



# Backstopping Visit by EARTH University Trip Report

## Sharing Experiences in Community Development, Entrepreneurship and Experiential Learning

<b>Dates:</b>	11 <sup>th</sup> -28 <sup>th</sup> November, 2015		
<b>Locations:</b>	Egerton University, RUFORUM University and Makerere University	Secretariat,	Gulu
<b>Hosted by:</b>	Egerton University, RUFORUM University and Makerere University	Secretariat,	Gulu

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Dr. Mario Piedra



## Background


The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a Network of 55 African universities in 22 countries in sub-Saharan Africa. It was founded by African Vice Chancellors in 2004 to promote the integration of member universities in Africa's development processes particularly within the Comprehensive African Agricultural Development Program (CAADP). RUFORUM's vision is "a vibrant agricultural sector linked to African universities which can produce high-performing graduates and high-quality research responsive to the demands of Africa's farmers for innovations and able to generate sustainable livelihoods and national economic development". RUFORUM's strengths lies in the fact that; i) It is owned and managed by Africans; ii) It derives its agenda largely from the continent wide policy frameworks especially of the African Union-New Partnership for African Development (NEPAD) Comprehensive African Agricultural Development Programme (CAADP), The African Union Science, Technology and Innovation Strategy for Africa (STISA), Africa Union Policy Framework on Revitalizing Higher Education in Africa, the Sub regional Multi-Country Agricultural Productivity Programmes; and iii) it allows for joint action by the member universities and stakeholders in higher education and agricultural sectors.

RUFORUM runs a Competitive Grants Scheme (CGS) as one of the mechanisms to facilitate successful delivery of its mandate and programs. The CGS consists of different competitively awarded grants including the: Graduate Research Grants (GRG), the Community Action Research Programme (CARP), the Field Attachment Programme Awards (FAPA) and the Institutional Strengthening Grants (ISG) also known as Nurturing Grants (NG). These grants provide RUFORUM with an ambit to contribute to university outreach and to its potential as an impartial national and regional platform for all stakeholders to engage in agricultural development. Further, the CGS stresses linking faculty and students with rural communities, promoting inter-disciplinary research and encouraging multi-agency research teams to create impact across the region. RUFORUM's CGS therefore provides universities with opportunities to encourage participatory research by faculty and students working in partnerships with the farmers and other agencies involved in research and development.

In 2014, EARTH University received a grant through the Nurturing Grants (NG) scheme under the Phase II of Collaboration between EARTH University and RUFORUM. The phase II focuses on strengthening universities community engagement and rural entrepreneurship as well as increasing the level of experiential learning in the focus universities. This is a strategic action based on the long history of collaboration between RUFORUM and EARTH. This history of collaboration was based on EARTH University's unique academic model, focus on entrepreneurship and EARTH's university-community engagement approach.

The project includes collaborative activities focused on : (i) supporting Gulu University; particularly in the areas of community engagement and agri-business through exchange visits, mentoring of Gulu faculty members and support to agribusiness curriculum development; (ii) collaboration with Egerton University in implementing agri-business development programs and student attachments as a mechanism of promoting university-community engagement; and (iii) support to the three new Community Action Research Programmes (CARPs) focusing on wheat, cassava and livestock value chains in Ethiopia, Uganda and Tanzania respectively. Support to the CARPs would centre on leadership capacity enhancement, joint engagement with EARTH staff in the management of individual CARPs and technical backstopping in value chains, interdisciplinary research, community engagement and agri-business and entrepreneurship development.

The project is implementing five activities: (i) Activity #1; visit by Gulu and Egerton personnel to EARTH – 4 from each University, total of 8 persons – 5 days on campus. Video of visit will be produced; (ii)



Activity #2; Initial visit by EARTH staff to Gulu and Egerton – 2 people – 4 full days at each University; (iii) Activity #3; Residency by EARTH staff at Gulu and Egerton - 1 person – 90 days; (iv) Activity #4; 2 day workshop by EARTH staff at Gulu and Egerton – 2 people. Video will be produced; and (v) Activity #5; Visit by EARTH staff to each of the new CARPs – 2 people – 2 days at each CARP. The project has so far successfully implemented activities #1 and # 2.

