



# **INTERIM REPORT**

## **INCEPTION / PLANNING WORKSHOP**

for

**Strengthening Capacity of Universities in Eastern, Central and Southern Africa to offer Quality Graduate Training**

**(EduLink funded RUFORUM Project: 9ACP RPR 118 #33)**



**Held at the Imperial Botanical Beach Hotel,  
Entebbe, Uganda.**

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In September 2008, RUFORUM secured funding under the second call of the ACP-EU Cooperation Programme in Higher Education (EDULINK), to implement a project titled *Strengthening the capacities of universities in Eastern, Central, and Southern Africa to offer quality graduate training*. The overall objective of the project is to enhance capacities of universities in ECSA to conduct high quality and relevant graduate training, especially at PhD level. The purpose is to strengthen capacity for shared training, quality assurance and knowledge management for lesson up-scaling. The critical auxiliary problems include issues related to training such as credits transfer systems, quality assurance mechanisms, resource mobilization, competitiveness of the graduate training programmes and need for new teaching delivery and management methods that emphasize facilitation and team building. The action is being implemented by six (6) partners. These are:

1. Makerere University, Uganda
2. Egerton University, Kenya
3. Jomo Kenyatta University of Agriculture and Technology, Kenya
4. University of Malawi, Malawi
5. University of Zambia, Zambia
6. Sup Agro, Montpellier, France.

The associate partners are:

1. Network of European Agricultural (Tropically and sub tropically oriented) Universities and Scientific Complexes Related with Agricultural Development (NATURA), Belgium
2. Forum for Agricultural Research in Africa (FARA), Ghana
3. The Inter-University Council of East Africa, Uganda.

## **EXECUTIVE SUMMARY**

In order to enhance shared understanding of the action, share responsibilities, and review implementation strategy, RUFORUM Secretariat organized an inception / planning workshop from 23<sup>rd</sup> to 25<sup>th</sup> February 2009. The workshop brought together a total of twenty six participants from the Eastern, Central and Southern Africa region, Europe and United States of America.

Critical issues emerged for enhancing quality assurance systems in Africa. These included developing synergies with existing quality assurance initiatives in the region, establishment of standard and measurable indicators for quality assurance, government's involvement in the system of ensuring quality, and soft skill enhancement for quality student's research.

The main outputs from the inception meeting included a detailed implementation work plan with clear roles for each partner, a Project Steering Committee was constituted, and key skill gap areas for the partner universities were identified.

## **1.0 BACKGROUND AND OPENING**

### **1.1 Background to the workshop**

Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a consortium of 25 universities in Eastern, Central and Southern Africa (ECSA) established in 2004 by the vice Chancellors of these universities, as joint effort to marshal resources to strengthen graduate training and agricultural research in the region. The RUFORUM efforts are geared at creating joint regional graduate training programmes that particularly build capacity to train within the region. This approach is meant to rationalize limited resources (human and infrastructural) for impact, reduce costs and increase competitiveness of ECSA Higher Education Institutions. The regional approach seeks to address critical factors affecting graduate training in agriculture education and research in the region specifically:

- Weak research infrastructure by marshalling resources for high quality training through shared programmes especially in emergent sciences and development paradigms
- Limited access to other knowledge centers by linking African universities to other global knowledge centers to benefit from advances in science and technology
- Weak national programmes by mobilizing regional scientists to engage in research that generates regional public goods.
- Limited funding for graduate training by providing scholarships and training in research grant proposal writing

In September 2008 RUFORUM secured a grant from European Union Programme through a proposal titled: strengthening capacity of universities in eastern, central and southern Africa to offer quality graduate programmes. The overall objective of the action is to enhance capacities of universities in ECSA to conduct high quality and relevant graduate training, especially at PhD level. The purpose of this action is to strengthen capacity for shared training, quality assurance and knowledge management for lesson up-scaling. The critical auxiliary problems include issues related to training such as credit transfer systems, quality assurance mechanisms, resource mobilization, competitiveness of the graduate training programmes and need for new teaching delivery and management methods that emphasize facilitation and team building. To achieve the above purpose, one of the key activities to be undertaken was an inception phase to launch the project and refine implementation strategy. This document is an outcome of a workshop held at Imperial Botanical Hotel in Entebbe, Uganda from 23<sup>rd</sup> to 25<sup>th</sup> February 2009.

### **1.2 Workshop Objectives**

The overall objective of the inception workshop was to plan for the implementation of this Edulink supported project action on enhancing the capacities of the universities of ECSA to offer quality graduate programmes.

The specific objectives of the workshop were to:

1. Develop a common understanding of the quality assurance Project within the RUFORUM context
2. Refine and develop a detailed implementation plan for the quality assurance project:
  - a. Detailed methodology(ies) and activities
  - b. Time lines for activities
  - c. Intermediate outputs for each activity
  - d. Activity based budgets
3. Refine roles and responsibilities of partners
4. Strategize for enhancing success

### **1.3 Workshop Process**

The workshop was largely facilitated by Drs Paul Kibwika and Patrick Okori from Makerere University,

Faculty of Agriculture. The three-day workshop schedule is attached to this report (annex 1). The Process involved plenary presentations and group work. Hand-outs related to presentations were provided to each participant. Plenary sessions followed each group work where representatives from each group were asked to make presentations. After each presentation participants had a chance to brainstorm over the contents and provide feed back. Issues that emerged following the discussions have been captured in this report.

The first day of the workshop had background presentations on quality assurance. The purpose was to learn from what other partners are doing as far as quality assurance issues in Higher Education Institutions are concerned. The second day of the workshop focused on developing a detailed implementation plan for the project. The daily programme is summarized in Table 1.

**Table 1: Summary of the daily programme**

Day	Workshop session	Workshop Flow	Workshop activity
Day one:	Session one	Official opening and setting the scene	Remarks from RUFORUM coordinator, FARA Chair and Presentation from RUFORUM Secretariat
	Session Two	<ul style="list-style-type: none"> <li>● Exploring the context of the RUFORUM-EDULINK projects</li> <li>● Overview of three projects (CCAU, ERESA, &amp; QA)</li> </ul>	<ul style="list-style-type: none"> <li>● Key note presentations (<i>Judith Francis, Didier Pillot, Cosam C. Joseph, Timothy Ngwira, Michel Lejeune</i>)</li> <li>● Presentations on the projects</li> </ul>
	Session three		
Day two & three:	Session four	Deepening understanding of the projects/developing work plans for the project	Group output – revised project implementation plans detailing activities, timelines, immediate outputs & roles

At the beginning of the workshop the facilitator emphasized the following as the core values to guide the workshop process:

- The joint ownership and collective responsibility in relation to the 3 projects
- The need for creativity and thinking beyond the box
- Need to appreciate any contribution made
- Need for transparency in our processes during the workshop and as we implement the three projects
- Need for informality and a relaxed atmosphere during the workshop discussions
- Need for open dialogue and honesty

The workshop was attended by 26 participants drawn from the following institutions:

- Inter University Council of East Africa
- RUFORUM
- University of Nairobi, Kenya
- Makerere University, Uganda
- University of Zimbabwe
- Egerton University, Kenya
- University of Malawi
- Commission of Higher Education in Kenya
- Montpellier Sup Agro, France
- University of Greenwich, UK
- Ohio State University, USA
- Sokoine University of Agriculture
- University of Zambia
- Alliance for Green Revolution in Africa (AGRA)
- Commission for Higher Education
- Forum for Agriculture Research in Africa
- CTA

A detailed participants list including contact details is presented in Annex 2.

## **1.4 Opening session**

### **1.4.1 Remarks by RUFORUM Regional Coordinator - Prof Adipala Ekwamu**

Distinguished Participants, All Protocols Observed,

Allow me on behalf my colleagues at the RUFORUM Secretariat, to warmly well come you all to this 3 day planning meeting of our three EDULINK Projects. We know that you are all busy people, and your sparing time to be of us is greatly appreciated.

In a special way let me recognize the presence of:

The EU representative: We are extremely grateful that you have been able to join. As you are aware the EDULINK projects are part of the EU support to the activities of the ACP Secretariat in Brussels. As universities, and especially African Higher Learning Institutions and Networks, we thank ACP for giving special attention to strengthening Networking among HEIs in the ACP region. This is important because of the urgent need to revitalize higher education in Africa, especially Agricultural Tertiary Education. We therefore appeal to EU to continue supporting ACP activities.

The support we got from EU came through Networking linkages that the Technical Centre for Agricultural and Rural Development (CTA) and the Forum for Agricultural Research in Africa (FARA) fostered. We thank CTA and FARA for the leading role they are playing in terms of putting Agriculture in the development agenda and for supporting networking activities, and for accepting to join us in this meeting.

I also want to thank all our Partners in the EDULINK projects for accepting to work with us. We recognize the contribution of especially NATURA, our counterpart Network of European Agricultural Universities and Research Institutions. We believe the EDULINK projects are only entries for more long term collaboration between our Networks. Three of the NATURA Network universities are with us, Supra-Agro from Montpellier in France, the University of Greenwich and the University of Reading; the Wageningen Agricultural University and Research Centre will be joining us in another EDULINK project in March this year. We are currently working with NATURA to finalise an MOU for cooperation, and we shall take advantage of this MOU to expand our networking in Europe.

