



**STUDY
REPORT**
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RUFORUM-University Community Engagement Framework and Strategy

**Regional Universities
FORUM for Capacity
Building in Agriculture**



RUFORUM (2017) University-Community Engagement Framework and Strategy Study Report, Kampala-Uganda

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Acronyms and Abbreviations

AAU	Association of African Universities
ABI-ICRISAT	Agribusiness Incubation Centre (of the International Centre for Research in the Semi-Arid Tropics)
ACE	African Centres of Excellence
AAIN	Africa Agribusiness Incubation Network
AfDB	African Development Bank
ANAFE	African Network for Agriculture, Agroforestry and Natural Resources Education
ARD	Agricultural Research and Development
ASARECA	Association for Strengthening Agricultural Research in Eastern and Central Africa
APUCEN	Asia-Pacific University-Community Engagement Network
AUCEA	Australian Universities Community Engagement Alliance
BSc	Bachelor of Science
BTVET	Business, Technical and Vocational Education and Training
CapDev	Capacity Development
CARPs	Community Action Research Programme(s)/Project(s)
CBEL	Community Based Experiential Learning
CBF	Capacity Building Framework
CBL	Community Based Learning
CBPR	Community Based Participatory Research
CBR	Community Based Research
CCARDESA	Centre for Coordination of Agricultural Research and Development in Southern Africa
CE	Community Engagement
CEPs	Community Engagement Programme(s)/Project(s)
CHESP	Community-Higher Education Service Partnerships project
CEAGRE	Centro de Estudos de Agricultura e Gestao de Recursos Naturais (Centre for Agriculture and Natural Resources Studies), Eduardo Mondlane University
CoI	Communities of Interest
CoP	Communities of Practice
CORAF/WECARD	Conseil Ouest et Centre Africain pour la Recherche et le Développement Agricoles/ West and Central African Council for Agricultural Research and Development
CRS	Community Radio Service
CUE	Community-University Engagement
CUPP	Community-University Partnership Programme
CURE	Community-University Research Exchange
DEA	Diploma of Advanced Studies
DANIDA	Danish International Development Agency
DONATA	Dissemination of New and proven Agricultural Technologies
EAC	East African Community
EU	European Union
FAP	Field Attachment Programme
FAPA	Field Attachment Programme Awards
FARA	Forum for Agricultural Research in Africa
FOs	Farmers' Organisations
GRGs	Graduate Research Grants
HAELs	Higher Agricultural Education and Learning
HEIs	Higher Education Institutions
IAR4D	Integrated Agricultural Research for Development

ICTs	Information Communication Technologies
ICRA	International Centre for Development Oriented Research in Agriculture
IAM	Instituto de Investigacio Agraria de Mocambique (Mozambique Institute of Agricultural Research/ Agricultural Research Institute of Mozambique)
IPs	Innovation Platforms
IUCEA	Inter-University Council for East Africa
LMD	Licence Master Doctorat
MCF	MasterCard Foundation
MSc	Master of Science
NARS	National Agricultural Research System
NGO	Non-Government Organisation
NRM	Natural Resources Management
OCE	Office for Community Engagement
PAEPARD	Platform for African-European Partnerships in Agricultural Research for Development
PanAAC	Pan-African Agribusiness and Agroindustry Consortium
PhD	Doctor of Philosophy
PIs	Principal Investigators
PSTAD	Promotion of Science and Technology for Agricultural Development in Africa
RAILS	Regional Agricultural Information and Learning Systems
RVIST	Rift Valley Institute of Science and Technology
RUCES	RUFORUM Community Engagement Strategy
RUFORUM	Regional Universities Forum for Capacity Building in Agriculture
SAFE	Sasakawa Africa Fund for Extension Education
SEP	Supervised Enterprise Projects
SAHECEF	South African Higher Education Community Engagement Forum
SROs	Sub-Regional Research Organisations
SSA	Sub-Saharan Africa
SSA-CP	Sub-Saharan Africa – Challenge Programme
TAGDev and	Transforming African Agricultural Universities to meaningfully contribute to Africa's Growth Development
TVET	Technical and Vocational Education and Training
UAC	University of Abomey-Calavi
UCC	University of Cape Coast
UCE	University-Community Engagement
UEM	Universidade Eduardo Mondlane/ Eduardo Mondlane University
UniBRAIN	Universities, Business and Research in Agricultural Innovation
ULP	Users' Led Process
ULR	Users' Led Research
WBG	World Bank Group

Executive Summary

Higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of institutional co-operation and collaboration. Beyond traditional views of Universities as places where teaching and research occur, Africa's higher education sector must be recognised as a valuable intellectual resource that directly and intentionally contributes to national issues and priorities. Universities ought to be better known as knowledge hubs and catalysts for future prosperity, wellbeing and sustainable development. While universities have always interacted with their communities in a range of ways, community engagement specifically encourages knowledge-driven partnerships that yield mutually beneficial outcomes for university and community. Engagement is influenced by the alignment of university strengths and community contexts; thus, engagement is a positive force for enhancing the diversity of Africa's higher education institutions while increasing overall research productivity and student learning outcomes.

The dominant culture of higher education traditionally has valued individualism and competition above equity and collective prosperity. However, with the world fast turning into a knowledge democracy, there is universal recognition of communities as a source of knowledge production. University Community Engagement and the construction of knowledge with community partners, is now beginning to be considered mainstream. Engagement within the context of African higher education is variously referred to as Outreach, Service, Community Engagement (CE), University-Community Engagement (UCE), Community-University Engagement (CUE), community consultation, public participation and a host of other terms. Students are increasingly being provided opportunities for engaged experiential learning in community settings and

academic staff are being trained in principles of effective community engaged scholarship and civic engagement. Community-Based Research (CBR) Units, Science Parks/Shops, Technology/Business Incubators and Accelerators, and similar structures providing brokering support and action research engagement are increasingly becoming part of the knowledge architecture of many universities. The increasing use of such new terms like "enterprise universities", "engaged universities" indicate a significant shift in perceptions away from the purely "ivory tower" academic focus to a predominantly market-driven/community needs responsive focus that is closely linked to national and international business community needs, demands, and trends.

The basic construct for community engagement is embedded in teaching and training; research and innovation; and, outreach, service and community development. The UCE generally has two broad purposes. First, it absolutely aims to mobilise and combine university knowledge and community experience to address social disadvantage and exclusion, to promote the idea of a fair society. Second, it complements and collaborates with the university's service-to-business activities by focusing on all those areas of our daily lives that are of profound material and civic importance but which are typically seen as "non-economically productive activity". Engagement, as a generic inclusive term, describes the broad range of processes or interactions between people - stakeholders, community groups or individuals. It can include a variety of approaches, such as one-way communication or information delivery, consultation, involvement and collaboration in decision-making, and empowered action in informal groups or formal partnerships. The word 'community' is also a very broad term used to define groups of people; whether they are stakeholders, interest groups, citizen groups, etc. Community Engagement is a planned process adopted with the specific purpose of working with identified groups of people, whether they are connected by geographic location (community-of-place), special interest (community-of-practice), or affiliation or identity to address issues affecting their well-

being, e.g. industry, profession, (community-of-interest). It is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources, in a context of partnership and reciprocity, to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The practice of UCE amongst universities takes up many forms, and is incorporated in the regular curriculum in universities in multiple and diverse ways. The commonalities as revealed from the sampled institutions and review of literature include:

a) Learning with the community

In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This is the basis for field attachment programmes of most university programmes. Unique models include the “Student-Centred University Outreach Model” for experiential learning and community transformation being piloted in Gulu University in Uganda and Egerton University in Kenya and the “Supervised Enterprise Projects (SEPs)” teaching and learning model of the University of Cape Coast, Ghana.

Support for quality teaching is manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students. Hybrid forms often prevail in institutions. The most common is the ‘adoption’ of a specific geographical locality and then providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges, needs and opportunities of that specific community. This linking of ‘learning’ with ‘service’ is commonly known as service-learning – a form of community-based learning (CBL). The basic objective is to put to use the ‘theoretical’ knowledge gained by students in the classroom in providing ‘practical’ service to the communities in the field. The teaching agenda that incorporates community needs and supports campus mission and lifelong learning goals is done in several diverse ways at the different universities. University protocols for curriculum/curricular change, which include both curriculum development (i.e. new courses, degrees, certificates) and curriculum revision (i.e. changes to existing courses, certificates, and degree requirements) are revised to

include the collection of community-based learning data and sustainability curriculum information.

Community-Based Learning is a pedagogy that explicitly engages students in studying community issues in order to increase students’ understanding and application of academic content. CBL courses should include student learning outcomes concerning application of the concepts and skills of an academic discipline to issues in the community. CBL courses may integrate a broad range of teaching and learning strategies and structures, including: Service-learning: a teaching and learning strategy that provides opportunities for students to apply academic knowledge and skills to respond to identified community needs and enrich the learning experience through guided reflection. The key components of service-learning include (1) the explicit connection of academic material within a course and its application to community needs; and (2) the active reflection by students to foster critical and reflective thinking and enhance the understanding of academic content and social issues. Other forms of CBL include: field experience, internship, externship, practicum, independent study, capstone and/or research projects, volunteer work experience, clinicals, etc.

Another common practice amongst universities is practice-based learning which results from working practice on the job, community service, or profession. It entails self-analysis and evaluation of one’s work through reflection and is aimed at identifying strengths and weaknesses with the intention of engaging and applying what was learned through the practice. The “Service Internship and Student Enterprise Models” to select and train youth in specific skills they can use to form businesses are good examples of practice-based learning used by universities. The central focus of the models is for the students to connect the theoretical knowledge in agriculture, entrepreneurship and agribusiness with practical realities of opportunity identification, conceptualizing, initiating, managing and sustaining small and medium enterprises.

b) Researching with the community

The RUFORUM Community Action Research Programme (CARP) involves various faculties and students of the university in joint research projects, in partnership with the community. The community’s own knowledge is integrated into the design and conduct of the research. New research by students and teachers gets conducted;- students complete

their thesis or dissertation and research papers to complete their academic requirements, and at the same time the community's knowledge is systematized and integrated in the research. There are multiple ways in which research and scholarship are variously applied by the universities as part of community engagement.