## The Visit

In an effort to continue with project implementation, the visit represented the commencement of activity #3 of the project and focused on a number of programmatic, technical and process issues in the following order:

- At Egerton University, the visit focused on;
  - Providing guidance on the field attachment programme for both Masters and undergraduate students.
  - Reviewing the Enterprise Project being run under EDULINK II.
  - Delivering a guest lecture to faculty and students on integrating entrepreneurship education in curriculum and mind set change.
- At Gulu University the visit focused on the following issues:
  - Further developing new ways to build robust programmes around the innovative EARTH training model on entrepreneurship and community programs.
  - Reviewing with the faculty the current Master program being developed by Gulu University on entrepreneurship and analysing the competitive student enterprise scheme.
  - Providing guest lectures to students and faculty.
  - Debriefing on how EARTH is implementing the MasterCard Foundation Scholars Programme, including the identification and selection of needy but deserving students and other logistical aspects that are key to the success of the program.
- At both Gulu and Egerton there was the expectation to discuss a baseline study to benchmark progress over the next 5 years to improve farmer's entrepreneurial capacity but that did not happen at Egerton and was a superficial exercise at Gulu.
- At Makerere I delivered a guest lecture on integrating entrepreneurship in the curriculum.
- At the RUFORUM Secretariat, I focused my attention on:
  - Discussions with the Secretariat regarding EARTH's experiences in operating the MasterCard Foundation Scholars Programme, including the identification and selection of needy but deserving students and other logistical aspects key to the success of the program.
  - Debriefing the RUFORUM Secretariat staff on my experience visiting Egerton and Gulu with an emphasis on strengthening the project.

Each theme mentioned above will be discussed in greater detail in the following sections.

## Organisation of the visit

At Egerton University I engaged with Dr. Patience Mshenga and Dr. Nancy Mungai. In Uganda; I had meetings with the RUFORUM Secretariat, Makerere and Gulu Universities and then a debriefing at the RUFORUM Secretariat before my departure to Costa Rica (see detailed program in Annex 1). The contact persons during the course of this visit included: Prof. Adipala Ekwamu ([e.adipala@ruforum.org](mailto:e.adipala@ruforum.org)) and Dr. Egeru Anthony ([a.egeru@ruforum.org](mailto:a.egeru@ruforum.org)) at RUFORUM Secretariat; Dr. Nancy Mungai ([mungain03@yahoo.com](mailto:mungain03@yahoo.com); [nmungai@egerton.ac.ke](mailto:nmungai@egerton.ac.ke)) and Dr. Patience Mshenga ([patmapenzi@yahoo.com](mailto:patmapenzi@yahoo.com)) at Egerton University; Dr. Ongeng Ducan ([duncanongeng@gmail.com](mailto:duncanongeng@gmail.com)), Dr. Basil Mugonola ([basil.mugonola@gmail.com](mailto:basil.mugonola@gmail.com)), Mr. Walter Ondong ([odongo\\_walter@yahoo.co.uk](mailto:odongo_walter@yahoo.co.uk)) and Mr. Wamala Kalule ([wamalakalule@gmail.com](mailto:wamalakalule@gmail.com)) at Gulu University; and Prof. Johnny Mugisha ([johnnymugisha@gmail.com](mailto:johnnymugisha@gmail.com)) at Makerere University.

**1. In order to review the Enterprise Project being run under EDULINK II, it was first necessary to understand the scope of the graduate initiatives currently under way.**

RUFORUM received a grant from the Ford Foundation in 2011 titled 'Transforming Universities to Stimulate Pro-Poor Agri- Enterprise Development in Eastern Africa using Value Chain and the Round Table Approach to Postgraduate Training'. As a result, Egerton University, in collaboration with RUFORUM, Gulu University, Round Table Africa, IIRR and the Ford Foundation, developed an initiative on agro enterprise development. This initiative seeks to contribute to community transformation through community Research Action Programs that empower rural communities to participate in economically viable rural agri-enterprise development and to train graduates with relevant skills to transform rural communities in Eastern Africa.

The initiative has the following specific objectives:

1. Launch the MSc Agri-enterprise Development training program at Egerton University
2. Establish a pilot university agri-business development expert centre for training young professionals and scoping research and outreach priorities in agri-enterprise development
3. Initiate and facilitate agri-enterprise multi-stakeholder partnerships aimed at increasing smallholder incomes and productivity

It was also through this initiative that the collaboration between Egerton and EARTH universities was initiated. So far, 6 members of Egerton University have visited EARTH University and 2 members of EARTH University have visited Egerton University.


Master of Science in Agri-Enterprise Development

As mentioned above, this is a regional program currently offered at Egerton University Kenya and Gulu University in Uganda. The program is based on a) building strong university-community linkages that draws in other actors including the private sector, b) integrating training of graduate students as change agents and entrepreneurs, and c) experiential learning to enhance lifelong learning for the actors. The goals of the program are:

- To produce graduates who are job creators not job seekers
- Develop high level competent professionals with an interdisciplinary orientation to influence and adopt relevant agricultural technologies for the enhancement of the economic status of farmers
- To enhance university, community and industry linkages

It is within the scope of this last program that the EDULINK 11 is embedded seeking to enhance competitiveness of Agribusiness in East and West Africa. Egerton is just one of the four universities participating. The others are Mekelle University, Ethiopia; Gulu University, Uganda; University of Port Harcourt Nigeria and the University of Copenhagen.

