



The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)

Action plan to deliver on the C10 commitments assigned to RUFORUM

November 2018



Background

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) is a consortium of 114 universities in 38 African countries spanning the African continent with a vision is to create *'vibrant, transformative universities to catalyze sustainable, inclusive agricultural development to feed and create prosperity for Africa'*. RUFORUM was established to promote the integration of member universities into Africa's development processes, particularly within the Comprehensive Africa Agriculture Development Program (CAADP), Science Agenda for Agriculture in Africa (S3A), Continental Education Strategy for Africa (CESA), and the African Union Science, Technology and Innovation Strategy for Africa (STISA 2024). To support the implementation of these strategies including the Continental TVET Strategy, the African Union (Assembly Decision AU/Dec.671 and Assembly/AU/Dec 572) established the Committee of Ten Heads of State (C10) in July 2015, with two Africa Heads of State from each geographical region of Africa to voluntarily participate in the Committee comprising of: Senegal; Sierra Leone; Egypt; Tunisia; Gabon; Chad; Malawi; Namibia; Kenya; and Mauritius. The C10 was endorsed by the African Union Assembly of January 2018 and held its inaugural meeting in Addis Ababa on 27 January 2018. The C10 has since adopted its rules of procedure, and held its first Extra-Ordinary Summit hosted by the Government of the Republic of Malawi, 2-3 November 2018 in Lilongwe, Malawi. The major outcome was the C10 Declaration and Action Plan with three major commitments including; **1)** investing in education, science and technology; **2)** promoting education in Africa; and, **3)** engaging the private sector.

Following the Summit in Lilongwe-Malawi, RUFORUM in collaboration with other partners were mandated to oversee the implementation of specific activities as enshrined in the C10 Action Plan. These activities, in terms of RUFORUM role, fall under four priority areas, i.e., **Priority area 1:** *Operationalize Education Science and Technology Funds in Africa;* **Priority Area 4:** *Strengthen teacher development and retention;* **Priority Area 5:** *Enhancing TVET and skill development for employment;* and, **Priority area 7:** *Strengthen higher education, science, technology and innovation.*

This document therefore serves as a reporting guide towards the delivery of the commitments assigned to RUFORUM by the C10 Summit.

RUFORUM reporting template for the activities mandated under the C10 Action Plan

| Activity | Alignment to the RUFORUM Operational Plan (2018-2022) | Indicators of progress/achievements | Expected results |
|--|--|--|--|
| C10 Commitment 1: Investing in Education, Science and Technology | | | |
| Priority area 1: Operationalize Education Science and Technology Funds in Africa | | | |
| 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 | 1.1.1 Increase the participation of women in science and technology-related training and research activities in all institutions benefiting from RUFORUM schemes | Percentage increase in proportion of women participating in RUFORUM STI initiatives from the current 33% to 50% by 2022 | Increased quantity and quality of female university members of staff capacitated in science and technology-related training and research initiatives to steer agricultural development processes on the African continent. |
| | 1.1.2 Support and facilitate operations of the Forum for Women Vice Chancellors in Africa (FAWoVC) | Number of dialogue events convened that exclusively bring women leaders in STI together | |
| C10 Commitment 2: Promoting Education in Africa | | | |
| Priority area 4: Strengthen teacher development and retention | | | |
| Strategic Action 4.1: Increase qualified teachers in Member States at all levels with special attention to STEM, ICT skills and digital technology | 4.1.1 Escalate doctoral training to increase the pool of science leaders in Africa | Number of staff in African Universities supported to pursue doctoral training | Capable and innovative research leaders with high level skills retained in African universities and are contributing to institutional leadership for improved Agricultural training and research |
| | 4.1.2 Support the advancement of quality training and Basic and Applied research through Post-Doctoral Fellowships and Africa Career Awards | Number of students trained (Disaggregated by BSc; MSc; PhD; and postdoctoral fellowships) Number of research products developed | Increased research quality and outputs leading to excellence and improved visibility of Africa's agricultural research outputs, innovations, patents and scientific leadership. |
| | 4.1.3 Facilitate Academic Staff Development (ASD) through Graduate | Number of academic staff supported through Graduate Teaching | Increased proportion of academic staff with PhD qualifications in African Universities, |

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| | Teaching Assistantship (GTA) approach and other fellowships | Assistantships (GTAs) | contributing to locally relevant research outputs. |
| | 4.1.4 Increase the participation of scholars from small and/or fragile States in agricultural, science and technology-related training | Number of participants benefitting from various schemes (particular attention to participation of girls and women and students and staff from fragile countries) | Strengthened capacity of small and fragile States to steer science technology and innovation projects through postgraduate training and research |
| | 4.1.5 Track and capture data on staff capacities in agriculture, science and technology in African Universities | A functional open access online portal on African University STI capacities, R&D performance and investment portfolio established | Agricultural higher education stakeholders gain a solid understanding of staffing and student capacities both in the higher education sector, as well as in the wider agricultural innovation systems in Africa. |
| Priority area 5: Enhancing TVET and skill development for employment | | | |
| Strategic Action 5.1: Promote dissemination and implementation of the Continental TVET Strategy ¹² | 5.1.1 Build a networked and engaged youth agribusiness movement of change agents, innovators and entrepreneurs | Number of new agricultural innovations developed by youth. Number of new agri-business ventures established by Youth | Increased engagement of graduates and Alumni from TVET institutions in agribusiness innovations, self-employment and leadership roles. |
| Strategic Action 5.2: Provide practical attachment programmes and strengthen | 5.2.1 Support Community Action Research Teams at each university and TVET institution to | Functional collaborations established between universities, TVETs and communities to strengthen commodity value chains | Increased engagement of universities and TVET institutions with rural communities for agri-food systems transformation |

¹ The main objective of the strategy is to promote not only skills through training focused on the response to the demand of socio-economic activities through employability tests, sustainable livelihoods and responsible citizenship, but also capacity building to create and innovate.