Participatory in nature, the control over research is jointly shared by the researcher and the actors in the problem situation. While the former gives an absolute value to the minority of theorists in the society, the latter begins with trust in the knowledge which the common man possesses. People in the community, once subject to classification, experimentation, and regulation, are viewed as owners of skills, knowledge and expertise. Therefore, community-based research is primarily community situated, collaborative and action oriented research that draws upon the community's resources in terms of subjects, data, personnel, material or other support. The partners contribute their expertise and share responsibility and ownership to enhance understanding and to integrate knowledge gained into action for change. Other forms include practice-based research - academic research which incorporates an element of practice in the methodology or output' and community engaged scholarship - the teaching, discovery, integration, application and engagement that involves faculty members in a mutually beneficial partnership with the community.

c) Knowledge sharing with the community

Under this mode of engagement, the knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and claim its rights from various public and private agencies. These take the form of enumerations, surveys, camps, trainings, learning manuals/films, maps, study reports, public hearings, policy briefs, teaching and technical services to farming communities. The idea behind such initiatives is to transport 'knowledge' out of the hallowed portals of academic institutions and disseminate it within communities, who can then use it for their well-being and other activities.

d) Devising new curriculum and courses

This form of engagement provides for consultations with local communities, students and community-based organizations, which are used by universities to design new curricula and courses that respond

to specific needs of the community, such as short-term workshops, certificates and degrees as well. They are meant for community members as well as university students. This enriches the curriculum of existing courses through locally-appropriate subject-matter (which interests local students most) along with creating new, locally appropriate educational programs that will interest the new generation of students. Such courses augment the theoretical knowledge of learners with the help of practical experiences of community members.

e) Including practitioners as teachers

Local community elders, women leaders and civil society practitioners have enormous practical knowledge on a wide variety of issues. This expertise is often tapped by inviting such practitioners inside the university to co-teach courses both in the classroom and in the field. Such instructors are duly recognized, compensated and respected for their knowledge.

f) Social innovation by students, staff and faculty

Engaging with the community to provide services for the benefit of the community, civic engagement are the common forms of community engagement practiced. In consultation with student unions, associations and clubs, student initiated learning projects which have a social impact are supported. Such social innovation projects by students can also have meaningful links to curriculum and courses. Co-curricular service is performed by students outside of, but complementary to the regular curriculum. It includes community service work done by student organizations or individual students: work study positions used for community service and service projects conducted by recognized student organizations. Outreach and Partnerships are another category of community engagement in service. Outreach extends the University's resources and builds capacity outside the traditional boundaries of the campus to serve the public at large. Outreach services and programs support the University's mission and priorities. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

The study presents a strong case for a RUFORUM Community Engagement Strategy that should aim to propose large scale and on-going collaborative dialogue structures and models between community partners and universities in the execution of their functions of teaching, research and outreach as part of the way that universities do business. All students should be availed opportunities, not only for engaged experiential learning in community settings, but also as a mechanism for augmenting the delivery of agricultural extension and advisory service to farmers, including commercialisation of university research outputs. Partnerships with civic society and other public/government entities and

organised dialogues where unmet community needs are specified and the university organizes teams of university professors, students, staff and their community partners to address these issues is an innovative model that is large in scale, has a formal mechanism for expressing community priorities and negotiating the university response, attracts financial commitment by both the community and the university partners, and could have high level of accountability of the university actors to the community and government. To be effective, academic staff may need to be retooled and trained in principles of effective community engaged scholarship, but also excellence in UCE should be recognized for merit and career incentives.

➤ Introduction

1.1 Embracing University Community Engagement for the Future

Around the world, three phenomena have suddenly gained attention of political, economic and social leaders of our times. The first is the intensified, vocal, visible and powerful citizens' movement. At the base of these movements are young people from all strata and spaces of society demanding to be engaged in the political and social transformation of their nation and local communities. Irrespective of the percentage of young people in a society's population, the young are a thinking differently, and feeling and taking action in new ways. Most existing institutions in modern societies - governments, businesses, universities and colleges - are failing to understand or fully respond to the aspirations of the young. The second phenomenon is an unprecedented rapidly increasing demand for and a great diversification in higher education in all its myriad dimensions, forms and contents, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes 'all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities'.

Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff

development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and



¹<http://pascalobservatory.org/library/second-global-dialogue-communique-how-should-universities-respond-global-pressures-social-and-economic-change>, November 1, 2011

²World Declaration on Higher Education for the Twenty-First Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education adopted by the World Conference on Higher Education "Higher Education in the Twenty-First Century: Vision and Action, 9 October 1998 (<http://www.unesco.org>)

³Hall, M. (2010) 'Community engagement in South African higher education'. Kagiso, 6, 1–52.

controlled. Equitable access to these technologies should be ensured at all levels of education systems. The third phenomenon is the expression of need for a deep transformation of society in all areas of activity and all issues related to how we organise ourselves collectively.

At the same time, several interesting developments are happening. First, many national governments and policy-makers are beginning to think of devising appropriate supportive policies in this regard. Strengthening community engagement (CE) of Higher Education Institutions (HEIs) is a common future in the development/skilling plans of many African countries, e.g. South Africa, Kenya, Tanzania and Uganda. In South Africa, for example, the 1997 White Paper on Higher Education mandated that universities be more responsive to society's needs and called for a new relationship between higher education institutions and communities. To jumpstart civic engagement in South African universities after the adoption of the White Paper, the Ford Foundation invested in the development of the Community-Higher Education Service Partnerships (CHESP) project, which created an initial network of seven universities and eventually became a broader forum with government and other institutions of higher education. When the CHESP ended, staff at many South African universities decided that there was a need for a forum for institutional managers for community engagement. In 2008, faculty and staff at the University of the Free State began a conversation with colleagues at other universities about the need for a network to sustain their work, which led to the launch of the South African Higher Education Community Engagement Forum (SAHECEF) in 2009. All 23 public universities are currently members. Today, community engagement is institutionalized in many South African universities, with various forms of governance structures, budget lines, academic work and student activities.

Secondly, traditional and new funders of African agricultural research and education are openly stating the clear expectation that national research organisations and higher education institutions make a strategic commitment to public engagement and that researchers and academic staff be recognised and valued for their involvement with public engagement activities. Importantly also, several networks and alliances have emerged which are exclusively and largely focused on community-university partnerships.

The world is fast turning into a knowledge democracy and there is universal recognition of our communities as a source of knowledge production. Respect for and recognition of knowledge contributions of all parts of the world and all linguistic groups, of indigenous peoples, the poor, those differently abled and those who were considered 'excluded' in the early 2000s is growing. A 'knowledge commons' of open access to all forms of knowledge representation now functions. All human knowledge belongs to all people. The research and partnership capacities of community organisations have been dramatically strengthened for them to be effective partners. The idea of an "Intelligent Society" has gained recognition, which is to say; we have passed from a society of intelligent individuals to an intelligent society capable of supporting resilience and well-being.

University Community Engagement (UCE), and the co--construction of knowledge with community partners, is now beginning to be considered mainstream, supported by globally accepted developmental ranking systems that prioritise engaged scholarship. Half the countries of the world have formal policies that support and finance Community

“ Social responsibility is a universal element in the understanding of university functions. Sustainability, fairness, respect for diversity are integrated into the full teaching and research functions of the university.”

University research and engagement initiatives . Social responsibility is a universal element in the understanding of university functions. Sustainability, fairness, respect for diversity are integrated into the full teaching and research functions of the university. There are permanent clusters, adhoc clusters or complementary networks in which interdisciplinary partnerships can be formed for specific projects.

Many HEIs are fast becoming post-cosmopolitan centres of social thinking renewal, creating cultural and social capital and active citizenship. Large scale and on-going collaborative dialogue structures between community partners and universities on critical and complex issues ought to be the way that higher education institutions do business.



Faced with relentless policy changes aimed at reforming higher education for the national good, many universities have had to avoid defensive stances emanating from an inward-looking and self-referential academic culture and instead increasingly recognise and properly understand initiatives and achievements of the past in relating and responding to the needs of the world beyond the lecture hall. Through promoting print and publication of the written word, African universities have disseminated their knowledge to a wide readership, largely within the confines of the academic community. This activity

is becoming increasingly responsive to the needs of the wider reading public, and the market for books, and enhanced by the adoption of broadcasting media, and most recently the internet. The vocational preparation of an increasing range of professional groups over time is enabling universities to contribute significantly to the conceptualization and articulation of professional education and training. At the same time, universities have to respond over the course of time to changing conditions of professional organisation and practice.

There is need for a strong close university connection with the national school system developed through publication of textbooks and through the training of teachers. In addition, adult and continuing education as an important extension of some of the universities' activity, is needed to provide a vehicle for new disciplines to be brought in from the margins to the mainstream of university teaching and research, and thus have the university's academic knowledge interact with individual adult learners and broader social movements. Adult and continuing education has a longstanding concern with enabling educationally disadvantaged communities to have the opportunity to engage with university-level study. Community--Based Research (CBR) Units, Science Parks/Shops, Technology/Business Incubators and Accelerators, and similar structures providing brokering support and action research engagement are increasingly becoming part of the knowledge architecture of many universities. It is beginning to be understood that community engagement is desirable but universities are still grappling with how to achieve this effectively and the majority of students and research are still only peripherally engaged in this way – if at all - across the world but more especially in Africa, where it is most needed. Students need opportunities for engaged experiential learning in community settings and academic staff need to be trained in principles of effective community engaged scholarship and civic engagement. Excellence in community engagement is not often, to various degrees, recognized for merit and career incentives for students, academic staff, and administrators in many of the African Universities.

Technical rationality reigns supreme in the global higher education system and its culture. A concept of scientific knowledge is highly valued and rarely called into question, and institutions of higher education are slow to change. This narrow perspective on knowledge limits our capacity to understand reality and generate innovative solutions to perennial problems. The dominant culture of higher education values individualism and competition above equity and collective prosperity. National and international networks providing communities of practice and coordinated advocacy for UCE, including benchmarking processes to support excellence in CE now exist. Journals showcasing theory and

practice have proliferated and both university- based and community-based practitioners and scholars publish together. However, this is only true for a small proportion of research and publishing. There is still a long way to go to ensure that this is more widespread. Research funders provide support to projects that have both scientific and societal impact and give special attention to joint research projects between civil society organisations and traditional research institutes. International funding agencies supporting higher education in lower-income countries place a high priority on helping to strengthen university-community engagement channels. Research funding policy incorporates concerns, needs, and knowledge from civil society and its organisations in research agendas; there are programs and facilities for joint agenda setting. But somehow it is not happening and we need to find ways to see how there can be a systemic change to achieve this joint agenda setting.

