIOM

The meeting enabled effective engagement and joint learning by PIs through sharing of experiences and lessons on implementing their respective on-going RUFORUM supported and other projects. The convening also provided opportunities for peer review of research protocols and promoted networking leading to new collaborations between projects at national level as well as across national borders. The commitment is to build on these efforts to promote the formation and sustenance of thematic/professional Communities of Practice among these and other research teams.

During the same period, a second regional meeting was convened in Kampala on the 5th November, 2015 that brought together existing the CARP project teams¹ to share emerging lessons specifically on how the CARPs are creating opportunities for enterprise development and promoting models such as the “Learn as you earn” for postgraduate students. Teams shared knowledge on their specific value chains, and (preliminary) results of their research projects. Discussions also included how to strengthen entrepreneurial and agribusiness perspectives in CARP projects and related value-addition. Also approaches for enhancing engagement of small-scale farmers through groups to encourage uptake among smallholder farmers.

2.0. Workshop progress

2.1 Generating feedback information from the Principal Investigators

The PIs were divided into five working groups with two purposes; firstly to allow co-mingling and creating a bonding between PIs from different regions and universities as this encourages development of further working relations; and secondly, it was to allow in-depth smaller group discussions to generate detailed feedback. The working groups focused on two issues; experiences in running and managing grants and expectations with regard to the current running grant.

2.2 Experiences in running and managing grants

The PIs identified a series of issues with regard to this focus area. These experiences can be summarized into two categories; those that relate to processes and those associated with management experience and the crosscutting issues. These are summarized in the table below:

Process related experiences	Management related experiences
<ul style="list-style-type: none">• Need for effective communication is paramount• Timely release of funds as per the specified schedules• Continuous support throughout the project implementation including guidelines and support on M&E very good• RUFORUM's focus on students is commendable• Conference support to ensure continuous learning and cross-learning very important	<ul style="list-style-type: none">• Requests for supplementary budget• Research costs often went far beyond the budget that had been submitted to the funder• Difficulties in accessing funds from within the university system• Limited participation of collaborators in the project• Students failing to finish on time and/or absconding from the study programmes.

¹ Each CARP team usually consists of the University senior investigator, university academic staff representatives other disciplines, one PhD, three Masters, and value chain stakeholders. Possibly include a list of projects if not many, here, if many, possibly annex.

<p>in increasing quality of project outputs and deliverables</p> <ul style="list-style-type: none"> • Trusting students with tasks and build a working team 	<ul style="list-style-type: none"> • Lack of follow-up on the project by the funders despite numerous challenges
<p>Cross-cutting issues associated with running grants</p>	<p>Issues that require urgent clarification</p>
<ul style="list-style-type: none"> • Fluctuation of exchange rates • M&E timelines and guidelines on project audit need to be often clarified • Facilitation of administrators to ensure that they become responsive to the issues raised about the project operations and implementation. • Audit challenges with the Finance units and departments at the universities; these often requiring some sort of payment despite the overhead costs charged on the project. • Delays in students examinations both internal and external • Strikes from within the universities both among students and staff • Private engagement through media outlets such as radio and TV increases reach of the project 	<ul style="list-style-type: none"> • Audit functions of finance units at universities • Reporting schedules • Budget flexibility given that in some projects run; budget flexibility was allowable up to 15% of the total project budget • Guidance on reporting on-line including financial and technical reporting of project performance. • PI honorarium

2.3 Principal investigators expectations

In the working groups, PIs similarly discussed their expectations relating to the current projects they are implementing. PIs stressed on the need for effective communication, engagement of collaborators, continued backstopping from RUFORUM and timely release of funds among other expectations. In the table below, a summary of these expectations has been provided. The expectations have been grouped into process and management related expectations as follows:

Process expectations	Management expectations
<ul style="list-style-type: none"> • Timely release of funds • Effective communication • Documenting and reporting procedure need to be clear and simple • Visit to research site • Provide ample time for deliverables 	<ul style="list-style-type: none"> • Continuous assistance on grant management needed for accountability. • Strengthen the engagement of all collaborators on the project. • Help PIs get additional funding in the event that the current funds are not position to cover all the costs that may arise as the project may evolve.

<ul style="list-style-type: none"> • Guidance on whether students should receive money for computers or should the universities buy them • Timely M\$E of the project • Timely response to queries • Regular meetings to share findings and give progress • Provision of clear reporting system 	<ul style="list-style-type: none"> • RUFORUM should provide clear and concise guidelines on what is expected of the PIs during the course of project implementation. • RUFORUM to provide advice on how to go about the procurement processes particularly student Laptops whose costs at the university procurement system is far above the RUFORUM allowable budget. • Feedback in terms of project performance. • Maintain minimum interference in financial management of the project. • Support from RUFORUM to facilitate proper management so as to complete within the expected 24 months period • Learn how to account for grants and project monies • Enhance training and research at individual and faculty level.
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2.4 Lessons from the CARP session

The PIOM focusing on the CARP projects was unique in its design and processes. It was run on the basis of mutual learning and dialogue with an atmosphere of high intellectual discourse allowing for national to regional inquiry of issues pertaining to development and higher education. The participants noted that:

- RUFORUM needs to consider an option of allowing various countries to collaborate and develop joint projects at the time of the call. This is because the countries in the region face similar challenges and there would be potential for greater regional impact.
- There was need to further strengthen the technical backstopping provided to the teams with regular meetings for shared and peer learning. Further the partners implementing projects in other areas would help strengthen the quality of program implementation. In that regard, there is need for PIs to explore collaboration among various CARP projects.
- There is need to begin building a momentum for up-scaling up the various innovations emerging from the various projects from country level to regional level. Various collaborations and networks built over time will play a critical role in this process.
- There is need to clearly develop a sound understanding of what RUFORUM and PIs consider CARP. This will provide; a clear understanding and philosophy/ideology to be fulfilled during the course of implementation; RUFORUM as a leader in CARP should define the pillars of CARP and what constitutes action research.

