

**A REPORT ON A MISSION TO BUNDA COLLEGE
UNIVERSITY OF MALAWI AND SOKOINE
UNIVERSITY OF AGRICULTURE**

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This document is a synthesis of several meetings held during a mission by RUFORUM to its member universities in East and Southern Africa.

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Executive Summary

Background to the Mission

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) has initiated a number of regional initiatives as part of strategy implementation activities among member Universities in east and southern Africa. Three examples of the RUFORUM interventions include the Regional PhD Programme, the capacity building programmes in leadership under the European Union funded EDULINK project, “*Catalyzing change in African Universities (CCAU)*,” as well as the Competitive Grant Scheme targeting provision of research and training funds for graduate training.

A mission to the University of Malawi (UNIMA) and Sokoine University of Agriculture (SUA) by the RUFORUM secretariat conducted during the last week of July and first week of August 2009. The mission was conducted in Southern Africa CCAU target sites of Bunda College of Agriculture, University of Malawi and Sokoine University of Agriculture – Faculty of Agriculture. The mission was led by Prof Adipala Ekwamu the Regional Coordinator of RUFORUM. The other members of the mission included Dr Tim Chancellor of Natural Resources Institute (NRI- UK), Dr Washington Ochola of RUFORUM, and Dr Okori Patrick of Makerere University. The objectives of the mission were to:

- 1) Input into the development of implementation manuals for regional programmes
- 2) Frame agenda for ICT needs assessment that will be done shortly by RUFORUM
- 3) Get an update from Bunda College and SUA on a number of issues including:
 - a) Review of progress on the implementation of the regional PhD programmes
 - b) Participation in RUFORUM Competitive Grants Scheme
 - c) Harnessing the opportunity to build capacity in soil health issues to be hosted at Sokoine University of Agriculture.
 - d) Provide an update on the upcoming RUFORUM Annual General Meeting.

Key Outputs of the Mission

1. Readiness for Regional Programmes

For both Bunda College of Agriculture and Sokoine University of Agriculture that are yet to launch their regional PhD programmes later this year, there are a number of critical issues that cut across both programmes and will affect the success of both programmes. They are presented below with the details included in the document:

1. **Curriculum development** has been slow, the course outlines exist but development of teaching materials need to be made in earnest to assure the quality and competitiveness of these programmes.
2. **Funding of programmes** are currently solely dependent on RUFORUM support. There is need to explore additional sources of funding for these programmes in conjunction with hosting universities
3. **Operational issues are still challenging.** The management of accommodation, teaching facilities and other operational activities are at various stages of readiness. The process in Bunda of establishing a College based system is a model that needs examination for learning points for scaling up purposes.

4. **Quality assurance systems** for the two PhD programmes is still inadequately addressed. The development of taught PhD programmes carries along new demands for assuring quality in teaching and research quality. Some of the areas that need to be addressed include; the roles of supervision-doctoral committee, mentoring, publications, relevance to development, anchorage to competitive grants and other ongoing R4D activities at a national level, roles of graduate seminars, access to literature as well as putting in place active research programmes to support training still need clarification.
5. **Internationalization.** In both programmes, it is clear that there is need to expand the scope of coverage of both programmes to meet local, regional and internal demands for the competencies being developed by the programmes. Undertaking an international agenda however requires putting in place clear internationalization strategy. In both Universities this issues is recognized, albeit its redress is at various stages of implementation. This is an area that will affect the long-term competitiveness of the programmes.
6. **Putting in place essential administrative staff.** The success of these regional programmes will require putting in place at least the basic administrative team to manage them. This includes addressing logistical issues of student welfare including, travel and immigration, international affairs, course administration etc. there is also the need to put in place the management systems at the host departments e.g. coordinators as well as the governance system at Faculty, College or University level.

2. Scoping study on CCAU at Bunda College and Sokoine University of Agriculture

A central part of this mission was to conduct a scoping study for CCAU in project partner universities i.e. University of Malawi- Bunda College of Agriculture and Sokoine University of Agriculture. The outcomes of the scoping study are presented below with the details included in the document for each university.

1. **Targets for the intervention.** In both Bunda College of Agriculture and Sokoine University of Agriculture consultations show that the programme should target the younger staff that still have longer period to serve their Universities and communities. CCAU should consider this in the design of its actions in both Universities.
2. **Institutional analysis.** In both Bunda College and Sokoine University of Agriculture, a detailed institutional analysis is critical to fully develop the project. Both share similarities by addressing similar development areas in Agriculture. However the major difference is that at UNIMA the University has three Colleges that the University management desires to see involved in CCAU. Discussions with the College management affirmed their commitment to this University wide aspiration, nevertheless, it was suggested that CCAU focus at Bunda and involve few staff from other Colleges.
3. **Lesson learning and partnerships.** At both institutions, there are efforts to address the capacity issues in leadership. In scoping the activities, lessons could be drawn from initiatives of the TCU as well as the UNIMA strategic plan. Indeed lessons from SCARDA could be brought in to improve focus and nature of the training at Bunda and SUA.
4. **Institutionalization and sustainability.** In both Institutions, it is clear that the University management seeks to ensure that all novel interventions benefit the entire

University and not just sections. It was suggested during the mission that the long-term sustainability of the programme be achieved by engaging units of the Universities that have CCAU activities as part of their core business such as the Academic Registrars Units, as well as Departments of management. A training of trainers approach could also be used.

5. **Scale of training.** In both Institutions it is clear that the number of aspirants is large. To lower costs both Institutions agreed to look for cheaper venues off- campus as well as cost share in transportation of participants to these meetings. This way, a larger number of participants could be involved.

3. Promotion of RUFORUM activities at Bunda College and Sokoine University of Agriculture

This section contains a synthesis of discussions held during the mission with senior management of the Universities and management of the Faculty of Agriculture and Bunda College of Agriculture. They are presented below:

1. **Interactions with Universities.** In both Universities it was apparent that the leadership seeks to galvanize interventions for the wider benefit of the University. Accordingly, RUFORUM needs to recognize that whereas champions are critical, working with and through the structures put in place by the Universities will improve communication as well as address the issue of institutionalization. In that regard, the offices of the Dean and or Principle for SUA and BCA respectively are the critical entry points for RUFORUM as has been the case in the past. Other channels of communication can however be used as complementary entry points.
2. **Competitive grant scheme.** In both Universities participation in the competitive grant scheme has been dismal. It was clear following discussions that limited communication as well as awareness about RUFORUM and its programmes is one of the key failures. This is one area that needs to be strengthened via the enhanced communication and advocacy activities.
3. **Support for member programmes.** During the mission it was clear that each member university has some expectations from RUFORUM. This is in regard to research and graduate training programmes. The leadership of both institutions also recognized that the benefits of being member to RUFORUM out-weighed the costs being a member. The visit by the mission to the Nane nane show grounds whilst in Morogoro, as well as the new hostel site for the regional PhD programme revealed intervention points for the secretariat to enhance its visibility in member universities as well as provide the needed support. RUFORUM should design other support services to its members to enhance and promote its activities as well as strengthen member activities and aspirations.
4. **Improving communication.** A key challenge of RUFORUM in among member universities especially new ones such as SUA is the limited knowledge about the organization. The secretariat needs to develop other enhanced communication strategies to improve visibility and as well as promotion of its activities. This factor curtailed the extent of participation in the recent call for proposals.

Details of these three areas addressed can be found in part 1, 2 and 3 of this document.

PART ONE

PREPARATION FOR THE REGIONAL PhD PROGRAMME

CHAPTER 1

1 INTRODUCTION

1.1 Context of the mission

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) has initiated a number of regional initiatives as part of its implementation activities among member Universities in east and southern Africa. In the context of this mission, RUFORUM has received funding from the European Union to implement a project titled *Catalyzing change in African Universities* (CCAU) RUFORUM is also implementing new regional PhD programmes among its member universities as well as a number of innovative activities meant to bolster the operations of the African University.

The mission was conducted in Southern Africa CCAU, target sites of Bunda College of Agriculture, University of Malawi and Sokoine University of Agriculture – Faculty of Agriculture. The mission was led by Prof Adipala Ekwamu the Regional Coordinator of RUFORUM. The other members of the mission included Dr Tim Chancellor of Natural Resources Institute (NRI- UK), Dr Washington Ochola of RUFORUM, and Dr Okori Patrick of Makerere University. The objectives of the mission were to:

- 1) Input into the development of implementation manuals for regional programmes
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 - Review of progress on the implementation of the regional PhD programmes
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 - Harnessing the opportunity to build capacity in soil health issues to be hosted at Sokoine University of Agriculture.
 - Provide an update on the upcoming RUFORUM Annual General Meeting.