Universities as higher education providers are seen as crucial agents of change, having the potential to address and solve societal challenges. One of the means through which they can achieve the said goal is the practice of UCE, as it implies joint interventions to solve problems that affect society. The combination of technical knowledge of the university and the indigenous or applied knowledge of the community offers a great opportunity for finding sustainable solutions, which neither could have done alone. Further, the UCE approach offers significant benefits to society, young people and participating institutions. Engagement of universities/ colleges with different stakeholders is critical to the future success of higher education and will act as an important tool in addressing societal problems.

Universities have a duty to connect different kinds and sources of knowledge and facilitate an understanding between different cultures, letting young people become aware of the social, cultural, economic and political relations that exist. This approach provides the means and resources that let young people play a part in generating alternatives. It has also been observed that when communities are engaged in socially relevant interventions, they become more receptive to the outcome, have the capacity to implement change, and their ability to

⁵Pretty, J & Hine, R (1999) Participatory appraisal for community assessment, Centre for Environment and Society, University of Essex

maintain long term partnerships improves. Evidently, a great deal is demanded across all walks of society for the knowledge emanating from universities, and for the exchange and co-production of knowledge with universities, and a failure to respond will undermine popular support for the sector.

University work in engagement occurs against a range of competing forces, including modernization, internationalization and budget cuts. As a consequence, universities are faced with having to make strategic choices and are being overloaded with missions; seemingly less important missions

1.2 Strengthening Community Engagement in Africa's Higher Education Institutions

1.2.1 Scope and scale of engagement

Engagement within the context of African higher education is variously referred to as Outreach, Service, Community Engagement (CE), University-Community Engagement (UCE), Community-University Engagement (CUE), community consultation, public participation and a host of other terms. The development of social, human and/or economic assets or capital within the contextual perspectives of location (local/region, national, regional and international) and university through its multiple communities is at the heart of the University Community Engagement perspective. The global trend toward mass higher education is to provide many individuals with the opportunity to attend higher

education if they desire to. However in Africa, we are still a long way from broad access to higher education even for those who qualify, with all those without good high school results virtually doomed. There are significant disparities within countries in terms of access and equity opportunities in higher education. Countries with national strategic frameworks that include favourable government policies for higher education community engagement are generally likely to be successful in their ability to provide a national enabling environment for sustainable linkages to occur between HEIs and communities. The increasing use of such new terms like “enterprise universities”, “engaged universities” indicate a



significant shift in perceptions away from the purely “ivory tower” academic focus to a predominantly market-driven/community needs responsive focus that is closely linked to national and international business community needs, demands, and trends

The location of a university within a community or region is likely to have a strong impact on its habitus (acquired characteristics), and universities need to be mindful of this. Within the community context there are many communities-of-interest (CoI) such as business, industry, community-based organisations as well as communities-of-practice (CoP), and the government sector, encompassing local, state and federal elected representatives and staff, boards and advisory committees. They require the use of multiple and varied engagement practices (such as collaboration, partnerships), knowledge and values (such as trust and ethics).

⁶ http://president.msu.edu/_files/documents/International-Briefs-2012-November-Global-Engagement.pdf

The approach to community engagement is often portrayed as linear, moving from inform, the lowest level of engagement, to empowerment, where the final decision-making is placed into the hands of the public, particularly in relation to matters that affect the public. In real practice, however, it is instead a two-way relationship in which the university forms PARTNERSHIPS with the community that yield mutually beneficial outcomes. The International Association for Public Participation (IAP2) has developed a Public Participation Spectrum to demonstrate the possible types of engagement with stakeholders and communities. The spectrum also shows the increasing level of public impact as you progress from 'inform' through to 'empower' (see Table 1 below).

Table 1: Levels of Engagement

LEVEL OF ENGAGEMENT INCREASES 				
Inform - "... know who you are trying to reach and how they are most likely to access and understand the information ..."	Consult - "... ensure the purpose of the consultation is clear, including what is being consulted on and what is non-negotiable ..."	Involve - "... work with the community to ensure their concerns are directly reflected in alternatives and solutions ..."	Collaborate - "... there must be clarity about the extent of decision-making power that is delegated and, in particular, what is not included ..."	Empower - "... empowered communities share responsibility for making decisions and accountability for the outcomes of those decisions ..."
Community Participation Goal				
To provide the community and/or communities-of interest (internal &/ or external) with balanced and objective information to assist them in understanding the problem, the alternatives and/or solutions. To seek opportunities to build the relationship to another level if appropriate.	To obtain community and/or community-of interest (internal &/ or external) feedback on engagement opportunities, analysis, alternatives and/or decisions. To seek opportunities to build the relationship to another level if appropriate.	To work directly with the community members and/or appropriate communities-of interest (internal &/ or external) to ensure that their perspectives are consistently understood and considered. To seek opportunities to build the relationship to another level if appropriate.	To partner with the appropriate community members (individuals or organisations) and/or appropriate communities-of interest (internal &/ or external) in ways that embrace mutual learning. To ensure that all partners are involved in each aspect of the project or engagement activity, in order to enable mutual benefit that supports the "common good".	To enable all participants to develop clear 'terms of engagement' to the community-of-interest participants (internal &/ or external) and place the final decision-making into their hands, in order to enable mutual benefit that supports the "common good".
Promise to Community				
We will keep you informed	We will keep you informed, listen to and acknowledge concerns and provide feedback on how community input influenced decision	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how community input influenced the decision	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendation into the decisions to the maximum extent possible	We will implement what you decide

Source: (1) Ström, J (2011): *Enabling engagement: a study of university-community engagement at a non-metropolitan Australian university*. PhD thesis, Southern Cross University, Lismore, NSW, Australia; (2) IAP2 Public Participation Spectrum (<http://www.iap2.org>); (3) <http://www.dse.vic.gov.au/effective-engagement/resources>.

⁷ <https://www.timeshighereducation.com/blog/community-engagement-what-universities-should-be>; Watson, D., Hollister, R., Stroud, S., & Babcock, E. (2011). *The engaged university: International perspectives on civic engagement*. New York, NY: Routledge.

⁸ <https://www.timeshighereducation.com/blog/community-engagement-what-universities-should-be>

Engagement that is participatory often results in community and other stakeholders having ownership of a direction, course of action or decision, and its implementation; the greater the degree of decision-making, the higher the level of ownership of the decision, and, consequently, the greater the likelihood of a positive engagement outcome. Therefore it is important to consider the implications of the proposed level of participation when designing university-community engagement approaches. The key message for designing engagement processes is to avoid promising a level of participation and power that is never intended to be given, or designing processes that claim to be empowering, but merely offers ‘token’ levels of participation. Pretty and Hine have developed a typology of ‘participation’ to differentiate actions according to the level of power agencies wish to devolve to participants in determining outcomes and actions (Table 2).

Table 2: Typology of Participation

TYOLOGY	CHARACTERISTICS
Manipulative participation	Participation is simply pretence, with ‘people’s’ representatives on official boards but who are not elected and have no power.
Passive participation	People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without listening to people’s responses. The information shared belongs only to external professionals.
Participation by consultation	People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in light of the people’s responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people’s views.
Participation for material incentives	People participate by providing resources, for example labour, in return for food, cash or other material incentives. Much on-farm research falls into this category, as farmers provide their land but are not involved in the experimentation or the process of learning. It is very common to see this called participation. People have no stake in prolonging activities when the incentives run out.
Functional participation	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organisation. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
Interactive participation	People participate in joint analysis, which leads to action plans and formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
Self-mobilisation	People participate by taking initiatives independently of external institutions to change systems. They develop contacts with external institutions for the resources and technical advice they need, but retain control over how resources are used. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distribution of wealth and power.

In the context of the higher education sector, UCE is driven by focusing on the needs of a particular community-of-interest and/or the region in which the university is physically located or associated with. HEIs should be intimately established within their local communities in order to have a sustainable impact on society; likewise local communities should have a seamless network with HEIs in order to maintain an equal and positive partnership. Table 3 provided a conceptual map for understanding and comparing attributes of traditional forms of outreach (the one-way model) to emerging practices of engagement (the two-way model). The core elements - the barriers and enablers - that promote or inhibit a shift toward engagement at universities include institutional mission, location, leadership, culture, structure, governance, and faculty roles and rewards.

Table 3: Engagement and Models of Knowledge Flow

	Linear, Unidirectional Model (One-Way Approach)	Constructivist, Integrative Model (Two-Way Approach)
Epistemology	Positivist: knowledge is value neutral, detached, and “exists on its own.” Logical, rational perspective.	Constructivist: knowledge is developmental, internally constructed, and socially and culturally mediated by partners (researchers and community partners).
Role of higher education institution and community partners	University produces knowledge through traditional research methodology (labs, controlled experiments, etc.). Roles and functions of labour, evaluation, dissemination, planning separated from researcher and community. Community partners have little input into the research design.	Learning takes place within context in which knowledge is applied (community). Knowledge process is local, complex, and dynamic and lies outside the boundaries of the institution. Knowledge is embedded in a group of learners (community and institution).
Boundary-spanning roles	Field agents deliver and interpret knowledge to be used by community members.	Field agents interact with community partners at all stages: planning, design, analysis, implementation
Dissemination philosophy and strategies (Hutchinson & Huberman, 1993)	Dissemination paradigm: Spread: One-way broadcast of new knowledge from university to community Choice: University produces alternatives for users to choose	Systemic change paradigm: Exchange: Institutions and community partners exchange perspectives, materials, resources Implementation: Interactive process of institutionalizing ideas
Metaphors	Community partners as empty vessel to be filled. Knowledge is a commodity to be transferred to community partners.	Community and university are equal partners in a “community of learners.” Universities become learning organizations.
Problems and concerns	Little attention to users, does not take into account motivations and contexts of intended recipients.	Power struggles between community and institution—consensus through negotiation and strife. Lack of readiness to implement (faculty, curricular, societal)
Beneficiaries	Public, consumers	Public, stakeholders, institutional learning

Source: David J. Weerts and Lorilee R. Sandmann (2008): Building a TwoWay Street: Challenges and Opportunities for Community Engagement at Research Universities. The Review of Higher Education Fall 2008, Volume 32, No. 1, pp. 73–106

At the regional level, community engagement programs may span multiple countries within a geographic region of the earth. For example, the East African Community (EAC), now comprised of member nations Burundi, Kenya, Rwanda, South Sudan, Tanzania, and Uganda, established an Inter-University Council for East Africa (IUCEA) in 1980 to help collaborative partnerships between regional HEIs. The IUCEA was set up to: facilitate networking among universities in East Africa, and with universities outside the region; provide a forum for discussion on a wide range of academic and other matters relating to higher education in East Africa; and, facilitate maintenance of internationally comparable education standards in East Africa so as to promote the region’s competitiveness in higher education. With over 200 HEIs within the EAC, it is

common for renowned professors and lectures to hold positions at more than one HEI.