- The PIs were also concerned that the on-going CARP projects may be at the risk of too much science research whilst missing out on the CARP issues that are critical. This is because there is limited documentation of learning that is occurring from the CARP perspective; i.e. from a development context. PIs need to be supported to strengthen this component.
- Participants observed that the CARP model delivers a range of benefits to communities as such this model needs to be funded by government as a development program so as to maximising the benefits arising. This is because the process of transforming lives requires long term commitment that government can only be the one to provide.
- PIs need to critical undertake stakeholder mapping and evaluation so as to identify the critical stakeholders to engage right from the onset of the project.
- Participants observed that the CARP projects could perhaps end with a regional programme such as MSc/PhD in Dairy Science as part of institutionalising a unique model in the universities.
- It was observed that for far too long universities have been academic but society is asking universities to provide relevant solutions thus there is need to vocationalise higher education.

3.0 RUFORUM unit's participation in the PIOM

3.1 Partnerships, Communication and Knowledge Management for Enhancing Research Impact

The presentation from the PBCKM unit emphasised their mandate to sustain networks and new partnerships that; (i) achieve breadth and depth that individual universities cannot do alone; (ii) generate economies of scale and scope; (iii) link RUFORUM networks to international, continental and sub-regional networks/organizations; and (iv) mobilize resources for training, research and support network activities. The unit has three fundamental functions; (i) Networking, Partnerships and Resource Mobilization; (ii) Communications, Publicity and Marketing; and (iii) Knowledge Management.

The PBM unit provides a dynamic regional platform that fosters collaboration, coordination and learning among its member universities. This provides for institutional partnerships that allows for learning from each other, mobilize more resources to leverage outputs and outcomes, facilitate institutional/government ownership and support internship and employment of students. The network and ladder of benefits (Figure 2) from the networking arrangements provided by the unit also strengthen PI and student collaborations and generate communities of practice (CoPs).

The PBM unit also seeks to establish RUFORUM as a regional reference point for agricultural education and research. Accordingly, the knowledge management component in the unit is focused at; (i) increasing the impact of postgraduate research by increasing its visibility, accessibility and uptake; (ii) supporting delivery and access to high quality postgraduate education that is responsive to local, national and regional agricultural development priorities; (iii) supporting knowledge generation and sharing by professionals in the network; (iv) supporting syntheses and dialogues on issues of regional and continental relevance; and (v) facilitating continuous learning to improve products and services offered to the network.

RUFORUM through the PBM unit also focuses at increasing the visibility of the member universities to attract investment in agricultural higher education through implementation of the communication strategy. The communication strategy has the overall goal of increasing external regional and global knowledge sharing and awareness of RUFORUM's work among its stakeholders through the timely, targeted and accurate

dissemination of information. Communicating helps to; creates visibility of the projects, provide opportunity for partnerships, provide resources to leverage outputs/outcomes, influence policy and reach out to farmers. Over the last years RUFORUM's communication and visibility has been growing globally since the revamping of the website through the on-line system such as twitter.

3.2 Training and Quality Assurance (TQA)

The TQA presentation focused on their mandate to support the investment in building a critical mass of Africa's next generation of agricultural scientists who are able to engage in relevant research and support agricultural innovations at different levels. They operate by facilitating the institutionalization of improved training in faculties/schools of agriculture and related sciences. This includes implementation of regional innovative training programmes, facilitating Academic mobility – regional integration, incorporation of Skill & Professional enhancement activities in the postgraduate trainings and Quality Assurance Mechanisms.

In their presentation they emphasized who/ what is a high performing or quality graduate? As one who is fit for purpose: knowledgeable and skilled enough to do the job they are expected to do and deliver. The presentation in addition provided guidance on identifying the incoming student and expectations of a supervisor. The supervisor is an advisor; oversees the successful completion of the postgraduate thesis, advice the student in management of their project. Guide the student through the research process, guide the students to produce quality publications in reputable international Journals, ensure the required scientific quality is achieved, provide the necessary emotional and psychological support – human face to supervision, ensure timely graduation – Maximum 30 Months and provide the required administrative and logistical support. The supervisor as a mentor. Emphases that mentorship should focus on both the student and oneself as supervisor, looking at the student's professional life in the future, skill enhancement courses to narrow skill gaps for example technical writing skills, data management, proposal writing, and creating links with other similar projects or those within the same faculty.

A number of opportunities were presented to the PIs and these include

- Inter-University Cooperation to Train Crop Scientists for African Agriculture (CSAA) Intra ACP Mobility – Call for Scholarships
- Sharing Capacity to Build Capacity for Quality Graduate Training in Agriculture in African Universities (SHARE) INTRA ACP – Call for Scholarships
- Mobility to Enhance Training of Engineering Graduates in Africa (METEGA) INTRA ACP Call for Scholarships
- Research top up Grants for students with deadline of application in December 2015
- GTA Research Grants with deadline of application in December 2015
- INTRA ACP Research Calls with deadline of application in December 2015
- Full scholarship grants for PhD trainings

3.3 Finance

Finance unit guided the PIs on implementation of the grants. The guided that the budget ceiling was US\$60,000 with standard budget lines. They also highlighted the retained funds including:

Table 3.1: Funds retained to be spent on behalf of the PIs by the Secretariat

Item	Amount	Time/condition of disbursement
PI Orientation Meeting (PIOM)	\$2,000	Attendance of PIOM
Travel and participation at RUFORUM Biennial Conference	\$5,000	Attendance of Biennial Conference
Support to National Forums	\$500	Event organized by Research Team to mobilize stakeholders
Incentive for Graduating students within 30 months	\$2,000	Students graduating within 30 months
Retainer fee	\$2,400	Provision of all required documents & information on the project from the Grantee (Principal Investigator)
TOTAL	\$11,900	

The PIs were also guide on how to make requisition and the reporting was presented. It was note that an independent auditor of the university not necessarily an outside auditor MUST verify the audited financial statements.