In general terms the project aims to improve the relevance of agricultural science teaching and outreach to the needs of agribusiness and to enhance collaboration between universities and the private sector. Following a needs assessment, trainings have been given to strengthen the competences of the participating faculty in terms of Agri-entrepreneurship training and improved teaching methodologies. It is intended to effectively deliver the new curricula to a first group of about 30



graduate agricultural science students by the third year of the project. The project seeks to review and adapt existing agricultural sciences curricula to include the new agri-entrepreneurship modules and pool learning resources. The project actively seeks enhanced collaboration between the universities and the private sector leading to the joint review of curricula by universities and industry stakeholders. Student work placements are organised and agro-innovation clusters jointly developed with the participation of industry, students and the universities.

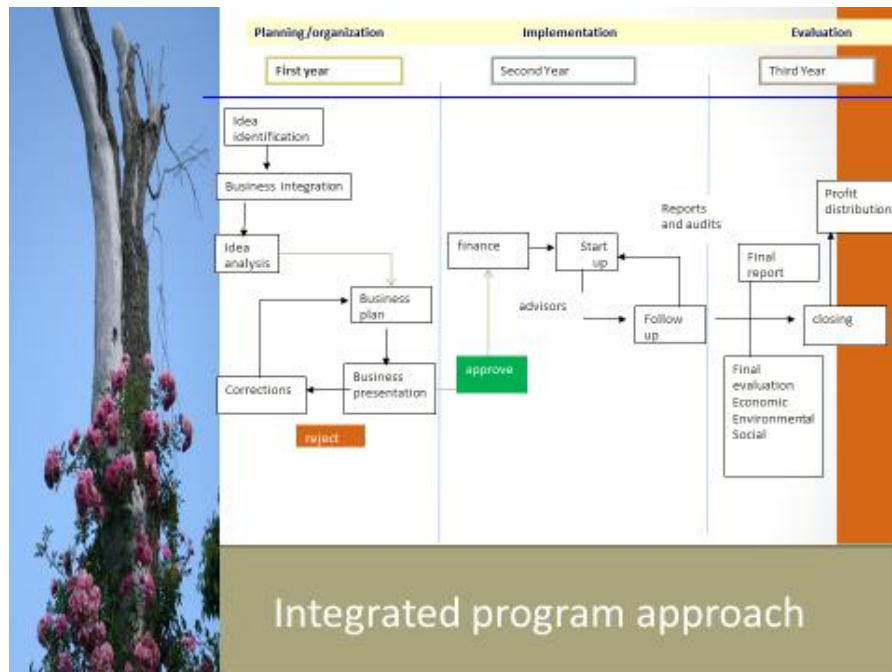
The first session at Egerton included a presentation by the first cohort of students ending their first year in the program which highlighted their setting up entrepreneurial groups, developing business ideas, securing financing by EDULINK and the partial execution of their business plans. Four business projects were presented, including Agri-Fresh Supplies, Rearing and Commercialization of Broilers, Greenhouse Production of Onions and Tomatoes; and finally, Production of Kenyan Indigenous Vegetables plus Irish Potatoes.

All projects were running on time according to the planning phase which mimics EARTH's integrated program approach (**Figure 1**), but rather than a 3 year time span, EDULINK's approach can be divided in 3 phases. All current projects were in the middle of the implementation phase. An innovation at Egerton is that all projects included a consulting (training) component to enhance the income stream of the project, plus the extension activities of the faculty. This innovative step of including a training component based on the real experience and struggles of the students is better suited for similar programs at the graduate rather than at the undergraduate level. Graduate students are in a substantially better position to advance this scheme.

A rapid assessment of the program yielded two main risks:

1. The carrying capacity of the faculty of Master of Science in Agri-Enterprise Development can easily be reached or perhaps already has been. Faculty members seem overwhelmed with the amount of work needed at so many different levels. Successfully operating the integrated approach presented in **Figure 1** requires full-time engagement by the faculty. It cannot be a part time effort. A successful program in terms on delivering the educational outputs and financial targets is essential for an institution that tries to embody the entrepreneurial spirit. If done successfully it will grow and help leverage further funding to expand the program.
2. As the program grows in number and complexity of projects, an office to support all the administrative chores and follow up is desirable, as the faculty members cannot deal with both responsibilities successfully. This has proven to be a succesfull strategy at EARTH to couple with the complexities and dynamics of maintaining a successful enterpreneurial program recognized world wide.