The African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE) has supported development of content materials in a number of fields related to natural resource management. The recent African Centres of Excellence (ACE), an initiative by various African National Governments and the World Bank Group (WBG) is focusing on establishing and strengthening specialization and collaboration among a network of higher education institutions in West, Eastern and Southern Africa (45 Higher Education Centres of Excellence have so far been established in sub-Saharan Africa [SSA]) to deliver relevant and quality education and applied research to address key development challenges.



Global engagement in higher education stands as one of the preeminent strategic foci of most higher education administrators in the twenty-first century:

- *Higher education leaders today recognize the urgency of developing an international strategy for their institutions but often lack the knowledge and perspective needed to inform good decisions.*
- *Students are graduating into an increasingly integrated international environment that, while offering exciting opportunities, also presents many challenges. Institutions must create educational environments where students will begin to appreciate the complexity of global integration but also develop skills to navigate it successfully.*
- *Faculty are seeking opportunities to collaborate with colleagues in other countries to develop globally-attuned academic programs and to expand research networks and collaborative projects. International outreach and initiatives enrich institutional culture but must be based on good information and analysis. At the core of global engagement is the need to provide “a positive overseas experience for undergraduates, encourage international faculty research, and ensure that foreign students, postdocs, and visiting scholars have a positive experience and contribute to campus life”.*

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM: see www.RUFORUM.org) and the Association of African Universities (AAU: see www.aau.org) have continental mandates. AAU is the apex organization and forum for consultation, exchange of information and co-operation among institutions of higher education in Africa. It represents the voice of higher education in Africa on regional and international bodies and supports networking by institutions of higher education in teaching, research, information exchange and dissemination. RUFORUM is a strategic regional network of African Universities with a niche area in Higher Agricultural Education (HAE). With a membership of 66 Universities in 26 African countries (Annex 1), it is a platform for university collaboration and for catalysing the close engagement of African Universities in Africa's development agenda. The regional Secretariat, which was established in 2004, coordinates activities and provides support and guidance to the universities in terms of institutional reforms, particularly the institutionalization of participatory research processes and improved graduate training to serve smallholder agriculture.

Over the years, RUFORUM has established an extensive network of actors with over 18,000 faculty and non-academic experts upon which it can draw expertise and guidance that are involved in national events and are provided with relevant information by the Secretariat. RUFORUM has also established strong, wide-ranging partnerships at continental and regional levels. These links serve to mobilize resources as well as provide regional platforms for sharing resources (staff exchange), experiences and knowledge. Additionally, RUFORUM has reciprocal ties with universities in Europe, Australia, Central America, Brazil and the United States that enhance the reach and quality of its programs. Thus, the RUFORUM network endorsed by governments and member universities provides an effective platform through which strategic investments in agricultural higher education and research, rationalized resource-use among universities based on regional approaches, increased catalysis for improvement in quality of graduate training, and advocacy for increased support to agricultural higher education can be done.

1.2.2 The university community engagement framework

The basic construct for community engagement is embedded in teaching and training, research and innovation, and outreach, service and community development (Figure 1). The mission of 'service' is often viewed as being independent of teaching (or education) and research (or knowledge). In operational terms, primacy is attached to teaching and research functions of HEIs, and 'service' is undertaken afterwards. However, in the emerging new architecture of knowledge, engagement is approached in ways that accept the multiple sites and epistemologies of knowledge, as well as the reciprocity and mutuality in learning and education through engagement.

As public institutions, HEIs worldwide are being challenged to demonstrate their societal relevance through their core functions of teaching, research and outreach. With rapid growth in enrolments in post-secondary education, the issues related to social relevance of curriculum, inclusion of indigenous knowledge, access to hitherto excluded students and direct contribution to solve problems in their communities have gained ascendancy in Africa. In the face of growing isolation of HEIs from society, there is a need for renewed effort by them for genuinely engaging with community, conducting socially relevant research and education and fostering social responsibility amongst students, as part of their core mission. Civic and community engagement constitutes a "new

paradigm" in the development of the institutional mission of universities – BUT why does university-community engagement matter? What is it for? In many universities of the Global South, institutional missions are increasingly concerned primarily with the immediate primary and compelling social issues such as alleviating widespread poverty and enabling locally controlled economic development. Agricultural education and research is increasingly about contributing to a competitive, profitable, job-intensive, gender-responsive and environmentally-sustainable agricultural sector, in order to alleviate poverty and improve food and nutrition security.

The use of holistic value chain approaches in targeted geographical areas, to leverage increases in the overall performance (in terms of production volume, quality, value addition, increased employment and environmental sustainability) is becoming the modus operandi for provision of advisory services and agribusiness/agripreneurship development. Universities are constantly being challenged to find new and effective ways of developing, transmitting and applying knowledge for the public good; ways that may not always look anything like traditional forms of university teaching or research. The university's success is increasingly being measured in terms of active collaboration with other universities and a diverse array of partners, including communities, to effect widespread improvements in the livelihoods of people. This is not charity work; it is what universities should be for. UCE is not a philanthropic activity but reciprocal initiatives that respect the notion that knowledge exists both in the university and the community.

UCE generally has two broad purposes. First, it absolutely aims to mobilise and combine university knowledge and community experience to address social disadvantage and exclusion, to promote the idea of a fair society. Second, it complements and collaborates with the university's service-to-business activities by focusing on all those areas of our daily lives that are of profound material and civic importance but which are typically seen as "non-economically productive activity", such as caring, sustainable development, self-management of health and well-being, voluntary activity and the development of citizenship. Universities that develop serious and fully strategic programmes of UCE can significantly extend the membership of their university communities and do so in ways that add greater colour and richness to their existing teaching and research programmes, as well as providing tangible benefits to their local communities. Community engagement might not be the first

priority for many scholars and a number of academics have generally previously viewed working with communities as the least important factor for career progression. While this kind of university venture often lacks support, traditional knowledge transfer and research commercialisation are starting to take root in a number of African Universities. The creation of specialized organizational units, the integration of community engagement into university budgets and activities, and the presence of supportive leadership at all levels alone cannot guarantee the full institutionalization of community engagement, unless the involvement of the faculty is properly rewarded. The institutionalization of community engagement at any university is evinced by and the benefits from the involvement and commitment of the faculty, staff, students, and external communities. University reward and recognition systems need to reflect this if it is to be taken up. Indeed, many community related activities—continuing education, consultancy, contract research, service learning, and collaborative research—rely on the connections, involvement, knowledge, and commitment of the faculty. Therefore, unless African universities integrate the contributions of the faculty to community engagement into their faculty hiring, evaluations, and promotions processes and reward them appropriately, faculty members will continue to regard community engagement not as an essential duty, but as a distraction to career development

On the business side there's a greater focus on income generation, but what's underneath remains the same. It's about delivery and sharing things of value, which just happen to be for commercial benefit more explicitly than social benefit. Proving the often intangible benefits of engagement is much harder than measuring turnover and profitability, especially when asking academics to fill out yet more "impact" forms can risk their involvement altogether. Novel ways to evaluate community engagement could include setting up online maps showing details of all the projects in the area, enabling members to view and celebrate their achievements (e.g. RUFORUM Impact Platform). This in turn would allow local people to see the huge variety of projects the university is involved with, thereby encouraging more of their peers to come forward with ideas to enrich the community – and the university. There is need to find a way to ensure that the platforms are seen and accessible to all the different stakeholders in the community. There is a growing trend to compel universities to make stronger commitments to community engagement. Various commentaries on African public and private higher education describe a landscape beset by challenges and opportunities related to its relevance and cost. It is now widely espoused that community and public engagement, as aspects of learning and discovery, are central to addressing these challenges and opportunities. Through engagement with local and broader communities, universities seek a means to expand and shift the established internally-focused, discipline-based framework of higher education to one that focuses on a stronger level of societal relevance that improves both society and the overarching goals of higher education.

The major strengths of institutions as evidence of engagement with their communities include: a compelling alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans—the foundational indicators of community engagement, e.g. Are University mottos translated into budgetary priorities, office of community/ university partnerships, consistent messages from institutional leadership, and promotion and tenure guidelines that reward "scholarship of application"? Are missions reflected in student-orientation programs, common themes in news releases, sets of strategic imperatives, and student awards and honours for leadership? This kind of alignment is critical if a significant change in mission is to be sustained and should be the goal of institutions that are in the early phases of community engagement. Such alignment can also serve as the object of self-assessments as more-advanced institutions mark their progress and identify areas for improvement in their commitment to community engagement.



Developing The RUFORUM University-Community Engagement Strategy and Framework

2.1 Purpose



The RUFORUM University-Community Engagement Strategy (RUCES) outlines the Forum's commitment to community engagement and reinforces the concept of "citizen universities" to be promoted amongst its member universities. Future growth of initiatives should result in significant increases in community service projects and community-based instructional and research efforts in HEIs.

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

The strategy focuses on "how institutions of higher education in Africa classify community-engaged scholarship (service, scholarship of application, other) and offers a how-to resource for HEIs leaders who want to take a strategic approach to creating change within the HEIs and in relation to the community. It emphasizes what to do to expand community engagement, and explains how to minimize the risks that can accompany this change process. It provides a clear path to creating an engaged HEI and

institutionalizing community engagement so that it becomes integrated into the fabric of the institution.

The RUCES reflects the extensive efforts devoted to developing a framework for action that member universities and other HAEIs could use to get more engaged with their communities. The intention is to: (1) respect the diversity of institutional contexts and approaches to community engagement; (2) encourage and engage African HAEIs in a reflective inquiry and self-assessment process that is practical and provides useful data, and (3) affirm and honour good work and achievements while urging even better and promoting the ongoing development of their programs. The RUCES process and products should motivate institutions - even those with strong and deep commitments to community engagement - to develop and institutionalize their tracking and assessment systems and to engage with their communities in authentic reciprocal relationships. National and international recognition accompanying the classification that may be instituted by RUFORUM should enhance both the prominence and promise of community engagement in higher (agricultural) education.