Table 3.2: Financial reporting - timelines

Report	Required	Due date of submission
6 months report	Narrative report + Financial accountability	31 st December, 2015
12 months report	Narrative report + Audited financial statements	30 th June, 2016
18 months report	Narrative report + Financial accountability	31 st December, 2016
24 months report	Final report + Audited financial statements	30 th June, 2017
30 months report	Project Assessment & Evaluation report + Audited financial statements	31 st December, 2017

The finance unit did also present to the PIs issues that had been raised in the previous audit report of RUFORUM as including.

- Commingled Bank Accounts
- No reconciliation of bank accounts
- Unsupported expenditures
- Non-compliance with the reporting guidelines in the Grant award letter
- Management of unutilized advances
- Management of project equipment
- The Grantee failing to make available the accounting books and records
- Expenses supported by documentation in copies
- Unbudgeted capital expenditures – Ipad, camera and refrigerator

The take home message was that PIs should avoid similar pit holes in implementation of their projects.

3.4 Information, Communication and Technology

The RUFORUM Information and Communication Technology (ICT) program focuses on strengthening the ICT capacity at the RUFORUM Secretariat and supporting the RUFORUM member universities to effectively harness the ICT opportunities. The ICT unit at RUFORUM Secretariat plays a support role to various units

and activities including among others; Competitive Grants System, Regional Training Programs, Quality Assurance, Monitoring and Evaluation, Communication and Knowledge Management, Partnerships and Business Development and Finance and Administration. Through the ICT unit the RUFORUM Information and Management System (RIMS; : <http://rims.ruforum.org/>) is operationalized and helps RUFORUM secretariat to manage data, information and knowledge more efficiently on behalf of the network; facilitates researchers and students supported through RUFORUM to submit their progress reports online; and supports other functions of the RUFORUM network-monitoring and evaluation, administration, partnerships, business development, resource mobilization and advocacy.

3.5 Monitoring, evaluation and learning

The monitoring, evaluation and learning presentation to the PIs focused how that PIs are you doing to enhance training and Research, the changes they expect to see happen in in students, university and industry and also how do you know that your actions have caused this change at the levels mentioned above? The presentation highlighted that the RUFORUM Secretariat enables the institutionalization of improved training and research in member universities. Builds university capacity to work with research, business and development partners to transform ideas into innovations; serves as a key factor in platforms for national and continental integration of R4D and as a backbone for university interaction; and as an envoy of higher education and a voice for wider attention to agriculture through convened meetings. The presentation further highlighted what is expected from the PIs in terms of M&E.

Table 3.3: The M&E data needed from PIs

Indicators	Variables
1.1 Level of employer satisfaction with performance of agricultural professionals	No of alumni whose performance is rated satisfactory by their employers; Increased beneficiary satisfaction with services provided; Success stories of alumni in positions of influence
1.2 Level of self-satisfaction of performance agricultural professionals	No of alumni whose self-assessed performance is satisfactory ;Success stories of achievements of self-defined goals
1.3 Graduates retained in the African agricultural sector	Proportion of RUFORUM alumni gainfully employed; Proportion of alumni working in the agriculture sector in Africa ; Proportion of graduates working with farming communities or farmer organizations
2.1 No and positions of women professionals in agricultural research and training	No of women professionals; Representation of female alumni at different professional events
2.2 Existence and implementation of gender policies and strategies	No of universities with gender policies; No of universities implementing measures to address gender concerns;

4.1 Reflections on the workshop

The workshop for both the Graduate Research Grants (GRGs) and Community Action Research Programme (CARPs) were implemented under a framework arrangement focused to strengthen and support cross learning among the PIs and the RUFORUM Secretariat. Accordingly, a brief reflection meeting was

undertaken by the Grants Management Unit to take stock of the workshop implementation. The following were the observations documented.

- The workshop delivered on the set out objectives of bringing PIs together, strengthening networking, and creating avenue for sharing and joint learning.
- The PIs feedback suggests that the PIOM is a very helpful process and requested that it is convening needs to be organised immediately after the grant award. This therefore challenges the RUFORUM Secretariat to undertake timely future early organisation of the PIOM convening.
- Considering the lean Secretariat Staffing, there is need to consider having the event in a central location so as to minimise movements of staff as well as over stretching the few individual staff at the unit.
- The RUFORUM Secretariat units did a commendable job in all the presentations with respect to delivering in their unit level mandates with clarity and potential of cross-cooperation and potential support to be provided to the PIs.
- Logistical challenges still pertain thus there are still issues to sort with the arrangements considering the budgeting processes.
- The sixth PIOM convening was relatively large compared to the previous. This points to the fact that RUFORUM PIOM convenings are growing bigger and calls for an innovative way of handling the meetings better.
- The expectations from the PIs and network members are high and this creates considerable challenge for the Secretariat. Network members expect a lot of support including further proposal development for generating additional grant resources.
- There is still a limited complete integration within the RUFORUM Secretariat on the PIOM meetings with the majority of colleagues looking at the PIOM as being a Grants Management Unit event. However, there is need to see how this process is institutionalized.
- The turn-up for the meeting was good particularly for the PIs from the outside Uganda was good and commitment. However, there was complaint on the amount of per diem that was paid out to the PIs during the course of meeting given that the PI meeting budget is PI's money.
- The constant engagement with the PIs prior to the meeting was very instrumental in ensuring that the meeting was successful. It is important that both on-line communication and telephone conversations are undertaken by the Secretariat with the PIs as some PIs tend to take time to respond to their emails.
- The discussions from the CARP meeting were very good, informative and engaging; seeking for higher level engagement at policy level, government and regional organisation and integration. The discussions also informed the need to undertake strategic and business unusual in curriculum development and programme implementation. The CARPs provided room for learning that taking an extra mile during project implementation leads to commendable result out puts. In addition small steps can deliver big gains when logically and systematically implemented.