Prof Adipala provided an overview of the mission to the management of both Universities. Additionally, other mission team members Drs Washington Ochola, Tim Chancellor and Patrick Okori also as shared in discussions. The Mission informed audiences in both Universities of RUFORUM's commitment to support training and research activities of at their respective Universities. They were also informed of the recent developments at the Secretariat including access to funds from the Bill and Melinda Gates Foundation as other funding opportunities form within ad outside of the region.

1.2 Management teams met during the mission

1.2.1 Bunda College of Agriculture University of Malawi

Three meetings were held at the University of Malawi, one with senior management and two with the College management and staff. Briefs on the meeting are provided below.

Senior management meeting. A meeting was held with the senior management specifically addressing the issues of implementation of the CCAU project in the University. This meeting

involved the University Vice Chancellor, Pro Vice Chancellor, University Registrar and Finance Manager

College staff meetings. The first meeting was a debriefing session guided by the Mission Team leader Prof Adipala and the Vice Principle Bunda College, Prof Emanuel Kaunda. The Bunda College team was comprised of Heads of department Fisheries and Aquaculture, and Agricultural and Applied Economics, College Registrar, Dean of Graduate Studies, Focal Points for Regional PhD programmes and other senior staff members. The key output of the meeting was design of the two-day mission to the University. A second meeting was held with both staff and management of Bunda College that addressed in detail the objectives of the mission outlined above. Details can be found in Part 2 of this report.

1.2.2 Sokoine University of Agriculture (SUA)

Four meetings were similarly held at SUA (1) with the Faculty of Agriculture staff, (2) with University management (3) with broader SUA staff (4) with and students. A brief n each of these meetings is provided below

Meetings with University management. Two meetings related meetings were held with the senior management of SUA. The first meeting involved the Deputy Vice Chancellor, Directors and Deans of Faculties the University. The focus was presentation of RUFORUM to SUA and particularly establishing rapport for implementation of the CCAU and participation in RUFORUM activities including competitive grants.

Meeting with Faculty of Agriculture management. The purpose of this meeting was to update the Mission on implementation of the regional PhD programme as well as relationship with RUFORUM via graduate studies especially MSc usually supported through Competitive Grants Scheme and the new Regional PhD in Soil and Water Management.

Meeting with Staff of SUA. The purpose of this meeting was to update the SUA management on the intensions of the RUFORUM as well as mobilize SUA community to participate in RUFORUM. The meeting was chaired by the deputy Vice Chancellor SUA and involved various faculty deans, directors Head of Department and Senior Staff of the University.

Meeting with Students of SUA in the Faculty of Agriculture. The meeting involved students funded by RUFORUM through SCARDA and other sources, as well as other students in the Faculty. The meeting provided an opportunity for the students to interact with secretariat staff. The meeting drew attention to the mission and SUA management on a number challenges they face such as:

- Limited access to scholarships especially for women leading to few women involved in MSc level research.
- There is also difficulty in accessing student's post undergraduate education.
- The Faculty has got an award from AGRA for 10 students for 2009. The challenge is to get the right numbers of women students.
- The high costs of especially biotechnology research reduces ability of the university to advance its research a gender in this area higher.
- There is still need to increase the number of practicums especially in the courses to enhance hands on skills.

- Language: This is a bit challenging especially for students from non-traditional English speaking countries.

The students also recognized a number of positive aspects of the graduate training at the University such as

- The presence of a wide range of experts who support diverse needs and interests of the students.
- Some projects have been well designed especially providing the laptops for students to use. This could be used as well to address access to books for students.
- The University policy on accommodation, which is to ensure that foreign students get access to accommodation within the campus simplifies settling in for foreign students

CHAPTER 2

2 PROGRESS ON REGIONAL PHD IMPLEMENTATION

2.1 Update on progress at Bunda

2.1.1 PhD in Fisheries and Aquaculture

Dr Joyce Njoloma- Dean of Faculty of Natural Resources and Environmental Sciences

Excerpts from her address: The Department of Aquaculture and fisheries is part of the Faculty of Natural Resources and Environmental Sciences. In general, the whole Faculty is working in concert with other departments to ensure that there is capacity resident at the college as well as in and outside of Malawi to implement the programme. The College management as a whole is also working to raise funds to support the successful implementation of the programme. Both the Faculty and the College is therefore marshalling resources to ensure the programme works.

Progress to date: Programme Coordinator Dr Kagombe, Jeremiah

1. Student recruitment. The programme has to date recruited 11 candidates. Ten of these will get RUFORUM scholarship and the 11th is still looking for scholarship. Details of the offers are as indicated below:

- Zambia 2 places
- Malawi 5 (2 are members of staff from the department, 1 from Mzuzu University, 1 from the government and one independent student.
- Kenya 1 place
- Uganda 3 places

2. Teaching staff. The Department has enough members of staff to teach all courses for the first semester. These have been allocated. There is an effort to get some non-Bunda staff to teach in the courses. Some contacts have been initiated but there is need to actualize these. In general lecturers will be drawn from Bunda College, Malawi and the broader region. Request has been made to RUFORUM to support staff movement.

3. Preparation of teaching material. Course module development has not yet been done, however course outlines have all been developed. There is need for computers but this is still a problem especially to support teaching besides the laptops. There is still the issue of course books and journal articles. A tentative timetable is being developed in consultation with the teachers to make sure all fits well. This is being done in liaison with the Head of Department and the Deans Office. The Department has also put in place a visiting lecturer office space. The space allocated can cater for a maximum of 3 visitors at a time. This space is available in the old NORAD building on the Bunda College Campus.

2.1.2 PhD in Agricultural Resource Economics

Dr Masangano Charles- Dean Faculty Development Sciences

Excerpts from her address: The Faculty is ready to start implementing the programme in September 2009. Following there arrive the candidates will be given a week to register and

start the programme a week later on 28th. There are a number of things that need to be put in place especially the teaching material and infrastructure. The Department concerned has put in place a computer laboratory space, visiting space for lecturers and students. We would also like to get a better picture about funding for ARE programmes.

Coordinator Dr Mannex Mwamumba

The Department and BCA has put in place a number of measures to ensure that the program succeeds. The key issues are presented below:

- **Student recruitment:** The meeting was informed that in total 10 students had been admitted to the programme (5 Malawians (all male), 2 Zambians (1 man and 1 woman), one Kenyan woman and one Tanzanian. Unfortunately, the programme has lost two students, both from Malawi due to delays in starting the programme creating two places for consideration. There have also been two late applications, one from Zimbabwe and another from Uganda.
- **Accommodation:** The College has put in place student accommodation for all the students on campus. Each unit has been rehabilitated for that purpose with support of a college wide task force.
- **Courses development:** The Department has put in place mechanisms to teach the courses meant for the first semester. The Department will cater for 70% of workload. There is however need to get other actors on board building. All planning so far has focused on 1st Semester that in principle begins this year.
- **Teaching and learning materials:** This is the same as for the Fisheries programme and there is need to get these moving.
- **Funding:** The grant has not been awarded so far and this has curtailed so far and we need to develop.

2.1.3 On-spot visit to installations for the programmes

The mission visited a number of installations ranging from student accommodation for both programmes. The accommodation can cater for all the 22 students expected; Lecture space for both programmes in the new Nature Building, as well as in the Department and former NORAD building. In both hosting departments there are computer rooms for students. Efforts are being made to install WI-FI in the campus. The library has fairly up to date TEAL with registration valid up to 2007.

2.2 Discussions on progress

2.2.1 Emergent issues

- **Late applicants.** The secretariat is informed of a Ugandan female student who has sent application for the ARE programme and needs an update on the state of progress.
- **Teaching materials.** There is the issue of increasing Internet bandwidth to support online training and use of Internet. Of interest is the ICT status of SUA.
- **Books.** The meeting recognized the need to urgently address the issues of developing course materials including books.