Discussions can now be held to determine how EARTH might assist Egerton is resolving these challenges.



**Figure 1. Integrated Program Approach for Enterpreneurial Projects at EARTH University**

**2. Provided guidance on Field attachment programme for both Masters and undergraduate students.**

Field attachments began at Egerton University in 1939 and currently involve all faculties within the institution. The University has a well-developed and regulated system in which thousands of students participate every year. Attachments occur from May to August, but student placement begins 5 months earlier in a system in which both the institution and the students identify attachments.

In agriculture, Egerton recently developed an action framework where universities can work with communities to enhance the productivity and competitiveness of smallholders as well as increase the responsiveness and impact of universities on agricultural development. Developing a framework for farmers' interaction with key stakeholders to obtain appropriate solutions will be central to the sustainability of this initiative. The University expects to apply experiential learning approaches for undergraduate students through competence based training and the student internship program.

Based on this framework, the University began piloting the use of novel approaches such as mobile-based technologies and student internship programs along the value chain in three key enterprises in three counties. The project is expected to create and strengthen linkages between the university, farming communities and other stakeholders to improve service delivery and market access for farmers.

The project also proposes to use a model that will reinforce Egerton University's linkages with other key stakeholders in generating, synthesizing and disseminating information for key enterprises, selected in a participatory manner in a value chain approach. The main channel for dissemination will be students on internship backed up by faculty members. Appropriate ICT platforms will be employed such as the use of mobile phone applications that provide vital agricultural information to farmers including appropriate crop varieties for an area, spacing, recommended fertilizer rates, harvesting, post-harvest handling, value addition, markets, credit, and weather and climate adaptation options.



These applications include:

- An informational call center
- An interactive e-platform
- Short message system (SMS)

Continued monitoring and evaluation of agricultural enterprise selection, information dissemination pathways, agricultural stakeholder linkages and student competence development is expected to ensure effective establishment of the program.

#### The pilot for Internships as a case study

In January 2014, Egerton University started a farm attachment program in which students are attached to farms for a minimum of 8 weeks in an effort to create demand for extension services and establish a platform for university-community interaction. Each cycle of attachment started with a stakeholders meeting at the University, which brings together farmers, agricultural input and service providers such as seed companies, financial institutions and NGOs, county leaders in agriculture and livestock, together with the students.


The students are attached to specific farms continuously for a minimum of 3 sessions, i.e. a farmer receives student interns quarterly for a minimum of 2 years. Each cohort of students builds on and follows-up on the recommendations of the previous group. The first cohort of students focused on making a general appraisal of the farm and proposing interventions. The second, third, and fourth cohort of students were sent to the same farm(s) in the second, third and fourth quarter respectively to oversee implementation of agreed-on interventions.

These internships offer students unique opportunities for hands-on experience, interaction with farmers and their organizations and to showcase their knowledge (or lack of). The program has worked with a pilot group of 100 farmers in Baringo and Nakuru Counties, with over 250 students participating in the program. Students were drawn from agriculture related programmes in agronomy, animal science, animal health, farm management, horticulture, agricultural economics & agribusiness management and agricultural extension & education.

Professors Mshenga and Mungai specifically requested technical backstopping from EARTH on how to assess impact and follow-up of the community engagement of this pilot based on the experience of EARTH's community Development Program (CDP). Their interest is not only from the perspective of technology/knowledge transfer but also from the educational one. This initiatives should serve as a feedback mechanism for curriculum development. Herein lies a very good challenge for EARTH faculty.

### **3. Makerere**

Makerere University is a premier university in Uganda and has been in operation since 1922. The University has over 35,000 students enrolled in graduate and undergraduate programmes. Over the years the University has also become a key regional training hub attracting students and partners from the COMESA region and beyond. The 2008/09-2018/19 Strategic Plan calls for Makerere University; *'To be a leading institution for academic excellence and innovations in Africa'*. The university has set out to achieve this vision through "providing innovative teaching & learning and research and services responsive to national and global needs." The plan recognizes research, innovations and training as the core functions that will contribute to the sustainable development of Uganda and the region.



In 2013, the Makerere University Senate approved the University Research Agenda (2013-2018) with the following key objectives under research and innovation: (i) increase the entrepreneurship ability of staff and students by incubating ideas in areas such as alternative power solutions, use of biotechnology and software development for adoption by the private sector; (ii) increase funding to university research and institute competitive grants; (iii) establish an Intellectual Property facility to protect the university's intellectual assets; and (iv) promote the use and application of traditional, conventional and emerging technologies for sustainable development. This policy also identifies five key research thrusts for the University: Research in health, indigenous knowledge and health systems; environment and natural resource management and climate change; agricultural production and productivity (crop and livestock), nutrition, food security and value addition; technology and basic sciences; and governance, human rights and economic management.