Annexes
Annex 1: Programme

Day 1: Tuesday 2nd November 2015

Time	Activity	Responsible Person (s)
Session 1: Setting the stage		
8:00 am	Registration	Henry
8:30 – 9:00 am	Opening session Introductions, setting the stage and objectives of the 5 th RUFORUM PIOM	Adipala
9:00 – 9:20 am	The Genesis and mission of RUFORUM	Moses
9:20 – 9:40 am	RUFORUM CGS Principles	Paul
9:40 – 10:20 am	Plenary Discussion and Group Work 1	All
10:20 – 10:50 am	Health Break	All
Session 2: Sharing Experience & Expectations		
10:50 – 11:20	Group Exercise 2: PIs to share and Experiences and Expectation	All
11:10 – 11:30	Plenary Presentations & Discussion	All
11:30 – 12:30	Presentation by PIs • Posters on slides	All, Moderated Session
12:30 – 1:00	Experience and Expectation from RUFORUM	Paul
1:00 – 2:00	LUNCH	
Session 3: Reporting Requirements, Collaboration and Networking		
2:00 – 2:30	Summary of PI and University Roles and Responsibilities	Paul/Anthony/Henry
2:45 – 3:10	Feedback & Plenary Discussion	All
3:10 – 4:00	Partnerships and Business Management Unit	Moses Emma, Joan & Jacqueline
4:00 – 4:30	Health Break	All
4:30 – 5:30	Peer-Review of Project Abstracts/Profiles	All
5:30 – 6:00	Plenary Discussion	All
6:00	Evaluation of Day 1, and Closing	All

Day 2: Wednesday 4th November 2015

Time	Activity	Responsible Person (s)
Session 4: Sharing Relevant Information from various Units at RUFORUM		
8:30 am	Training and Quality Assurance	Solange & Sylvia
8:45 – 9:15 am	Plenary Discussion	All
9:15 – 10:00 am	IT & RIMS	Brian & Jacob
10:00 – 10:20	Group Work 1: Dry-run with RIMS	All
10:20 – 10:50 am	Health Break	All
Session 5: Sharing Relevant Information Continued		
10:50 – 11:30	Group Work 1: Dry-run with RIMS continued	All
11:30 – 12:00	Plenary Presentations & Discussion	All

12:00 – 1:00	Finance, presentation and expectations Plenary Discussion	Judith, Evelyn, Elizabeth
1:00 – 2:00	LUNCH	
Session 3: Reporting Requirements		
2:00 – 3:00	Monitoring, Evaluation and Learning	Charles
3:00 – 3:30	Feedback & Plenary Discussion	ALL
3:30 – 3:50	RUFORUM GRG Pls CoP	Paul
3:50 – 4:15	Plenary Discussion, CoP	
4:15 – 4:30	Health Break	ALL
4:30 – 6:00	Q & A – Open Space	ALL
6:00	Evaluation of Day 2 Official Launch of Projects and Closing	ALL

Day 3: Thursday 5 November 2015

Time	Activity	Responsible Person (s)
Session 5: Community Action Research projects		
8:30 am	Registration	
8:45 – 9:15 am	Linking Universities to Communities	
9:15 – 9:45 am	Experiences from Makerere University	Peter, Bernard, Drake
9:45 – 10:15	Experiences from Gulu University	Duncan, Stephen
10:15 – 11:00 am	Experiences from Egerton University	Patience and Nancy
11:00 – 11:20 am	Health Break	
11:20 – 11:50	Experiences from University of Eldoret	Julius and Anderson
11:50 – 12:10	Plenary Presentations & Discussion	All
12:10 – 1:00	Agricultural Commodity Value-Chains approach in Research and Outreach	Presentation and facilitated Plenary - Prof. Charles Muyanja
1:00 – 2:00	LUNCH	
Session 6: Focusing University-Based Research Teams to ensure greater community engagement		
2:00 – 3:00	Facilitated Group Work	Monica Kipiriri
3:00 – 4:15	Feedback & Plenary Discussion	ALL
4:15 – 4:30	Health Break	ALL
4:30 – 6:00	Q & A – Open Space	ALL
6:00	Evaluation of Day 3	ALL

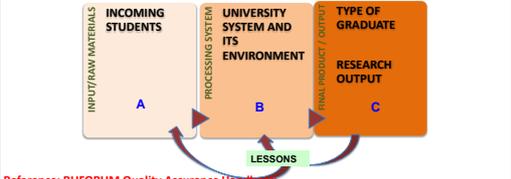
Annex 2: List of Attendance

SN	Name	Institution
1	Mpho Phoofolo	National University of Lesotho
2	Willis O Owino	Jomo Kenyatta University of Agriculture and Technology
3	Charles Kihia	Egerton University
4	Mwangi Maina	Kenyatta University
5	Robinson Odong	Makerere University
6	Grace Nakabonge	Makerere University
7	Harold Anindo Rachuonyo	University Of Eldoret
8	John Tenywa	Makerere University
9	Justine Namaalwa Jjumba	Makerere University
10	Lucy Kananu Murungi	Jomo Kenyatta University of Agriculture and Technology
11	Marion Wilfred Okot	Gulu University
12	Fiona Tulinayo	Makerere University
13	Jonathan Tetteh	University of Cape Coast
14	Donald Kugonza	Makerere University
15	Anne Akol	Makerere University
16	Jacqueline W. Bonabana	Makerere University
17	Flora Chadare	University of Abomey-Calavi
18	Syphyline Kebeney	University of Eldoret
19	Musa Chacha	Nelson Mandela African Institution of Science and Technology
20	Lucy Njagi	University of Nairobi
21	Oliver Wasonga	University of Nairobi
22	Noble Banadda	Makerere University
23	Edmore Gasura	University of Zimbabwe
24	Peter Gathumbi	University of Nairobi
25	Elenimo Khongaf Billiat	University of Botswana
26	Thomas Odong Lapaka	Makerere University
27	Achille Ephrem Assogbadjo	University of Abomey-Calavi
28	Berhanu Abrha Asegu	Mekelle University
29	Douglas Kibirige	University of Swaziland
30	Settumba B. Mukasa	Makerere University
31	Dereje Assefa Aberra	Mekelle University
32	Julius Ochoudho	University of Eldoret
33	Anderson Kipkoach	University of Eldoret
34	David Kabaasa	Makerere University
35	Jackson Langat	Egerton University
36	Adipala Ekwamu	RUFORUM
37	Moses Osiru	RUFORUM
38	Paul Nampala	RUFORUM

