

Transforming African Agricultural Universities to meaningfully contribute to Africa's growth and development' (TAGDev)

MCF@RUFORUM STUDENTS ORIENTATION PROGRAM



THEME

Training a Generation of AgLeaders for Agricultural Transformation in Africa



DATE: 7th to 29th July, 2017

VENUE: ARC HOTEL, EGERTON UNIVERSITY

Background

Over the last one and half decade, Africa has experienced considerable economic growth. Africa's real GDP has remarkably grown by more than twice that of the previous decade. This growth has however not benefited millions of the rural poor. This is because the growth base is non-inclusive. As such, stimulating and sustaining growth in agricultural sector provides a good opportunity for inclusive growth and distributing the net benefits of the economic growth. Agriculture has had a proven track record of contributing towards a more robust poverty reduction process in Africa where the majority of the rural poor are agriculture dependent. The agricultural sector supports the livelihoods of 90% of Africa's population, provides jobs to 60% of the economically active population and 70% of the continent's poorest communities derive their living mainly from agriculture.

Despite being widely recognized as employment and livelihoods game changer of enormous potential, Africa's agricultural potential has barely been exploited owing to challenges relating to widening technology divide, weak infrastructure and declining technical capacity. Declining technical capacity is affecting agricultural performance a cross-board including in the service sectors relating to agricultural value chains. In addition to developing technical capacity, assisting smallholder farmers can bolster farmer specialisation and market orientation to value chains and enterprise development. Assisting smallholder farmers further facilitates their transition to practicing agriculture as a business by enhancing their skills and knowledge, and making appropriate agricultural technologies affordable.

Undertaking these sort of transitions requires that Higher Agricultural Education (HAE) institutions produce graduates with a transformative mindset of agricultural leaders rather than merely technocrats. As agricultural leaders and change agents they should be in position to fully appreciate the farmer challenges and lead and drive the transformation processes. However, the challenge to producing leaders in many African universities is that many of these universities were not set up for developing transformative leaders due to the historical focus on disciplines to produce knowledge based technocrats to serve the interests of the colonial masters rather transformative leaders and change agents. This requires that universities undergo transformation to produce transformative graduates that are responsive to the labour markets and are in better position to strategically respond to agricultural development needs of smallholder farmers on national and regional scale.

Introduction to the TAGDev Project

Transforming African agricultural universities to meaningfully contribute to Africa's growth and development (TAGDev) is a partnership project between The MasterCard Foundation and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM). This eight year project (2016-2024) seeks to transform African agricultural universities and their graduates to better respond to developmental challenges through enhanced application of science, technology, business and innovation for rural agricultural transformation. The project will support the training of 220 students (110 masters and 110 under graduates). The project is nested around four broad objectives: i) Pilot a new model of agricultural education at early adopter universities that connects tertiary agricultural education to rural communities, with an emphasis on smallholder farmers; ii) Strengthen agribusiness/entrepreneurship at two universities and selected TVET institutions; iii)

Scale the new model for agricultural education to other agricultural universities and TVET institutions; and, iv) Increase collaboration and mutual learning among institutions and agencies implementing and influencing innovative Tertiary Agricultural Education for rural transformation in Africa.

The TAGDev project targets students who are academically bright yet economically disadvantaged and/or marginalised from the mainstream of society. The focus is to build a strong cadre of AgLeaders who are proactive and change makers. In the broader realm, the TAGDev project will expand the advancement of knowledge and understanding of tertiary agriculture education, engage policy makers at national and pan-African levels to influence higher agricultural education policies and guide agriculture training processes at university and TVET levels.

Orientation training

The TAGDev project recruits students from across Africa; these students come from different educational systems, family and socio-cultural and economic backgrounds. The orientation program serves as a central program for providing the students with a leveling out phase prior to the commencement of studies. Therefore, the purpose of the orientation training is to provide students with opportunity to: i) get abreast with the objectives, goals and intent of the TAGDev project, ii) exploring the opportunities and scope of their potential, iii) lay the ground rules of engagement during the course of their studies, iv) open the students world views and horizons to the new realities of a competitive global economy and market place, v) provide students with opportunity to know each and develop common goals and personal standards. The orientation training weeks are thus meant to provide students with opportunity to reduce any apparent psychosocial anxieties that there may exist as they will undergo a package of personal mastery and a range of assorted skills development packages designed specifically building a cadre of transformative leaders.

