

SUMMARY REPORT ON THE IMPLEMENTATION OF C10 COMMITMENTS ASSIGNED TO RUFORUM

Introduction

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a consortium of 114 universities in 38 countries spanning the African continent with a vision to create ‘vibrant, transformative universities to catalyze sustainable, inclusive agricultural development to feed and create prosperity for Africa’. RUFORUM was established to provide a platform for networking, resource mobilization and advocacy; rationalize resource use; and, promote the integration of member universities into Africa’s development including the African Union Science, Technology and Innovation Strategy for Africa (STISA 2024). As part of its engagement with the African union, RUFORUM participated in the first Summit of the C10 hosted by Government of Malawi at the Bingu International Convention Centre (BICC) in Lilongwe, from 2nd to 3rd November, 2018. The Summit developed the [C10 Declaration](#) and [Action Plan](#) with three¹ major commitments. Key actors in this role are AAU, AOSTI, AUC, C10, EU, GIZ, IsDB, Member States, NEPAD, NRF, OCP Morocco, Private Sector, RECs, RUFORUM, UNECA, UNESCO-IICBA, UNICEF and the World Bank. For RUFORUM, the activities assigned fall into two of the three commitments where RUFORUM is either a responsible partner or “other key partner”. These action areas include;

1. **C10 Commitment 1: Investing in education, science and technology;**
 - a. *Priority area 1: Operationalize Education Science and Technology Funds in Africa*
 - i. Strategic Action 1.1: Commit a special fund to facilitate the training of female university members of staff and women in general to PhD level to support Agenda 2063 vision of quality education and gender equality (**Other partner**)
2. **C10 Commitment 2: Promoting education in Africa**
 - a. *Priority area 4: Strengthen teacher development and retention*
 - i. Strategic Action 4.1: Increase qualified teachers in Member States at all levels with special attention to STEM, ICT skills and digital technology (**Other partner**)
 - b. *Priority area 5: Enhancing TVET and skill development for employment*
 - i. Strategic Action 5.1: Promote dissemination and implementation of the Continental TVET Strategy (**Other partner**)
 - ii. Strategic Action 5.2: Provide practical attachment programmes and strengthen incubation of business and entrepreneurship training (**Other partner**)
 - iii. Strategic Action 5.3: Capacity building of TVET trainers and stakeholders and Rebrand TVET for enhanced access, equity, quality and relevance (**Other partner**)
 - iv. Strategic Action 5.4: Incorporate life skills development and career guidance in TVET(**Other partner**)
 - v. Strategic Action 5.5: Enhance linkages between universities and TVET institutions with focus on strengthening practical skills and education to enhance innovation, entrepreneurship and skills development for employability (**Responsible partner**)
 - c. *Priority area 7: Strengthen higher education, science, technology and innovation*
 - i. Strategic Action 7.1: Strengthen foresight capacity at African Universities and other partners and support capacity building in this important area to support planning and future implementation of key programs (**Responsible partner**)
 - ii. Strategic Action 7.2: Develop programs to establish Research Chairs in African Universities, increase academic mobility schemes and improve infrastructure and increase staff capacity development (**Responsible partner**)

Table 1: Key results achieved against each task assigned to RUFORUM by the C10

¹ Investing in education, science and technology; Promoting education in Africa; and engaging with the private sector