I also recognize the presence of our colleagues from the USA, representing The Ohio State University and Michigan State University who have joined us to share their experience with us. These two universities have had long working relations in Africa, especially in the Agricultural Sector. RUFORUM would like to strengthen linkages with these two and other North American Universities, and indeed establish South-South linkages with institutions in Brazil, India, etc.

We especially recognize and appreciate the Networking among our institutions in Africa. We recognize and appreciate the role and presence of representatives of the Inter-University Council of East African, Southern African Quality Assurance Network, the Commission of Higher Education in Kenya, and the Uganda Council for Higher Education, and the various university representatives. We must strengthen this networking, and lobby for Higher Education in the region, and strengthen efforts to improve quality and relevance of university.

Let me also take this opportunity to brief you on a few developments;

1. As you are aware, we have had over the last four years, an extremely lean Secretariat of basically 3 people. With your support we have expanded the capacity at the RUFORUM Secretariat. Some of those colleagues are here in this meeting. The expansion focused on strengthening development orientation of RUFORUM, Communication, Quality Assurance and Advocacy
2. The RUFORUM Board has approved the Establishment of an International Advisory Panel for RUFORUM, to promote image of RUFORUM and ensure global competitiveness of RUFORUM

3. We are pleased to inform you that through a highly competitive process, the International Foundation for Science has identified RUFORUM as its focal node for Eastern Africa, and will also handle Southern Africa
  4. We have launched the PhD training programmes and currently 40 PhD students are being trained. We hope to recruit additional 40 by the end of the year, and to launch a new PhD programme in soil-water management at Sokoine University of Agriculture. We shall also be recruiting 15 MSc students for Research Methods training at Jomo Kenyatta University of Agriculture and Technology. In these programmes, we want to mobilise more women to access the training opportunities
  5. We shall be redesigning the RUFORUM competitive grants to support action research/experiential learning for our graduate students, faculty and partners
  6. We continue to struggle to mobilise funding for the organisation, but it is quite a difficult task especially with the global financial downfall
  7. We unfortunately were not able to hold the Ministerial Conference for Higher Education in Africa as planned, but we hope that the conference will be held in September this year.
- Once more thanks for coming.

#### **1.4.2 Opening Remarks by FARA Chair Person – Dr Denis Kyetere**

In the opening remarks, the Forum for Agricultural Research in Africa (FARA) Chair Person highlighted that:

1. Over the past decade there has been a structural transformation in Africa's approach to agricultural research and development. To improve coordination and task sharing, and to create critical mass, national agricultural research systems have formed sub-regional organisations promoting collaboration between neighbouring countries and the continental Forum for Agricultural Research in Africa (FARA).
2. At the same time the African Union's New Partnership for Africa's Development (NEPAD) advanced the Comprehensive Africa Agriculture Development Programme (CAADP) as a framework within which the actions of all stakeholders in agricultural development can be better focused and resourced.
3. FARA is mandated by the African Union and NEPAD to be the Lead Institution for CAADP Pillar IV which encompasses agricultural research, technology development and dissemination with capacity strengthening as a cross cutting theme.
4. This mandate entrusts FARA with leading the stakeholders in Africa's agricultural research and development who are depended upon to provide both the new knowledge and the human and institutional capacity on which the other three CAADP Pillars depend
5. However, every major recent report, declaration and resolution dealing with African agricultural development has stressed that there is not sufficient human and institutional capacity in either the public or private sectors to overcome the many pervasive constraints, including barriers to new markets, which are impeding agricultural development.
6. The World Development Report (2007) noted that universities provide the next generation of scientists but are 'under-utilised for publicly-supported science' and this has especially serious implications in agriculture-based countries.
7. With this in mind FARA is advocating greater involvement of the universities in CAADP and it is hope that this will initiate a virtuous spiral in which appreciation for the universities greater contribution will lead to greater investment in the universities, as part of the agricultural development agenda, so that they can improve their teaching and research.
8. A proposal that would achieve this integration of the universities in CAADP has been accepted by the African Union Commission as one of its 16 priority 'lighthouse' projects.
9. With this in mind, FARA congratulates RUFORUM for being awarded EDULink grants that will make vital to strengthening the RUFORUM member universities in:
  - Strengthening leadership, management and professional skills;
  - Enhancing research capacity and skills; and,
  - Quality assurance.
10. These are topics that are closely related to FARA's programme for Strengthening Capacity for Agricultural Research and Development in Africa (SCARDA). Since RUFORUM is a Lead Service Provider for SCARDA, FARA looks forward to an exchange of experience between the RUFORUM

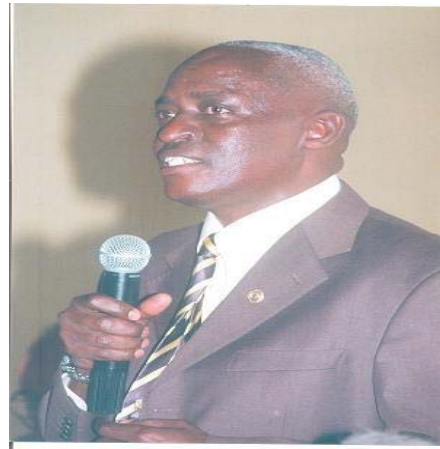
Edulink collaborators and SCARDA. We envisage that SCARDA will provide real life case studies of weakness and capacity gaps in the areas covered by the Edulink programmes and we hope that the benefits of the training will impact beneficially on the capacity strengthening services provided to SCARDA.

11. FARA wishes the collaborators every success and looks forward to even closer links with RUFORUM and its member universities in the future.

***Figure 1: Pictographic Representation of the Opening Session***



***Prof Adipala Ekwamu- Regional Coordinator  
RUFORUM***



***Dr Dennis Kyetere- FARA Chair***

#### **1.5 Introduction to the workshop**

The facilitator asked each participant to introduce himself/herself and mention the single most important challenge for African Universities. The responses to challenges facing African universities are captured below:

**The challenges for African Universities were cited as inadequacies in or lack of:**

- quality assurance mechanisms of the degree of offered by the universities
- Application of knowledge – Change from rote learning into a “voyage of discovery
- Relationship between the universities and development programs of the governments in the countries
- maintain the high quality staff fully engaged for what they are employed for
- Source and mobilize resource to do what we are supposed to do
- funding and management of funds
- Libraries aged, and Lack of relevant equipment to demonstrate to the students how technology can be rolled -out
- Infrastructure aged
- Securing enough funding for research
- Having resources to sustain training
- Internet connectivity – for collaboration, learning
- Quality and responsive education
- Developing the ICT infrastructure in the universities
- Capacity building
- To re-create itself to be relevant to the current needs and demands for the African society
- Capacity of university & training to connect with the real world
- Relevance to the development needs – policy maker and CSO
- Creativity and innovativeness in serving communities
- Development relevance of African universities
- Visibility
- Policies, management and systems that enable the universities staff to be relevant to current needs
- Real impact in terms of training and research
- Visioning at the demand side and adjusting program to meet this demands
- Capacity to off-load scientific knowledge to the grass roots
- Adaptation to change

## **2.0 BACKGROUND PRESENTATIONS**

### **2.1 Context of the Edulink intervention within the RUFORUM strategy**

*by Nodumo Dhlamini, RUFORUM Secretariat*

The presentation was aimed at providing linkages between RUFORUM and Edulink in terms of operations, objectives and Activities.

#### **Background of RUFORUM**

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) initially started as FORUM in 1992 and was funded by the Rockefeller Foundation for the purpose of improving MSc Training. In 2004 FORUM transformed to RUFORUM. Currently RUFORUM is made up of a **consortium of 12 member universities and 13 associate universities**. The RUFORUM Secretariat is located at Makerere University in Uganda.

#### **Strategic Objectives of RUFORUM**

- Capacity Building (i.e. MSc, PhD, Post-doctoral and short courses)
- Rationalized resource use for training and research
- Innovative structures for training, research and outreach

- Impact-oriented research in universities
- Advocacy, coordination and resource mobilization

**How RUFORUM aims to achieve its objectives:**

- Integrating universities in the development processes and practice
- Strengthening the capacity for innovation
- Building capacity for capacity development
- Strengthening Africa's contribution to global knowledge
- Synergies and economies of scale

**Objectives of Edulink (ACP-EU)**

- To foster capacity building and regional integration in the field of higher education through institutional networking, and
- To support a quality higher education system, which is relevant to the needs of the labour market, and consistent with the socio-economic development priorities of ACP States.

The purpose of the Edulink Programme is to strengthen the capacity of ACP Higher Education Institutions (HEIs) at their three constitutive levels:

- Institutional / administrative
- Academic
- Research and Technology

**The EDULINK Intervention & the RUFORUM Strategy (The LINK)**

Ms Dhlamini indicated a clear link between the Edulink intervention and the RUFORUM strategy. She noted that EDULINK and RUFORUM emphasize on the following:

- Capacity Building of Universities
- Fostering Networks
- Focusing on change management in universities
- Building research capacity and skills through training
- Identifying and piloting international good practice approaches
- Regional integration

<b>Edulink</b>
> Support a quality HEI
> Foster capacity building & regional integration in the field of HEI
>Relevance to market needs & socio economic development priorities of the ACP states
> Institutional Networking
> Strengthening the capacity of HEIs at 3 levels: * Institutional / Administrative

<b>RUFORUM</b>
> Strengthen capacities of universities
> Rationalized use of regional resources
>Foster innovations
> Respond to the demands of small holder farmers
> Collaborative Networks
> Training Researchers
> Output of impact oriented research

**2.2 ACP Universities & their roles in development – challenges & opportunities**

by Judith Francis, CTA

Ms Judith Francis analyzed the ACP Agricultural Performance in terms of:

- Agricultural Population
- Agricultural Labour Force
- Value Added per worker
- Agricultural GDP per capita
- Agriculture's contribution to GDP

- Agricultural Machinery in Use
- Fertilizer consumption
- R&D Expenditures
- Researchers per million population

The message from this analysis was that there was a decline in agricultural performance in the ACP region, decline in tertiary education, decline in public investment, decline in donor support and a decline in public confidence.