- **Development of modules.** There is need to start this process, already the process of doing so has started and by mid august. The critical issue is how to pay for module development to ensure they are of the quality.
- **Grant.** This is not very clear especially for the Agricultural Resource Economics
- **Communication.** The need to streamline communication especially between Bunda management, the students and RUFORUM.

2.2.2 Responses from RUFORUM

- **Resources.** It was recognized that indeed there has been delay in the implementation of these programmes due to lack of resources. The grant letter for ARE programme is being developed and will issued shortly. The grant award letters for the PhD programme in Fisheries and Aquaculture have already been forwarded to the management of UNIMA.
- **Module development.** Overall, this is the most urgent and needs careful attention. The Secretariat will provide an incentive of 20,000 USD for each programme. The implementation modalities for module development will be made by Bunda.
- **Sources of funds.** RUFORUM is not a donor and works in concert with its members to raise resources. So these programmes will require commitment from each of us to make some sacrifices to raise funds to manage these programmes. For fisheries and aquaculture we are working with DAAD to get 5 scholarships. Each grant also includes partial funding, which only differs from the full scholarship through reductions in stipend and research funding.
- **Regional commitment.** Implementation of all RUFORUM activities is meant to build regional capacities and this will require all our commitment. For the regional programmes, ARE and Plant Breeding at Makerere these do not have money but we will do our best to get the funding. Lets work to get these programmes to work
- **Budget.** RUFORUM has put in place a budget for internationalization in the fisheries and aquaculture
- **Staff exchange.** There is need to take advantage of the offer from the Association of African Universities that has given 30 places- covering tickets and honorarium of 3000USD. This could be done with support of RUFORUM. There is also need to try as much as possible to get others involved in the teaching.
- **Facilities.** One reason Bunda College lost the Collaborative Masters Programme Applied and Agricultural Economics (CMAE) to the University of Pretoria due to poor ICT facilities. Other facilities notwithstanding indicate that Bunda can actually launch these programmes. For the books, there is need to prioritize and get a few course books. The students need to get excited and the lectures will stimulate this.
- **Long-term sustainability.** There is need to develop a strategy to address this issue especially from the side of Bunda. There are a number of opportunities some resident here at SUA which need to be harnessed e.g. from ARDEP, from outside sources such as the Association of African Universities (AAU), International Foundation of Science (IFS) and the new Higher Education for Development Initiative supported by USAID.
- **Teaching approach.** This requires addressing the issue of course delivery to improve effectiveness as well as the shift towards student centred learning.

2.3 Overview of the readiness of hosting of regional programmes

This was guided by discussions clustered in two broad clusters of governance and management and operations.

2.3.1 Governance of the programmes

Bunda College of Agriculture has put in place an overall College PhD Taskforce comprised of Deans of Faculties, the Dean of Students and Dean of Graduate Studies, College Academic Registrar, invited persons with experience in management and or engagement in regional programmes Principle and Vice Principle. The College Task Force is chaired by the College Principle and provides oversight over all graduate programmes of the University in the College. In total it has 14 persons. This Task Force has provided leadership in resolving outstanding issues such as student housing, lecture space allocation as well as Laboratory and office space for visiting lecturers and PhD students.

2.3.2 Management and administration

2.3.2.1 Leadership at department level

At Bunda, all postgraduate programmes are managed at department level by the deputy Head of Department and the Head of Department. Both department level managers report to the Dean School of Graduate Studies. This is the approach that is being used to manage the new programmes. Due to leadership changes in the Department of Agricultural Economics the host for the regional PhD in Agricultural Resource Economics, there may be a change in the leadership for Dr Mannex Magumba to a new person. In the Department of Fisheries and Aquaculture, Dr Jeremiah Kangombe will continue to lead the programme.

2.3.2.2 Operational issues

Bunda College has undertaken a number of infrastructural developments in preparation for the hosting of both regional programmes. They are described below:

- **Student welfare.** The college has proposed to coordinate all student affairs using the existing establishment. One of the deputy academic registrars has been earmarked to handle this. The College is also proposing to use the same office to handle its international affairs. To date this has not yet been realized.
- **Quality assurance.** The College recognizes the need for high quality in both programmes and indeed the entire College and university. Specifically for the regional PhD programmes, the issues concerning quality of PhD research as well as training will be developed in accordance with the University of Malawi Quality Assurance Policy. The programmes will also benefit from the EDULINK support quality assurance project. As part of the quality assurance system to be developed the meeting suggested the development of pre-admission assessment of potential students, pre-course assessment to scope the depth of coverage during teaching, and final course delivery evaluation of especially the lecturers and course material.
- **Course development.** In both programmes, the course outlines have been developed and approved by the University of Malawi. What remains to be done is Module development. During this mission it was apparent no modules will be available for implementation, instead, modules will be developed as courses are taught. A tentative roadmap has been proposed. Course modules will be developed by lecturers at Bunda. These modules may be ready by September 2009. The roles and responsibilities of the various regional actors including visiting lecturers has not yet been fully defined and needs some clarity especially with regard to module

development. There are some issues that still need to be addressed such as the purchase of course materials.

- **Student accommodation.** The college has in the interim rehabilitated some housing units for students. Each housing unit can take two students and is furnished partially. The long-term goal is to complete a new postgraduate hostel that is under construction.
- **Student recruitment.** An analysis of the students recruited so far alludes to a limited coverage /spread of the adverts. A wider coverage would improve the scope and mix of students admitted to the programmes.
- **Funding and sustainability issues.** So far the major source of funding for these programmes is RUFORUM. There are however a number of opportunities exist at Bunda, in Malawi and the region that have not been brought on board. Examples include the ARDEP programme that may support research as well as internally mobilized resources from tuition. Some of the issues that need to be addressed include among others
 - Management of rebates from tuition and other similar funds from the centre
 - Emoluments to staff and visiting lecturers. This includes the issues of non financial incentives
 - Seeking additional funds- AAU, IFS opportunities etc
 - Procurement of books, equipped and other facilities needed for the proper implementation of these programmes
- **Course delivery.** Bunda College has not yet clearly put in place a mechanism for visiting lecturers to participate in the programme for the programme. Most of the courses will be managed by the available staff. The College however has experience in these types of arrangements and could pick lessons from past activities to move on. Along with this is the issue of putting in place a supervision and mentoring process that will meet the standards of a regional PhD.
- **Remedial courses.** So far the need for remedial courses has not been felt mainly due to the fact that teaching of courses has not commenced. The Programme managers are however aware of this issues and plans to use the orientation week to identify areas of concern. The postgraduate programme at Bunda College allows for auditing of courses which may not appear on the academic transcript. This option will be explored.

2.3.3 Discussions held during the consultations

The discussions readiness for the PhD programmes were held twice, firstly following a broad overview by the hosting departments and secondly during the wrap up session held during the mission.

- **Marketing and advertising of programme.** In the case of this programme for the future, there is need for a calendar that describes what should be done in partnership with RUFORUM. This could then be used to develop and guide advertisement for the programme
- **Quality assurance.** In both programmes the Regional Academic Advisory Board (RAAB) have been suggested, yet at Bunda there is also a Quality assurance system. As such basis for a quality assurance system initially shall be is that of UNIMA but

related to that is the regional harmonized QA system being developed. In this area RUFORUM will require policy guidance from the leadership of Bunda. On the RAAB- this is an idea learnt from the CMAE to promote regionality, the Secretariat will work to streamlining this idea and will get back to the Bunda as the idea is developed further