Under environment and natural resource management; the research agenda proposes to focus on natural resources including forestry, petroleum, bio-fuels, renewable energy, and water among others, with particular attention paid to governance; focusing on issues of extraction, processing, utilization, legal framework and sustainability issues. This is different from the general concept of good governance. The operationalization of this research agenda is backed by the Makerere University Research and Innovation Policy approved by the University at its 112th meeting in 2008.

Academic units through the respective colleges are therefore expected to initiate and operationalize innovations and projects that seek to advance the university research agenda. As part of strengthening the research, innovations and experiential learning at the university, Makerere operationalises the Field Attachment Program that is rolled out on an annual basis for every second year student in all disciplines and third, fourth and fifth year students in disciplines such as agricultural engineering, veterinary medicine and human medicine, among others.

The field attachment program for undergraduates is premised on five objectives including: (i) enabling students to get hands-on/real life experience in fields in which they are expected to work in when they graduate; (ii) providing an opportunity for students to apply the theoretical principles and techniques in real-life problem solving situations; (iii) providing an opportunity for students and academic staff to interact with stakeholders and potential employers and thus gain an appreciation for field situations that will also generate information for curricula review and improvement; (iv) developing student's understanding of work ethics, employment demands, responsibilities and opportunities; and (v) enhancing and strengthening linkages between Makerere University and stakeholders.

Makerere University also runs various incubation programmes that seek to translate student and faculty ideas and research into viable commercial enterprises. This is a direct response to the National Industrial Policy (2008), in which the Government of Uganda is advocating for the establishment of technology based incubators and incubation centres. Therefore, as a university, Makerere seeks to be the anchor fostering innovation and enterprise creation in Uganda. At the College of Agricultural and Environmental Sciences (CAES), a functional incubation centre currently running is the FTBIC that operates with the following objectives; (i) to develop viable technologies and knowledge driven food processing and nutrition enterprises; (ii) to promote entrepreneurship amongst students and staff of Makerere and beyond; (iii) to support commercial enterprises (SMEs) based on technologies developed at the University; and (iv) to build human capacity in agro-processing, value-addition, nutrition and entrepreneurship.





This incubation project involves; infrastructure development, pilot plant equipment, laboratory equipment, research and development, and skills training and entrepreneurship. Makerere University also initiated and promotes the Consortium for Enhancing University Responsiveness to Agribusiness Development (CURAD); that is hosted by the CAES at Kabanyolo. This is a public-private partnership initiative promoted by Makerere University, the National Union of Coffee Agribusinesses and Farm Enterprises (NUCAFE), the National Agricultural Research Organization (NARO) and NIRAS international. CURAD is supported by DANIDA through FARA's Unibrain facility.

Makerere University and in particular, the College of Agricultural and Environmental Sciences, seeks to become the centre of excellence in furtherance of student field attachments, innovation and enterprise development that positively impacts the lives and livelihoods of farmers and the country at large. Accordingly, CAES hosted my visit to share experiences in entrepreneurship and experiential learning to help in solidifying the College's position and efforts in the chosen strategic direction. I delivered a guest lecture on the integration of entrepreneurship in the curriculum. In addition, CAES held an informal discussion on areas of future and further collaboration with EARTH University. CAES recognised the underlying fact that EARTH University has excelled in the fields of entrepreneurship building and university-community transformation through application of unique university sustainable educational model.

As a product of the presentation and discussion held, Makerere University took action to develop a new BSc. program as discussed. The name of the program will be decided after due consultation but tentatively will be called BSc. Agricultural Entrepreneurship and Innovation. The principal instituted a committee to this effect and the Committee held the first meeting in early February. Through RUFORUM we shared the curriculum and set-up of the program run at EARTH to help in curriculum development.


#### **4. Gulu University**

In 2014, EARTH University received a grant under the Nurturing Grants (NG) scheme under the Phase II of Collaboration between EARTH University and RUFORUM. Phase II focuses on strengthening university's efforts at community engagement and rural entrepreneurship as well as increasing the level of experiential learning at the focus universities. This is a strategic action based on the long history of collaboration between RUFORUM and EARTH. Under the project, the areas of collaboration include (i) support to Gulu University, particularly in the areas of community engagement and agri-business through exchange visits, mentoring of Gulu faculty members and support to agribusiness curriculum development.