2.2 General Description and Understanding of the Assignment

2.2.1 Description of the Assignment

RUFORUM in partnership with The MasterCard Foundation (MCF), Egerton University, Kenya and Gulu University, Uganda are implementing a project “Transforming African Agricultural Universities to meaningfully contribute to Africa’s growth and development (TAGDev)”. The TAGDev project 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 is piloting a new model of agricultural education that connects tertiary agricultural education to rural communities, with an emphasis on smallholder farmers and small and medium scale enterprises. Central to this new model of agricultural education is the Community Action Research Program (CARP) and the Students Community Engagement Program (CEP). These two programs emphasize engaging universities with smallholder farmers and other stakeholders in the agri-food and tertiary education value chains in knowledge co-creation and co-generation and generation of appropriate innovations relevant to strengthening smallholder entrepreneurship capacity. They increase the university-community interaction as well as provide university students and academics opportunity for experiential learning and enhance the delivery of high quality extension services to smallholder farmers through universities. In this regard, the RUCES will serve as a guiding framework in operationalizing, mainstreaming and institutionalising the community engagement model in student training and university-community interaction in rural development processes.

2.2.2 General Understanding of the Terms of Reference

RUFORUM seeks to:

- a) Review the current CARP operations in Uganda, Ethiopia, Tanzania and Malawi, the two pilot community engagement projects (CEPs) at Gulu and Egerton and the community engagement programme at University of Venda: The CARP+ seeks to generate in-depth understanding and experience within systems and value chains, deepen community ownership of research and implementation of results, develop/implement an enhanced research model to mobilize expanded regional agricultural research capacity, enable undergraduate research assistants gain experience



and publish research results, and establish a platform for university engagement with farmers and other stakeholders along the value chain.

- b) Explore possibility of (i) integrating BTET institutions into the CARP and CEP operations; and (ii) expanding the CARP and CEP programmes to West Africa: Largely dependent on ability to raise sufficient funds to support the expansion and to achieve levels of management capacity that ensure operational and financial sustainability.
- c) Define meaningful university-community engagement within smallholder farming systems context: ‘engagement’ as a generic, inclusive term describes the broad range of interactions between people. It can include a variety of approaches, such as one-way communication or information delivery, consultation, involvement and collaboration in decision-making, and empowered action in informal groups or formal partnerships. The word ‘community’ is also a very broad term

used to define groups of people; whether they are stakeholders, interest groups, citizen groups, etc. A community may be a geographic location (community of place), a community of similar interest (community of practice), or a community of affiliation or identity (such as industry). 'Community engagement' is therefore a planned process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation or identity to address issues affecting their well-being. The linking of the term 'community' to 'engagement' serves to broaden the scope, shifting the focus from the individual to the collective, with the associated implications for inclusiveness to ensure consideration is made of the diversity that exists within any community. Broad principles underpin engagement and a practical knowledge and adaptation of these will increase the effectiveness of the individual university engagement activities. In general, engagement principles include: a need for clarity of objectives, and of legal, linked and seamless processes; consensus on agenda, procedures and effectiveness; representativeness and inclusiveness; deliberation; capability and social learning; decision responsiveness; transparency and enhancement of trust. Additional principles that would apply to the relationship between the university and its stakeholders in implementing the engagement are: A commitment to reciprocity that includes stating what the university requires of the community and delivery of what it will provide in exchange – including establishing what the university is promising as part of the engagement process that could, for example, include provision of information or feedback on how contributions have influenced decisions, through to implementation of stakeholder decisions; genuineness in building relationships with community and other stakeholders; and valuing the opportunities that diversity has to offer.

- d) Describe different university-community engagement strategies and models building on the Egerton and Gulu Universities CEP models: As earlier stated, engagement is not generally driven by a 'model' so much as by a framework of guiding principles, strategies, and approaches - based on principles that respect the right of all community members to be informed, consulted, involved and empowered and employing a range of tools and strategies to ensure success. Nonetheless, community engaged university teaching has many variations, each having its usefulness for different applications. Below are some of the commonly applied general models:

- *Discipline-Based Model* - In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences regularly. In these reflections, they use course content as a basis for their analysis and understanding of the key theoretical, methodological and applied issues at hand.
- *Problem-Based Model* - Students relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students have or will develop capacities with which to help communities solve a problem. For example: students might identify critical pests and pathogens and suggest eradication methods.
- *Capstone Course Model* - These courses are generally designed for a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students' understanding of their discipline.
- *Service Internship Model* - This approach asks students to work for a specified period of time and frequency in a community setting. As in traditional internships, students are charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have on-going faculty-guided reflection to challenge the students to analyse their new experiences using discipline-based theories. Service internships focus on reciprocity: the idea that the community and the student benefit equally from the experience.
- *Action Research Model* - Community-based action research is similar to an independent study option for the student who is highly experienced in community work. This approach can be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. This model assumes that students are or can be trained to be competent in time management and can negotiate diverse communities.
- *Directed Study Additional/Extra Credit Model (Special Project)* - Students register for additional/extra credits in a course by making



special arrangements with the instructor to complete an added community-based project. The course instructor serves as the advisor for the directed study option. Such arrangements require departmental approval and formal student registration.

- e) Develop a community engagement strategy framework to guide its implementation by universities: STRATEGY IS KNOWING HOW TO GET THERE FROM HERE. There are a variety of approaches to community consultation and engagement. The aim of developing an engagement strategy is to be able to plan and deliver an appropriate community engagement process that will allow the university to achieve its desired outcomes. This means being clear about aims, identifying the target audience, understanding the resources and capacity available, and planning accordingly. While the literature and many organizations have identified or suggested a number of principles, perspectives and core values undergirding community engagement efforts, those identified by the International Association for Public Participation (IAP2) are perhaps the most comprehensive. Core Principles of successful community engagement include those that: Increase citizens' knowledge about a community and/or the issue you are seeking to address; encourage citizens to co-create additional knowledge and understanding and applying that knowledge; use that knowledge to improve the community or address the identified problem; create future opportunities for citizens to engage each other; and, ensure that these opportunities and effective communications becomes a regular and on-going component of the process. More specifically, these involve:

- *Careful planning and Preparation - Through adequate and inclusive planning, ensure that the design, organization, and convening of the process serve both a clearly defined purpose and the needs of the participants.*
- *Inclusion and Demographic Diversity - Equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.*
- *Collaboration and Shared Purpose - Support and encourage participants, government and community institutions, and others to work together to advance the common good.*
- *Openness and Learning - Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate new options, and rigorously evaluate community engagement activities for effectiveness.*
- *Transparency and Trust - Be clear and open about the process, and provide a public record of the organizers, sponsors, outcomes, and range of views and ideas expressed.*
- *Impact and Action - Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.*
- *Sustained Engagement and Participatory Culture - Promote a culture of participation with programs and institutions that support ongoing quality community engagement.*

To realize these principles, a number of shared perspectives should permeate the university community engagement efforts. A useful framework has been developed around the goals of citizens being informed, consulted, involved and empowered. The following broad perspectives are important to consider when responding to the needs of

stakeholders and the community: change is a fundamental part of growth and effective change must come from within individuals and groups; community engagement/growth starts by first changing ourselves, our attitudes, language and the way we view the world around us; and, communities are most successful when true partnerships exist and power or control is delegated and vested effectively within the community. The Core Values define the expectations and aspirations of the community engagement process. Processes based on these Core Values have been shown to be the most successful and effective. These include:

- Community engagement is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
 - Community engagement includes the promise that the public's contribution will influence the decision.
 - Community engagement promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
 - Community engagement seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
 - Community engagement seeks input from participants in designing how they participate.
 - Community engagement provides participants with the information they need to participate in a meaningful way.
 - Community engagement communicates to participants how their input affected the decision.
- f) Develop a systematic approach to community engagement for different stakeholders and actors within the smallholder farming systems: Stakeholder Analysis is a systematic way to analyse stakeholders by their power and interest. Often the process of identifying stakeholders will result in a long list of individuals and groups. However, once analysed the list is made up of clearly identifiable groups of people with similar interests that can be summarised and mapped onto a matrix as below.

STAKE/INTEREST			
		LOW	HIGH
STAKE/INTEREST	HIGH	<i>High Interest/Stake - Low Power/Resources: Often marginalised: often require special efforts to engage for sustainable results. Keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.</i>	<i>High Interest/Stake - High Power/Resources: Have the capacity to implement outputs themselves, keep engaged at a high level. This group do not always see the need to engage with others. These are the people you must fully engage and make the greatest efforts to satisfy.</i>
	LOW	<i>Low Interest/Stake - Low Power/Resources: Not immediately involved, keep track of changing situation. Again, monitor these people, but do not bore them with excessive communication.</i>	<i>Low Interest/Stake - High Power/Resources: Can redirect their resources elsewhere if lobbied by others. Often don't want to be involved at a high level, but need to be kept informed of what is happening. Put in enough work with these people to keep them satisfied, but not so much that they become bored with your message.</i>
		LOW	HIGH
		POWER/RESOURCES	

High power, high interest stakeholders are Key Players. Low power and low interest stakeholders are least important. Consequently, based on the stakeholder mapping, the RUFORUM/Universities commitments and priorities will be articulated alongside strategic goals and Actions (implementation plan, methods/evidence, instruments, criteria, etc.) that will allow participating institutions to see the community engagement strategy through. RUFORUM Universities:

- Provide the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.
- Create and advance knowledge and understanding, and improve the quality of life of citizens through the discovery, dissemination and application of research across a wide range of disciplines. The Universities serve and engage society to enhance economic, social and cultural well-being.