The orientation training is built around a package of skills development packages and packages inclined to making the students understand the set of work ahead of their education path and career path upon completion. These packages include: i) transformative leadership for rural transformation, ii) Agricultural value chains, entrepreneurship and Business Start-up Tool (BEST), iii) discovering your talent for entrepreneurship and enterprise development; iv) personal mastery, leadership and capacities beyond the horizon, v) rural transformation, vi) research approaches and applications for rural transformation. In the following subsections, the fundamental basis for each of these training packages is presented.

a) Developing transformational leaders in an African environment

Creating high performance and change especially meaningful transitions has become central in today's competitive world¹. Accordingly, graduates and/or employees ought to be proactive, active and engaging with exceptional abilities to manage the demanding contexts. This has led to the rise of the transformational leadership as an ambit that provides graduates opportunity to better cope with the pressures. Transformational leadership is a leadership approach that causes change in individuals and social systems. It is focused at creating valuable and positive change in the followers with the end goal of developing followers into leaders. Transformational leadership enhances the motivation, morale and performance of followers through a variety of

¹<https://managementstudyguide.com/transformational-leadership.htm>

mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization and/purpose; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers. The transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations. Transformational leadership is focused on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community². Developing transformational leaders among both the students, faculty and university managers is the core focus under the TAGDev project. This orientation period, provides the first opportunity to see the seeds towards developing transformational leaders within an African context and environment. This will be developed through delivery of a short bridger course.

b) Creativity, personal mastery and capacities beyond the horizon

Human mind is incredibly elastic and resilient to situations requiring immediate and/or protracted adjustments. The MCF@RUFORUM students will require adjustment to new environments, they will need to take responsibility for their personal growth and development and upward progression through the career of their choice. These demands that their emotional maturity, self-awareness, intentions and passion is well developed and structured as a buffer to the fronting realities of a competitive global environment they are operating in and will transition to after completion of their studies. As such, this training on personal mastery will focus on personal improvement, setting goals, confronting setbacks and overcoming obstacles and fears, developing visions for one's life and living with and committing to these vision. This short course on personal mastery will be delivered with a 360 degree self-assessment to better understand ones person; this will particularly be critical in helping to identify broad to specific capacities that further require nurturing for beyond the horizon achievement. In order to execute a 360 degree assessment, a psychometric assessment of each student in the orientation training will be undertaken. The purpose of this short course is four fold; i) orient the students to a number of techniques and exercises that spark the creative process that fits within ones personality traits so as to better apply them to various situations; ii) to help students discover their purpose in life-it is this that gives meaning to all ones activities as driven by an inner deep conviction; iii) to help orient students to how they can mobilize resources to efficiently achieve their goals; and iv) to enable students find and achieve balance in life as stress levels rise in society across all ages. This short course will highly be facilitative and interactive.

c) Discovering your talent, and making it work for entrepreneurship and enterprise development

In a dynamic and competitive economies as today, self-awareness of one's inner talents and abilities provides a winning edge that one can capitalize to nurture business as an entrepreneur and further build on it to establish meaningful and viable enterprises. However, discovering ones talent and/or a pool of talents thereof is not such a simple task. This is because taking the journey to realizing the 'near perfect performance' is a complex part of developing a complex story of one's full potential which is not totally and wholly one's own. This training component will be delivered

²chrome-extension://oemmndcbldboiebfnladdacbfmadadm/http://www.langston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf

through by personalities that have discovered their talent and made use of it as entrepreneurs profitably. It will take the approach of life coaching from an arena and perspective of seeking to understand one's self for success. Students are encouraged to read: *Ken Robinson, 2013. Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life.*

d) Agricultural value chains, entrepreneurship and Business Start-up Tool (BEST)

The TAGDev project is focused on transformation at individual level, institutional level, community and national and regional level. It has a special focus on agriculture as a massifier of opportunities for youth and as a mechanism to achieve financial inclusion and moving millions of poor smallholder farmers out of poverty. Agricultural value chains, entrepreneurship and business start-up is strategically designed to: i) to provide students with a sound basis for finding opportunities to exploit in the agricultural sector; and ii) provide students with a basis for becoming agripreneurs, and the essence of business management including financial literacy. Agricultural value chains in developing countries are defined by dual value chains operating in parallel for the same commodity; with one being informal and the other more formal. Smallholder farmers are often involved in the informal chains that deliver commodities to the middlemen as well as to the small stores; this is where the fulcrum of their exploitation occurs. Meanwhile, formal value chains tend to deliver the commodities in better quality and from large farms and/or farmer groups. The duality of the of value chains in the developing countries is further reinforced by the rapid growth of supermarkets. This however limits many smallholder farmers from accessing markets owing to low-quality commodities, and low prices and low returns³. It is thus vital to find ways in which smallholder farmers can be integrated into the modern value chains on a local, national and regional scale for viable returns on investment. The students will be taken through how this can be made possible and how they can make use of their entrepreneurship acumen within a complex environment.