Within this project framework, the first two activities, which involved a visit by staff members from EARTH University to Gulu University and a visit to EARTH by staff from Gulu University, have been successfully completed. Four staff members from Gulu University visited EARTH from February 1-8, 2015. Their visit was planned to provide the visitors with ample opportunities to meet with students from both African and Latin American countries in order to provide first-hand understanding of how the "EARTH experience" impacts students. The experience from the EARTH visit was documented in a film and clearly highlights the experience of the visitors from Gulu.

The lengthy visit time at Gulu University focused on the following issues:

- Strengthening the community action programme.
- Strengthening the entrepreneurship programmes and reviewing the Competitive Students enterprise scheme approach at Gulu.

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- Provide key note/guest lectures to students and faculty.
  - A debriefing on how EARTH is implementing the MasterCard Scholars programme including identification and selection of needy but deserving students; how do we instil social values amongst our students and commitment among the teaching staff.
  - Discuss and develop a baseline study to benchmark progress over the next 5 years or so to improve entrepreneurship capacity of our farmers.

#### Strengthening the community action programme.


The first activity was to visit to students' field attachment sites including Freedom in Creation - which is a demonstration farm (5 students attached) plus the Paicho Farmer's Association (bean producers and traders). The attachments visited represent just one step in a longer term plan aiming to enhance action research by Gulu to tackle demonstration and research needs in the region. The visit provided opportunities to interact with undergraduates and second year Master's students at their attachment sites. The visit help to understand how Gulu University has organized the student's field attachment program. During a different session we held discussions on how to strengthen the community outreach program. Dr. Basil Mugonola made a formal presentation of the outreach program with an ensuing discussion on strengthening the community action programme. It is important to note that Gulu is still developing the official Framework for Field Attachments, but just as for Egerton, Gulu University will need technical backstopping to assess impact and follow up of the community engagement of the different pilots in place, both at the graduate and undergraduate level. The need is more urgent as the resources available – human and financial - are more limited at Gulu than at Egerton. Just as in Kenya, the backstopping not only should refer to the impact assessment of technology/knowledge transfer, but also to assess the educational goals sought. Once the framework is complete we could offer a more structured feedback and support.

#### **Strengthening the entrepreneurship programmes and reviewing the competitive student enterprise scheme approach at Gulu.**

The second theme for this visit was to provide mentorship and guidance on the implementation of the supervised student enterprise scheme. The scheme covers undergraduate and graduate students alike in the sense that both cohorts prepare a business plan but only graduate students receive funding for implementation. The loans are expected to be paid back charging only a modest interest rate. Through EDULINK II 2 undergraduates will receive funding on a pilot basis. A presentation of the EDULINK II initiative was presented.

To guide and advise on the design and implementation of the students' enterprise scheme two main activities were developed. The first one was to observe the presentation of the graduate student groups who are being funded through EDULINK II. For Gulu, this was the first cohort actually getting money and implementing the enterprise project. Only one group - Ageno's Cookies - was running the program on time. As opposed to Egerton, Gulu students on this MSc. program have to develop their research, field attachments plus the enterprise scheme in the II year of the graduate program. They are really overtaxed and it was not surprising to find most groups delayed in the enterprise scheme at the time of my visit.

Also an in depth presentation sharing EARTH University's student enterprise scheme was shared with the Faculty running the enterprise scheme. Just as at Egerton an extensive discussion about an efficient implementation of the different steps of Figure 1 was carried out.



Once again, a rapid assessment of the initiative yielded two main risks that have to be addressed:

1. The carrying capacity of the faculty is already reached. Faculty seems overwhelmed with the amount of work needed at so many different levels, plus their other academic chores. Operating successfully the integrated approach presented in **Figure 1** requires faculty who are engaged full-time in the process. A successful program in terms on delivering the educational outputs and financial targets is essential for an institution that tries to embody the entrepreneurial spirit.
2. As the program grows in number and complexity of projects, an office to support all the administrative chores and follow-up is desirable, as the faculty members cannot deal with both responsibilities successfully.

As in the case of Egerton University, it would be useful to discuss the possibility of EARTH providing assistance to Gulu in meeting these challenges.

