RUFORUM AT A GLANCE
Regional Universities Forum for Capacity building in Agriculture

Skilled, Passionate and Confident Graduates
Our Vision:
Vibrant, transformative universities catalysing sustainable, inclusive agricultural development to feed and create prosperity for Africa.

Our Mission:
To strengthen the capacities of Universities to foster innovations responsive to the demands of smallholder farmers and value chains through the training of high quality researchers, the output of impact-oriented research, and the maintenance of collaborative working relations among researchers, farmers, market actors, national agricultural research and advocacy institutions, and governments.

Our Motivation:
“Transforming agriculture in Africa requires innovative scientific research, educational and training approaches. The education sector needs to be more connected to the new challenges facing rural communities and needs to build capacity of young people to be part of the transformation of the agricultural sector”. Reinforced by the Science Agenda for Agriculture in Africa.
Our Coverage

Expansion has been in Scope, Countries and within Countries

Phased Expansion 1992 - 2020

Present

RUFORUM Secretariat is hosted by Makerere University in Kampala, Uganda

129 Member Universities
38 Countries

Training the Next Generation of Scientists for Africa
Our Genesis and Evolution

1988: Rockefeller Foundation recognised that food and nutrition security, as an emerging challenge in Africa, would involve more than just productivity increases in staple crops. It would require a strong national base of university graduates and national institutions.

1992: Rockefeller Foundation launched the Forum on Agricultural Resources Husbandry (FORUM) to revitalise graduate training (Masters Level) in 10 universities in eastern and southern Africa. The goals were: 1) train a pool of mid career (MSc) scientists in required disciplines, and 2) create a pipeline for PhD training to strengthen agricultural faculties in target countries.

2004: Vice Chancellors, in an African-led initiative, created RUFORUM, a metamorphosis of FORUM into a collectively owned institution (network), aligned with CAADP processes, as a platform for networking, advocacy, and resources mobilisation for food and nutrition-related faculties.

2008: Bill and Melinda Gates Foundation (BMGF) provided key core support that sustained the Secretariat and attracted other donors to invest in RUFORUM as it provided new services and expanded the breadth of its network.

2012: A review of BMGF support confirmed RUFORUM’s important role and the Foundation approved continued support to 2018.

2017: RUFORUM crafted thrusts to support the then 66 member universities in 26 member countries, to serve as a voice for Higher Education in Agriculture in Africa.

Our Journey, Our Future

Universities better equipped to tackle development

FORUM as a project 1992
- Rockefeller Foundation as sole Funder
- Revitalized graduate MSc training in Eastern, Central and Southern Africa
- Over 250 MSc graduates trained between 1992 - 2003

RUFORUM as a Network 2004
- Multi-donor support
- Collectively owned by African Universities
- Linking universities to communities
- Trained 1433+ MSc and PhD graduates between 2004 - 2016

The Future
- University, Private Sector and Government interconnectedness
- Regional Partnerships become institutional priority
- Vibrant Academic Mobility across Africa

Their Journey, is Our Journey - We can shape their future
Who we are

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), established by ten Vice Chancellors in 2004, is a consortium of 129 African universities operating within 38 countries spanning the African continent. RUFORUM is coordinated by a Secretariat hosted by the Uganda Government at Makerere University in Kampala, Uganda. The organisation evolved from its predecessor, the Forum on Agricultural Resource Husbandry (FORUM) programme of the Rockefeller Foundation.


RUFORUM supports universities to address the important and largely unfulfilled role that universities play in contributing to the well-being of small-scale farmers and economic development of countries throughout Africa.
RUFORUM Interventions

Multi-faceted Capacity Building Strategy

01 TAGDev
Transforming African Agricultural Universities to meaningfully contribute to Africa’s Growth and Development

02 RANCH
Regional Anchor Universities for Agricultural Higher Education

03 CREATE
Cultivating Research and Teaching Excellence

04 K-Hub
Knowledge Hub for University Networking, Partnerships and Advocacy
Our Strategic Objectives:

Building synergy from networks of specialisation to develop quality human resources and capacity required to intensify and increase Africa’s agricultural productivity and competitiveness;

Ensuring the products, processes and knowledge developed through university research directly respond to and are used by value chain actors in the agri-food system to catalyse transformation; and,