- **Internationalisation of the programme.** As Bunda is working to internationalize programmes there are a number teething issues that just overload the Heads of Department. The given Budget provides for supporting an officer to provide this support. But this should be done within the larger Bunda agenda. At RUFORUM the direct link is the manager training and quality assurance.
- **Funds remission.** Management of funds delays can be and is a drawback to the programme. RUFORUM only transmits funds when the Institutional is clean in terms of its accountability. This was implemented at University of Nairobi and Makerere University. This clause is in all grants. This was developed based on past experience. Bunda had five outstanding accountabilities, four are accounted for and the last one is being handled. This should steam line cash flow to Bunda.
- **Intellectual property.** This issue of IP when compared to issues of access, use etc may out weigh the whole issue of IP. But certainly, some items can be covered by copyright.
- **Module development and teaching.** These programmes need to start early enough to try to leverage additional resources. The secretariat will work to raise funds but should be based on partnerships with Bunda. Efforts should be made to harness the additional resources including research support from AAU for students (PhD and MSC), there is also need harness 30 places for RUFORUM
- **Operations of these programmes.** The strength of regional programmes is that the host institutions have resident capacity to deliver. Bringing on board others enriches the quality of the programme. This includes accessing other ongoing activities especially ADEP for research and module development.
- **Funding for agricultural resource economics.** The grant letter for Agricultural Resource Economics requires updating so that the final award letter can be given effective 1st of September.
- **The management team at Bunda.** A task force has 14 members has been established as the leadership structure to guide implementation of both programmes in the university. This task force is good because it brings on board the whole college but there is need to fit it within what works best for Bunda.
- **Engagement in RUFORUM activities.** In the design of these regional programmes, Bunda was to send two students to the JKUAT Research Methodology hosted MSc programme this was not done. This is one area that requires follow up. The Secretariat is ready to work with Bunda for two places on staff development and requires that this be followed up urgently. There is a new PhD programme at SUA as well and a second intakes for PhDs in Plant Breeding and Biotechnology, Dry lands Resource Management, as well as the AICM and Research management.
- **Monitoring and evaluation.** For all activities of RUFORUM all efforts are geared to support learning, monitoring and evaluation. RUFORUM is also part of a study to develop tools for monitoring and evaluation involving universities in the region with the goal of improving efficiency, effectiveness and impact of action.

2.3.4 Critical issues that need to be addressed as the college prepares for implementation

1. **Module development and delivery.** This is a critical area that will affect the quality of training and needed considerable attention. Specifically, there is need to put in place develop high quality modules that have been subjected to peer review locally and internationally. Teaching and pedagogy needed due consideration as well.
2. **Quality assurance.** The development of taught PhD programmes carries along new demands for assuring quality in teaching and research quality. Some of the issues that need to be done include, the roles of supervision-doctoral committee, mentoring, publications, relevance to development, anchorage to competitive grant and other ongoing R4D activities at a national level, roles of graduate seminars, access to literature as well as putting in place active research programmes to support training.
3. **Resource mobilization.** The resources being mobilized are not fully adequate and require further mobilization to meet the demand. Of particular interest is the need to leverage additional resources from going activities at Bunda and or other ongoing regional and national activities. This is where partnership with RUFORUM can be of paramount importance.
4. **Putting in place essential administrative staff.** The success of this regional programme will require putting in place at least the basic administrative team to manage the programme. This includes addressing logistical issues of student welfare including, travel and immigration, international affairs, course administration etc. there is also the need to put in place the management systems at the host departments e.g. coordinators as well as the governance system at a Faculty level and college level.
5. **Expanding partnerships to support research and teaching.** As part of the efforts to enlarge capacity for these programmes at Bunda it is imperative that additional partnerships with sought with ongoing and other partnerships. These new partnerships should target sourcing teaching staff from and outside of Malawi and the region. It also includes sourcing additional funds to support the research activities of the students.

2.4 Update on progress at SUA

2.4.1 Dean Faculty of Agriculture: Prof Tiisekwa

The Dean Faculty of Agriculture Prof Tiisekwa and his team composed of the Head of Department Soil Science, Director School of Graduate studies informed the mission on the readiness for the regional PhD in Soil and Water Management. The meeting recognized the opportunity provided by the PhD by course work that introduces new ways of doing business and expansion of the scope of admission of the University. Highlights of progress made and commitments on implementation of the PhD programme are described below:

Approval of the programme. The mission was informed that progress had been made to assure approval of the programme by the University Senate. The University promised to hold an extra ordinary senate meeting which committed to co-fund to ensure it is approved in time. The secretariat was to provide 5000USD to ensure fast tracking of approvals.

Curriculum development. The mission was informed that this aspect was slowly taking shape. The course structure had been developed but what remained was development of teaching materials. The groups to develop these teaching materials at SUA had however been identified.

Student welfare. The mission was informed that SUA has put in place a new policy on student accommodation aimed at improving student welfare. This policy address, healthcare, accommodation as well as stipend and learning environment. In the context of the new programme accommodation was being addressed.

Fund mobilisation. AGRA will support 20 PhD students in two cohorts. RUFORUM will support 5 students (250,000USD). Additionally, RUFORUM will work with University of Hohenheim in Germany to seek additional support to the RUFORUM programmes.

Competitiveness and sustainability. The meetings recognized that there are several programmes ongoing on in the region. In order to avoid duplications there is need to develop programmes that strategically place Universities at an advantage.

Sustainability. The mission and SUA all recognized that there is need to develop a competitive PhD programme linked to strong MSc programmes within SUA and the region as pipeline for the PhD programme. Moreover both RUFORUM and SUA need to tap into the Sino-funding opportunity as well as other sources including AGRA. In its partnership strategy, the RUFORUM approach is some times to front its member universities especially some of the member universities. SUA would be fronted Soil and water management programmes.

2.5 Conclusions: Readiness for Regional Programmes

For both Bunda College of Agriculture and Sokoine University of Agriculture that are yet to launch these programmes later this year, there are a number of critical issues that cut across both programmes and will affect the success of both programmes. They are presented below with the details included in the preceding sections

1. **Curriculum development** has been slow, the course outlines exist but development of teaching materials need to made in earnest to assure the quality and competitiveness of these programmes.
2. **Funding of programmes** are currently solely dependent on RUFORUM support. There is need to explore additional sources of funding for these programmes in conjunction with hosting universities
3. **Operational issues are still challenging.** The management of accommodation, teaching facilities and other operational activities are at various stages of readiness. The process in Bunda of establishing a College based system is a model that needs examination for learning points for scaling up purposes.
4. **Quality assurance systems** for these PhD programme is still inadequately addressed. The development of taught PhD programmes carries along new demands for assuring quality in teaching and research quality. Some of the issues that need to be done such as the roles of supervision-doctoral committee, mentoring, publications, relevance to development, anchorage to competitive grants and other ongoing R4D activities at a national level, roles of graduate seminars, access to literature as well as putting in place active research programmes to support training still need clarification.
5. **Internationalization.** In both programmes it is clear that there is need to expand the scope of coverage of both programmes to meet local, regional and internal demands for the competencies being developed by the programmes. Undertaking an international agenda however requires, putting in place clear internationalization strategy. In both Universities this issues is recognized, albeit its redress is at various

stages of implementation. This is an area that will affect the long-term competitiveness of the programmes.

6. **Putting in place essential administrative staff.** The success of these regional programmes will require putting in place at least the basic administrative team to manage them. This includes addressing logistical issues of student welfare including, travel and immigration, international affairs, course administration etc. there is also the need to put in place the management systems at the host departments e.g. coordinators as well as the governance system at Faculty, College level or University level.

PART TWO

SCOPING STUDY ON CATALYSING CHANGE IN AFRICAN UNIVERSITIES (CCAU) PROJECT

CHAPTER 3

3 Catalyzing change in African Universities (CCAU): Strengthening Leadership, Management and Cross-cutting professional skills of East and Southern African Universities

3.1 Overview of the project: Dr Ochola Washington

The dual issue of university core implementation and the management of the process are some of the impediments to effective impact of Universities. RUFORUM along with its partners. The project is funded by ACP-EDULINK of the EU and is managed by at the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM). It is a three year project which began in December 2008. The total project funding is about € 573, 280.

3.1.1 Why this project

Higher education has been shown as important for development. A number of challenges prevent universities from effectively contributing, these include:

- Limited capacity for planning and managing the institutions;
- Weak physical, financial and social capital (human resource) base and development systems;
- Limited competencies for resource mobilisation and management;
- Limited capacities for managing research, training and outreach programmes.

3.1.2 Aim of CCAU project

The main thrust of the action is to develop leadership, management and crosscutting professional competencies of university managers and lecturers, and through exposure of policy makers the specific objectives of this project are:

- Strengthening leadership and management competencies of university senior managers;
- Building cross-cutting professional skills, focusing on personal mastery/soft skills (PM/SS) for postgraduate students, lecturers and junior university staff;
- Identifying and piloting international good practice approaches for efficient management of university programmes; and.
- Enhancing partnerships for effective networking and institutional change management.

3.1.3 Target groups

The action targets mainly the university managers and lecturers. Managers include senior University managers (vice chancellors, academic registrars, university secretaries, deans) and mid-level managers such as heads of departments, research managers and representatives of academic and human resource departments. Lecturers will be drawn from various faculties.