The case studies of Floriculture in Kenya, Noni in Samoa and Tuvalu and Banana in Papua New Guinea reinforced the results of the ACP Agricultural performance analysis.

Judith also focused on an analysis of Papua New Guinea Rice, Jamaica Ginger, Grenada Nutmeg, Tanzania Banana and Malawi Maize, in relation to the strength of the following – Infrastructure, Government Incentives for innovation, Scientific or skilled manpower, Competence of local universities, Competence of R&D organizations, Intellectual Property Rights, Venture Capital, Quality of ICT Services, State of Power, State of water supply, Actor Linkage Intensity, Public Research Enterprise, Public Research Extension/Difussion, National International Research, Extension/Diffusion Enterprise, Enterprise-Enterprise. It was evident that the necessary ingredients for improving agricultural performance in the ACP region were mostly weak to average.

An important and provoking question was posed by the Judith Francis: *“If ACP faculties of agriculture or agricultural colleges and universities disappeared who would miss them – Will there be a public outcry?”*

The Priorities for ACP universities were identified as: (a) To dialogue and exchange information and knowledge on tertiary education with key stakeholders (b) To identify and agree on key policies and strategies for reshaping ACP tertiary education, training, research & outreach in agriculture and science (c) To build / strengthen national, inter and intra-regional and international partnerships & mobilize support

When looking at what kind of leadership and champions were required to uplift agricultural performance and reduce poverty the following were key: (a) **Universities** needed to reflect on whether they viewed themselves as victims or champions of change? (b) The **Governments** need evidence before they can provide the necessary support. (c) The International **donors** also need evidence but it was important that their efforts should be aligned with ACP needs and priorities and coordinated to have significant sustainable impact.

**The Key Messages** from Ms. Judith Francis were that

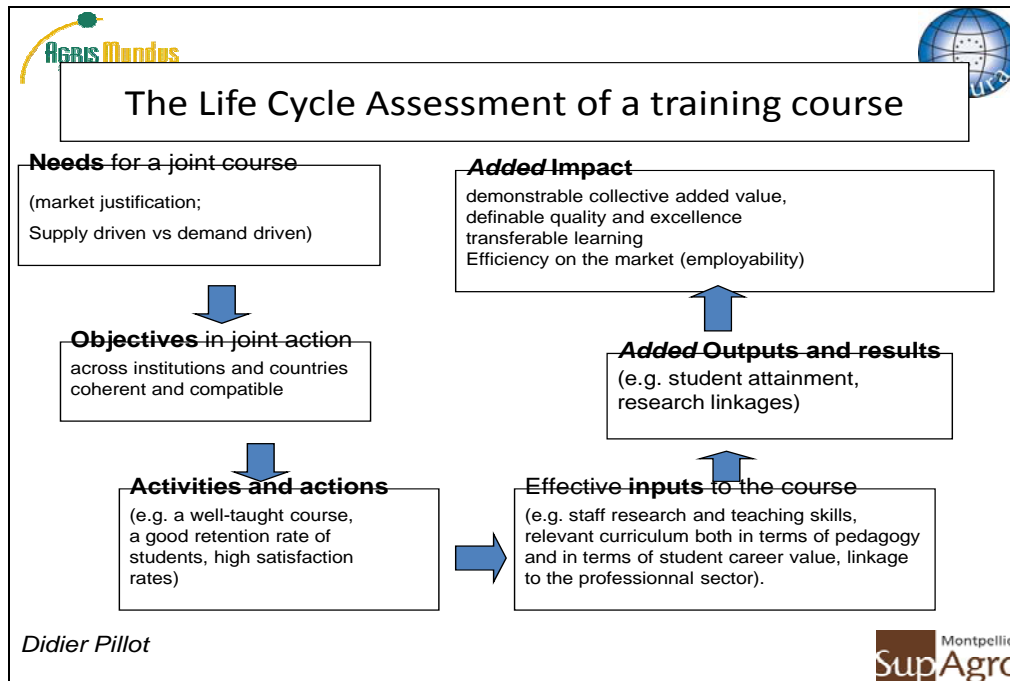
- **Knowledge** is of no value if not translated into action – **Time to act is now**
- Science, technology and innovation **capacity building** is an absolute necessity for all ACP countries – **Modernize STICB**
- **Universities** and **colleges** must be at the forefront of innovation for agricultural & socio-economic development – **If not you, who?**

### 2.3. **What brings quality & excellence in post graduate education?**

*by Didier Pillot, Montpellier SupAgro*

The Master of Science in Sustainable Development in Agriculture is a European Masters course coordinated at Montpellier SupAgro. The first module is one country and the second module in a different country. The thesis is co-tutored by the two universities. The participating universities in the Master of Science in Sustainable Development in Agriculture are **Wageningen University, Copenhagen University, University of Cork, University of Catania, Universidad Polytechnica de Madrid, Montpellier SupAgro**. To find out what is involved in developing and delivering an excellent Erasmus Mundus course, Professor Pillot refers us to the website: [www.emqa.eu](http://www.emqa.eu)

Pillot described the Life Cycle Assessment of a training course as follows:



Pillot emphasized the following four components of quality:

- ➔ **Quality, Commitment, and Leadership** [*High quality staff in an established network of excellence; Institutional commitment to internationalization and joint courses; High-quality students*]
- ➔ **Facilities, Logistics, Finance** [*Before the admissions; Admissions; Coming to the host country arriving ready to study; When students are with you; When they leave you*]
- ➔ **Quality of Teaching and Learning** [*Designing the curriculum; Structuring the learning environment*]
- ➔ **Joining it all up** [*Producing an Erasmus Mundus 'DNA'; Consistent and harmonized*]

The Key Message from Professor Pilot was that: **“Write what you do and do what you write”** with reference to a quality assurance system ([www.emqa.eu](http://www.emqa.eu) for more information and assessing courses for quality).

#### 2.4 Harmonization of higher education in east Africa - highlights from the ongoing quality assurance initiatives

*by Cosam C. Joseph, Inter University Council for East Africa*

Dr Cosam Joseph began his presentation by explaining that the Inter-University Council for East Africa (IUCEA) was an inter-governmental organisation of the East African partner states, namely Kenya, Uganda, Tanzania, Rwanda and Burundi. Its mandate is to co-ordinate collaboration among institutions of Higher Education in terms of teaching, research and outreach services through various structural and operational modalities.

The IUCEA is guided by a strategy document that details thematic areas of focus and key result areas. The key result areas of IUCEA those are relevant to the three Edulink projects were singled out as:

1. Regional Higher Education Quality Control and Assurance
2. Internationalization of Higher Education and Research in East Africa and the thematic clusters of :

- Agriculture and Forestry
- Veterinary Science

Dr Cosam Joseph shared experiences in relation to the following projects being run by IUCEA in conjunction with other partners:

1. The IUCEA/DAAD Project (2006 – 2010) which focuses on the inter-country, regional and international harmonization and benchmarking of specific subjects/programmes, with a special focus on both internal and external Quality Assurance at programme level.
2. The Quality Assurance handbook with information on: Guidelines on Programme Self Assessment, External Programme Assessment, Institutional Assessment and Implementation of a Quality Assurance System.
3. The IUCEA-Edulink Project (2008-2010) which is a joint project between IUCEA, Alicante University (Spain), Makerere (Uganda), Moi (Kenya) and Mzumbe (Tanzania) and the Germany Accreditation Council. The focus of the project is to develop a total quality management culture.
4. The Credit Accumulation & Transfer Systems (CATS) Project, whose aim is to embrace harmonization of Higher Education.
5. The HIV/AIDS and Gender Mainstreaming in Higher Education Institutions.

The following were noted to be the regional research initiatives:

- BIO-EARN Programme (this is a Research Network for Biotechnology, Bio-safety and Biotechnology Policy Development)
- VicRes (The Lake Victoria Research Initiative is a regional research initiative that offers research grants in various disciplines related to promotion of poverty eradication and sustainable livelihood and natural resources management within the Lake Victoria Basin)

Dr Cosam Joseph emphasized that the success and effectiveness of the harmonization process being introduced by the IUCEA depended on full support by the universities, National Higher Education Regulatory Agencies and the respective East African countries.

**2.5. Up-date on quality assurance in southern Africa**  
by T.N. Ngwira, University of Malawi- HEQMISA

The presenter began by explaining that the purpose of Higher Education Quality Management Initiative of Southern Africa (HEQMISA) was to enhance the ability of institutions in Higher Education to play a leading role in the development of the SADC countries by addressing the most pertinent and current while maintaining accountability to all stakeholders. HEQMISA is the facilitator of change in the transformation of institutions of higher education in SADC region, in line with the Millennium Goals and SADC Protocol of Higher Education.