Marshalling resources and strategically allocating them to enable African universities to transform into viable institutional entities responsive to national aspirations and conditions through intensive knowledge-sharing and collective action.
Our Strategic Thrusts

- **Train a critical mass of MSc and PhD graduates who are responsive to stakeholder needs and development goal.**

- **Catalyze Technical and Vocational skills development and enhance TVET-University integration.**

- **Increase the participation and voice of women in research, production and marketing.**

- **Improve adaptive capacities of universities to produce high quality and innovative training, research, and producing high quality outreach services.**

- **Develop collaborative research and training facilities that achieve economies of scope and scale.**

- **Increase the use of technology to support effective, decentralised learning and sharing of knowledge.**

- **Create a dynamic regional platform for policy advocacy, coordination, and resource mobilisation for advanced learning/doing.**

- **Mainstream new approaches within university teaching/research that have impact across the agricultural sector’s full value chain.**
What we do

Promoting rural transformation through outreach to foster rural transformation and entrepreneurship

Support cutting edge research to develop new technologies and skills development to improve food and nutrition security.

Collaborative Regional MSc and course-based PhD Programmes: One year course work, two years research for the PhD and one year research for the MSc. in collaboration with leading research institutes in Africa and overseas (including links with the World Bank’s African Centres of Excellence initiative)

Professional and Skill Development: A key effort of RUFORUM is directed at creating opportunities for professional development of university scientists and graduate students and developing their competencies for multi-task functions. This is achieved in a variety of ways:

1. Providing opportunities for staff exchanges and attachments to communities and regional and global knowledge centres
2. Providing short targeted training and learning sessions to a) upgrade or develop new technical skills, and b) build competencies in leadership, management and cross-cutting professional skills (Personal Mastery/Soft Skills)
3. Linking students to field oriented research (attachments). Attachments are designed to consolidate the research work and provide an opportunity to follow-up on important research leads
4. Internship is an important area that strengthens university linkages with communities through follow up of their students’ activities but more importantly support student orientation to work with communities and build on the work they started on during thesis research

In September 2015, 193 countries reached an agreement on 17 Sustainable Development Goals (SDGs). RUFORUM equally supports the implementation of the SDGs through its strategic plan. What we do is directly linked to several of the 17 goals and associated indicators. Read more at globalgoals.org
Promoting Female Participation: RUFORUM has a deliberate policy to promote women’s education, primarily through increasing opportunities for graduate training, and working with them and other actors to advance their academic careers. RUFORUM is working with the member universities to mainstream gender in their programmes, and to establish deliberate plans to increase access to especially postgraduate education and job placement of women and other disadvantaged groups. RUFORUM research and development activities are also designed to ensure active women participation.

A Graduate Teaching Assistantship Programme (GTAP): As part of strengthening staff development in African Universities, the GTA programme involves the host University waiving fees and providing accommodation for PhD students nominated by other member Universities, while the sending University provides travel, stipends and research funds. To date, 129 Member Universities from 38 countries have agreed to provide a total of 325 graduate teaching assistantships at an average three-year unit cost of $45,050 for sending Universities and a waiver of US$14,350 from receiving Universities. Resources for research costs need to be mobilised by the students, universities and externally.

Competitive Graduate Research Grants (GRGs): With field attachments and a targeted focus on the theme of “Innovation for sustainable systems within value chains that improve smallholder incomes”.

Institution Strengthening Grants (ISGs): under this programme strong Universities nurture weaker ones. Special attention is placed on staff development, training in research methods, building capacity for research on emerging topics, and encouraging quality proposals from a range of disciples and from women (to date RUFORUM can boast of a 45% female enrolment in its postgraduate programmes).