The action also targets the graduate and undergraduate students who will mainly be involved in interactive learning sessions to provide practice for staff engaged in soft skill training.

Graduate students will be included as active participants PM/SS training and action research competence development.

The final beneficiaries of this intervention include the governments, policy-decision makers, public and private research and extension organisations and the general public. The benefits are derived from innovative university managers and academic staff capable of influencing development.

3.1.4 Expected results (outputs)

- Partnerships for effective networking and institutional change management enhanced
- Leadership and management (L & M) competencies of university senior managers strengthened
- Professional skills (personal mastery/soft skills) of lecturers and junior university staff strengthened
- International good practice approaches for efficient and effective management of university programs identified and piloted

Result area 1: Establishment of Regional and Internal Partnerships and Knowledge Networks

All partners, associate partners and other higher education stakeholders will together to create these networks to encourage peer learning, ensure following up of the training impacts, and create a climate for increased implementation and scaling up of leadership and management initiatives and reforms undertaken.

The project will also develop formal partnerships through MoUs while e-platforms will be designed for learning, sharing and social networking. A variety of knowledge and communication products will also be developed. Both regional and international partnerships will be initiated for dialogue and as platforms for advancement of leadership, management and professional excellence.

Result area 2. Strengthening the Leadership and Management and Strategy Capacities of Senior University Managers

The partners will work together to enhance the capacity of senior university managers in leading, managing and implementing the strategies for revitalization of universities in order to accelerate the visibility of universities. Training plans/courses will be prepared for enhancing senior managers' understanding of and capacity for leadership, management and implementation of balanced university development.

Result area 3. Strengthening the Personal Mastery and Soft Skills (PM/SS) of lecturers and junior university staff

Makerere University, through its Personal Mastery and Soft Skills (PM/SS) team, will lead the organization, implementation and follow-up of short training courses for lecturers, postgraduate students and junior university management staff. This will entail the development of learning resources, curriculum and modules to meet the PM/SS capacity needs for university leadership and management and academic staff.

Result areas 4. Identification and Piloting of International Good Practice Approaches for Efficient and Effective management of university programmes

University of Greenwich will lead the generation, documentation and piloting of intervention good practices for L&M in the region. It is hoped that this will improve the internal

efficiency of the universities and ultimately their visibility in the regional and global socio-economic development arena. At least 2 universities in the region are expected to have streamlined their codes of conduct and service delivery by 2011. A design strategy and model for institutionalization of the identified and documented good management practices will be developed.

3.1.5 Description of activities

Result Area 1: Effective Partnerships. This will cover the following activities

- Inception planning meeting
- Institutional commitment
- Consultation visits
- Establish project management systems
- Design and implement M&E and learning framework
- Develop knowledge and communication products on L&M and soft skills
- Develop e-platforms for virtual learning and sharing on L&M

Result Area 2: Leadership and management for University Managers. This will cover the following activities

- Situation and needs analyses
- Design training modules
- First learning workshop
- Self-learning
- Second learning workshop
- Self-learning
- Third learning workshop
- Final evaluation

Result Area 3: PMSS Training. This will cover the following activities

- Consultation visit
- Develop learning resources
- Learning workshop I
- Practice session I
- Learning workshop 2
- Practice session 2
- Learning workshop 3
- Evaluation of the learning programme
- Regional sharing of experiences
- Conducting ToT workshop to prepare for scaling up

Result Area 4: International Best Practices. This will involve the following activities.

Comparative analysis of on-going initiatives on L&M, and professional development approaches in university

Build linkages with identified initiatives in L&M

Facilitate the formation of “communities of practice” in L&M

3.1.6 Project partners

The main partners include, RUFORUM, Makerere University, Uganda, University of Malawi, Malawi, Sokoine University of Agriculture (SUA), Tanzania and NRI, University of Greenwich, UK. The associate partners includes:

- Forum for Agricultural Research in Africa (FARA)

- Association of African Universities (AAU)
- Inter-University Council of East Africa (IUCEA)
- Technical Centre for Agriculture and Rural Cooperation - (CTA)

3.1.7 Role of Universities

1. Be represented in the inception planning meeting to contribute to fine tuning of action implementation, roles and responsibility sharing and design of overall project implementation strategy;
2. Nominate representatives to the AIC and participate in AIC;
3. Publicize the action in their institutions and among their national and international partners;
4. Contribute to the design and harmonization of the project M&E framework;
5. Conduct internal M&E and learning platforms and also participate in regional participatory learning platforms;
6. Feed back lessons on PM/SS and L&M training sessions;
7. Nominate participants to the PM/SS and L&M learning/training workshops/sessions;
8. Organize for university level meetings on CCAU;
9. Implement self learning and mentoring schemes relevant to their staff and students jointly with Makerere University, RUFORUM secretariat
10. Jointly with Makerere University conduct and document the learning workshops, practice sessions and evaluation of PM/SS learning programme;
11. Participate in the regional experience sharing session;
12. Nominate participants for the ToT workshop in preparation for scaling up;
13. Work with their respective universities to materialize the comparative analysis of on-going initiatives on L&M and professional development approaches in universities;
14. Contribute to the formation of “Community of Practice” in L&M

The project has made the following progress thus far undertaken the following key activities

- A proposal was developed, submitted and grant awarded by ACP-EDULINK
- Partners are being engaged in various implementation modality development Engagement
- An inception Planning Meeting was held in February in Entebbe in 2009
- Service providers being contracted for the project
- A six-month report has been submitted to the EDULINK
- Scoping visit to Makerere, UNIMA, SUA to inform concrete implementation plans, models and approaches to engage universities and their management have been conducted in July/August

This scoping visit seeks to share and agree with partners especially the managers on

- Project overview

- Project Management and operationalization plans, models and institutional issues
- Engaging with universities and other partners
- Clarity of roles and responsibilities
- Programme implementation plans, issues and roadmaps

3.2 Leadership and management in the CCAU project: Tim Chancellor

The proposed approach to capacity strengthening in Leadership and Management in the project involves supporting the partner universities to become Learning Organisations. Learning organisations are those in which all staff are encouraged to identify and solve problems and share information and experiences. They are also organisations in which experimentation and enquiry is encouraged in order to enhance performance and achieve objectives. In the words of Senge (1990) “The rate at which organizations learn may become the only sustainable source of competitive advantage.”

The University of Malawi’s strategic plan and the proposal submitted to the DELphe programme highlights several challenges that it currently faces. These include declining levels of government funding; increasing student enrolments; a requirement for new management skills; a need to embrace and utilise information and communication technologies; and addressing a range of cross-cutting issues including gender and HIV and AIDS. In order to respond to these challenges the University of Malawi has identified several priority actions and these include:

- Promoting efficiency in management
- Reviving the planning unit
- Developing strategies for change
- Developing information management systems
- Promoting participatory governance
- Strengthening financial management systems
- Improving capacity for resource generation and investment

Based on discussions with senior managers at the University of Malawi central offices and at Bunda Collage a twin-track approach is proposed to enhance leadership and management through the CCAU project.

Firstly, the University of Malawi recognizes that, in order to successfully implement the changes outlined above, senior managers need to be exposed to new developments in higher education management and governance. Expected Result 4 of the project can make an important contribution to this process: *International good practice approaches for efficient and effective management of university programs identified and piloted*. One of the next activities in the project will be to undertake a comparative review of good practices in leadership and management in universities in Africa and elsewhere. Key findings will be presented in a seminar in which senior managers from the University of Malawi, Sokoine Agricultural University and Makerere University will participate. It is proposed that this seminar is held before the end of 2009. During the seminar, participants will identify a small number of key issues, which they will explore through a Community of Practice. The

Community of Practice will function through an online discussion Forum, with facilitation by subject matter specialists, and further seminars (details to be confirmed).

Secondly, the University of Malawi is committed to promoting a corporate management approach in which staff at different levels are brought into planning, review and decision-making processes. The project can support this vision by providing management training for selected staff. It is proposed that this training will give initial orientation to participants in a workshop format through the delivery of short modules on key management topics. During the workshop, participants will also be assisted to develop an outline plan for implementing a management initiative which has already been prioritized by the University of Malawi. This plan will be further developed with mentoring support from project staff and reviewed and finalized in a second workshop. Participants will then carry out the activities specified in the plan, again with mentoring support, and the outcomes will be presented at a final workshop. Depending on the availability of resources, specific courses may also be arranged on topics requested by the University of Malawi, which will assist its staff to implement the activities effectively.