Strategic Action	Key results by August 2019
C10 Commitment 1: Investing in Education, Science and Technology	
Priority area 1: Operationalize Education Science and Technology Funds in Africa	
<p>Strategic Action 1.1: Commit a special fund to facilitate the training of female university members of staff and women in general to PhD level to support Agenda 2063 vision of quality education and gender equality</p>	<p>This action was assigned to the C10 as the responsible partner with RUFORUM, ADEA, AFDB and UNESCO as other key partners.</p> <p>RUFORUM has no special fund for training female university members of Staff. However, the proportion of female students fully supported by RUFORUM for PhD training more than quadrupled from 12% in 2004 to 45% by December 2018. Overall, RUFORUM has supported 525 PhD students. This has been achieved by developing guidelines for student recruitment, award of grants, and scholarships with special focus to support female students. This enables RUFORUM advance gender-responsiveness as the norm and standard for higher agricultural research and training.</p> <p>RUFORUM supported the launch of the Forum for Women Vice Chancellors in Africa, in August 2016, as a platform for networking, lesson learning and mentorship among the female Vice Chancellors. During the year, as part of mentoring female university members of Staff, supported Busitema University in Uganda secure US\$ 150,000 to strengthen the capacity of the Forum for Women Vice Chancellors in Africa (FAWoVC) in championing programmes that support gender inclusive participation in Science Technology and Innovation (STI) in Mozambique, Sudan and Uganda. See FAWoVC booklet</p>
C10 Commitment 2: Promoting Education in Africa	
Priority area 4: Strengthen teacher development and retention	
<p>Strategic Action 4.1: Increase qualified teachers in Member States at all levels with special attention to STEM, ICT skills and digital technology</p>	<p>This action was assigned to C10 and Member states as responsible entities, with RUFORUM and IICBA assigned as other key partners. As a network of 114 Universities in 38 African countries, RUFORUM supported upgrade the qualification of university lecturers through the Graduate Teaching Assistantship programme, where up to ninety (90) (24 female, 66 male) University staff from twenty nine (29) Universities in fourteen (14) African nations including Democratic Republic of Congo; Ethiopia, Ghana, Kenya, Lesotho, Liberia, Malawi, Namibia, Nigeria, Rwanda, South Sudan, Sudan, Swaziland and Uganda have been supported to undertake PhD studies under the GTA initiative. The Graduate Teaching Assistantship programme aims at increasing the number of PhD trained staff in African universities.</p>
Priority area 5: Enhancing TVET and skill development for employment	
<p>Strategic Action 5.1: Promote dissemination and implementation of the Continental TVET Strategy</p>	<p>The C10 Summit assigned AUC, NEPAD and GIZ as the key implementing entities for this action, with RUFORUM, ILO, UNESCO, CAPA, ADEA and AFDB as other key partners. However, to achieve the main objective² of the Continental TVET strategy, up to 253 TVET students (98 females, 155 males); 927 out-of school Youth (488 female, 439 male); and 97 farmers (25 female; 72 male) have been engaged by RUFORUM Member universities of Gulu University and Makerere University (Uganda); Bindura University of Science Education (Zimbabwe); University of Abomey Calavi (Benin); and, Egerton University and University of Nairobi (Kenya) in experiential learning and training collaboratively with university students. Emerging from these trainings is establishment of four (4) agribusiness enterprises by students from Northern Uganda Youth Development Centre including catering services, garments and design enterprise, piggery production enterprise and fashion and design</p>

² The main objective of the [strategy](#) is to promote skills acquisition through training focused on the response to the demand of the social economic milieu through employability tests, sustainable livelihoods and responsible citizenship; and also building capacity to create and innovate, anchored on a spirit of entrepreneurship and inventiveness.

Strategic Action	Key results by August 2019
	enterprise.
<p>Strategic Action 5.2: Provide practical attachment programmes and strengthen incubation of business and entrepreneurship training</p>	<p>This action area was assigned to AUC, NEPAD, GIZ and RUFORUM as key implementing entities. To achieve this target, Gulu University in Uganda in collaboration with Northern Uganda Development Centre trained sixty five (65) Agriculture students of Northern Uganda Youth Development Centre on enterprise business scheme 1-2 March 2019 following a peer-to-peer training approach. The training focused on the detailed components of the Business Model Canvas and enabled students develop feasible and realistic business ideas. This peer-to-peer mentorship between University and TVET students has catalysed learning amongst students.</p> <p>As part of strengthening entrepreneurship training at the TVETs, we assessed the entrepreneurial orientation and facilitating conditions for the TVET-University engagement. The study involving Gulu University, Bobi Community Polytechnic and Northern Uganda Youth Development Centre recommended helping TVET students improve their risk taking skills and innovativeness as two key ingredients of entrepreneurship</p>
<p>Strategic Action 5.3: Capacity building of TVET trainers and stakeholders and Rebrand TVET for enhanced access, equity, quality and relevance</p>	<p>This task was assigned to AUC, NEPAD and GIZ as key implementing agencies with RUFORUM, ADEA, AFDB, ILO and UNESCO as other key partners. RUFORUM, with support from Mastercard Foundation enhanced the capacity of eighteen (18) TVET instructors (13 male, 5 female) at Baraka Agricultural College in Kenya in communication through a communications Skills and report writing training (held 8th August 2019). The training resulted into the realization of the need to develop a communication Strategy for the TVET; capacitate TVET staff on report writing; support marketing and advocacy of the TVET; and, the need to promote documentation of the technologies from the TVET.</p> <p>To strengthen the entrepreneurship and community engagement component of TVET training, 30 staff from Northern Uganda Youth Development Centre and Bobi Community Polytechnic were trained in innovative delivery of curricular through community engagement and experiential learning approaches. The retooling resulted into a proposed TVET-University engagement model that was deliberated upon and adapted by the two TVETs.</p>
<p>Strategic Action 5.4: Incorporate life skills development and career guidance in TVET</p>	<p>This action area was assigned to AUC, GIZ and UNESCO as the responsible partners with AFDB, ADEA, UNESCO, ILO and RUFORUM as other key partners. As a partner, the following were achieved during the year;</p> <p>Gulu University in Uganda with support from RUFORUM reviewed the competence based non formal curriculum for artificial insemination (AI) and Indigenous microorganism (IMO) Technology at Northern Uganda Youth Development Centre TVET to develop a hands on practical training curriculum for capacitating smallholders with limited education attainment in the technologies. The curriculum focuses on farmers, TVET students, TVET instructors, agricultural extension agents and community knowledge workers.</p> <p>In collaboration with Curriculum Development Assessment and Certification Council (CDACC) of Kenya and Egerton University in Kenya, supported the development of occupational Standards for Piggery curriculum for Level 3 and Level 4 for Baraka Agricultural College academic programmes to respond to the skills needs among the out of school youth and community members.</p>
<p>Strategic Action 5.5: Enhance linkages between universities and</p>	<p>This action area was assigned to AUC, World Bank and RUFORUM as the responsible partners. During the year, the following were achieved by RUFORUM;</p>