Enhanced Community Action Research Programmes (CARPs): Focus on specific value chains that engage faculty and students in work with stakeholders to activate major gains for smallholders’ income, food and nutrition security and also strengthen education value chain.
African Universities produce entrepreneurial youth, policy and innovations to drive development

- Engage Youth for Development (BSc)
- Youth Entrepreneurship Programme
- Engage Development Practitioners (TVETS)
- Develop Mid-career Level Leaders (MSc)
- Strengthen R4D Systems (GRGs, CARPS)
- Train Science and Development Leaders (PhD, Post-Doc)
Why Work With Us
RUFORUM has several unique features for building Africa’s innovation capacity and engaging universities in development process and practice. The following are reasons you should work with us:

1. We are owned and managed by Africans

2. We derive our agenda largely from the continent wide policy frameworks especially of the African Union-New Partnership for African Development (NEPAD) Comprehensive Africa Agriculture Development Programme (CAADP), Science, Technology and Innovation Strategy for Africa (STISA 2024), Continental Education Strategy for Africa 2016 - 2025 (CESA 16-25) and Continental Strategy for Technical and Vocational Educational and Training (TVET)

3. African Union Commission (AUC) has mandated RUFORUM to facilitate and coordinate work in the area of higher education in agriculture, and its relationship to science, technology and innovation on the continent through an MOU signed in 2014. RUFORUM is also an implementing partner of the Action Plan for the Committee of Ten Heads of State and Government (C10) Championing Education, Science and Technology in Africa

4. We allow for joint action by the member universities. This is enhanced through joint faculty appointment for the 129 universities, payment of local fees by graduate students and national mechanisms (National Forums) which ensure wide stakeholder participation in the RUFORUM programmes

5. As a consortium, we provide a wide array of training opportunities for stakeholders, and we are in the process of establishing credit transfer mechanisms among the member universities
Our Focus

RUFORUM focuses on building high-quality and relevant postgraduate training in Agricultural sciences and Science, Technology and Innovation (ST&I), providing targeted support for undergraduate training, research and knowledge-sharing; providing technology platforms and the “skills revolution” needed for Universities to be leading actors in the national agricultural transformation systems and regional centres of excellence to train the next generation of scientists for Africa.

The Network facilitates greater engagement and responsiveness of African universities with farming communities and connecting universities with agricultural systems and the private sector. RUFORUM also champions national and regional policies that support post graduate training and research. RUFORUM does this through promoting regional collaboration, exchange, and harmonized standards among its members.
The RUFORUM Governance structure is designed to promote ownership of the organisation by the member universities while at the same time ensuring good international practices and quality. There are six main governance organs that are serviced by a Regional Secretariat as the management and service delivery unit. Each of these organs has distinct responsibilities that are interlinked or feed into each other. The governance structure of the consortium consists of the following elements:

1. **The Annual General Assembly**: It is the supreme organ of the organization.

2. **RUFORUM Board of Directors**: The RUFORUM Board has three sub-committees namely the Executive Committee Board, Audit Committee and Finance Administration Committee.

3. **International Advisory Panel**: They advise the Board and Management on international funding contexts, strategic priorities and partnerships and mobilizing international support for RUFORUM.

4. **Technical Committee**: The seven-person Technical Committee consists of four persons from outside the University system and three from within.

5. **Principals and Deans Committee**: It provides the critical link between the operational side of RUFORUM’s faculties and the policy making side.

6. **National Forums**: These provide a platform for stakeholders to articulate demands for university services, advocate for change and provide feedback on the usefulness of RUFORUM activities.

RUFORUM Secretariat coordinates and facilitates the services of the network. Its highly qualified and experienced team is composed of professionals headed by an Executive Secretary, two Deputy Executive Secretaries, five Managers, 12 technical specialists and assistants.
How we operate

Annual General Meeting

RUFORUM Board of Directors

- Board Executive Committee
- Finance & Administration Committee
- Audit Committee

International Advisory Panel

Secretariat

Technical Committee

- National Forums
- Principals & Deans Committee

Training the Next Generation of Scientists for Africa
RUFORUM units are Training and Community Development (T&CD), Research and Innovation (R&I), Program Result Measurement and Learning (PRML), Knowledge Hub (K-Hub), Finance and Administration (F&A).

**Current RUFORUM Secretariat Organogram as of 12 May 2018**

**Our Team**

RUFORUM units are Training and Community Development (T&CD), Research and Innovation (R&I), Program Result Measurement and Learning (PRML), Knowledge Hub (K-Hub), Finance and Administration (F&A).