**EARTH implementation of the MasterCard Foundation Scholars programme including identification and selection of needy but deserving students; how to instil social values amongst students and commitment among the teaching staff.**

A detailed explanation of the admission process for undergraduate students at EARTH – including MasterCard Foundation scholars – was presented. The 8 competences model used for screening and accepting applicants from around the world that aligns well with the objectives of MasterCard Foundation Scholars Program was shared. However, more than focusing on the admission process or the maintenance of enrolled students, the main discussion addressed the gaps in the implementation process of the RUFORUM proposal to the MasterCard Foundation in which Gulu is one of the participating universities. A whole range of issues were discussed that require further attention either by Gulu or RUFORUM for the successful implementation of the upcoming project. Issues discussed included:

1. What is a deserving student in the context of East Africa and specifically for Gulu? What is the entry profile for graduate and undergraduate students?
2. Admission requirements at Gulu, as Gulu will be the hub for students from Sudan/South Sudan, Burundi and Somaliland. The “A” versus “O” level systems have to be harmonized as Uganda uses the “A” level for University entrance. The admissions criteria for national versus non-Ugandan candidates needs to be addressed.
3. The language issue, as countries such as Burundi speak French and Sudan/Somaliland speak Arabic. Is the program to include training in English? Where will it be held?
4. What services Gulu will provide for the scholars beyond academic courses. Room? Board? Insurance? Stipends? Or this will be done by RUFORUM?
5. The importance of setting up the nucleus of a Student Affairs Office by appointing a focal point at Gulu in charge of the overall program, not only academic follow-up. Office space and institutional support would be needed.
6. Carrying capacity, would this new influx of students change the current size of classes?
7. The importance of branding for Gulu in this regional program. With a clear entry profile the University can brand itself targeting the specific profile that is looking for.

A further discussion of these topics was carried out at RUFORUM to enrich the proposal.



**Discuss and develop a baseline study to benchmark progress over the next 5 years or so to improve entrepreneurship capacity of farmers.**

The Strengthening University Outreach and Agri-Entrepreneurship for Community Transformation in Northern Uganda project (SUAT) is a Community Action research Program (CARP) funded by RUFORUM. It is attached to a 2 masters programs working with 1 doctoral and 2 Master's students with 3 graduate assistants. This CARP seeks community transformation through agricultural innovation whereby students are attached individually or in groups to farms visiting regularly the farms once a week starting in their third year and continuing during their fourth year during the undergraduate program. Under the new curriculum, field attachments for undergraduates will begin in the first year.

The central output of the project is to move from subsistence agriculture to an enterprise development approach. Therefore a baseline study of the targeted area to benchmark progress is needed. The baseline study would be expected to characterize the communities in the areas selected for intervention. The presentation by Professor Stephen Kalule generated a heated discussion with the faculty because even though the instrument presented (survey) was correctly framed under the CARP guidelines, the faculty felt it "too narrow" and needed more input. The faculty sought to expand the baseline study (survey) to include other areas of interest that they felt had been left out. They also requested the instrument to be tested before its final implementation. It is important to notice that this baseline study was to be conducted a year before, thus the whole process has been further delayed.

## **5. RUFORUM**

At RUFORUM my visit encompassed two main activities:

- First, a debriefing to the RUFORUM Secretariat staff on my experiences visiting Egerton and Gulu with an emphasis on strengthening the backstopping spirit of the visit on community development and entrepreneurship. The topics addressed in my oral report are the ones presented in this document.
- Second, I held discussions with the Secretariat regarding EARTH's experiences in operating the MasterCard Foundation Scholars Programme, including the identification and selection of needy but deserving students. This took considerably more time than anticipated. A detailed explanation of EARTH admission and follow-up processes was presented. This presentation was the base for a discussion aiming to provide detailed feedback to RUFORUM on the new proposal being developed for the MasterCard Foundation. The seven issues discussed at Gulu were further discussed at RUFORUM so they could be taken into account in the editing/revision of the proposal to ensure the success of the initiative.
- A new visit to EARTH University in been planned by RUFORUM staff for the middle of February of 2016. This will be the venue to further discuss the next steps in this collaboration.

## Annex 1

### Draft program for the Visit of Prof. Mario Piedra (EARTH University) to Gulu University, Egerton University, RUFORUM Secretariat and Makerere University