In his presentation Professor Ngwira highlighted some of the problems in Quality Management/Quality Assurance Implementation:

1. Staff keep information gained to themselves and this leads to lack of communication on Quality Management/Assurance within and outside the institution.
2. There is widespread lack of information sharing among institutions and among departments/faculties.
3. Uncoordinated representation in different bodies /organisations especially due to changing leadership. This affects continuity of quality assurance /quality mechanism initiatives.
4. Resistance by academics at times, due to unwillingness to move into uncharted territory.
5. Lack of commitment on the part of planners resulting in lack of adequate finances as an excuse for lack of implementation of ideas.
6. Staffing issues and issues of other resources exemplified by administration control (Ministry of Education) versus academic autonomy (University) .
7. Laxity by implementers to monitor and evaluate progress.
8. Inadequate/inappropriate technological infrastructure.
9. Issues of articulation within different programmes.

10. Need to make quality management /quality assurance “total” within the institution.
11. The need for the institutionalization of QM.
12. Lack of experience in Quality Assurance / Management.
13. Lack of capacity (trained and experienced staff) in Quality Management / Assurance issues.
14. Newness of National Qualifications Framework systems which manifests itself in lack of clearly recognized frameworks for Quality Assurance

There are a total of 14 collaborating institutions within HEQMISA (see [www.heqmisa.org.mw](http://www.heqmisa.org.mw) for more information).

Professor Ngwira underscored the need for a common understanding of what is meant by QM/QA and benchmarking. He also alluded to the fact that HEQMISA needed to collaborate with other institutions and bodies involved in implementing Quality Assurance/Quality Management. One of the notable gaps was the lack of lusophone and francophone collaborators. He concluded by emphasizing that the fear of QA/QM by Higher Education staff was real and staff needed to be assisted out of this fear.

## **2.6. Issues and reactions to the presentations on quality assurance**

### **Three comments were raised:**

- National Higher Educational Regulatory bodies must be consulted in order for QA initiatives to succeed.
- It is important to involve the stakeholders in regional quality assurance initiatives.
- There must be good will in universities to implement quality assurance systems.

### **Participants also asked for clarifications on some issues through the questions below:**

**Question 1:** The focus has been on institutional QA. How about the linkages with NGOs, other stakeholders and the needs that these organizations / potential employers have?

**Answer 1:** Internet is used extensively to link to the other stakeholders.

**Question 2:** To get good graduate students first have good undergraduate students? How is this aspect catered for in Montpellier SupAgro programs? What is happening at the level of primary and secondary schools to ensure that the quality of students taken on at the undergraduate level is good?

**Answer 2:** Montpellier SupAgro receives in the range of 400 applications for the 20 seats. The conditions that Montpellier SupAgro sets are: “if you are not among the best 10 of your class, then do not apply”. The result was that they got 600 applications!!! Conclusion – “the more you show that you have criteria and are strict, then the more people view it as quality and you get more applications”! Get your criteria right and you will get good candidates

**Question 3:** Documentation important for QA. How is this being managed in the three areas (presentations)

**Answer 3:** All documentation is done. “Write what you are going to do and then do it as you wrote”. You need to write down everything from the recruitment procedure to the alumni relations. And then have a system to check that you are doing what you said you will do. Better to be less ambitious so that you can actually do it.

**Question 4:** Research and ethics not mentioned anywhere in the presentations. Is this not important in QA?

**Answer 4:** Ethics absolutely crucial for QA – attitudes and integrity in their professional life. Value systems are important for the survival of a society

**Question 5:** What is the exact process for QA?

**Answer 5:** See more information on [www.emqa.eu](http://www.emqa.eu) and share experiences with other institutions.

**Figure 1: Pictographic representation of the background presentations on quality assurance project from different partners**



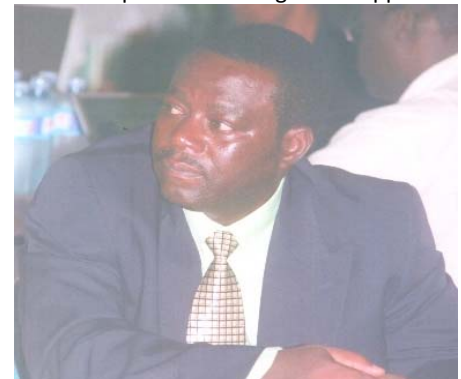
Ms Nodumo Dhlamini highlighting linkages between Edulink and RUFORUM strategy



Ms Judith Francis from CTA giving key messages on university roles in development- challenges and opportunities



Dr Didier Pillot clarifying to participants on *'what brings quality and excellence in post graduate education'*



Dr Cosam Joseph listening to participant's comment after his presentation on harmonization of higher education in east Africa



### 3.0 OVERVIEW OF RUFORUM EDULINK PROJECT



#### 3.1 Strengthening Capacity of Universities in Eastern, Central and Southern Africa to offer Quality Graduate Programmes

Quality Assurance presentation was made by Ms Sylvia Chindime from the RUFORUM secretariat. The aim of the presentation was to brief the invited participants on the proposal that was submitted to Edulink and bring all the participants to the same level of understanding. The presentation followed the outline below:

- The background and rationale for the QAM project
- The objectives of the quality assurance project
- The result areas of the project
- The project beneficiaries and targeted countries

#### 3.1.1 Rationale for the project

1. Limited resources are major threat to internationally recognized PhD Programmes in Eastern, Central and Southern Africa.
2. The method of the PhD training is inadequate and inefficient.
3. There is a lack of harmonized quality assurance mechanisms.
4. There is a lack of adequate skills in human resources capacity to support innovations in the region.
5. Policy makers, lectures & Higher Education Institutions are inadequately prepared to cope with development challenges and shifts.

#### 3.1.2 Objectives of the Project

The overall object of the project is to contribute towards achievement of the millennium Development Goals (in particular food security of the poorest and most vulnerable and global partnerships for development) improved.

*The specific Objective is:*

Institutional and human resource capacity to conduct graduate training in ECSA higher education institutions enhanced.

#### 3.1.2 Main Result Areas

The project has three main result areas, namely;

1. *Quality Assurance Mechanisms in ECSA HEI Strengthened.* The key activities include: develop instruments for assessing quality assurance mechanisms; assess existing QAM programmes, develop and pilot QAM; refine QA Mechanisms and sensitize higher education institutions; create awareness about harmonized QAM; produce and distribute QAM promotions documents; develop and distribute QAM training modules; conduct trainings in QA
2. *Capacities and competencies of human resources involved in the implementation of training programmes strengthened.* The key activities include: competence gap identification; implementation of courses (short course training for PhD, course outlines and modules, conduct cross cutting courses).
3. *Regional and international partnerships for efficient and effective graduate training in the ECSA HEIs enhanced.* The key activities include: develop formal partnerships between & across ECSA HEI & with Natura; develop a credit transfer system; knowledge and info management and communication strategy; design and hold regional learning platforms.

### 3.1.3 Target groups

Quality Assurance project is targeting the following teaching staff (in the departments that offer graduate programmes); and students (ECSA HEIs; ECSA HEI Management).

### 3.1.4 Final Beneficiaries

The final beneficiaries will include policy makers, farming communities, post secondary education, agriculture & food security sectors in the ECSA

### 3.1.5 Target Universities

The Partner Universities are: Egerton University – Kenya; University of Zambia; Makerere University – Uganda; Jomo Kenyatta University of Agriculture and Technology ; University of Malawi- Malawi; Montpellier Sup Agro

### 3.1.6 Project Partners are:

Natura, FARA, Universities, Inter-University Council for East Africa and the European Union

## 4.0 KEY NOTE PRESENTATIONS ON QUALITY ASSURANCE IN HIGHER EDUCATION INSTITUTIONS

### 4.1 An overview of the design and implementation of a national quality assurance and credit transfer system in Kenya

*by Florence Lenga, Kenya Commission for Higher Education*

#### History of University Education in Kenya

- ❖ Before 1963: Kenya, Uganda and Tanzania had one university level College each
- ❖ In 1963: University of East Africa was established, consisting of one constituent college in each country
- ❖ 1970: Each constituent college became an independent university in its respective country (UoN)
- ❖ 1980s: Rapid expansion of both Public and Private Universities
- ❖ 2008: 30 universities; 7 Public, 23 Private (11 Chartered, 4 Registered, 8 LIA) offering over 210 Bachelors programmes in diverse fields
- ❖ 2008: 140,000 student Enrollment (120,000 Public, 20,000 Private universities)

#### Why the need of Quality in higher Education

Prof Lenga emphasized that there is no single definition of Quality Education, different stakeholders view this differently i.e Students and parents view it as high academic achievements, Institutions view it as the extent to which they achieve their missions in line with their internal policies, Acceptable Public accountability and Customer satisfaction and adherence to set public policies. Quality in higher Education is important for the following reasons:

- ❖ Safeguarding academic integrity
- ❖ Safeguarding qualification of graduates
- ❖ Allowing cross-border education
- ❖ Allowing internationalization of education
- ❖ Promoting recognition and respect of research outputs and related products

#### The context of quality in higher education

Quality, in Higher Education Quality viewed as: Fitness for purpose, Value for Money (Stakeholders' Investment), Levels of Perfection, Relevance and appropriateness of programmes or courses and Acceptable Skills and Competencies of Graduates in the Labour Market. Quality education therefore demonstrates its due accountability to the public when it is relevant to the needs of the learners, the community and the society

Quality universities produce graduates that are of Substance, Distinctive character with productive, innovative and creative abilities, and excellent leadership capabilities for service to the community.