**DES PD & I** – Deputy Executive Secretary, Programme Development & Implementation
**DES PRM & Mgt** - Deputy Executive Secretary, Planning, Resource Mobilisation & Management
**TVET & UG** – Technical, Vocational Education & Undergraduate Training
**G&PD** – Graduate & Post-Doctoral
**T & CD** - Training & Community Development
**EA ES** - Executive Assistant to the Executive Secretary
**TS TVET & UG**
**TS YSD & CE**
**TS G&PD**
**TS R&D**
**TS PMEL**
**TS POL AN**
**TS SY Admin**
**TS SY Dev**
**TS KM**
**Senior FO**
**HR & Proc**
**TS DEV & P**
**EA ES**
**CC & AO**

**KEY**
- TS – Technical Specialist
- KM – Knowledge Management
- PMEL – Planning, Monitoring, Evaluation & Learning
- YSD&CE – Youths Skills Development & Community Engagement
- PRML – Program Result Measurement & Learning
- Pol An - Policy Analyst
- Dev & P - Development & Partnership
- SA – Systems Accountant
- FO - Finance Officer
- SY Dev - Systems Development
- R&I - Research & Innovation

**DES PD & I**
- Manager T&CD
  - TS TVET & UG
  - TS YSD & CE
  - TS G&PD
  - TS R&D

**DES PRM & Mgt**
- Manager R&I
  - TS R&D1
  - TS R&D2
- Manager PRML
  - TS PMEL
  - TS POL AN
- Manager K-Hub
  - TS SY Admin
  - TS SY Dev
  - TS KM
- Manager F&A
  - Senior FO
  - HR & Proc
  - TS DEV & P

**Internal Audit**
**Executive Secretary**
Highlights of Key Achievements
Empowering Faculty and students to undertake Community Action Participatory Research

The RUFORUM grant enabled me to win four additional grants amounting to over USD $100,000. This came as a result of the experience acquired from the RUFORUM grant in terms of research project management, accounting for 3rd party funding money, and project report writing (Dr. Joseph Matofari, Egerton University).

The RUFORUM grant has given me insights into writing research for development proposals. The grant contributed to my being promoted to full professor since four journal articles were produced from the research. (Prof. Emmanuel Manzungu, University of Zimbabwe)

Managing a RUFORUM Grant improved my mentoring skills. One of my mentee students can now run a breeding programme, with limited supervision. This student was retained in the university soybean breeding programme as a breeder, boosting the university capacity in this field. (Prof. Phinehas Tukamuhabwa, Makerere University)
Transforming Small Scale Farming Communities

From conflict to Prosperity - P’kwii, Bukedea - Uganda

1. Strengthening Food Security:
   Planting of groundnut and cowpea drought-resistant varieties helping farmers bridge the hunger seasons between planting and harvesting time

2. Empowering a Community:
   Building a vibrant community to collectively access technology, knowledge sharing and extension agents

3. From Survival to Enterprise:
   Growth from Initial group of 12 to now 2,500+ farmers across Bukedea and Kumi districts leading to organised own trainings and extension services allowing for collective sharing of labour and resources

4. Integrating Scientific and Indigenous Knowledge:
   Cultivating a harmonious relationship between Indigenous and Scientific knowledge through learning centers for information gathering produced by Universities

5. A Community with a Vision:
   Pioneering sunflower commercial production and processing in Eastern Uganda

Training the Next Generation of Scientists for Africa
Collaborative Innovations as a Solution

RUFORUM grants ensure that a research problem is defined by the intended end users. University research teams then seek partnerships and linkages, in an effort to solve the defined farmer problems.

Government of Botswana adopts dairy goats under its Poverty Eradication Programme following success of a dairy goat study led by Botswana College of Agriculture.

Fruit fly project in Eduardo Mondlane receives support from the International Centre for Insect Physiology and Ecology (ICIPE), Agrifuturo/USAID, Royal Museum for Central Africa (Belgium), Mozambique.

Students’ barley experiments receive support from project and public research institutes, Mekelle University - Ethiopia.
This is the story of how my life was beautifully transformed.

Many years ago, I enrolled for a Master’s degree in Agricultural Education which later turned into a nightmare. My statistical skills, data and information management skills were minimal and I felt completely helpless every time I thought of testing hypotheses. I could not differentiate between type one and type two errors, did not know there were assumptions guiding the use of ANOVA tests, and could not tell when to use regression, correlation or even simple descriptive analysis.

When people talked about p-values, f-tests, t-tests, chi-squared tests, post hoc analysis and the like, I had no clue what they were talking about! In an effort to address this challenge, I contacted my colleague lecturers in the TVET institution where I worked, but all was in vain.