e) Rural transformation

Rural transformation has become an important issue of discourse in developing economies especially in sub-Saharan where transitions are happening and projected to occur in all spheres of life. The interest in rural transformation discourse is apparent because it represents a process of comprehensive societal change whereby rural societies diversify their economies and reduce their reliance on agriculture; become dependent on distant places to trade and to acquire goods, services, and ideas; move from dispersed villages to towns and small and medium cities; and become culturally more similar to large urban agglomerations⁴. As such, rural transformation is the result, first of all, of the action of global drivers, such as the diversification of rural economies away from agriculture, the globalization of agrifood systems, and the urbanization of rural regions. Whereas the global forces drive this transformation, they are mediated by localized social structures, institutional frameworks, and local societies with different levels of human agency. The interaction

³<https://www.devex.com/news/agricultural-value-chains-a-game-changer-for-small-holders-83981>

⁴Berdegué, J. A., Rosada, T., & Bebbington, A. J. (2014). The rural transformation. *International Development: Ideas, Experience and Prospects*, 463-78.

between the global and local factors explains why the rural transformation between and within different countries has different outcomes in terms of economic growth, social and financial inclusion, and environmental sustainability⁵.

Realities in the globalized context have dramatically changed including in the 2030 Sustainable Development Goals Agenda; this calls for a reassessment of both processes and ingredients for society transformation. This is because: i) the continued population growth in the presence of limited capacity to expand the agricultural use of land and other natural resources, require intensified resource use and faster productivity growth in order to feed the world population; ii) income growth and urbanization has accelerated dietary transitions towards protein-rich foods, which further increases pressures on resource use along food value chains; iii) population pressures and limited natural resource availability have caused increased fragmentation of landholdings, leading to impoverishment and making achieving adequate agricultural productivity growth the more challenging; iv) climate change and other environmental threats require sustainable intensification of agriculture and food systems; v) closely associated to climate change and countries' mandates for renewable energy, agricultural markets are more strongly linked to energy markets, which may alter how structural transformation and food security relative to past experiences of transition is perceived; and vi) farm populations are ageing, also in low-income countries despite large shares of youth in those countries and this is posing challenges to the adoption of new (sustainable) technologies and practices needed to secure sustainable food security⁶. Considering these six facets of concern, this component of the orientation program shall focus to put the students in the framework of thinking more broadly yet strategically as change agents at local, national and regional levels.

f) Research and scholarship at undergraduate and graduate levels

Research communication to different audiences has therefore become a critical component in training this breed of African innovators and change agents. This calls for a sharpened focus on scholarship skills that help drive leadership among young researchers and change agents. RUFORUM acknowledges the recent shifts in pedagogical processes to focus attention away from the first generation towards second generation understanding of creativity. The first generation creativity locates the creative enterprise as a complex set of behavior and ideas exhibited by an individual, while the second generation creativity locates the creative enterprise in the processes and products of collaborative and purposeful activity. Second generation creativity has therefore gained importance for a number of reasons: firstly, it is acknowledged as significant driver in the new or digital economy; recent clarification of the notion of 'creative capital' is immense; the stated commitment of a growing number of universities to 'more creativity' as part of their declared vision for their staff and students is a coveted and targeted opportunity that it helps in

⁵Berdegú, J. A., Rosada, T., & Bebbington, A. J. (2014). The rural transformation. *International Development: Ideas, Experience and Prospects*, 463-78.

⁶<chrome-extension://oemmndcbldboiebfnladdacbfmadadm/http://www.fao.org/3/a-be884e.pdf>

realisation⁷. This therefore allows more space for engaging with creativity as an outcome of pedagogical work in higher education. This focus area will address issues of theory and practice related to development of such scholarship skills specifically needed to increase creativity of graduate fellows in their practice of academic writing, text production and audience and community/stakeholder engagement and increasing the competitiveness of their research output in the international journals.

⁷McWilliam, E., & Dawson, S. (2008). Teaching for creativity: Towards sustainable and replicable pedagogical practice. *Higher education*, 56(6), 633-643

DATE	Time	ACTIVITY	FACILITATORS
Friday 7.7.17	Arrival of RUFORUM and Gulu staff		RUFORUM
Saturday 8.7.17	Arrival of all students		
Week One			
Sunday 9.7.17	Students settling in.		EgU
	9:00-11:00 am	Church service	EgU
	2.00 – 4.00 pm	Campus Tour	
Opening Ceremony			
Monday 10.7.17	8.00-8:30	Arrival of Guests	Program coordinators
	8:30-10:00	TAGDev Program Overview	Program coordinators
	10.00- 10.30	Health Break	EgU
	10.30- 1.00	Opening Sessions	Regional Coordinator (RC) ES, RUFORUM V.C Gulu V.C Egerton Ministry of Education Representative, Kenya
	1.00pm- 2.00	Lunch break	Egerton University
	2.00-3:00	TAGDev goals and objectives	RUFORUM
	3:00-4:30	Student M&E:	RUFORUM
	4.30-5.00pm	Student roles and responsibilities	Prof. Patience Mshenga/ Prof. Duncan Ongeng