SN	Name	Institution
39	Anthony Egeru	RUFORUM
40	Henry Massa	RUFORUM
41	Solange Uwituze	RUFORUM
42	Sylvia Chindime Mkandawire	RUFORUM
43	Brian Mukwaya	RUFORUM
44	Kato Jacob	RUFORUM
45	Nakyobe Judith	RUFORUM
46	Wyclef Ssewankambo	RUFORUM
47	Elizabeth Nambi	RUFORUM
48	Emmanuel Okalany	RUFORUM
49	Joan Apio	RUFORUM
50	Jacqueline Nnam	RUFORUM
51	Charles Owour	RUFORUM

Annex 3: Unit presentations

Training and quality assurance

 <p>Training towards a high performing cadre of graduates: some key elements of the process</p> <p>RUFORUM Grantees Orientation Meeting - 2015</p> <p>Training and Quality Assurance Unit Date: (4th-November-2015)</p>	<p>Presentation Outline</p> <ul style="list-style-type: none"> • Brief about Training & Quality Assurance Unit • Who is a high quality / high performing graduate? • Training and Quality Assurance process in a nutshell <ul style="list-style-type: none"> – Choice of students – The processing system – university and its environment – Tracking of Students – The final output: graduate – Some testimonies from students • Reality check for the supervisor / university • Available Opportunities for Staff & Students
<p>Why TQA Exists</p> <p>Main Goal</p> <ul style="list-style-type: none"> ❖ To support the investment in building a critical mass of Africa's next generation of agricultural scientists who are able to engage in relevant research and support agricultural innovations at different levels. <p>Mode of operation</p> <ul style="list-style-type: none"> ❖ facilitating the institutionalization of improved training in faculties/schools of agriculture and related sciences. <ul style="list-style-type: none"> – Implementation of regional innovative training programmes – Facilitating Academic mobility – regional integration – incorporation of Skill & Professional enhancement activities in the postgraduate trainings – Quality Assurance Mechanisms 	 <p>REGIONAL PROGRAMME TRAINING MODEL</p> <p>Increasing the Pool of Dynamic and Relevant MSc. and PhD Graduates</p> <p>Academic Research at Host University, Home Country</p> <ul style="list-style-type: none"> • Staff Exchange • Training Lecturers • Electronic Learning • Modular Teaching • MSc / PhD Training • Skills Enhancement Training Courses • Internship, Field Attachment and Mentoring • NRF scientists co-supervise students • Research findings disseminated at end of training • Scientific Data • Management • Personal, Mastery and Soft Skills • Journal Publications • Proposal Development
<p>WHO / WHAT IS A HIGH PERFORMING OR QUALITY GRADUATE?</p> <p><i>One who is fit for purpose: knowledgeable and skilled enough to do the job they are expected to do and deliver</i></p>	<p>TRAINING AND QA PROCESS IN A NUTSHELL</p>  <p>Reference: RUFORUM Quality Assurance Handbook</p>
<p>A. IDENTIFYING THE INCOMING STUDENT</p> <ul style="list-style-type: none"> • Have a documented transparent and credible recruitment process • Clear and objective criteria • Assure goodness of fit into your project • Document the process / evidence: RUFORUM, Facilitator, your University want to know and learn from you <ul style="list-style-type: none"> – This also protects your integrity 	<p>B. THE PROCESSING SYSTEM</p> <ul style="list-style-type: none"> • Fitting your student into the bigger picture of your project <ul style="list-style-type: none"> – Thoroughly brief and sensitize the student (s) – Clearly discuss student and PI roles, responsibilities, expectations – Give the students a copy of the full proposal including the budget – not excerpts – Jointly discuss the project objectives – what it will take and who does what: working towards and implementation plan and actualizing the project

INSTITUTIONALIZE YOUR PROJECT AND STUDENTS



- Give a project inception seminar at your institution and invite colleagues, administration, students
- Work with the administration and colleagues – updates, seeking suggestions even if you know the answers
- Give the institution and the students all that is due to them
- Plan for your project foot prints e.g. input into curriculum review, research agenda, etc



GET TO UNDERSTAND YOUR STUDENT(S)



- What are the strengths? – skills, background, etc
- What are the weaknesses? – Skills, knowledge, competence, language of instruction
- Think about addressing the weaknesses
- Respect interests and preferences of the student: e.g. soil survey as opposed to soil physics



SUPERVISING THE STUDENT(S)



Our Expectations: Who is a supervisor?



- A supervisor is an ADVISOR. To supervise means to oversee.
- In the case of academic supervision, it means to oversee the successful completion of the postgraduate thesis



Our Expectations : Responsibilities of the supervisor



- To advise the student in management of their project
- To guide the student through the research process
- To guide the students to produce quality publications in reputable international Journals
- To ensure the required scientific quality is achieved
- To provide the necessary emotional and psychological support – human face to supervision
- To ensure timely graduation – Maximum 30 Months
- To provide the required administrative and logistical support



Role of the co-supervisor



- The PI – be honest and spell out clearly what qualities or value the co-supervisor should bring in (not returning favours)
 - To augment or strengthen the methodological expertise of the primary supervisor
 - To strengthen field specific knowledge and expertise especially where there are inter-disciplinary topics
 - To ensure continuity in the project



Being pragmatic about supervision



- It helps to adopt a business unusual approach
- Keep a historical trail of documents and other evidence
 - Applications
 - Supporting documents
 - Notes of meetings
- Have contract with the student for your project