- Engage diverse people and communities in mutually supportive and productive relationships, and work to integrate understandings of Indigenous cultures and histories, knowledge and practices into their curriculum and operations.
 - Engage, to varying degrees, alumni in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.
 - Engage in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich intellectual and social life.
 - Create rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.
 - Provide a fulfilling environment in which to work, learn, and live, reflecting unique values and encouraging the open exchange of ideas and opinions.
 - Explore and exemplify aspects of economic, environmental and social sustainability.
- g) Identify ingredients for successful implementation of community engagement: These can be seen as either targets, or as filters to measure the functioning of the community or the engagement process in general, and include:
- Capability: The members are capable of dialogue.
 - Commitment: Mutual benefit beyond self-interest.
 - Contribution: Members volunteer and there is an environment that encourages members to 'have a go' or take responsibility / risks.
 - Continuity: Members share or rotate roles and, as members move on, there is a transition process that sustains and maintains the community's corporate memory.
 - Collaboration: Reliable interdependence. A clear vision with members operating in an environment of sharing and trust.
 - Conscience: Embody or invoke guiding principles / ethics of service, trust and respect that are expressed in the actions of the community.
- h) Develop a monitoring and evaluation framework and indicators for community engagement: To involve "the systematic collection of information about the activities, characteristics, and outcomes of programs, for use by people to reduce uncertainties, improve effectiveness, and make decisions." This will guide implementation toward evaluation that includes goals, concerns, and the perspectives of stakeholders, focused on those specific to community engagement

concerns. Community engagement efforts come in many shapes and sizes – and importantly to meet many goals. If monitoring and evaluation strategies are to be successful, they must be directly tied to the goals of the specific community engagement efforts. University community engagement efforts seek to employ community engagement strategies to build social capital and strengthen community relationships and trust. Others are designed to utilize community engagement processes to address specific challenges or issues. If the community engagement effort is designed to address a specific issue, then the evaluation goal will be to assess the issue-specific outcomes that have occurred as a result of the program efforts. There is a wide range of possible metrics we could consider for the engagement efforts and, of course, many will be derived directly from the specific goals and objectives of the strategy. Some of the most common metrics used in engagement evaluation studies include:

- Process Metrics: Representativeness, Interactions, Inclusivity, Comfort, Participation rate, Identification of common goals, Fairness, Satisfaction, Perceived openness, Effectiveness (process and methods), Transparency, Incorporation of values and beliefs into discussion, Trust, Communication, Process flexibility, Continuity, etc.
- Outcome Metrics: Policy/decision influence, Time to develop solutions or regulations, Reduction of legal challenges, Agency or organization responsiveness, Trust, Social-economic-environmental impact, Participants values/opinions, Conflict resolution, Volunteer time and effort, Effectiveness and cost effectiveness, Savings or resources generated, Effect on planning process, etc.

2.3 Process and Methodological Approach

In the light of the above, RUFORUM Secretariat worked in partnership with member and non-member academic institutions and other stakeholders to:

- a) Undertake a study to document current innovative practices in community engagement in selected Higher Agricultural Education Institutions;

- b) Organise dialogues engaging university students, staff and administrators, and community representatives to build shared understanding of and common actions to strengthen community engagement in HAEIs and explore ways in which the engagement can enhance teaching (learning and education) and research (knowledge production, mobilization and dissemination), and,
- c) Based on the findings, make a critical assessment of the current levels and quality of community engagement by RUFORUM member universities; analyse best practices and meanings of social responsibility as practiced by the universities; learn from innovative policies and practices in other non-African universities in the broad field of public engagement and social responsibility; and, identify strategies to scale-up community engagement amongst African HAEIs.

The development of the strategy was undertaken in three phases. The first consisted of virtual and mail consultations with University leaders, faculty, staff and students, other stakeholders, and a review of the current literature on community engagement. The second phase consisted of a review of current practices in documenting such engagement and informative visits to selected Universities. These resulted in this document - the Study Report. The third phase was a synthesis of the findings, presented in a separate report – The RUCES Strategy..

2.4 Proposed UCE Documentation Framework

In order to respect the diversity of institutions and their approaches, the Carnegie definition of “community engagement - the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” was maintained. A documentation framework, designed to accommodate institutional variations in philosophy, approaches, and contexts, is also proposed. The process is designed to work based on documentation provided by the institutions. To engage universities in a substantive process of inquiry, reflection, and self-assessment, the framework questions dwell on two major issues: Foundational Indicators and Categories of Engagement. Information will be sought on a set of Foundational Indicators in two

categories: “Institutional Identity and Culture” and “Institutional Commitment.” These will include both required and optional documentation. For example, one requirement of “Institutional Identity and Culture” is that “the institution indicates that community engagement is a priority in its mission” and provides relevant quotations from mission statements to demonstrate that priority, while the “Institutional Commitment” category requires documentation regarding budget, infrastructure, strategic planning, and faculty-development efforts to support community engagement.

The documentation on Categories of Engagement, calls for data about, and examples and descriptions of, focused engagement activities in the categories of “Curricular Engagement” and “Outreach and Partnerships.” To demonstrate curricular engagement, institutions will be asked to describe teaching, learning, and scholarly activities that engage faculty, students, and the community in mutually beneficial and respectful collaboration, address community identified needs, deepen students’ civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution. To demonstrate outreach and partnerships, they will be asked to describe two related approaches to community engagement: first, the provision of institutional resources for community use in ways that benefit both the campus and the community and second, collaborations and faculty scholarship that constitute a beneficial exchange, exploration, discovery, and application of knowledge, information, and resources. The requirements, when met, describe an institution deeply engaged with its community.

The process will enable participating institutions to assess the presence or absence of best practices in university-community engagement, identify and reflect on both the strengths of and the gaps in their approaches, and strengthen their programs. In some cases, new questions and unexpected challenges may arise as universities describe areas of engagement that they have not previously assessed or even tracked on an institutional level. A pivotal question for many campuses will be how to define engagement for their institution and its community. Within and among the Universities, varied approaches to engagement are expected; diverse partnerships in terms of disciplinary focus, size, length of time, and purposes; and varying interpretations of community, both conceptually and geographically.



Community Engagement Models: A Review

3.1 Defining Community Engagement

Engagement, as a generic inclusive term, describes the broad range of processes or interactions between people - stakeholders, community groups or individuals. It can include a variety of approaches, such as one-way communication or information delivery, consultation, involvement and collaboration in decision-making, and empowered action in informal groups or formal partnerships. The word 'community' is also a very broad term used to define groups of people; whether they are stakeholders, interest groups, citizen groups, etc. Community Engagement is a planned process adopted with the specific purpose of working with identified groups of people, whether they are connected by geographic location (community-of-place), special interest (community-of-practice), or affiliation or identity to address issues affecting their well-being, e.g. industry, profession, (community-of-interest). A Community of Interest (CoI) and/or Community of Practice (CoP) is a group of people operating within or in association with a client, customer, sponsor, or user in a business realm or

operating sphere of influence for the purpose of furthering a common cause by sharing wisdom, knowledge, information, or data, and interactively pursuing informed courses of action. The linking of the term 'community' to 'engagement' serves to broaden the scope, shifting the focus from the individual to the collective, with the associated implications for inclusiveness to ensure consideration is made of the diversity that exists within any community.

The terms CoI and CoP are sometimes invoked interchangeably. However, there are distinctions: Communities of Practice are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in the topic by interacting on an ongoing basis." They operate as "learning systems" or "action systems" where practitioners connect to solve problems, share ideas, set standards, build tools, and develop relationships with peers and stakeholders. A CoP is typically broader in scope and tends to focus on a common purpose, follow-on actions, and



information exchanges. CoPs can be both internal and external including various participants from diverse backgrounds. A Col is typically narrower in scope and tends to have a specific focus, such as information exchange. COIs typically tend to bring together individuals with common interests/references who need to share information internal to their community. They also need to provide an external interface to share with other communities, e.g., allowing a community-based loose coupling and federation. The characteristics of Cols and CoPs are discussed below in terms of social interactions, operations, longevity, and commitment.

a) Operations - A CoP may operate with any of the following attributes: Some sponsorship, A vision and/or mission statement, Goals and/or objectives, A core team and/or general membership, Expected outcomes and/or impacts, Measures of success, Description of operating processes, Assumptions and/or dependencies, and, Review and/or reflection. Often Cols span similar organizations where individual members may be expected to: Support the CoP through participation and review/validation of products; Attempt to wear the “one hat” associated with the CoP while maintaining the integrity and autonomy of their individual organizations; Participate voluntarily with the blessing of their organizations that determine their level of participation and investment. Sponsoring organizations might provide a nominal budget needed to participate in Cols/CoPs, make presentations at external organizations, or support meetings of the core team. Staff participating in CoPs must be mindful of the time and effort they contribute, and ensure that their participation is an appropriate and justifiable investment of institutional resources – and this is the real challenge for university-community engagement.

b) Longevity - The “practice” part of CoP relates to the work the community does. This includes solving common problems, sharing ideas, setting standards, building tools, and developing relationships with peers and stakeholders. Collective learning takes place in the context of the common work. These groups learn to work not so much by individual study, lectures, etc., but by the osmosis derived from everyone working together—from experts

to newcomers—and by “talking” about the work. This provides value to all organizations represented. Participants from the universities should attempt to contribute their best ideas to the CoP and bring back good practices to share with their teams and colleagues. Like many other communities, a CoP grows based on the increasing benefits individuals or organizations accrue from participating in the activity. Sometimes these rewards include personal satisfaction in contributing and being recognized for adding value. A CoP that has a positive impact by helping to solve important problems not only retains a substantial percentage of its members, but attracts new ones.

c) Social Interactions - A Col or CoP can operate in various interpersonal modes, including face-to-face or via video/audio teleconference, telephone, electronic mail (email), and website access devices. RUFORUM and universities operate all these modes to varied degrees, and indeed becoming increasingly immersed in the virtual environments. Communities (especially rural-based) are not particularly familiar and adept with these newer, more pervasive and effective methods.

Broad principles underpin engagement and a practical knowledge and adaptation of these will increase the effectiveness of the individual university engagement activities. The Six ‘C’s (see Text Box 1) model is a set of basic principles to guide any engagement planning process - Note: the six Cs may be seen as targets or filters to measure the quality of the functioning of the community. In general, engagement principles include: a need for clarity of objectives, and of legal, linked and seamless processes; consensus on agenda, procedures and effectiveness; representativeness and inclusiveness; deliberation; capability and social learning; decision responsiveness; transparency and enhancement of trust. Additional principles that would apply to the relationship between the university and its stakeholders in implementing the engagement are: commitment to reciprocity that includes stating what the university requires of the community and delivery of what it will provide in exchange – including establishing what the university is promising as part of the engagement process that could, for example, include provision of information or feedback on how contributions have influenced.