As a last resort, I went online looking for answers, even though I had minimal computer skills. This quest became a turning point in my life as that was how I discovered the MSc Research Methods course sponsored by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM). Even though I doubted I was going to get such a competitive scholarship, I applied anyway.

I therefore could not believe it when, after a few weeks, I got a congratulatory message. RUFORUM had granted me a scholarship to undertake the MSc Research Methods course at Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Kenya!

This marked the beginning of a journey that would transform my life.

The course captivated me so much that I felt I could do things I previously thought were impossible! Before commencing the face-to-face classes at JKUAT, students had to complete a pre-requisite online course on “e-Statistics Made Simple”. My computer skills were low at the time, making it difficult for me to navigate through the Statistical Service Centre website where the course was hosted.

Besides, I thought my fingers were too big to press the keyboard keys and the cracks on my palms, resulting from many years of peeling bananas when cooking for my family, would be rejected by the computers. I owe a lot to my friend, Mary Onsarigo, who encouraged me and gave me initial lessons on navigating the course.
After a while I became an expert in doing assignments and some of my online classmates started asking me for help because of the speed at which I completed assignments. I started enjoying online facilitation too and learnt the online etiquette (netiquette) within a short time, thanks to our online facilitator.

We eventually qualified to enroll in the MSc Research Methods course and, on 13 October 2009, reported to JKUAT for the start of the MSc course. Our class was diverse, with some of my classmates coming from other African countries including Rwanda, Burundi, Tanzania, Malawi, Zimbabwe, Zambia, Uganda and Ethiopia. Some of these students were learning English for the first time and I had given up on ever communicating with them due to language barrier. But wait… the facilitators had a plan to overcome that.

We were placed in different discussion groups such that by the end of the course I had interacted with everyone, not to mention that my closest friend turned out to be my classmate from Burundi who had just learned to communicate in English. Through him I learned to be patient, even as he often scratched his head looking for English words to contribute to discussions. I endured such moments by continually saying to myself “patience patience patience…” It paid off, because once we crossed the language barrier I was able to unravel the golden qualities in these classmates. These interactions contributed to my first transformation and raised the performance level of the class.

**500 US DOLLARS**

for what I had done for free!

The way the course was delivered was superb! Difficult statistical concepts were simplified, even using games to simulate research designs. All the courses offered were very useful, interesting and presented by excellent facilitators. Slowly, all my previous challenges were addressed one after the other.

Descriptive statistics, inferential statistics, statistical modelling, data and information management, statistical computing, geographic information systems, mathematics, and research projects among other course units helped to unravel difficult mental blocks I had encountered previously.

My greatest joy from this course was that, as my understanding of statistical concepts grew, I was able to complete my other unfinished masters’ degree single handedly, including data analysis that had seemed insurmountable. I therefore graduated with two masters degrees in the same year!

Upon graduation, the first beneficiaries of this course were my boss and his deputy who were struggling to complete their master’s degree research. I helped them redesign their project proposals and showed them how to simplify their work by developing a plan for data analysis. It is perhaps no wonder that when the deputy’s term of service ended, my boss nominated me to become his deputy, a position I hold to date. Prior to enrolling for the MSc in Research Methods, I taught Agriculture and Biology.

However, after the MSc training I started teaching Statistical Methods and Research Methods as well. I requested for further training in online facilitation and today I head
the e-learning section in my institution. Some research supervisors from universities have discovered my abilities and continually refer their students to me for guidance in proposal designing, data and information management and data analysis in addition to giving me part-time jobs at their institutions. I have written two guides; one in Research Methods and the other in Statistical Methods (awaiting publication).

Today, when I go to libraries and come across theses and project reports, my first stop is the methodology chapter and the objectives. I regret to say that there are so many recommendations out there based on wrong data analysis. When I think about which of the recommendations we are implementing were generated from wrong analysis, I shudder in fear.

The training has helped me make new connections in the research community. Today, I can read complex scientific journals, understand statistical jokes, engage statisticians in logical discussions and hold an argument from a point of knowledge. I am a member of the International Biometric Society and many online research methods groups where I answer questions about research methodology. I have also created online research methods groups to assist scholars. PhD students flood my inbox for help with data analysis because I am proficient with many statistical packages including GenStat, R, SPSS, and InStat.