Ethics of the supervisory relationship



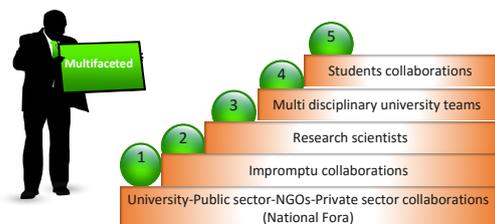
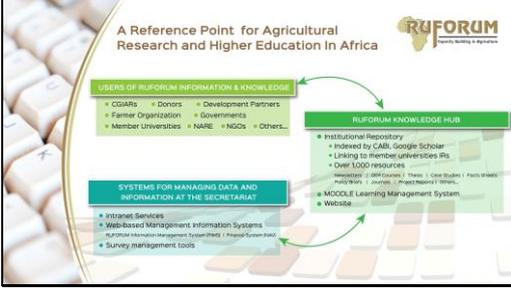
- Dignity, respect, and courtesy
- No harassment or abuse
- Paying students what is due to them (through bank account better option)
- Optimal accessibility to students
- Respecting privacy



<p>Mentorship: the supervisor as a mentor</p>  <p>Mentor: wise and trusted counsellor; influential senior sponsor or supporter</p> 	<p>Mentorship: the supervisor as a mentor</p>  <ul style="list-style-type: none"> • Mentorship should focus on both the student and oneself as supervisor • Looking at the student's professional life in the future • Skill enhancement courses to narrow skill gaps....e.g. technical writing skills, data management, proposal writing • Creating links with other similar projects or those within the same faculty
<p>Mentorship: the supervisor as a mentor</p>  <ul style="list-style-type: none"> • Facilitate student learning form each other: <ul style="list-style-type: none"> – Exposing the student and your project to peer review – conferences, workshops – Linking students to relevant opportunities – funding, competitions, etc – Involving students in relevant academic activities – exhibitions, assisting in your lecturing duties, exhibitions – Facilitate experiential learning – Accommodate and facilitate intellectual debate – no one has monopoly of knowledge – Give the student space to think beyond your project and its lifespan 	<p>Our Approach for Monitoring Training and Research for RUFORUM Students</p>  <ul style="list-style-type: none"> – Field Visits (TQA, M&E, TC and Grants) – Surveys (face to face or online) – Review meetings – Focus group discussions with students during Biennials – Case studies & Tracer Studies <p>– Online progress reporting now operational (RIMs link) : 6 months, 12 Months, 18 Months, 24 Months, 36 Months</p>
<p>C. THE FINAL OUTPUT: GRADUATE</p>  <ul style="list-style-type: none"> • Guide the students towards the next professional life • Maintain a network of your students through communication, support, involvement...they will be very important in the future • Feedback from your graduate is important in informing training, curriculum review, QA and research in your university • Document all lessons learnt, challenges, success stories 	<p>THE FINAL PRODUCT: GRADUATE</p>  <ul style="list-style-type: none"> • Reality check for the supervisor / system: <ul style="list-style-type: none"> – Is the graduate skilled and knowledgeable enough as one would expect at that level? – Is the graduate a thinker and a doer? A hands on person? – Is the graduate coming out satisfied and happy? – Is the graduate meeting market demands? – As a supervisor and mentor, are you happy with the product? 
<p>Students Passionate about finding Solutions to Farmer Problems</p>   <p>My MSc. training has enabled me achieve my dream and passion as a plant breeder in the Soybean Breeding and Seed Systems Program. Tomny Obua - Makerere University Kampala, Uganda</p> <p>My MSc. training not only open doors for a job opportunity but also enabled me make a significant contribution through Cereal Legume Intensification Systems and Soil Fertility Management. Dorothy O. Ainyi, Research Associate CIP, ILRI, Kenya</p> <p>My research on cooperatives enabled me get a job as an Agribusiness Officer in the Ministry of Agriculture and Food Security. I am able to appreciate and practice my MSc. research further as well as link theory to real issues at the grass root. Merclina Luanda, Malawi</p> <p>I learnt the ancient way of harvesting rain water, from the farmers themselves; my relationship with extension officers was strengthened. My FAPA, linked me to a job in the Ministry of Agriculture. Wright Balopus, Botswana</p>	<p>Available Opportunities to benefit the member Universities</p>  <p>Escalating PhD training in Africa: RUFORUM Graduate Teaching Assistantship Program</p> <p>50 PhD (Graduate Teaching Assistantship) positions committed by Vice Chancellors for commencement in September 2014</p>  <p>What is GTA?</p> <ul style="list-style-type: none"> • An Initiative by RUFORUM Vice Chancellors • New form of Academic mobility involving sending staff for training in other RUFORUM universities and also receiving staff to be trained on behalf of the sending university • Strengthening inter-university collaboration in the field of higher education in Africa <p>How does it work?</p> <ul style="list-style-type: none"> • Guided by an MoU signed by the Vice Chancellors of the member universities • Sending and receiving Universities identify their capacity gaps • The receiving university waives fees and provides accommodation for the students/staff nominated by the sending university • The sending university provides their staff with travel, stipend and research funds. • The non-research students/staff contribute to the host university by participating in teaching during his/her training

<p style="text-align: center;">Available Opportunities to benefit the member Universities Cont'</p> <ul style="list-style-type: none"> • CSAA Intra ACP Mobility – Call for Scholarships • SHARE INTRA ACP – Call for Scholarships • METEGA INTRA ACP Call for Scholarships <p>❖ Research top up Grants for students – Dec 2015</p> <p>❖ GTA Research Grants – Dec 2015</p> <p>❖ INTRA ACP Research Calls – Dec 2015</p> <p>❖ Full scholarship grants for PhD trainings</p>	<p style="text-align: center;">Training the Next Generation of Scientists for Africa</p>  <p style="text-align: center; font-size: 2em; color: red;"><i>Thank You!</i></p> <p style="text-align: center;">  </p>
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Partnerships, Communication and Knowledge Management for Enhancing Research Impact