### **Determinants of quality in higher education**

**The following are being used as the determinants of quality in the higher education**

- ❖ Type of students admitted (Admission Criteria)
- ❖ Available Learning Environment ( Facilities & Infrastructure)
- ❖ Programme Offered (Relevance and Adequacy; depth and scope)
- ❖ Academic and Technical Support Staff
- ❖ Programme/Course Delivery

### **Functions of Commission for High Education (CHE)**

CHE has 19 stipulated functions which include the following:

- ❖ Promoting the objectives of university education, namely the development, processing, storage, and dissemination of knowledge for the benefit of mankind
- ❖ Advising the Minister on the establishment of public universities
- ❖ Accrediting Universities
- ❖ Co-ordinating the long-term planning, staff development, scholarship and physical development of university education
- ❖ Examining and approving proposals for courses of study and course regulations submitted to it by private universities
- ❖ Receiving and considering applications from persons seeking to establish private universities in Kenya and making recommendations thereon to the Minister
- ❖ Making regulations in respect of admission of persons seeking to enroll in universities and to provide a central admission service to public universities

### **CHE Mechanisms for quality assurance**

Prof Lenga highlighted that QA in the Kenyan context is through:

- 1) **Institutional accreditation**
  - Grant Letter of Interim Authority (LIA) and Award of Charter
- 2) **Programme accreditation**
  - Programme relevance, content, depth and scope, skills and competency acquisition by students
  - Admission criteria
  - Quality and adequacy of academic facilities
  - Programme Leadership
  - Quality of Academic and Technical Support Staff
- 3) **Re-inspection (Institutional Quality Audit)**
  - Carried out in cycles every four (4) years
  - Ensures maintenance of university standards for which the Charter was awarded (done on the basis of an Institutional Self-assessment Report)
  - Evaluates the performance of the university in all aspects since the award of Charter

### **Internal quality assurance set up and implementation**

- ❖ Since 2007 universities on a voluntary basis (15; 7 public, 8 private) have initiated the development of IQA directorates / units and policies in their universities
- ❖ The implementation of the PUIB recommendations and joint collaborative efforts through IQA project under IUCEA
- ❖ Overall goal is to have a structured framework for IQA in each university, to improve the quality of academic programmes offered in the EA region

### **Collaboration requirements**

Authority to collaborate is assessed on the basis of:

- ❖ Terms of contract
- ❖ Mode of teaching
- ❖ Mode of conducting examinations, assessment and meriting in relation to assurance of academic awards in respect of the programme offered
- ❖ Rights and obligations of the PSSIs
- ❖ Rights and obligations of the collaborating institution or university
- ❖ Resources devoted to the programme
- ❖ Management and administration of the programme
- ❖ The accreditation status of the two institutions involved
- ❖ The degree programme for collaboration must be on offer at the university with which the PSSI proposes to collaborate with
- ❖ Contractual agreement between the parties must meet the set conditions under the Rules 2004

#### **Efforts towards a harmonized credit accumulation and transfer system in East Africa**

The 3 regulatory bodies in East Africa (Tanzania, Uganda and Kenya), namely TCU, NCHE and CHE are working through a project geared towards a harmonized CATs. Four disciplines have been agreed upon: **Agriculture, Medicine, Basic Sciences, Engineering**. The Project began in 2007 and the 1<sup>st</sup> phase ended with a Regional workshop in October 2008 where selected programmes in the 4 fields in the 3 countries were subjected to benchmarking. The minimum credit hours, learning outcomes, course descriptions, and % of courses for CATs consideration for the programmes have been agreed upon

#### **Programmes re-designed in Kenya**

Under the CATs project Kenya considered and finalized 9 undergraduate programmes, namely: B.Sc. Agriculture, B.Sc. Horticulture, B.Sc. Electrical Engineering, B.Sc. Mechanical Engineering, Bachelor of Medicine and Surgery, B.Sc. Biotechnology, B.Sc. Biology, B.Sc. Chemistry, and B.Sc. Mathematics

Further to this, a developed communiqué between the 3 bodies has been drawn and is waiting signing and Phase 2 of the project is to pilot the programmes in selected universities in the 3 countries. The ultimate result of the programme is to come up with structured harmonized CATs for the East Africa Region. Meanwhile each country has established a body corporate for purposes of formulating guidelines on CATs

#### **4.2 Assuring quality of teaching, research and extension programs and credit evaluations in the college of food, agricultural & environmental sciences.**

*by Mark Erbaugh, Ohio State University, USA*

Dr Mark Erbaugh gave a presentation on assuring quality of teaching, research and Extension Programmes and credit Evaluations in the college. The presentation highlighted a number issues:

##### **1. Total Quality Management (TQM)**

Edward Deming defined TQM as a systematic process for continuously obtaining accurate & timely information about the needs, wants, & expectations of customers; through targeted market surveys, focus group sessions, and open ended interviews. The information is used to constantly reinvent the organization with an emphasis on quality. The goal in CQI is: “meeting or exceeding customer requirements” and success is measured through customer satisfaction.

##### **2. Five steps of quality assurance**

According to Deming there are five steps of quality assurance. These are:

- ❖ Identify mission and vision of the organization so you know who you are and what the organization (department or office) is focused on accomplishing;
- ❖ Identify customer groups and and/or target markets;
- ❖ Assess whether customer needs are being met.
- ❖ Prioritize problem areas: where customer needs are not being met; and
- ❖ Develop strategy(s) for addressing problem.

He further indicated that quality assurance is integrated into the College's teaching, research through an annual departmental program review; through the annual faculty promotion and tenure review; and data for preparing these reviews are entered into an online reporting system. He displayed a page to show how unified reporting systems work at Ohio State. As the university is providing scholarships, **Boyers 4 dimensions** are taken into consideration. These dimensions are

- i. Discovery- is equivalent to research
- ii. Integration- (synthesis) making connections across disciplines
- iii. Application- is the connection between theory and practice
- iv. Teaching- to be a good teacher requires scholarship

The main reason why Ohio State University assesses teaching quality is to improve the mode of teaching and because it has now become important criteria for assessing faculty promotion and tenure. Teaching quality is assessed using students (Student Evaluation of Instruction (SEI) questionnaire and peer reviews. As part of the quality assurance system, Ohio State has been using 5 criteria to evaluate teaching

- ❖ **Clarity** – is the syllabus clear and logically organized and is the presentation in the classroom similar.
  - ❖ **Variability** – does the faculty member use a variety of pedagogies - not just straight lecture but also some discussion, group discussions, student reporting, etc.
  - ❖ **Enthusiasm** – Does the professor display a passion for the subject material and a passion for student learning?
  - ❖ **Focus** – business like behavior or professional decorum.
  - ❖ **Opportunity to learn** – does the faculty practice or demonstrate knowledge and provide an opportunity for the student to apply or put the skill or concept into action
- 3. Criteria used for assessing advising**
- ❖ Number of students being advised;
  - ❖ Student progress and length of time for graduation;
  - ❖ Awards received;
  - ❖ Publishing with students;
  - ❖ Student placement, one year and five years after graduation.

Further the Ohio State University evaluates course content and its usually done by departments, Office of Communication Assessment, industry groups, advisory committees and interview students post-internship. Also the university recognizes and rewards quality teaching with an aim of improving the teaching. Mainly teachers are given rewards and salary enhancements.

*Below is a sample form used by the Ohio State University to evaluate teaching.*



# CLIENT EVALUATION OF TEACHING

Group Form I - Version 2

## EET EVALUATION OF EFFECTIVE EXTENSION TEACHING

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Keith L. Smith, Director, Ohio State University Extension.

INSTRUCTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

PROGRAM TOPIC: \_\_\_\_\_

This evaluation offers an opportunity for you to provide information to the Extension professional to help improve the quality of his or her teaching. Your thoughtful response to each question is appreciated.

On the back you will find nine (9) statements about the instructor. Below each statement is a list of numbers. Please show the extent to which you agree or disagree with each statement by circling one of the numbers that follows each statement.

**Please use the following scale:**  
1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly Agree

Example: The instructor:

- A. Was an outstanding speaker.
  - 1. Strongly Disagree
  - ②. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly agree

This response indicates that you disagree that the instructor was an outstanding speaker.

**How would you rate this instructor on the following items?**

Items on reverse



The Instructor:

- 1. Was well prepared.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 2. Was interested in helping me.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 3. Showed respect for all persons attending the session.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 4. Stimulated me in wanting to learn.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 5. Answered questions clearly.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 6. Related program content to real-life situations.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 7. Gave clear explanations.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 8. Held my attention.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

- 9. Presented information that will help me.
  - 1. Strongly Disagree
  - 2. Disagree
  - 3. Neutral
  - 4. Agree
  - 5. Strongly Agree

**COMMENTS:**

**Thank you!!**

All education programs and activities conducted by The Ohio State University Extension are available to all potential clientele on a non-discriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, sex, age, handicap or Vietnam-era veteran status. Revised 11/00

4. **Assessing quality research**  
Quality research at Ohio State is assessed using peer reviewed publications, generating grants, and impact assessment.
5. **Assessing quality of graduate programme**  
The university has criteria of ranking graduate programmes, which include the time to degree award, average GRE scores, completion rate, incoming GPA and diversity.
6. **Quality transcript for incoming students**  
An ideal transcript should list title of the courses taken each year, grade, grading scale, a GPA of at least 3.0.