Strategic Action	Key results by August 2019
<p>TVET institutions with focus on strengthening practical skills and education to enhance innovation, entrepreneurship and skills development for employability</p>	<ol style="list-style-type: none"> 1. To identify opportunities for harnessing University-TVET engagement for community outreach; and, develop strategies for strengthening entrepreneurial training and curricular support for TVETs, organized the First National Agri-entrepreneurship Symposium 25-26 May 2019 in Gulu, Uganda. The Symposium involving over 600 participants including representatives from the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended nurturing University-TVET engagement to empower TVETs perform better the function of youth training for employability, whilst enhancing university outreach relevance and expanding this engagement to other non-formal youth training initiatives outside TVETs. 2. During the year, RUFORUM continued to implement the Community Action Research Programme PLUS (CARP+) involving mandatory collaboration between Universities and TVETs as key partners. Under this programme, 253 TVET students (98 females, 155 males) from nine TVET institutions in Uganda (3); Kenya (1); Benin (4); and, Zimbabwe (1) have been engaged under the respective CARP+ projects. Through these collaborations, Baraka Agricultural College in Kenya has been supported by Egerton University to address the constraint of shortage of clean seed potato amongst smallholders. Further, through a partnership between Northern Uganda Youth Development Centre (TVET) and Gulu University, the TVET institute adopted the indigenous Microorganisms technology from Gulu University under the RUFORUM Pig Community action research programme. 3. Joint capacity building events have been extended to both University and TVET staff. For instance, during the year thirty (30) TVET and forty (40) University staff were jointly retooled in community engagement, and entrepreneurship training. This involved staff from Northern Uganda Youth development centre (NUYDC), Bobbi community polytechnic and Gulu University. The aim was to strengthen community engagement and entrepreneurship in the TVET institutions and Universities.
<p>Priority area 7: Strengthen higher education, science, technology and innovation</p>	
<p>Strategic Action 7.1: Strengthen foresight capacity at African Universities and other partners and support capacity building in this important area to support planning and future implementation of key programs</p>	<p>Key implementing agencies for this action are AUC, RUFORUM, NRF and OCP Morocco. As part of strengthening foresight capacity, RUFORUM coordinated the development of a proposal to the BRIDGIN Foundation to support the Uganda Higher Education Sector through a pilot programme. The proposal worth US\$ 560 million has seven sub projects including construction and equipping of a High-Tech Centre for Data Science and Foresight studies at Makerere University.</p>
<p>Strategic Action 7.2: Develop programs to establish Research Chairs in African Universities, increase academic mobility schemes and improve infrastructure and increase staff capacity development</p>	<p>Key implementing partners for this action include AUC, RUFORUM, IsDB and NRF. As part of support towards the establishment of research chairs in selected RUFORUM member universities, two proposals were submitted. Dialogue is on-going with the potential funders.</p> <p>RUFORUM further supported nineteen (19) research teams from 35 RUFORUM member Universities to prepare and submit proposals to the 2019 Intra-Africa Academic Mobility Scheme (IAAMS) call for proposals. This was made possible through the TAGDev programme supported by the Mastercard Foundation, and Université Mohammed VI Polytechnique (UM6P), Morocco. Results are being awaited from the European Union (EU).</p>