This approach builds on experiences gained from an initiative led by the Forum for Agricultural Research in Africa (FARA). This initiative, called Strengthening Capacity in Agricultural Research and Development in Africa (SCARDA) has a component on strengthening competencies and capacity in agricultural research management. A model has been developed for supporting managers to enhance their performance and help their organisations to achieve their objectives. This model has been developed with organisations in four countries in West Africa and initial results are very promising. The elements of the model are shown in Figure 1 below.

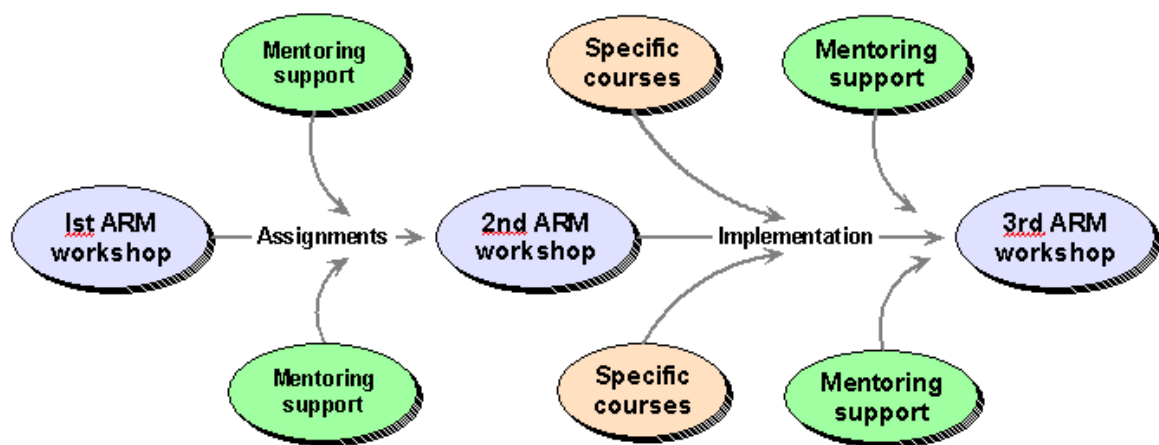


Figure 1. Model of capacity strengthening in agricultural research management developed for the SCARDA project

Examples of modules, which can be used for initial orientation, are as follows:

- Research approaches and innovation systems
- Partnership Development and Management
- Human Resources Management and Resource Mobilisation
- Monitoring and Evaluation

- Reporting and Communication Management.

During the first six months of the CCAU project the module on ‘Research approaches and innovation systems’ was drafted. The module consists of two 1.5 hour sessions. The content includes a PowerPoint presentation, group exercises, a seminar, buzz groups, and a case study. Resource materials are made available to participants electronically.

In West Africa, three of the four target organisations placed special emphasis on new business development in their management activity plans. A needs assessment carried out with one of these organisations revealed that capacity strengthening in the following aspects of business winning was required: proposal writing; financial aspects of bids; quality control; multidisciplinary team work; and market intelligence. The activity plan of this organization was designed to support capacity strengthening in these areas through designing and operating a new business winning strategy. This is being supported through short courses and mentoring. The University of Mali may consider how such an approach, or a modified version, can assist it to deliver its strategic objectives.

As already indicated, the University of Malawi intends to address a range of crosscutting issues, including gender and HIV and AIDS. The enrolment level of women in agricultural sciences programmes is very low throughout most of sub-Saharan Africa. The University of Mali is no exception in this regard and the proportion of women among recently recruited staff remains small. The project might assist the university to develop and implement a gender policy, which can help to address these limitations. One way it can contribute is by identifying and sharing good practice from within and outside the region.

3.3 Synthesis of the discussions with senior and college management at UNIMA

Discussions were held with the university management as well as the leadership at Bunda and finally with the broader Bunda academic staff. A synthesis of the issues raised and discussed as well, as the framing of implementation modalities are presented below.

Firstly the management of Bunda informed the mission of the direction it is taking on management and governance. Bunda and indeed is employing a corporate approach, within a federal systems of governance and management. The University has four colleges, Bunda college of Agriculture, The Polytechnique, Chancellor College and Kamuzu School of Nursing each of which is managed by a principle, deans, heads of department various administrative leaders such as the registrars. The meetings raised an important issue of building a management culture that targets the many young managers and lecturers that have assumed office especially at college level. The approach for implementing this programme as well as issues that need to be addressed are presented below:

1. **Scoping the training targets of CCAU.** UNIMA has three levels of management comprised of senior management (Vice Chancellor, Pro- Vice Chancellor, Finance Officer and Registrar), College management (Principle, Deputy Principles, Deans and Directors) and department management (Head and deputy heads and lower levels of management). For each of these management levels, different training approaches will be used with the goal of developing a network of expertise and skills that accumulates as a peer knowledge management network that self updates itself. Thus trainees shall be drawn from all three tiers of management across UNIMA and Bunda College.

2. **Promoting buy-in by UNIMA management.** The main objective of the mission was is to get the Bunda management on board and scope the model of project implementation. The consultations revealed that firstly, the top management and that at Bunda all recognize the need for the training and indeed had developed a proposal to be submitted to various funding agencies (AAU and Delphi). Albeit, the implementation strategy in that proposal was mainly via short courses. The proposed project however employs a combination of short training courses, experiential learning, lesson sharing etc all done in an iterative manner to support behavioural change in participants. Critical issues for consideration to assure buy-in by the management were suggested and these included:
- Lesson learning from the approach used to develop the University wide Quality Assurance (QA) system first implemented at the Polytechnique. The QA system was first implemented at the Polytechnique and subsequently up and out scaled to the rest of the college.
 - Engage with top managers as well as mid- level managers to promote buy-in. Joint seminars and workshops will good and innovative modules will get them on board.
 - Given that RUFORUM and Bunda College have been in partnership for a long time, there is need to seize this opportunity to access the top university management via this relationship.
 - For UNIMA there is perhaps need to intensify the actions in this project at Bunda but bring on board other beneficiaries for lesson learning, institutionalization, as well as supporting the overall drive for improving management at UNIMA.
3. **Structuring capacity strengthening actions.** Following discussions with the Management of UNIMA and Bunda College it was agreed that capacity strengthening activities be organized as described below:
- **Senior management.** Senior management at UNIMA occurs at two levels, (University wide top management) and committee of principles. Thus the targeting of training at Bunda could be structured along these two lines. (i) Engaging with selected top level managers of the university especially those engaged in policy development that affect Bunda and related colleges (ii) Engage with the principles and managers at college level including Bunda with more focus on Bunda. This could target Deans and Heads of department
 - **Staff and students.** The project will build the capacity of these two categories of Bunda staff and graduate students via a Personal Mastery and Soft Skills capacity strengthening engagement. Again all activities should in principle be focused at Bunda. Other actors will be brought on board from other colleges of UNIMA through the College Principle and Registrar's offices.
 - **Good practice in leadership and management.** The management of this component of the programme will be similar to that of the senior managers mentioned above. But it will also engage with managers of National Research Agencies, NASFARM, Department of Forestry, Permanent Secretaries of Ministries of Agriculture and Natural Resources as part of learning team of managers. This list could also include other stakeholders with good practices.