### 4.3 Remarks/comments from plenary in relation to the background presentations

Following to the background presentations, the participants raised and made comments and these are:

Issue/Comment/ Remark	Explanation
<b>Bringing on board other partners</b>	❖ It was noted that the QAM Project does not take into consideration of every university in RUFORUM member countries and other important partners were also left out in the proposal, therefore there is need to have all important partners on board for effective implementation of the project. For instance, National Higher Education Accreditation body and Commissions for Higher Education should be a part of this project.
<b>Developing synergies with existing quality assurance initiatives</b>	❖ RUFORUM should think critically on ways of fitting the quality assurance project into the already existing initiatives in Kenya and Malawi to avoid duplication and conflicts in the project. An important part of this meeting is to ensure that we are not re-inventing the wheels. We should build on what is already being done. Therefore it is important to build from what is existing in the universities, take lessons, develop synergies and later expand for greater impact. Universities in Kenya and Malawi have made substantial gains in institutionalizing the quality assurance. The team leaders HEQMISA in Malawi are Prof Ngwira, Prof Kamwanja and Dr Panji Chamdimba. It is further noted that within SADC there is a Technical Committee that coordinates the Quality assurance in the region and HEQMISA is a part of this. There must be good will in the universities for quality assurance to happen. The AAU has a quality assurance officer and is working on the quality assurance programme in the African Universities.
<b>Establishment of standards for measuring Quality</b>	❖ There is need to have harmonized indicators/ standards for measuring quality. Some proposed aspects for measuring quality graduates were quality research, quality teaching (qualification of lecturers) and feed back from stakeholders which includes labour markets (employers) and alumni.
<b>Government Involvement in the Quality Assurance Project</b>	❖ There is need to ensure that Governments get involved in the project since a big proportion of the Funding in the Higher Education institutions come from the Governments. The funding caters for salaries, teaching resources which may compromise the quality of graduates to be produced.
<b>Private sector involvement in Quality Assurance Project</b>	❖ The private sector should also be involved in the project because it absorbs the graduates, thus is able to assess graduate performance.

	This would identify what need to be done by universities to produce quality graduates
<b>Soft skills enhancement for Quality Students research</b>	<ul style="list-style-type: none"> <li>❖ The quality assurance for student's research should take into consideration issues on data management, data quality and other soft skills which may be important to a graduate to come up with quality publications and journals</li> </ul>
<b>Other critical observations for effective implementation of quality assurance project</b>	<ul style="list-style-type: none"> <li>❖ Two regional PhD Programmes (Agriculture Resource Economics and Aquaculture &amp; Fisheries) to be hosted by Bunda College in Malawi will be launched by August 2009. This will enable the Programmes to take off together with activities scheduled in the quality assurance project.</li> <li>❖ It is noted that the students in Makerere University and University of Nairobi have finished their First semester. This gives an opportunity to the project to identify the challenges and gaps the students have observed so far as part of the input in the quality assurance project.</li> <li>❖ A strong cross-link has been identified between quality assurance and Enhancing Research Skills Projects. Group members noted a possibility of having research methods as one of the critical courses identified from the gap analysis in the quality assurance of both students and lecturers.</li> <li>❖ Need to look beyond the quality assurance in training to research and outreach</li> <li>❖ It appears that some content will be prepared and then people trained in this. This appears to be the case again. The Vice Chancellors are notorious for resisting things that they did not participate in the development or formulation. Also countries have initiatives that they are piloting / implementing and this quality assurance project is coming from "outside". However the universities were consulted in the process and there will also be a number of trainings and awareness rising to ensure ownership</li> <li>❖ In the Faculty of Agriculture at Makerere University, a pilot project has been focusing on the QA of the undergraduate programs. There are issues of infrastructure and other challenges. How come this initiative is not mentioned in the project documents?</li> <li>❖ Should we build on what is existing in agriculture or all other disciplines? We should focus on agriculture since RUFORUM is about agriculture.</li> <li>❖ It is good that the universities can now be seen to be training in other practical areas (i.e. skills enhancing areas) and not only PhD and MSc (functional content).</li> <li>❖ ISO certification is critical so that our programmes are internationally recognized</li> </ul>

## **5.0 DEEPENING UNDERSTANDING OF THE PROJECT/DEVELOPING DETAILED WORKPLAN**

### **5.1. Refining the project work plan**

The facilitator took the group members through a process of reviewing and understanding the details of the project, based on which the participants would then clarify / refine the work plan. The facilitator gave guiding notes to the group discussions:

1. Clarify and update the key thrusts that the QAM project should address
2. The key outputs that the project will and should generate in order to achieve the purpose stated in the project.
3.
  - a) Discuss and review the methodology (ies) presented in the proposal to deliver the outputs.
  - b) Discuss and review the activities and relevant sub-activities that should be undertaken to deliver the relevant outputs
4. Discuss, review and agree on the key partners needed to implement the project.

**The main output from the deliberations was an agreed plan of action for the project. This is presented in Table 1 below.**

Table 1. Work plan for quality assurance project in the Eastern, Central and Southern African Universities

Result 1 QAM in ECSA HEIs strengthened		Time frame start to end date	Actors ( institution & individual)	Input needed to implement	Deliverables
Activity	Sub-Activity			-	
1.1 Develop instruments for QAM	1.1.1 Scoping study	March- April 2009	RUFORUM	Consultant	<ul style="list-style-type: none"> <li>• Assessment report of QA systems in the universities</li> <li>• Scoping study report of selected programmes in the North and south</li> <li>• A harmonized QAM framework for the programmes <ul style="list-style-type: none"> <li>○ Standard and transparent matrices for assessing Students academic background, motivation, previous work</li> <li>○ A report on quality assessment of lecturers in the region terms of academic qualification, teaching experiences and research</li> </ul> </li> </ul>
	1.1.2 Situation analysis	April – May 2009	RUFORUM, NATURA & IUCEA+HEQMISA	Professional visit	
	<b>1.1.3 QAM design and implementation</b>	April- May	RUFORUM, NATURA & IUCEA+HEQMISA	Working group to develop the QAM	
	<b>1.1.3.1 Develop mechanism for student assessments</b>		Universities, RUFORUM & NATURA IUCEA+HEQMISA	Two 3 day meetings (Resources: Air tickets, accommodation per diems, meeting room)	
	<ul style="list-style-type: none"> <li>• Develop a standard and transparent metrics for assessing Students academic background</li> <li>• Develop mechanisms to assess quality of students in terms of academic qualification, teaching experiences and research</li> </ul>				
	<b>1.1.3.2. Develop mechanism for lecturer assessment</b>				
	<ul style="list-style-type: none"> <li>• Inventorize the resources available to run quality program Regional and outside (this will be done along side the situation analysis)</li> </ul>	April – May 2009			

	<ul style="list-style-type: none"> <li>• Gap analysis and Remedies (this will be done along side the situation analysis)</li> <li>• Develop and deliver curriculum for implementing QAM</li> </ul> <p><b>1.1.3.3 Develop mechanism for programme review</b></p> <ul style="list-style-type: none"> <li>• Developing instruments for evaluation i.e students, employer (faculty) alumni and external examiners</li> <li>• Develop guidelines for review process. This guideline should address composition of the team/ communication and quality learning etc .</li> </ul> <p><b>1.3.4 Developing mechanism of assessment of Teaching &amp; Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Inventory of current state affairs for teaching and learning environment in regional / outside</li> <li>• Develop guidelines for assessing capacity of e-resources</li> <li>• Develop minimum qualification standards for teaching &amp; learning environment</li> </ul>	<p>April – May 2009</p>	<p>RUFORUM Partner Universities, NATURA</p>		<ul style="list-style-type: none"> <li>○ QAM criteria and processes for programme review by students, employers, alumni and external examiners</li> <li>○ A documentation on guidelines developed for review process</li> <li>○ QAM mechanism for assessment of Teaching &amp; Learning environment</li> </ul>
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	<p>(infrastructure), staff and students welfare (infrastructure) and support services</p> <p><b>1.3.5 Research Quality</b></p> <ul style="list-style-type: none"> <li>• Develop guidelines to assess quality of graduate research this should include:</li> <li>• Guidelines to assess funding, design of the study and proposal development and evaluation</li> <li>• Assessment criteria for research progress (M&amp;E)</li> <li>• Assessment criteria for the R&amp;D environment including <ul style="list-style-type: none"> <li>○ Facilities, student supervision, specialized requirements for research e.g courses and facilities</li> <li>○ Evaluation of Theses and publications in Journals</li> </ul> </li> </ul>				
	1.4 Sensitize Deans (back to back with VC meeting)	May 2009	RUFORUM	4 days Workshop ( a day for VC and 3 days for training of staff	<ul style="list-style-type: none"> <li>• Documentation of guidelines to assess quality research</li> </ul> <p>Workshop reports Training report for QAM Sensitization meeting with Deans and VC</p>
	1.5 Sensitize VCs	May 2009	RUFORUM + IUCEA + HEQMISA		Revised QAM
	1.6 Train University staff on implementation of QAM	May- July	Universities	Nil	