PHD STUDENTS
flood my inbox for help with data analysis

Recently, a student shed tears in my office after I gave her tutorials and supervised her data analysis. When it was over, she offered me some money which I declined to take. In tears, she explained how a statistician had asked for 500 US dollars for what I had done for free! To me, helping her was a way of giving back to society. What I was given freely by RUFORUM I will give back freely, at least for now.

Aside from the technical knowledge, the greatest discovery I made through the MSc course was that, collapsing the artificial “African walls” gave us power to interact with each other. It is my commitment to continue shrinking these walls even further. My Vilakazi photo, above, is a symbol of this commitment. Partnerships that help to strengthen TVET institutions will further make this dream a greater reality for the several young people seeking opportunities to meaningfully engage in agriculture across Africa.

Long live RUFORUM and my facilitators: Prof. Kihoro, Dr. Ateka, Dr. Mary Mugo, Dr. Mamati, Prof. Obanda (all from JKUAT) Dr Oeba (KEFRI), Dr. Margaret Mangheni (Makerere University), Ric Coe (ICRAF), Jane Poole (ILRI), Rodger (University of Reading, UK), Kurji and Mrs. McDonald (University of Nairobi), Jayne and Cheka (Zimbabwe). I pay special tribute to Prof. Adipala (RUFORUM) who even visited us in person to encourage us!

The Master of Science in Research Methods course at Jomo Kenyatta University of Agriculture is a tailor-made regional programme developed through the support of the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM). The programme opened its doors to the first students in 2009.
Linking Universities to Communities

Strengthening Food and Nutrition Security:
Producing groundnut and cowpea drought-resistant varieties that have helped farmers bridge the hunger season between planting and harvesting in Eastern Uganda.

Increasing Access for Cassava Productivity and Market:
Supported farmer groups to process fresh cassava roots into High Quality Cassava Flour (HQCF) and access markets in Bukedea and Serere Districts.

School Gardening Mitigates Short-term Hunger:
Established school gardens by pupils in Kamuli District contributed to food supply and enhanced pupils attendance and retention in school.

Farmer Driven Technologies (SURFACE):
Over 2000 farmers reached in Apac, Kole, Lira and Budekea through the use of highly interactive mobile phone applications.
Strengthening University-TVET linkages to skill Africa’s Youth

1,046 TVET Students Trained

927 Out of School Youth Trained

135 TVET Instructors Trained
Towards Vision 2030
Nurturing the Next Generation

Promoting the next generation of technology leaders and entrepreneurs

58 young African innovators recognized and mentored since 2016
Strengthen University Entrepreneurship Education: Incubating Young Agro-Entrepreneurs in Africa
Human Capital Development for the Continent

RUFORUM graduates resourcing universities and research institutions

RUFORUM Alumni - Continental Impact

Dr. Laban Frank Turyagyenda: National Agriculture Research Organisation (NARO), Uganda

Nada Siddig Abdalla: Agricultural Research Corporation (ARC), Gezira, Sudan

Dr. Phyllis Muturi: CGIAR center - ICRISAT, Kenya

Dr. Alexander Bombom: Research scientist with a CGIAR centre - ILRI, Kenya

Dr. Wales Singini: Dean Mzuzu University, Malawi

Dr. Cugala Domingos: Senior Lecturer at Universidade Eduardo Mondlane, Mozambique

Sira Antoinette Doumbia: Institut Polytechnique Rural de Formation et de Recherche Appliquée, Mali

Emmanuel Afutu: University of Cape Coast, Ghana

Komi Gentle: University of Port Harcourt, Nigeria

Leonidas Dusengemung: ISAR, Research Extension, Rwanda

Inamahoro Micheline: Plant Breeder ISABU, Burundi

Imani Sibomana: University Assistant Lecturer, DRC

Agoyi Eric: Research Assistant, University of Abomey-Calavi, Benin

Dr. Edmore Gasura: Lecturer at University of Zimbabwe

Cyamweshi Rusanganwa Katana: ISAR/Soil Scientist, Rwanda

Dr. Debel Hunde Feyssa: Ass. Prof., Jimma University, Ethiopia

Dr. Phyllis Muturi: CGIAR center - ICRISAT, Kenya

Chimwemwe Chamdimba: Senior Programme Officer Regulatory Reforms & Regional Harmonisation AU/NEPAD Agency, Malawi