- **Strategy for out-and-up scaling the project actions.** For longterm sustainability of these actions it is proposed that a two level process be undertaken i.e. (i) Undertake training for a group of staff at Bunda drawing few other actors from critical actors at UNIMA through a two stage process involving general training and Training of Trainers for scaling-up and rolling-out purposes, (ii) To institutionalize these undertakings within the University particularly the Principles of partner Colleges as well as registrars offices for institutionalisation. Other Faculties at Chancellor College UNIMA, such as the Faculty of Science and Social Sciences and their departments particularly the Natural Resources and Environment Centre (NAREC), Mathematics and Economics are examples of other actors that Bunda engages with in training and research. At the Polytechnique UNIMA, the Faculty of Commerce particularly the Business Administration programmes and related departments should engage regularly with Bunda, Equally important is the Department Environmental Health.
- **Anchorage to other University programmes.** About a year ago senior management led by the University Registrar and Pro Vice Chancellor prepared a proposal to DELFI and subsequently to AAU in Ghana. That proposal targeted senior management from Vice Chancellor to Heads of Department on finance management and general administration. It will be desirable to use this Proposal (Delphi and AAU) and the UNIMA Strategic Plan as an input into the CCAU project given that it contains challenges of management and administration at Bunda. Indeed the Pro Vice Chancellor and the University provided this proposal for this purpose.
- **Regional sharing.** The implementation of the project should in build a lesson sharing process among partner universities (SUA, UMIMA and Makerere University).
- **Linkage to other similar activities.** In the SADC sub-region, SARUA- a regional Universities associations has conducted a needs assessment to support capacity building. This project and other related ones could be designed to forge synergy and complementarity. The University Management proposed linkage to Mrs Margaret Ngwira who is running the UBUNTU net activities for Malawi for more information on ICT. The EU is also planning to undertake gaps analysis and MS Ngwira will be very useful.
- **Advocacy activities.** ICT is becoming an important tool for teaching, research and management. At RUFORUM there is a fully-fledged ICT unit t support universities of the Universities. RUFORUM will soon launch a regional gap analysis of the ICT needs and gaps. ICT in the context of this project will focus on ICT management and not the skills per se. Incidentally it appears that the presence of the sea COM cable has not led to a reduced bandwidth costs. There is therefore need to build management and lobbying abilities to address the issue of reducing costs of the ICT.
- **Needs analysis.** Following this scoping visit, a consultant to frame the implementation modality for the project will conduct an institutional analysis.

3.4 Synthesis of the discussions with University and Faculty Management at Sokoine University of Agriculture

Discussions were held to scope the issues to be addressed as part of the project. The SUA management recognized that most of the staff is drawn from the science based technical backgrounds and therefore the project is welcome to build leadership skills. The meeting involved senior offices (Vice Chancellor, and his two deputies), Directors, Deans of Faculties, Heads of Department and invited senior staff Appendix 1 for list of persons engaged during the mission). The management of SUA is cognisant of the need to build capacity of its personnel in leadership and management. Accordingly, in collaboration with the Tanzania Commission for Universities (TCU) SUA has initiated training programmes for its staff. A number of issues that CCAU could learn lessons from in its implementation are presented below.

3.4.1 Issues for consideration in planning and implementation of CCAU

- **Strengthening leadership.** CCAU shall draw lessons from the TCU and SUA and will target various levels of managements. TCU is completing a programme that targets developing women leaders in all levels of management at the University, which ends in 2011.
- **Hosting of training sessions.** It is recognized that conducting such training requires out of campus venue. For CCAU activities in Tanzania, the costs of training will be met by RUFORUM but SUA will meet the cost of local travel to the venue. The project will also bring together senior managers for a regional lesson sharing to foster networking at regional level.
- **Scope of CCAU.** It was observed that CCAU is seeking to address a critical area of changing mindset, and thus it requires good scoping. It was noted that what is being proposed or targeted by this programme should have a good fit between the programme and the its aspirations
- **Structure for implementation.** The overall management plan of CCAU should be a learning framework that covers various aspects of organisational change and management within the context of SUA and what works best here. Indeed there will require a comprehensive needs analysis.
- **Partnership arrangement.** It is recognized that for the EDULINK project especially the senior managers, there is need to link with Tanzania Commission for Universities initiative to seek synergy. The programme has been implemented for twice for top-level managers VCs, DVCs and Deans of universities in Tanzania including SUA. The Government of Tanzanian has earmarked three universities to build capacity for other public and private bodies (USDAM, SUA and Muhimbili University of Health Sciences. These universities may be good learning sources for the programme.
- **External linkages.** The University of Greenwich is one of the partners of this project. This strategic partnership could be used to draw lessons from outside of the region for improvement of impact.
- **Soft skills.** The consultative meeting recognized the need to build soft skills at various levels. Doing so requires scoping activities involving the Deputy Vice

Chancellor Academic affairs, Director School of Graduate Studies and Dean Faculty of Agriculture. The process should specify the role(s) of other universities the training activity besides that of SUA. This is necessary for institutionalisation, up-and out-scaling of lessons among and within Tanzania.

3.4.2 Scoping the boundaries of the CCAU in Sokoine University of Agriculture

The mission in consultation with SUA staff identified the following guidelines to be undertaken for scoping the programme

- a) Conduct detailed Institutional analysis and use the results to target course development.
- b) Seek to strengthen management capacity because of the history of SUA being science based, which means that the foundation for management is weak.
- c) Build on experience from activities of similar initiatives at SUA in management by TCU.
- d) Target academicians and students. The selection of participants should use a representative approach for all departments (about 25 departments) in SUA.
- e) Build the capacity of departments conducting management courses to upscale the project activities such as PMSS such as the departments of Agricultural economics and Agribusiness and Agricultural extension and education
- f) Due to the large numbers of participants needed it may be interesting to focus on a few departments to roll-this up and out and out of SUA.
- g) The design of the programme should address the issue of institutionalising post project for future of the project. PMSS should have a resident home or address.
- h) There is need to use available resources in the university who could be brought in to enrich the programme.

3.5 Key issues to consider for implementing CCAU at Bunda College of Agriculture and Sokoine University of Agriculture

Targets for the intervention. In both Bunda College of Agriculture and Sokoine University of Agriculture consultations show that the program should target the younger staff that stiff have longer period to serve their Universities and communities. CCAU should consider this in the design of its actions in both Universities.

Institutional analysis. In both Bunda College and Sokoine University of Agriculture, a detailed institutional analysis is critical to fully develop the project. Both share similarities by addressing similar development areas in Agriculture. However the major difference is that at UNIMA the University has three colleges that the University management desires to see involved in the intervention. Discussions with the College management however affirmed their commitment to this University wide aspiration, nevertheless it was suggested that CCAU focus at Bunda and involve few staff from other Colleges.

Lesson learning and partnerships. At both institutions, there are efforts to address the capacity issues in leadership. In scoping the activities, lessons could be drawn from initiatives of the TCU as well as the UNIMA strategic plan. Indeed lessons from SCARDA could be brought in to improve focus and nature of the training at Bunda and SUA.

Institutionalization and sustainability. In both Institutions, it is clear that the University management seeks to ensure that all novel interventions benefit the entire University and not just sections. It was suggested during the mission that the long-term sustainability of the programme will be achieved by engaging units of the Universities that have CCAU activities as part of their core business such as the Academic Registrars Units, as well as Departments of management. A training of trainers approach could also be used.

Scale of training. In both Institutions it is clear that the number of aspirants is large. To lower costs both Institutions agreed to look for cheaper venues off- campus as well as cost share in transportation of participants to these meetings. This way, a larger number of participants could be involved.

PART THREE

**CONSULTATION TO PROMOTE RUFORUM ACTIVITIES
AT BUNDA COLLEGE AND SOKOINE UNIVERSITY OF
AGRICULTURE**

CHAPTER 4

4 HIGH LIGHTS OF THE CONSULTATIONS

4.1 Bunda College of Agriculture

The meeting was held as a wrap up session with staff of Bunda College academic and management on the third and fourth days of the mission. The meeting was called to order by the Vice principle Prof Kaunda who applauded RUFORUM for the support. Present during the meeting were graduate students was the assistant registrar administration form Bunda, staff members in the Fisheries and Aquaculture, as well as the Agriculture and Applied economics Departments.

The Regional coordinator RUFORUM introduced members of his delegation- Dr Ochola Washington and Dr Patrick Okori as well as Dr Tim Chancellor from the NRI. The purpose of the meeting was given as “introduction of RUFORUM programmes to Bunda College Community as well obtaining feed back on its operations and plan for the CCAU project.