	1.6 Seek Senate Approval	Semester 1( Sept– Dec 2009)	Universities	Per diem for internal tester	
	1.7 Pre-test (East African Universities + UNIMA)	January – Feb 2010	RUFORUM	Travel, per diem and accommodation	
	1.8 Assessment of performance QAM	Feb to July 2010	RUFORUM + IUCEA + HEQMISA	3 day Writing workshop (Travel, per diem and accommodation)	
	1.9 Refine and test in all partner universities				
<b>Result 2. Capacities and competencies of Human resources involved in implementation of the programmes strengthened</b>					
2.1 Identify harmonize short training courses	<p>2.1 Develop short training courses for PhD students</p> <p>2.1.1 Gap analysis to be done in Makerere, University of Nairobi and Egerton for students and lecturers.</p> <ul style="list-style-type: none"> <li>▪ Consultant develops common assessment tool</li> <li>• Sensitization of students to prepare the visit of the consultant</li> <li>• Consultant conducts study and report</li> <li>• Regional Stakeholder workshop to share consultancy report</li> </ul>	Mar to June 15th	ESCA Partner Universities and RUFORUM	<p>Consultant: per diems, travel, costs etc</p> <p>Regional workshop (participants from ECSA, NATURA)</p>	<ul style="list-style-type: none"> <li>• Gap analysis report for short courses needed by PhD students</li> <li>• Gap analysis report for short courses needed young lecturers</li> <li>• Priority intervention areas identified</li> <li>• Stakeholder workshop report and their inputs for refining short courses</li> <li>• Short courses modules for PhD students developed</li> </ul>

2.2. Develop short course modules for students	<p>2.2.1 Priority short courses developed by NATURA and RUFORUM</p> <p>2.2.3 Short courses implemented in the region</p> <p>2.2.4 Initiate the accreditation process in the partner universities</p>	<p>Oct 2009</p> <p>November to December 2009</p> <p>November to December 2009</p>	<p>NATURA and RUFORUM</p> <p>Partner Universities</p> <p>Partner Universities</p>	<p>Working group develops the modules for training A-2 day workshop to share and improve modules will be held</p> <p>3-day workshops for about 3-4 courses</p>	<p>Short courses developed</p> <p>Short courses implemented</p>
2.3 Improving competence of young lecturers to implement programmes	<p>2.3.1 Undertake needs assessment as part of scoping study</p> <p>2.3.2 Harmonization of lecturer training needs for the region</p> <p>2.3.3 Develop short training courses for young lectures</p> <p>2.3.4 Implementation of short courses delivered by service provider</p>	Mar to June 15th	Partner Universities, NATURA	<p>Needs assessments done by consultancy twined to student competence assessment</p> <p>Working group develops the modules for training A-2 day workshop to share and improve modules will be held</p> <p>3-day workshops for about 3-4 courses</p>	<p>Needs assessment report developed</p> <p>Lecture needs harmonized</p> <p>Short course modules developed</p> <p>Short courses implemented</p>
<b>Result 3. Regional and international partnerships for efficient and effective graduate training in the ECSA HEIs enhanced</b>					
3.1 Develop formal partnerships between &	3.1.1. Developing MOUs between and across ECSA and NATURA	Mar 2009	RUFORUM and NATURA	Administrative	MOUs signed

across ECSA HEIs and with NATURA					
3.2 Develop a regional credit transfer system	<p>3.2.1. Inventorize ongoing activities in the region.</p> <p>3.2.2 Establish formal linkages with region projects (IUCEA and CHE, NCHE)</p> <p>3.2.3 Develop a common grading system in the region based on studies for the pilot programmes</p> <p>3.2.4 Organize regional stakeholder meetings involving all the universities to share Credit transfer</p> <p>3.2.4 Develop MOU and ratify the credit transfer system by partner Universities</p>	<p>Mar to April</p> <p>Mar to April</p> <p>Mar to Mid may</p> <p>End May 2009</p> <p>July to October</p>	<p>RUFORUM, NATURA, Universities, ICEA, Ministries responsible for Education and Agriculture, Commissions for Higher Education</p>	<p>Consultancy</p> <p>Workshops</p>	<p>Common grading system in the universities developed</p>
3.3 Develop a knowledge and information management strategy	<p>3.3.1 Develop and share databases and communication products</p> <p>3.3.1.1 Conduct workshops</p> <p>3.3.2 Develop a network Regional website for training and lesson sharing</p>	<p>Through project life</p>	<p>RUFORUM Universities</p> <p>RUFORUM</p>	<p>Secretariat cost</p>	<p>Newsletters produced, Newspaper Briefs, Policy briefs</p> <p>Project website developed and linked to RUFORUM and other project partners</p>
3.4 Design and hold regional	<p>3.4.1 Hold project meetings and many workshops</p>	<p>Through project life</p>	<p>RUFORUM, Policy makers, QA Bodies</p>	<p>Workshops</p>	

platforms	<p>3.4.2 Develop annual review of activities</p> <p>3.4.3 Review work plans</p> <p>3.4.4 Conduct evaluation of achievements</p> <p>3.4.5 Hold International Learning workshop</p>		<p>, International training and research networks</p> <p>RUFORUM and all partners Project Steering Committee</p> <p>Higher Education Institutions in ECSA, Policy makers in Ministry of Agriculture, Education and Finance, ASARECA, SADC NEPAD, NATURA FARA, IUCEA,</p>		<p>Evaluation Report developed</p> <p>A report on project lessons</p>
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## 5.2. Formation of Project Steering Committee

On the third day of the inception workshop a Project Steering Committee was constituted to oversee implementation of the project and provide overall leadership. It comprises of the partner institutions with the under - listed members;

### **Chair Person/Project team Leader**

Prof. Robert Obura – Egerton University, Kenya

### **Vice Chair Person**

Dr. Wellington Ekaya, Program Manager (Training & Quality Assurance) - RUFORUM Secretariat, Uganda

### **Institutional Representation**

- |  |  |
|--|--|
| 1. University of Malawi , Malawi                                       | Dr Alexander Kalimbira                               |
| 2. University of Zambia, Zambia  | Dr Judith Lungu                                      |
| 3. Makerere University, Uganda   | Prof Samuel Kyamanywa                                |
| 4. Egerton University, Kenya   | Prof Robert Obura (Project Team Leader/ Chairperson) |
| 5. Jomo Kenyatta University<br>Of Agriculture and<br>Technology, Kenya | Prof Kamau Ngamau                                    |
| 6. NATURA  | Dr Didier Pillot (Montpellier SUPAGRO)               |

## 5.3 Specific Activity Managers

Workshop participants agreed to constitute a specific activity management team, to give support to the project steering committee. The following were nominated from the partner institutions (Table 1). The Managers will be involved in specific activities of the work plan according to their expertise, and as advised by the project steering committee.

**Table 1. Nominated Specific Activity Managers**

<b>Institution / Organisation</b>	<b>Name</b>
Inter University Council for East Africa	Dr Cosam Joseph
Higher Education Quality Assurance Mechanisms In Southern Africa	Prof Timothy Ngwira
University of Malawi	Dr Alexander Kalimbira (interim)
University of Zambia	Dr Kavwanga YambaYamba
Makerere University	Dr Okori Patrick
Egerton University	Prof Lena Nahone
Jomo Kenyatta University of Agriculture and Technology	Dr Arnold Onyango
NATURA	In the interim (Dr Didier Pillot Montpellier SUPAGRO)

## 5.4 Involvement of other stakeholders

Participants in the inception meeting drew a recommendation of bringing in other partners on board who have expertise in Quality Assurance activities and there were:

- |                              |                        |
|------------------------------|------------------------|
| i. North America             | Dr Mark Erbaugh of OSU |
| ii. FARA                     | Dr Irene Frempong      |
| iii. University Greenwich UK | Dr Tim Chancellor      |

### 5.5 Skills gap identification for the partner universities.

When RUFORUM was planning for the inception meeting, Deans of faculties of member universities were asked to provide a summary of key skill gap areas within their universities. The categories of focus were:

- i. University management level including quality assurance managers.
- ii. Young Lecturers
- iii. Senior Academic Staff
- iv. PhD students
- v. Skill gap areas for technicians
- vi. Courses in the Regional PhD programme for which External lecturers are needed.

Table 2 below summarizes the identified skill gaps in the various RUFORUM member universities by category.