Dr. Alexander Bombom: Research scientist with a CGIAR centre - ILRI, Kenya

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Addressing Africa’s Challenges through National Priorities

- Strengthening Universities capacity to provide quality post graduate education
- Empowering Universities to conduct applied research of high quality, relevant to development challenges
- Linking Universities to Industry and Private sector institutions
- Skilling Graduates with relevant expertise for the Job market
- Enhance partnerships with other academic institutions
- Enhancing Youth Skill Development and Entrepreneurship
Statement of Achievement

To date all our graduates are employed in different sectors and are contributing to national and regional development. Majority of RUFORUM graduates are championing R4D at universities, national agriculture research institutions, and CGIARs in various positions. Some are actively involved in policy-making and in commercial sector. Others are working as frontline actors with NGOs and other community based organizations, including the Millennium villages in Kenya and Uganda.

Regional programmes have been strengthened and some of the universities are now in position to move beyond MSc to PhD training programmes, while some are able to engage in internationally competitive cutting edge research. RUFORUM has ensured continued visible engagement of universities in development processes and practices so that institutional and human capital is not lost.

Statistics as of August, 2020

- 98% Alumni live and work in their country of origin
- 45% Female Presentation
- 51% Alumni found employment within 6 months of completion
- 53% Alumni are on permanent or long-term contracts
- 63% Alumni that produced at least one paper in a referenced journal
- 26% Alumni are in a position of influence at regional, national or local government levels
- 85% Alumni that are satisfied with current employment

- 1958 MSc Graduates Trained
- 536 PhD Students Trained
- 195 Undergraduates Trained
- 300+ Technologies Developed under RUFORUM Research
- 1.53M Farmers Reached
- 400 Research Grants
- $214.9M Mobilized by RUFORUM on behalf of Member Universities
RUFORUM Development Framework

Solid cadre of field trained African professionals to instruct next generation of African Scientists

Member Universities

Guilded by these principles

- Quality & Relevance: Research and Training responsive to farmers’ needs
- Regionality: Vibrant Africa wide academic mobility
- Scaling Out: Joint Partnerships for Universities and networks
- Sustainability: Building Africa’s own capacity for Capacity Development

Increased knowledge innovation and adoption

Science & Technology Research Sector

RUFORUM SECRETARIAT (HUB)

Higher Education Policy Environment

Credible evidence to influence Higher Education policy and Agriculture reforms in Africa

Critical mass of entrepreneurial graduates responsive to smallholder farmers’ needs

Agribusiness Sector

Training the Next Generation of Scientists for Africa
Our Thrusts

Looking ahead - Four initiatives for strengthening higher education and ST&I in Africa

Components:
- Developing entrepreneurship and innovation skills and technology
- Support training, demand-driven research, staff exchanges
- Regional Anchor Universities championing transformation

SASTIE: Strengthening Africa's Innovation and Entrepreneurship Capacity

BASTIC: Building Africa's Science, Technology and Innovation Capacity for Economic Growth

RISSCAW: Regional Initiative to Strengthen Staff Capacity and Increase the Pool of Women Scientists in African Universities

AfriDAP: African Digital Agricultural Programme: Digital technologies for agricultural transformation

Outcomes:
- Create a critical mass of staff for African Universities
- Increased pool of women scientists in Africa
- Strengthened University - Industry relations
- Enhanced research and development support

Build Capacity in:
- Sustainable innovative technologies
- Engineering and renewable energy
- Ag. markets, trade & policy
- Data management & ICT
- Science education

Pillars:
- Data Science development
- Digital learning and sharing technologies
- Digital agricultural innovation and incubation
Our work has been funded by National Governments and:

- Mastercard Foundation
- The World Bank
- CGIAR
- DAAD
- Bill & Melinda Gates Foundation
- USAID
- Rockefeller Foundation
- IDRC CRDI
- Carnegie Corporation of New York
- Ministry for Primary Industries

Manatū Ahu Matua
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<tr>
<th>Region</th>
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High-performing African Universities that produce skilled, proactive graduates, demand-driven research outputs and innovations in response to local, regional and natural agricultural development priorities.