The 6c's of successful Community Engagement

- Capability:** the members are capable of dialogue.
- Commitment:** mutual benefit beyond self-interest.
- Contribution:** members volunteer and there is an environment that encourages members to 'have a go' or take responsibility / risks.
- Continuity:** Members share or rotate roles and, as members move on, there is a transition process that sustains and maintains the community corporate memory.
- Collaboration:** Reliable interdependence; Clear vision, with members operating in an environment of sharing and trust.
- Conscience:** Embody or invoke guiding principles / ethics of service, trust and respect that are expressed in the actions of the community.
- Source:** Brown, J & Isaacs, D (1994) 'Merging the best of two worlds the core processes of organisations as communities' in P Senge, A Kleiner, C Roberts, R Ross & B Smith (eds.) The fifth discipline field book: strategies and tools for building a learning organization, Doubleday/Currency Publications

One of the primary Col/CoP functions is to share information that is important to the common purpose of the Col/CoP. There are forces at work in organizations/universities that may discourage information sharing, either explicitly or implicitly. The reasons for this are many. Some are legitimate (e.g., sharing has the potential to compromise classified information or threaten network security) while others are an artifact of organizational cultures that see the retention of information as a form of power or self-protection. Good relationships are built on interpersonal trust. In the context of Cols/CoPs, trust assumes two forms. First, information provided by an individual must be true and valid (i.e., the individual is viewed as a competent source of information). Second, a trustworthy person is dedicated to the goals of the Col/CoP and treats others with respect. Trust is an important ingredient in the facilitation of information sharing. Finally, effective participation and operation within a Col/CoP is highly correlated with good interpersonal skills in group settings and dynamics. This requires an awareness and understanding of human motivation and behaviour



3.2 Forms and Categories of Community Engagement in Higher Education

Community Engagement as defined by the Carnegie Foundation for the Advancement of Teaching (<http://carnegieclassifications.iu.edu/>) describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national and global) for the mutually beneficial exchange of knowledge and resources, in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The practice of UCE can take up many forms, and can be incorporated in the regular curriculum in universities in multiple ways:

- a) **Learning with the community:** In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This can be achieved through 'adoption' of a specific village or slum, and then providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of that specific community. This linking of 'learning' with 'service' is commonly known as service-learning. The basic objective is to put to use the 'theoretical' knowledge gained by students in the classrooms/universities in providing 'practical' service to the communities in the field.





- b) **Researching with the community:** In this approach, various faculties of universities and colleges devise joint research projects, in partnership with the community. In this approach, the community's own knowledge is integrated into the design and conduct of the research. New research by students/teachers gets conducted and students complete their thesis/dissertation and research papers to complete their academic requirements (which can later be published), and at the same time the community's knowledge is systematized and integrated in the research.
- c) **Knowledge sharing with the community:** Under this mode of engagement, the knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and claim its rights from various public and private agencies. These can take the form of enumerations, surveys, camps, trainings, learning manuals/films, maps, study reports, public hearings, policy briefs, engagement with urban homeless shelters, teaching and health services in poor communities, legal aid clinics for under-trials, etc. The idea behind such initiatives is to transport 'knowledge' out of the hallowed portals of academic institutions and disseminate it within communities, who can then use it for their well-being and other activities.
- d) **Devising new curriculum and courses:** This form of engagement provides for consultations with local communities/students/community-based organizations, which are used by universities/colleges to design new curricula and courses that respond to specific needs of the community, such as short-term workshops, certificates and degrees as well. They are meant for community members as well as university/college students. This enriches the curriculum of existing courses through locally-appropriate subject-matter (which interests local students most), along with creating new, locally appropriate educational programs that will interest the new generation of students. Such courses augment the theoretical knowledge of learners with the help of practical experiences of community members/civil society organizations.
- e) **Including practitioners as teachers:** Local community elders, women leaders, indigenous peoples and civil society practitioners have enormous practical knowledge on a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning and project management. This expertise can be tapped by inviting such practitioners inside the institution to co-teach courses both in the classroom and in the field. Such instructors should be duly recognized, compensated and respected for their knowledge.
- f) **Social innovation by students:** In consultation with student unions, associations and clubs, student initiated learning projects which have a social impact can be supported. Such social innovation projects by students can also have meaningful links to curriculum and courses.

To facilitate these processes, the development of a common vocabulary, strategy and approach is needed so as to clarify central concepts and inform future planning. Examples of community engagement in research and scholarship include community based participatory research, practice based research, and scholarship. Community engagement in teaching may include community based learning, practice based learning and service learning. Community engagement in service may include community service, practice based service, civic engagement, and outreach.

Strong documentation of curricular engagement begins with carefully crafted definitions and processes for identifying and tracking activities such as service learning or community-based learning.

“Generating knowledge and practice in the community through a process of collaborative identification of problems and issues, gathering background data, grappling with meaning, establishing action or methodology to proceed, reflecting and analysing the outcomes, and disseminating the results.”

Those definitions and processes are indicators of the kind of ongoing and

substantive discussion that innovations demand if they are going to be successful and endure.

Examples of faculty scholarship are further evidence of the institutionalization of community engagement and of its being embedded in faculty roles and rewards, rather than being an “add-on” to faculty responsibilities. For example, the University may define its “service learning” and describe how the scholarship of engagement is integrated into undergraduate as well as doctoral research - listing examples of faculty scholarship related to curricular engagement, including refereed journal publications, book chapters, conference presentations, grants, and videos.

Community engagement in the area of outreach and partnerships takes multiple

forms - cooperative education and extension coursework, learning centres, institutional resource-sharing (libraries, technology, and cultural offerings), student volunteerism, and professional-development centres. Institutions with strong and long-term partnerships present compelling evidence that their operations entail collaborative and multi-faceted relationships among faculty, staff, students, and community partners. Partnerships are complex and require new understanding and skills. Innovative approaches to partnerships are required. Some Universities approach partnerships with a model of “generating knowledge and practice” in the community through a process of collaborative “identification of problems and issues, gathering background data, grappling with meaning, establishing action or methodology to proceed, reflecting and analysing the outcomes, and disseminating the results.” Faculty-community scholarship with collaborative authorship and a focus on community issues and practices then emerges out of this work.

The areas in which institutions struggle or fail to provide documentation offer as much insight as do their areas of strength. These struggles are often in two areas: (i) assessing the community’s need for and perceptions of the institution’s engagement and developing substantive roles for the community in creating the institution’s plans for that engagement; and (ii) the assessment of community engagement in general and of the specific categories of engagement in particular. Do institutions gather data about community perceptions with comprehensive approaches that include surveys of community representatives, meetings with community leaders, feedback from communities, program-review processes that probe community satisfaction, and databases that consistently record community/university activities and assessment information? Is this information from all these sources used for planning and decision-making? Often, institutions are only able to describe in vague generalities how they have achieved genuine reciprocity with their communities.

Community involvement requires new understanding, new skills, and even a different way of conceptualizing community. There are generally significant barriers left over from both internal and external perceptions of the campus as an “ivory tower,” and those barriers

must be addressed for authentic community partnerships to develop. Strategies may range from the simple recording and tracking of engagement activities to the assessment of student learning, community benefits and other outcomes. The issue is – how many institutions can be specific about institution-wide student-learning outcomes resulting from community engagement? Can institutions demonstrate a well-crafted set of learning outcomes related to community engagement that all students should meet as part of their general-education requirements, as well as related civic-learning outcomes in each of the major programs of study?

There is need for significant support for faculty who are engaged in this work. Although institutions may have some faculty-development support in the form of workshops, seminars, conference travel, and mini-grants, often a few document that community engagement is a priority in their faculty recruitment and hiring practices. There are exceptions: for example, emphasis on professional work in specific contexts - teaching and research focused on priority issues in recruitment materials, changes in the recognition and reward system for promotion and tenure, explicit recognition of scholarship of application in promotion and tenure guidelines, and community-related scholarship examples like “outreach publications, presentations to community groups, and consulting.” It is possible that most institutions continue to place community engagement and its scholarship in the traditional category of service and require other forms of scholarship for promotion and tenure. Changes in long-standing traditions are not easily achieved, and the CES should nudge RUFORUM and its member Universities to accelerate efforts to this end.

3.2.1 Engagement: Teaching, Training and Learning

Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. Fostering quality teaching is a multi-level endeavour. Support for quality teaching takes place at three inter-dependent levels: At the institution-wide level - including projects such as policy design, and support to organisation and internal quality assurance systems; Programme level - comprising actions to measure and enhance

the design, content and delivery of the programmes within a department or a school; and, Individual level - including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus. These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution .

Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students. Hybrid forms often prevail in institutions. These can include initiatives such as: A centre for teaching and learning development, Professional development activities (e.g. in-service training for faculty), Teaching excellence awards and competitions for remarkable improvements, Teaching innovation funds, Teaching recruitment criteria, Support to innovative pedagogy, Communities of teaching and learning practices, Learning environments (libraries, computing facilities...), Organisation and management of teaching and learning, Support to foster student achievement (e.g. counselling, career advice, mentoring...), Students’ evaluation (i.e. programme ratings, evaluating learning experiences), Self-evaluation of experimentations, peer-reviewing, benchmarking of practices, Community service and work-based programmes, development-based programmes, and Competence-based assessments.

The fundamental changes in employment over the past 50 years imply a rise in the demand for non-routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks. Graduates are entering a world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary working. University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation.

There are a number ways in which teaching and learning are part of community engagement. Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning. Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. In practice, institutions will have to learn how to best serve the student community. Students have become the focal point of the learning approach in many areas of the world. At the same time, students appear to have become more sensitive to equality of treatment and demand to be provided with equal teaching and learning opportunities, to be assessed fairly and get the education they deserve for job and social inclusion. The expansion of higher education providers along with the diversification of student types put the issue of equity at the very centre of quality issues. With this view of learning, the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to



transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

A teaching agenda that incorporates community needs and supports campus mission and lifelong learning goals may be done in several ways as discussed below. University protocols for curriculum/curricular change, which include both curriculum development (i.e. new courses, majors, minors, concentrations, degrees, certificates) and curriculum revision (i.e. changes to existing courses, majors, concentrations, certificates, and degree requirements) need to be revised to include the collection of community-based learning data and sustainability curriculum information. This data should be stored and utilized to track student enrolment in CBL courses with the long-term goal of encouraging CBL enrolments by making this information available through the Universities' course schedules.