 <p style="text-align: center;">Partnerships, Communication and Knowledge Management for Enhancing Research Impact</p> <p style="text-align: center;">5th RUFORUM Principal Investigators Orientation Meeting</p> <p style="text-align: center;">Partnership and Business Management Unit Date: 30th March, 2015</p>	<p style="text-align: center;">Partnerships and Collaborations in RUFORUM Grants</p>  <ol style="list-style-type: none"> 1 University-Public sector-NGOs-Private sector collaborations (National Fora) 2 Impromptu collaborations 3 Research scientists 4 Multi disciplinary university teams 5 Students collaborations
<p>Why the Partnerships and Collaborations?</p> <ul style="list-style-type: none"> • Institutional Partnerships <ul style="list-style-type: none"> • Co-funding • Mobilize more resources to leverage outputs/outcomes • Influence policy • Facilitate institutional/government ownership • Employment of students • PI and Students' collaborations (CoPs) <ul style="list-style-type: none"> • Peer capacity building • On-research experience sharing across Institutions and Countries • National level partnerships <ul style="list-style-type: none"> • Your research shaping your Country's development 	<p>How is RUFORUM helping?</p> <ul style="list-style-type: none"> • Direct linkages with global scientists (RUFORUM's name) • RUFORUM Conferences <ul style="list-style-type: none"> • Peer review of research findings • Other scientific conferences • Stakeholder directory
<p>Packaging and Communicating</p> <ul style="list-style-type: none"> • Information is generated at all stages <ul style="list-style-type: none"> • your selection, start of implementation and interesting outputs • There is always some one who needs that information <ul style="list-style-type: none"> • Farmers, agricultural research and extension systems, private sector, donors • We have platforms to share it <ul style="list-style-type: none"> • Website, Knowledge repository, Social media (blog, Facebook, twitter etc...), Mailing list • Communicating helps to; <ul style="list-style-type: none"> • Creates visibility of your project, • Gets you the partnerships you need • Resources to leverage outputs/outcomes • Influence policy • Reaching out the farmers 	<p style="text-align: center;">A Reference Point for Agricultural Research and Higher Education In Africa</p>  <p>USERS OF RUFORUM INFORMATION & KNOWLEDGE</p> <ul style="list-style-type: none"> • CGIARs • Donors • Development Partners • Farmer Organization • Governments • Member Universities • NARE • NGOs • Others... <p>RUFORUM KNOWLEDGE HUB</p> <ul style="list-style-type: none"> • Institutional Repository • Indexed by CABi, Google Scholar • Linking to member universities IRs • Open LOGO resources • Repository (IR Courses), Thesis / Open Studies / Publications / Publications / Journals / Images/News / Others • Moodle Learning Management System • Website <p>SYSTEMS FOR MANAGING DATA AND INFORMATION AT THE SECRETARIAT</p> <ul style="list-style-type: none"> • Intranet Services • Web-based Management, Information Systems • RUFORUM Information Management System (IRMS) / Project System (IRMS) • Survey Management Tools



Finance



Outline of the Presentation

1. Pre-grant activities
2. Grant implementation activities
3. Post grant implementation activities

Pre-grant activities - Budgeting

- Budget ceiling – US\$60,000
- Format – Use of standard budget lines
- Retained funds

Item	Amount	Time/condition of disbursement
PI Orientation Meeting (PIOM)	\$2,000	Attendance of PIOM
Travel and participation at RUFORUM Biennial Conference	\$5,000	Attendance of Biennial Conference
Support to National Forums	\$500	Event organized by Research Team to mobilize stakeholders
Incentive for Graduating students within 30 months	\$2,000	Students graduating within 30 months
Retainer fee	\$2,400	Provision of all required documents & information on the project from the Grantee (Principal Investigator)
TOTAL	\$11,900	

Grant implementation activities

- Request for funds
 - using standard template
 - On headed paper and endorsed by Dean
 - Correct University's Bank details
 - Amount requested for - 1st instalment is 60% of the grant amount -2nd instalment of grant amount

Note: The RUFORUM finance unit communicates the details of funds transferred to the PI and copies the University Finance Staff

Grant implementation (cont'd)

- Financial reporting - timelines

Report	Required	Due date of submission
6 months report	Narrative report + Financial accountability	31 st December, 2015
12 months report	Narrative report + Audited financial statements	30 th June, 2016
18 months report	Narrative report + Financial accountability	31 st December, 2016
24 months report	Final report + Audited financial statements	30 th June, 2017
30 months report	Project Assessment & Evaluation report + Audited financial statements	31 st December, 2017

Note: Audited financial statements MUST be verified by an independent Auditor of the University

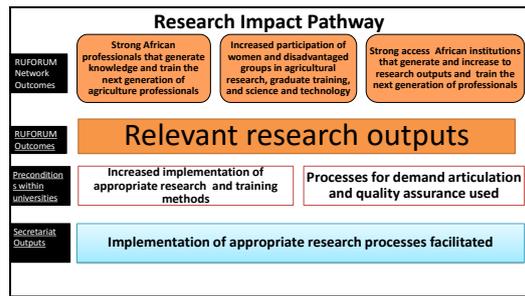
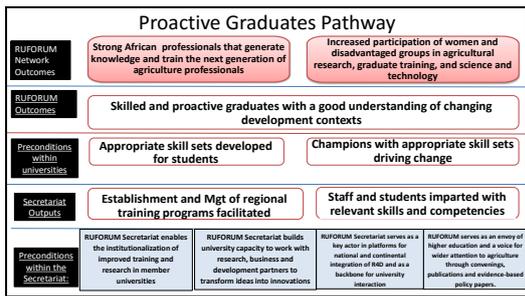
Grant implementation (cont'd)

- Financial reporting - template
- Burnout rate – 70% before transfer year 2 funds
- Grant funds must be used specifically for the Project and the project expenditure should be uniquely identifiable from other financial records by use of budget codes.
- any proposed change to a budget line item of more than 10% must be approved in writing by RUFORUM in advance
- Financial reporting must be done in USD as the funds transferred are in USD
- RUFORUM Secretariat will at its discretion request its External Auditors to visit any University to audit grants fund.