A presentation by Drs Washington Ochola, Tim Chancellor and Patrick Okori on RUFORUM/CCAU, CCAU- leadership and management and Regional PhD programmes respectively, were used to guide discussions as well as overviews of the discussions held with the management. Participants were informed about the history of the organisation, its current membership, vision and strategic thrusts. Participants were also informed about the role of RUFORUM in addressing the issue of equity, competitiveness and impact of universities in development. The revised strategic goals of RUFORUM were presented as:

- 1) Train a critical mass of masters and doctoral graduates who are responsive to stakeholder needs at national/ regional development goals.
- 2) Develop collaborative research and training facilities that achieve economies of Scope and Scale.
- 3) Increase in participation and voice of women in agricultural research, production and marketing.
- 4) Improve adaptive capacities of universities to produce high quality and innovative training, research and outreach activities that can contributing to policy and development practice.
- 5) Increase the use of technology to support effective, decentralized learning and the sharing of knowledge.
- 6) Mainstream new approaches within university teaching and research that emphasizes quality, innovation, impact oriented Agricultural Research for Development.
- 7) A dynamic regional platform for policy advocacy, lobbying, coordination and resource mobilization for improved training, research and outreach by Universities.

The core values of RUFORUM were presented as

- 1) Excellence: RUFORUM seeks to achieve quality outputs through timely, effective, efficient and cots effectiveness in capacity development processes
- 2) Support for agricultural and rural development.

- 3) Innovative approaches to capacity development.
- 4) Results focused that are demand driven and are monitored and evaluated for economic, and impact, policy and social development relevance.
- 5) Teamwork and partnership. Formation and management of teams that are proactively engaged and strengthened through RUFORUM's unique networking approach to capacity building.

4.2 General discussions during the mission

The discussions on the mission were held during the wrap up session held during the mission.

4.2.1 Bunda College of Agriculture

1. **Interactions with Bunda.** The mission was informed that UNIMA is governed by overall university policy with a move to corporate governance style that is inclusive, transparent and accountable. This implies that as many leaders as should be involved in the design of the capacity building activities and other activities of Bunda College. It was also noted that being inclusive however carries a penalty of delays compared to leaner leadership modules.
2. **Targets for CCAU.** CCAU should focus on its activities on young members of staff to address the issue of sustainability.
3. **Scoping of intervention points for ICT.** There is a planned gap analysis study to be done at Bunda and this will be a continuous affair at the College. At the end of all the activities a way forward on improving access, uses and sustainable management of ICT in member universities will be mapped.
4. **Regulated versus centrally controlled systems.** The University is also undergoing changes, including decision markers, this will affect the scope of CCAU The University is moving towards engaging all its colleges in University wide initiatives. This is the drive from the Top management of the University. For RUFORUM funded activities this fact may have to be considered in design of the CCAU. The proposed leadership training may want to look at some of these areas to improve the way we govern this institution.
5. **Interactions with RUFORUM.** Part of the role of the RUFORUM secretariat is to stimulate engagement of top management of Universities to support operational theatres of member universities. This means it involves a process as well as partnership with various actors. For Bunda and UNIMA, The University management largely endorses what the College management has proposed.
6. **Lesson learning.** There are a number of lessons from elsewhere in the region that will be compiled into general guidelines to be discussed at the AGM at the end of the month.

4.2.2 Sokoine University of Agriculture

The synthesis below is drawn from four days of meetings including consultative and a wrap up session with the Vice Chancellor and his management team and staff. Several meetings were held involving senior management, heads of department, staff and students including specific projects such as SCARDA. The issues are presented below.

Leadership and management. Discussions were held to scope the issues to be addressed as part of the project. The SUA management recognized that most of the staff are drawn from the science based technical backgrounds and therefore the project is welcome

New changes at RUFORUM. The connection between RUFORUM and IFS- The SUA staff were informed that IFS has established a new Eastern and central Africa Regional Office (covering all ASARECA member countries) now housed at RUFORUM. That is the basis for this workshop I have talked about.

Information about RUFORUM. The mission informed members that in terms of the scope RUFORUM, the organisation covers eastern central and southern Africa. But in terms of the project implementation, the projects are meant to address regional concerns. Participants were also informed that RUFORUM is not a donor but a framework through which regional universities harness their collaborative opportunities to address development challenges. The RUFORUM strategy was first developed in 2004 but following two reviews there have been changes that were reflected in the presentation.

The changes include development of a results management framework to guide its M&E. Indeed RUFORUM is aware of the need for a responsive and adequately managed M&E systems. This is one of the thrusts of the BMG project. Various activities were being developed to assure effectiveness of the RUFORUM M&E- including a strategy and overall implementation framework. The secretariat is working to disseminate this information.

Financial Sustainability- lessons for SUA. Are there lessons sustainability inbuilt in the organisation that SUA can learn from especially the PhD programmes for longer period. The issue of sustainability largely depends on how competitiveness and that is the gist of RUFORUM collaborative actions. So this will require collaborative actions.

In terms of increasing funding opportunities the mission RUFORUM's approach is some times to front its member universities especially some of the members universities. The approach is usually to front the network that way we look very attractive. We would like to like with the SUA EDULINK programme

Complementarity among regional programmes. There are several programmes ongoing on in the region. What is being done to avoid duplications in the programmes. The mission respond to this issue that the issue is really how to strategically place our universities to complete effectively. During the discussions it was noted that RUFORUM and CMAE programme are involved in cross talk operational issues. In fact research funds from RUFORUM may also be used to train CMAE students.

RUFORUM CGS. On the call it appears that this was vague, in terms of issues for basic science, focus on applied research relevant to farmers, number of partner universities. This may explain the poor response from SUA. There is also the issue of networking people in proposal development, this is something to think about in the development of proposals. Participants were also informed that RUFORUM has both open calls and special calls.

It was noted that during the last call a critical failure issue was non-compliance. The mission promised to send the old calls for proposals and informed the meeting that a second call would be out in August and run to 15th January 2009. Innovativeness in the design of the

proposals is crucial for the success especially linkage to community (experts outside of the university)

The mission also noted that the first call was rushed and indeed there are some loopholes and the comments are taken. The issue is to focus on innovative proposals that cover upstream and downstream. In all the proposals the role of the students should be very clear with a principle investigator and two partners outside of the University in/or outside of the country.

New MSc and PhD programmes. The consultations also noted that if SUA has developed its own PhD or MSc programme RUFORUM would support them as resources become available as well as in other non-financial ways. Moreover the PhD by course work provides SUA with the opportunity to do new business and expand the scope of admission this is an area that is new to SUA and we thank SUA for that.

Communication with SUA. The communication between SUA and RUFORU secretariat is very poor, and needs to improve. The mission noted that there is need to improve communication. The mission informed the meeting that a number of challenges including the fact that the website was hacked into and that affected communication. In the website the details about the Programme including opportunities are available.

Expansion of operations within SUA. For the Faculty of vet medicine RUFORUM is coming in for the first time. RUFORUM earmarking resources to develop their graduate programmes. RUFORUM is undertaking dialogue with the Deans of veterinary medicine and Forestry to see how to move on that issues.

4.3 Summary of issues needed to be addressed by RUFORUM and its members to improve impact and operations in SUA and BCA

This section contains a synthesis of discussions held during the mission with senior management of the Universities and management of the Faculty of Agriculture and Bunda College of Agriculture. They are presented below:

Interactions with Universities. In both Universities it was apparent that the leadership seeks to galvanize interventions for the wider benefit of the University. Accordingly, RUFORUM needs to recognize that whereas champions are critical, working with and through the structures put in place by the universities will improve communication as well as address the issue of institutionalization. In that regard, the offices of the Dean and or Principle for SUA and BCA respectively are the critical entry points for RUFORUM as has been the case in the past. Other channels of communication can however be used as complementary entry points

Competitive grant scheme. In both Universities participation in the competitive grant scheme has been dismal. It was clear following discussions that limited communication as well as awareness about RUFORUM and its programmes is one of the key failures. This is one area that needs to be strengthened via the enhanced communication and advocacy activities.

Support for member programmes. During the mission it was clear that each member university has some expectations from RUFORUM. This is in regard to research and graduate training programmes. The leadership of both institutions also recognized that the benefits of being member to RUFORUM out-weighed the costs being a member. The visit

by the mission to the Nane nane show grounds whilst in Morogoro, as well as the new hostel site for the regional PhD programme revealed intervention points for the secretariat to enhance its visibility in member universities as well as provide the needed support. RUFORUM should design other support services to its members to enhance and promote its activities as well as strengthen member activities and aspirations.

Improving communication. A key challenge of RUFORUM in among member universities especially new ones such as SUA is the limited knowledge about the organization. The secretariat needs to develop other enhanced communication strategies to improve visibility and as well as promotion of its activities. This factor curtailed the extent of participation in the recent call for proposals.