Date	Time	Activity	Resources required	Person responsible
Wednesday November 11 <sup>th</sup>	Based on travel itinerary	Arrival from Costa Rica to Nairobi, proceed to Egerton	Airport pick-up from Eldoret International Airport	Patience Mshenga/Nancy Mungai
12 <sup>th</sup> Thursday	All day	Guidance on Field attachment programme for both Masters and undergraduate students; Review of the Enterprise Project being run under EDULINK II as well	Venue/attendees/facilitation materials	Patience Mshenga/Nancy Mungai
13 <sup>th</sup> Friday	All day	Field visit/monitoring of projects implemented by Egerton	Venue/attendees/facilitation materials	Patience Mshenga/Nancy Mungai
14 <sup>th</sup> Saturday	All day	Travel from Egerton to Nairobi and Nairobi to Kampala	Airport Pick-up and Hotel Reservation	Anthony Egeru
15 <sup>th</sup> Sunday	All day	Rest day		
16 <sup>th</sup> Monday	9:00-1:00 pm	Presentation at the RUFORUM Secretariat	Venue and other associated logistical components	Anthony Egeru
17 <sup>th</sup> Tuesday	All day	Seminar at Makerere University	Venue/students/staff	Prof. Johny Mugisha/Anthony Egeru
18 <sup>th</sup> Wednesday	All day	Travel to Gulu University and Settling in	Vehicle pick	Odong Walter
19 <sup>th</sup> Thursday	9:00am-4pm	Visit to students field attachment sites Interaction with second year masters students at their attachment sites	Transport/lunch	Enos Kule/Akidi Irene
20 <sup>th</sup> Friday	9:00-10:00am	Courtesy call on the VC		Dean, FOAE
20 <sup>th</sup> Friday	10-1:00pm	Mentorship and guidance on the implementation of Supervised students enterprise scheme	Meeting room	Basil Mugonola
	2-5pm	<ul style="list-style-type: none"> <li>Interaction with academic staff on experiential learning approaches to training</li> <li>Review of Conceptual Framework/Design of the Student-Centered Outreach</li> </ul>		Basil Mugonola/Stephen Kalule
21 <sup>st</sup> Saturday	All day	Piedra Building on materials for the next week and revisiting materials based on experiences observed	N/A	Piedra
22 <sup>nd</sup> Sunday	All day	Rest	N/A	Piedra
23 <sup>rd</sup>	9-	Debriefing on how EARTH is implementing		Peter Omara

Date	Time	Activity	Resources required	Person responsible
Monday November	12noon	the MasterCard Scholars program including identification and selection of needy but deserving students.		
	2-5pm	Discussion on strengthening the community action programme Strengthening the Competitive Students enterprise scheme approach at Gulu University Meeting graduate students and their supervisors carrying out research within the framework of the Community outreach project		Stephen Kalule/Walter Odongo
24 <sup>th</sup> Tuesday	9-12noon	Delivering a guest lecture to faculty and students on entrepreneurship integration in curriculum and mind change.		Basil Mugonola
	2-5pm	Discussing baseline study to benchmark progress in experiential learning, community attachment, over the next 5 years		Stephen Kalule
25 <sup>th</sup> Wednesday	9-12 noon	Guest Lecture to M.Sc. Agri-enterprises Development Class		Walter Odongo
	2-5pm	Sharing and inputting in the processes of development of New M.Sc. programs		Fred Otim/David Waiswa
26 <sup>th</sup> November	All day	Travel to Kampala from Gulu	Transport	Walter Odongo
27 <sup>th</sup> November	9:00-1:00 pm	Debriefing the RUFORUM Secretariat on lessons learned	Venue and participants	Anthony Egeru
28 <sup>th</sup> November	All day	Travel back to Costa Rica from Entebbe	Transport	Anthony Egeru

**EGERTON UNIVERSITY**

**DEPARTMENT OF AGRICULTURAL ECONOMICS AND AGRIBUSINESS MANAGEMENT  
AGRIENTERPRISE FUND SCHEME GUIDELINES**

**The objectives of the fund scheme were agreed as follows:**

1. To facilitate the students to implement their agri business ideas or to actualise their business plans
2. To instil on the students financial management discipline
3. To develop, nurture and actualise an entrepreneurial spirit amongst the students

**Guidelines for Accessing the Funds**

For the students to be able to benefit from this fund scheme, they will be required to follow the following guidelines

- a. They are to write a proposal/business plan at the end of the first semester of study
- b. The businesses should be within a 100 km radius from the university
- c. The students will be required to work in groups of 3 to 4 persons, and to formalise the group through registration within the project and also with social services department
- d. The group members should agree on the logistics including the management structure and the roles of each member. This must be clearly stipulated in the business plan.
- e. The student will then be required to present the proposal/business plan before a panel comprising of academic staff, financial experts and a industry/ business area expert from the private sector. This panel will critique the business plan and assess its viability and sustainability.
- f. The experts will also gauge the feasibility, profitability, social responsiveness as well as the environmental impact
- g. Once the proposal/plan is approved, the department will organise training for the groups on the different thematic areas. If necessary, this training will also tie up issues relating to business plan preparation and use.
- h. The industry player expert will also serve as the mentor for the group in their area of expertise.
- i. Educational visits will be organised to the industry of interest in such a way the each group will have an opportunity to visit their area of interest and ask relevant questions