<p>RUFORUM Grant implementation (cont'd)</p> <ul style="list-style-type: none"> • Experiences and unacceptable practices <ul style="list-style-type: none"> ➢ No financial accountabilities ➢ Low burn out rates ➢ Wrong reporting templates ➢ Unaudited financial statements 	<p>RUFORUM Post-grant implementation activities</p> <ul style="list-style-type: none"> • Final accountability <ul style="list-style-type: none"> ➢ MUST be Audited ➢ Any grant funds unexpended by end of grant period will revert to the RUFORUM Secretariat • Request for retained funds i.e. incentive for early graduation and/or 4% contingency • For a period of at least four years after the grant funds have been expended, University has to keep separate records with respect to the receipts and expenditure of such funds and to make such records available for inspection if requested. • Closure of grant – grants are time bound
<p>RUFORUM Issues raised by External Auditors</p> <ul style="list-style-type: none"> • Commingled Bank Accounts • No reconciliation of bank accounts • Unsupported expenditures • Non-compliance with the reporting guidelines in the Grant award letter • Management of unutilized advances • Management of project equipment • The Grantee failing to make available the accounting books and records • Expenses supported by documentation in copies • Unbudgeted capital expenditures – Ipad, camera and refrigerator 	 <p>Thank You!</p> <p>RUFORUM Capacity Building in Agriculture</p> <p>Email Us: secretariat@ruforum.org</p> <p>Like Us on Facebook: ruforumnetwork</p> <p>Follow Us on Twitter: ruforumsec</p> <p>Visit Our Blog: http://blog.ruforum.org/</p> <p>Visit Our Website: www.ruforum.org</p>

Monitoring and evaluation

<p>RUFORUM Capacity Building in Agriculture</p> <p>6th RUFORUM PRINCIPAL INVESTIGATORS ORIENTATION MEETING</p> <p>RUFORUM Secretariat, M&E Unit presentation</p> <p>Presentation Made By: Charles Owuor; PMEL Officer, 4th November 2015</p> 	<p>RUFORUM @ A GLANCE</p> <table border="1"> <tr> <td>1071</td> <td>MSc. Students Trained</td> </tr> <tr> <td>290</td> <td>PhD students Trained</td> </tr> <tr> <td>94%</td> <td>Alumni Work in their Home country (73% longterm contract)</td> </tr> <tr> <td>75%</td> <td>Alumni found employment within 6 months of completion</td> </tr> <tr> <td>70M</td> <td>USD Mobilised on behalf of member universities</td> </tr> <tr> <td>300</td> <td>Convened over 300 networking events</td> </tr> </table>	1071	MSc. Students Trained	290	PhD students Trained	94%	Alumni Work in their Home country (73% longterm contract)	75%	Alumni found employment within 6 months of completion	70M	USD Mobilised on behalf of member universities	300	Convened over 300 networking events
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<p>Reflections</p> <ol style="list-style-type: none"> 1. What are you doing to enhance training and Research? 2. What changes do you expect to see happen? <ol style="list-style-type: none"> a) In students b) At your university c) At industry 3. How do you know that your actions have caused this change at the levels mentioned above? 	<p>Preconditions for achieving results</p> <ol style="list-style-type: none"> 1. RUFORUM Secretariat enables the institutionalization of improved training and research in member universities; 2. RUFORUM secretariat builds university capacity to work with research, business and development partners to transform ideas into innovations; 3. RUFORUM Secretariat serves as a key factor in platforms for national and continental integration of R4D and as a backbone for university interaction; and 4. RUFORUM serves as an envoy of higher education and a voice for wider attention to agriculture through convened meetings. 												



What M&E data do we need from PIs and MUs?

Indicators	Variables
1.1 Level of employer satisfaction with performance of agricultural professionals	No of alumni whose performance is rated satisfactory by their employers; Increased beneficiary satisfaction with services provided; Success stories of alumni in positions of influence
1.2 Level of self-satisfaction of performance agricultural professionals	No of alumni whose self-assessed performance is satisfactory; Success stories of achievements of self-defined goals
1.3 Graduates retained in the African agricultural sector	Proportion of RUFORUM alumni gainfully employed; Proportion of alumni working in the agriculture sector in Africa ; Proporti of graduates working with farming communities or farmer organizations
2.1 No and positions of women professionals in agricultural research and training	No of women professionals; Representation of female alumni at different professional events
2.2 Existence and implementation of gender policies and strategies	No of universities with gender policies; No of universities implementing measures to address gender concerns;

3.1 Increased uptake of research outputs	Documented case studies of uptake; No and type of actors in the uptake pathway using the research outputs; No and type of research outputs taken up by actors; Level of user satisfaction with the research outputs; Benefits from use of research outputs
3.2 Increased influence of universities in agricultural development processes	Perception rating of influence of universities by stakeholders; No of invitations to participate in national/ international fora to discuss agricultural dev't; Evidence of increased participation in policy making; No of policy options recommended to decision/policy makers; Changes in related policies
3.3 Increased excellence of member universities	Increase in number of Professors and PhD lecturers; University ranking and improvements; Documented contribution of champions to university change processes; No of regional training programs that operate in accordance with agreed principles of regionality; Increased proportion of resources (human / financial) contributed by member universities to run regional programmes ;No of regional training programs that operate without RUFORUM funding
4.1 Increase in the number of non-member institutions engaging with RUFORUM	No of non-member institutions consulting RUFORUM; No of non-member institutions participating in international for a to discuss RUFORUM
4.2 No of citations of RUFORUM as a credible source of HAE and AR information	No of documents making reference to RUFORUM as a success story; No of HEA and AR Publications cited in regional & international Publication; No of publications downloaded

Buzz group work

- What kind of service and support do you expect from the M&E Unit?
- What are the M&E challenges (potential/real) do you expect encounter?

RUFORUM Organizational priorities for M&E

- Seek to build in-house capacities to define realistic programme objectives, outputs and impact
- Implement M&E systems that track progress and impact (Ref: to the M&E SP for detailed indicator markers)
- Generate evidence-based body of knowledge to influence and impact on policy directions, poverty alleviation, governance, sustainable livelihood, gender equality and empowerment at various scales
- Support RUFORUM's 360 degree accountability function (Internal and external).eg forward accountability
- Ensure that all existing M&E frameworks incorporate and are sensitive to emerging development challenges such as gender equality, environmental sustainability and climate change

Training the Next Generation of Scientists for Africa




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