	7:00-9:00 pm	Student team building challenge	Team building expert
Developing transformational leaders in an African environment			
Tuesday 11.7.17	8.00-5:00	Leadership training	Detailed Programme by Trainer
	7:00-9:00	Student team building challenge	Team building expert
Developing transformational leaders in an African environment			
Wednesday 12.7.17	8.00-5:00	Leadership Training continued	Detailed Programme by Trainer
	7:00-9:00 pm	Student Team building Challenge	Team building expert
Creativity, personal mastery and capacities beyond the horizon			
Thursday 13.7.17	8.00- 5.00	Creativity in the face of Higher Education	Detailed Programme by Trainer
Friday 14.7.17	8.00-5.00	Personal mastery	Detailed Programme by Trainer
Saturday 15.7.17	9-1:00 pm	Capacities beyond the horizon in the 21 st century	Detailed Programme by Trainer
	2-5 Pm	Njoro/Nakuru (transport plans?)	
Week Two			

Sunday 16.7.17		Church Service/ Free time	Personal Management
Monday 17.7.17	8-5:00	Social Media Skills Capacity Development for Education and Impact Communication	RUFORUM: Apio Joan
Discovering your talent, and making it work for entrepreneurship and enterprise development			
Tuesday 18.7.17	9:00-1:00	Discovery inherent talents and abilities	Johnson Mwakazi
	2:00-5:00	Making business out of your talents and abilities	Media Executive The Royal Voice International
Rural Transformation in Africa			
Wednesday 19.7.17	8.00- 10.00am	Agricultural value chains	Mr. Tom Wambua, Egerton University
	10.00-10.30am	Health Break	EgU
	10.30-1.00pm	Agricultural value chains	Mr. Tom Wambua, Egerton University
	1.00-2.00pm	Lunch break	EgU
	2.00-5.00 pm	Learning from Successes in Rural Transformation	Maina's Farm story in Agri-enterprise transforming lives (Experiential study visit)

			EgU
Thursday 20.7.17	8.00- 5.00	Rural Innovations	Detailed Program by the Trainer
Agricultural value chains, entrepreneurship and Business Start-up Tool (BEST)			
Friday 21.7.17	Developing Entrepreneurial Mindset: Business Start-up Tool (BEST)		
	8.00-5.00pm	<ul style="list-style-type: none"> • Building an entrepreneurial mind-set • Becoming an “<i>Agropreneur</i>” - Reality Check on Farming as a Business, Opportunity Identification and goal setting 	Detailed Program by the Trainer
Saturday 22.7.17	8.00-5.00pm	Egerton Farms visit/ successful agri enterprise visit	Visit to Tony Gachukia’s farm (Thika)
Week Three			
Sunday 23.7.17		Church service/ Free time	
Monday 24.7.17	8.00- 5.00pm	<ul style="list-style-type: none"> • Managing an African business with a professional touch (Human resource , Absentee business manager, Customer Care and Operational Management); 	Detailed Program by the Trainer
Tuesday 25.7.17	8:00-5:00pm	<ul style="list-style-type: none"> • Managing Business Finance – financial literacy, sources of capital and importance of records; and • Setting a profitable business with a social impact. 	Detailed Program by the Trainer
Wednesday 26.7.17	8.00- 1.00 pm	Rural Transformation Models to Rural transformation	Dr. Justus Ombati, Egerton University

		<ul style="list-style-type: none"> • Exposure to Community action research process • Community Action Research 	
	2.00-4.30pm	Entrepreneurship & enterprise development in Agricultural value chains	Evanson Njuguna Operations Manager Njoro Canning Factory (K) Ltd
	4.30- 5.00pm	Closing and day's announcement	Asst. Program coordinators
Research and scholarship at undergraduate and graduate levels			
Thursday 27.7.17	8.00- 5.00	<ul style="list-style-type: none"> • Research in the development context • Scientific research 	Dr. James Owuoche, Egerton University
Friday 28.7.17	8.00- 4:00	<ul style="list-style-type: none"> • Mentorship • Research communication and information management 	Dr. James Owuoche Milcent Ogusi Egerton University
	4:00-5:00	Closing Ceremony	VC Egerton
Saturday 29.7.17	9.00-1.00pm	Nature Tour to the National Park	Regional Coordinator/ PC @EgU
Sunday 30.7.17	Departure (Uganda Destined Students)		RUFORUM/GU/EgU