² Key elements in the strategy include Curricula; Training of trainers; **Training of job creators rather than job seekers at all levels (from primary to higher education, including the informal sector)**; required infrastructure and equipment; and, financing

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| incubation of business and entrepreneurship training | engage with communities and strengthen commodity value chains for smallholder farmers and agribusinesses | | |
| | 5.2.2 Support and scale out students community field attachment initiatives for experiential learning and giving back to society | Number of TVET students attached to communities for experiential learning and giving back purposes. | TVET institutions in Africa more actively engaged with community and industry in teaching, research and outreach |
| | 5.2.3 Accelerate agribusiness and entrepreneurship development in African universities and TVETs to develop employability, professional, and entrepreneurial skills amongst the youth | Number of agribusiness start-ups established in selected African universities | African Universities spin out start-ups based on commercialisable research outputs and knowledge products and work closely with Social Capital Investors to provide early seed funding for new early-stage high growth businesses. |
| | 5.2.4 Provide mentorship and support to young innovators across Africa | Number of young innovators capacitated with seed funding to nurture own enterprises | Generation of business, technological and process innovations by TVET and university youth with creative and innovative business ideas through provision of seed funding. |
| | 5.2.5 Strengthen intellectual property rights and catalyse patenting of university-TVET innovations | Number of patented products developed by TVETs | Enhanced capacity of African Universities to use and leverage intellectual property for economic, social, technological and cultural development. |
| Strategic Action 5.3: Capacity building of TVET trainers and | 5.3.1 Train a pool of early career scientists and | Number of TVET practitioners capacitated (Disaggregated by | Qualified, competent and innovative TVET personnel with employable skills and |

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| stakeholders and Rebrand TVET for enhanced access, equity, quality and relevance | development practitioners (TVETs) | gender, country and institution) | competencies relevant in the revitalization of TVET in Africa. |
| Strategic Action 5.4: Incorporate life skills development and career guidance in TVET | 5.4.1 Develop, deliver and scale up/out innovative training and research curricula | Number of life skills training programs developed and integrated in the training curriculum of TVET institutions in Africa | Enriched curricular of TVET institutions in Africa vital in inculcating the conceptual, technical and soft skills for better integration into the job market. |
| 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 | 5.5.1 Strengthen vocationalisation of higher agricultural education | Number of collaborative agreements signed between universities and TVETs | More articulated educational systems in which firm-based, informal, TVET, and university training are linked and unified in National Qualifications Frameworks and accessible to learners participating in lifelong learning. |
| Priority area 7: Strengthen higher education, science, technology and innovation | | | |
| 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 | 7.1.1 RUFORUM in partnership with the National Research Foundation-South Africa and OCP-Morocco, to initiate establishment of foresight units in selected universities across Africa | Number of centralised units designed specifically for strategic foresight established in selected African Universities | Increased ability for African universities to detect and respond to emerging trends in the higher education space at an early stage and anticipate future challenges to enable them develop strategic solutions in advance. |
| | 7.1.2 Build universities' capacities for foresight to support planning and future implementation in key priority areas | Number of strategic foresight expertise trained. Number of graduate programmes in foresight developed and integrated | Increased ability of African universities to explore environmental scanning models and exploit them in higher education to enhance strategic planning. |

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| <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> | 7.2.1 Initiate establishment of Research Chairs in selected universities | into the curriculum of African Universities | |
| | 7.2.2 Support Academic Mobility Scheme (RAMS) to promote access to quality academic programmes, strengthen inter-regional, inter-cultural exchange and collaboration in the field of higher education in Africa | Number of research chairs established in selected African Universities | Enhanced research and innovation capacity of selected African universities to produce high quality postgraduate students and research and innovation outputs. |
| | 7.2.3 Strengthen inter-regional, inter-cultural exchange and collaboration in the field of higher agricultural and STI education and research | Number of staff and students supported through Regional Academic Mobility Schemes (RAMS) | Increased availability of trained and qualified high-level professional human resource in African Universities vital for sustainable development and ultimately contribute to poverty reduction and economic development in Africa. |
| | 7.2.4 Strengthen staff capacities in Africa Universities through the Graduate Teaching Assistantship program and other similar initiatives | Number of staff and students exchanges supported through the Regional Academic Mobility Schemes (RAMS) | Increased regional and international collaborative activities amongst African Universities vital in boosting and conducting cutting edge research, quality teaching, and resource mobilization in support of post graduate programs |
| | | Number of University staff supported through Graduate Teaching Assistantships (GTAs) | Enhanced excellence in academic practice in African universities across leadership and management, professional skills, research, teaching and learning. |