**Table 2. Skills gaps by category of staff**

	<b>Category</b>	<b>Skills Gaps</b>
1	University Managers including those in Quality Assurance	<ul style="list-style-type: none"> <li>• Quality Assurance Standards</li> <li>• Development of winning project proposals</li> <li>• Consultancy management skills</li> <li>• Coaching and mentoring skills</li> <li>• Organizational change management skills</li> <li>• Professional project management skills</li> <li>• Implementation of rules and regulations</li> <li>• Finance management</li> <li>• Administrative skills</li> <li>• Handling conflicts and legal cases</li> <li>• Marketing and publicity of their institutions</li> <li>• Time management</li> <li>• Ethics</li> <li>• Diplomatic skills</li> </ul>
2	Young lecturers	<ul style="list-style-type: none"> <li>• Training in professional skills</li> <li>• Teaching and Facilitation practice/methods</li> <li>• Assessment procedures/techniques</li> <li>• Proposal writing skills</li> <li>• Teaching and learning</li> <li>• Research skills</li> <li>• Data analysis &amp; interpretation</li> <li>• Project formulation and Management</li> <li>• Research methods &amp; data analysis</li> <li>• Applied GIS and remote sensing</li> <li>• Formulation of syllabus</li> <li>• Pedagogical skills</li> <li>• Time management</li> <li>• Counselling skills</li> </ul>
3	Areas for retooling senior academic staff	<ul style="list-style-type: none"> <li>• Negotiation skills – access to donor funds</li> <li>• Research skills</li> <li>• Capacity to conduct research with students</li> </ul>

		<ul style="list-style-type: none"> <li>• Effective teaching methods at University level</li> <li>• How to effectively communicate with students and other academic staff members</li> <li>• Proposal development</li> <li>• Mentoring and supervision</li> <li>• Management of finances</li> <li>• Conflict resolution</li> <li>• Effective supervision</li> <li>• Mentoring of young lecturers and students</li> <li>• Use of internet research tools</li> <li>• New/upcoming statistical packages</li> <li>• Various computer software knowledge</li> <li>• SAS &amp; ICT Skills (innovations)</li> <li>• Team building</li> <li>• Pedagogy</li> </ul>
4	Cross cutting skill areas for PhD students	<ul style="list-style-type: none"> <li>• Research project/proposal development and analysis (statistics)</li> <li>• Proposal and paper writing</li> <li>• Presentation skills</li> <li>• HIV &amp; AIDS</li> <li>• Project management</li> <li>• Gender &amp; youth Issues</li> <li>• Facilitation skills</li> <li>• Literature search</li> <li>• Ethics of authorship</li> <li>• Research design</li> <li>• Scientific writing and presentation</li> <li>• Soft skills</li> </ul>
5	Skill gap areas for technicians	<ul style="list-style-type: none"> <li>• Lack knowledge in biometrics</li> <li>• Lack knowledge in Analytical Sciences i.e. laboratory skills in water quality, Food/Nutrition</li> <li>• Handling students during laboratory/practical lesson</li> <li>• Need for refresher courses in specific practice areas / wherer they assist lecturers during practicals</li> <li>• Documentation of information and data collection</li> <li>• Advanced analytical skills</li> <li>• Laboratory management and procurement</li> <li>• Chemical instrumentation (theoretical and practical skills for the operation of such chemical instruments as chromatograms, spectrophotometers and electro analytical instruments)</li> <li>• Chromatograms include gas &amp; liquid</li> <li>• Spectrophotometers include uv-visible, infrared and atomic absorption</li> <li>• Electro-analytical include ion selective electrodes, conductivity &amp; voltammetry</li> <li>• Data analysis and interpretation</li> <li>• Use of computers</li> <li>• Equipment maintenance and repairs</li> <li>• Developing and adapting laboratory procedures</li> </ul>

6	Courses in the Regional PhD programme for which External lecturers are needed	<ul style="list-style-type: none"> <li>• Backstopping is needed in almost <i>all the taught courses</i>, particularly cross-cutting during this first cycle of taught PhD course work. But critical areas include the following: <ul style="list-style-type: none"> <li>○ Research methods</li> <li>○ Statistics and data analysis</li> <li>○ Proposal writing and technical writing</li> <li>○ Soft skills</li> </ul> </li> </ul>
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\*\*Even where capacity existed it was recommended that participants of experts for European Universities and other institutions would enhance quality of training, and broaden perspectives of the students

## 6.0 WAY FORWARD

1. Getting commitment from the partners
2. Contracts with the implementing partners
3. Funding and disbursement arrangements for the implementing partners
4. Agreeing on the actual dates for the consultation process / situation analysis
5. How to link this initiative with SCARDA training activities
6. Accessing the funds urgently since the activities are planned for next month – March 2009
7. Synchronization of the common elements across the projects
8. Finalizing the budgets of the projects and negotiate with the partners
9. Completing the reports and sending the implementation plans to EDULINK
10. Staff time for the University of Greenwich needs to be covered. Dr Tim Chancellor to inform RUFORUM of the minimum time required for this project. Linking with the SCARDA project will possibly provide some support funding to the project

## 7.0 PARTICIPANTS EVALUATION OF THE WORKSHOP

At the end of the workshop, the participants responded to the three-evaluation question as follows:

### What did you like about the workshop?

- It was an excellent idea to have a joint inception meeting for the three projects
- The organization and logistics was excellent
- The long work hours were good
- There was good collaboration
- There was frankness and openness enabling people to discuss real issues
- Good commitment from those who stayed in the workshop
- A pragmatic approach to funding solutions to problems in the region
- Planning was good – documentation process very effective
- Interaction was good
- Constructive and useful discussion among the group
- Presentations broaden our perspectives and enriched the discussions in the groups
- We met new people and potential networks may develop out of this
- Wide diversity of rich experience to deal with the issues
- I liked the QAM subject discussions

### What did you dislike about the workshop?

- The presentations on day one were too long/ boring
- The power point presentations were not clear
- Too much attention to details in the presentations
- Too many people left early
- Presentations without a break on day one was an overload for the participants

**What lessons did you learn in this meeting?**

- Distribute documents on the workshop earlier
- Workshop objectives should be provided prior to the workshop
- Workshops arranged keenly can have a good quality product
- It is important to review documents even if they are the considered final
- There is need for new approaches and new ways of doing things
- Need for paradigm shift is now

## Annex 1. List of participants

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## Annex 2. Workshop Programme

### Inception /Planning Workshop for three EDULINK Projects

23<sup>rd</sup> – 25<sup>th</sup> February 2009

*Imperial Botanical Beach Hotel*

**ENTEBBE, UGANDA**

Time	Event	Lead Person(s)
<b>Day One: 23<sup>rd</sup> February 2009</b>		
<b>8.00 am</b>	<b>Registration</b>	<b>Birungi Irene</b>
8.30 am	Welcome remarks by RUFORUM	Adipala Ekwamu
8:40am	Introductions by Participants	Facilitator
9:00am – 9:20am	1 <sup>st</sup> Background Paper (Context of EDULINK Intervention within the RUFORUM strategy)	Nodumo Dhlamini
9:50am – 9:45 am	Remarks from FARA	Denis Kyetere – FARA Chair
9:45 am – 10:00am	Workshop process	Facilitator
10:00am – 10:20am	2 <sup>nd</sup> Background Paper: ACP (Universities & their roles in Development – challenges & Opportunities)	Judith Francis
10:20am – 10:40 am	3 <sup>rd</sup> Background Paper: European Universities Quality Assurance – NATURA Experience	Didier Pillot
10:40am - 11:00 am	Discussions on the two background papers	Facilitator
<b>11:00am – 11:30am</b>	<b>Health break &amp; Photograph</b>	<b>Irene Birungi</b>
11:30am – 11:50 am	4 <sup>th</sup> Background paper: Up-date on Quality Assurance in Eastern Africa Universities	Cosam C. Joseph (IUCEA)
11:50am – 12:15 noon	5 <sup>th</sup> Background paper: Up-date on Quality Assurance in Southern Africa	Timothy Ngwira (HEQMISA)
12:15 noon – 12:30 pm	Discussions on the two background papers	Facilitators
<b>1:00pm – 2:00pm</b>	<b>Lunch Break</b>	
2:00pm – 2:45 pm	Brief on QAM EDULINK Project	QA – Sylvia Chindime
2.45pm – 3:45pm	Preparation for the Group Session <ol style="list-style-type: none"> <li>1. Presentation on Implementation Plans - Expectations</li> <li>2. Refine a table of content for the implementation plan</li> <li>3. Split into (3) Groups</li> </ol>	Facilitators
4:00pm – 4:30pm	Experience being brought to the Quality Assurance project and as well a conceptual understanding of the whole project/specific component for partner:	Florence Lenga & Mark Erbaugh
<b>4:30pm – 5:00pm</b>	<b>Health Break</b>	
5:00pm – 6:00pm	Continue with discussions (Implementation plan elements)	
	<b>END Day One</b>	

*Programme for Day*

Time	Event	Lead Person(s)
<b>Day Two 24<sup>th</sup> February 2009</b>		
8.30am – 9:15am	Recap (Each group presents table of content)	Facilitators
9:15am – 10:00am	Expert Witness: University Leadership & Management	Livingstone S. Luboobi
<b>10:00am – 10:30am</b>	<b>Health Break</b>	
10:30am – 1:00pm	Write shop	Facilitators
<b>1:00pm – 2:00pm</b>	<b>Lunch Break</b>	
2:00pm – 4:00pm	Write shop	Facilitators
<b>4:00pm – 4:30pm</b>	<b>Health Break</b>	
4:30pm – 6:00pm	Plenary: Receiving progress reports	Facilitators
<b>7:00pm – 10:00pm</b>	<b>Reception (Speech by Prof. Rubaihayo)</b>	<b>Birungi Irene M</b>

*Programme for Day 3*

Time	Event	Lead Person(s)
<b>Day Three 25<sup>th</sup> February 2009</b>		
8.30am – 8:45am	<b>Re-cap</b>	
8.45am – 9.00am	Partnership for Industry Development	Hamish Gow
9:00am – 10:30am	Group work	Facilitators
<b>10:30am – 11:00am</b>	<b>Health Break</b>	
11:00am – 1:00pm	Group work	Facilitators
<b>1:00pm – 2:00pm</b>	<b>Lunch Break</b>	
2:00pm – 4:00pm	Receiving back reports	Facilitators
<b>4:00pm – 5:00pm</b>	<b>Closing and departure</b>	