- (i) Community-Based Learning (CBL) identifies a pedagogy that explicitly engages students in studying community issues in order to increase students' understanding and application of academic content. CBL courses should include student learning outcomes concerning application of the concepts and skills of an academic discipline to issues in the community. CBL courses may integrate a broad range of teaching and learning strategies and structures, including:
 - *Service-learning: a teaching and learning strategy that provides opportunities for students to apply academic knowledge and skills to respond to identified community needs and enrich the learning experience through guided reflection. The key components of service-learning include (1) the explicit connection of academic material within a course and its application to community needs; and (2) the active reflection by students to foster critical and reflective thinking and enhance the understanding of academic content and social issues.*
 - *Other forms of CBL include the following: field experience, internship, externship, practicum, independent study, capstone and/or research projects, volunteer work experience, clinicals, etc.*
- (ii) Practice-Based Learning: Learning which results from working practice on the job, community service, or profession. It entails self-analysis and

evaluation of one's work through reflection and is aimed at identifying strengths and weaknesses with the intention of engaging and applying what was learned through the practice. A major aspect of community engagement for higher institutions of learning is curricular engagement. Institutions ensure that teaching, learning, and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration through: service learning, field experience/practicum, internship/volunteer experience, capstone courses that include a project with community engagement, research, courses culminating in student experience (Ideas to Action), signature partnerships, etc. The "Ideas to Action" concept dwells on using critical thinking to foster student learning and community engagement. Critical thinking as a habit of mind focusses on providing an education that is centred on a student's ability to bring together skills and knowledge from a variety of disciplines to solve complex problems. This acknowledges that the development and application of critical thinking is an "intellectually disciplined process" rather than one that occurs by chance. The ability to think critically calls for higher order thinking than simply the ability to recall information. University curricula, therefore, provide not only opportunities to learn and recall information but also give students increasing opportunities to practice and advance toward higher-level reasoning.

- (iii) Sustainability Learning: Sustainability is the quality of a system such that it meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability requires the reconciliation of environmental, social and economic concerns. Consequently, academic units include sustainability-focused courses which have some aspect of sustainability as the overarching theme of the course and/or sustainability-related courses which have some aspect of sustainability as a component or module within the course.

3.2.2 Engagement: Research, Innovation and Scholarship

There are multiple ways in which research and scholarship are part of community engagement. A scholarly agenda that incorporates community needs and supports campus mission and goals may be done in several ways as discussed below.

- (i) Community-Based Research (CBR): It is research that draws upon the community's (however variously defined) resources in terms of subjects, data, personnel, material or other support. Here,

people in the community, once subject to classification, experimentation, and regulation, are now viewed as owners of skills, knowledge and expertise that may be useful to researchers and policy makers. Therefore, community-based research is primarily community situated, collaborative and action oriented. It is often used as an umbrella term for other forms of participatory research.

- (ii) **Community-Based Participatory Research (CBPR):** Academically relevant community focused research that partners with the community equitably to conduct research. The partners contribute their expertise and share responsibility and ownership to enhance understanding and to integrate knowledge gained into action for change. Such research and scholarship may appear in a range of content-specific disciplines or in multidisciplinary journals. Research with individuals and/or entities within the community who may fairly represent their interests, needs and/or concerns because they are both knowledgeable about and empowered to represent that community. Community partners are sought for research based on their expertise and not simply because they control the resources to facilitate the desired study.
- (iii) **Participatory Research:** It is an approach where the control over research is jointly shared by the researcher and the actors in the problem situation. While the former gives an absolute value to the minority of theorists in the society, the latter begins with trust in the knowledge which the common man possesses. It is an important means for building people's intellectual capacities. Participatory Research seeks to de-mystify traditional research, thereby making it an intellectual tool which ordinary people can use to improve their lives.
- (iv) **Practice-Based Research:** A form of academic research which incorporates an element of practice in the methodology or output. It aims to advance knowledge through practice and is commonly used among practitioners trying to find answers to questions to better understand and address issues.
- (v) **Engaged Scholarship:** Scholarly work done in full partnership with the community. It consists of research, teaching, and the application of scholarship for mutual benefits for the institution and community partner. Community engaged scholarship is the teaching, discovery, integration, application and engagement that involves faculty members in a mutually beneficial partnership with the community. It is characterized by: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor and peer-review.
- (iv) **Scholarship of Engagement:** Another type of systematic research and scholarly inquiry that focuses on the impact of community engagement on teaching and learning. It aims to provide evidence and data to inform and influence community engagement theory and practice. The goal of this work is to advance the field of community engagement in teaching, research or service by assessing the impact of outreach work on faculty, students, the institution, the discipline, and the community partners.

3.2.3 Engagement: Outreach, Service and Community Development

Community engagement in service is often the first type of community engagement that people consider when hearing the term community engagement. There are several types of service as detailed below. The goals of service in this context are different from the goals of community engagement in teaching and in research.

- (i) Community Service is defined as engaging with the community to provide services for the benefit of the community. Community service may be performed by faculty, staff, and students and may not require specific academic preparation or be linked to specific curricular activities. Community service includes civic engagement. Service related to academic scholarship, discipline-specific work or the university mission has the potential to be recognized under university governance structures. University faculty, staff or student/student organizations granted release time for service work should document this activity for formal reports. Service that reflects personal interests or civic engagement activities performed as a private citizen (after work hours or on personal time), while encouraged on many levels, will not typically be recognized under university governance structures.
- (ii) Co-Curricular Service is performed by students outside of, but complementary to the regular curriculum. It includes community service work done by student organizations or individual students: work study positions used for community service and service projects conducted by recognized student organizations.

- (iii) Outreach and Partnerships are another category of community engagement in service. Outreach extends the University's resources and builds capacity outside the traditional boundaries of the campus to serve the public at large. Outreach services and programs support the University's mission and priorities. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

3.3 Definitions of Community Engagement Related Terms and Concepts

One important goal of any community is to achieve a shared understanding of terminology, particularly community-specific terms of art. It is not unusual for different stakeholders in Col/CoP to start with different meanings for a given word, or different words for something with a common meaning. Universities are obviously in the position of providing technical support to different constituents of a Col/CoP, and in a position to assess whether a common understanding of a term is important to achieve and, if so, how to achieve that harmonization. For example, it is critical that the term "identification" has a commonly understood meaning between the military tactical situation awareness community and the intelligence analysis community when the two communities are operating together – otherwise you get "uncoordinated troop movements, often with heavy self-inflicted damage and casualties!" Here below are some common terms:

- a) **Action Learning:** "...a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done."
- b) **Active listening:** Sometimes known as empathetic listening, active listening is where an individual confirms that they have heard and understood by paraphrasing the information back to the speaker. Active listening can be applied in many situations involving the engagement of others, including facilitation and consultation processes used in community engagement. It is used to demonstrate the information has been received and understood, whether it is in an individual conversation, a survey or workshop.
- c) **Appreciative inquiry:** Appreciative inquiry rejects the more traditional 'problem-focussed' approach and instead seeks to identify what is working well or opportunities for positive change. Appreciative inquiry as an engagement approach aims to encourage imagination, innovation and flexibility with stakeholder groups and build upon the positives which already exist (e.g. collecting good news stories, visioning for a sustainable future).
- d) **Capacity Building:** refers to the development of skills, abilities, relationships and networks between and within individuals and groups within a defined community.
- e) **Citizens:** individuals within a community.
- f) **Community:** A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities are defined by their joint ownership or fellowship of place (town, district catchment, etc.) or issue (industry, professional associations, special interest which may be local or even world-wide) where there is "...sharing among all members of resources, opportunities and consequences..." Communities may share characteristics such as age, ethnicity, gender, or sexual orientation. The term 'community' in the word 'community engagement' refers to this particular neighbourhood or locality where people reside, and to whom the university also owes its social responsibility. It can be defined as 'a group of people united by at least one common characteristic such as geography, shared interests, values, experiences, or traditions. Community is also a feeling or sense of belonging, a relationship, a place, or an institution'. Therefore, the term 'community' may also be applied to one or more of the following: (i) a defined geographic or political area such as a neighbourhood, town or region; (ii) a population that possesses certain common characteristics such as its race, ethnicity, age or gender; (iii) an entity that functions in society (and outside of the researcher's own institution) such as a business, civic organization, educational facility, religious group, or governmental agency.

- g) **Community Capacity:** "...consists of the networks, organisation, attitudes, leadership and skills that allow communities to manage change and sustain community-led development..."
- h) **Community Engagement:** The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
- i) **Community-Engaged Research:** A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.
- j) **Community-Engaged Scholarship:** The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community- engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.
- k) **Community-Engaged Service:** The application of one's professional expertise that addresses a community- identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.
- l) **Community-Engaged Teaching/Learning:** A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service- learning courses or service-learning clinical practicals.
- m) **Community of Practice (CoP):** Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour. Communities of practice refer to 'groups of people informally bound together by shared expertise and passion for a joint enterprise'. This definition challenges the boundaries between experts and non-experts, encourages work across organizational and disciplinary boundaries and runs counter to the structures and hierarchies often created and generated by HEIs. The success of CoP in supporting innovation and learning stems in part from their capacity to combine three essential elements that, when they function well together, create an ideal environment for harnessing tacit knowledge: (i) Community: a group of people who voluntarily come together and build relationships as they exchange knowledge and learn from one another. Their interaction results in a feeling of trust, belonging and mutual commitment; (ii) Domain: a topic upon which the CoP focuses. The domain represents a common interest or passion that provides an incentive for people to come together and share their ideas, knowledge and stories; and, (iii) Practice: practitioners engaged in a CoP learn through action and knowledge exchanged directly in relation to the shared domain of activity.
- n) **Community Outreach:** The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
- o) **Community Partner:** A community partner refers to individuals and/or entities within the community who may fairly represent their interests, needs and/or concerns because they are both knowledgeable about and empowered to represent that community. Community partners are sought for research based on this expertise and not simply because they control the resources to facilitate the desired study.
- p) **Community Profiling:** As a stakeholder scoping tool, community profiling is a means to achieve an increased understanding of the diversity of the community. The purpose of undertaking a stakeholder profiling exercise is to ensure inclusiveness and therefore a better engagement process and outcome. A community of concern may be defined by geography (place), identity (industry or affiliation) or interest. The type and level of documentation collected when undertaking a profile is determined by

¹⁰ <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/> Derived from Eyler, Janet S., Dwight E. Giles, Jr., Christine M. Stenson, and Charlene J. Gray. "At a Glance: What We Know about the Effects of Service Learning on College Students, Faculty, Institutions and Communities, 1993-2001" 2001. Also includes components of the Corporation for National and Community Service and the University of Minnesota's Community Service Learning Center .

the purpose and complexity of the engagement. Participatory profiling is where the community is actively involved in the research, resulting in the community having greater participation in determining an appropriate course of action.

- q) **Community Strengthening:** The basic premise of community strengthening is that valuable knowledge and ideas are readily available within communities, and the role of government is to develop mechanisms for sharing this knowledge. Community strengthening helps to mobilise community skills, expand networks, harness energy and resources and apply them in ways that achieve collaborative and positive social change.
- r) **Engagement:** The process of building relationships with people and putting those relationships to work to accomplish shared goals. The art of engagement centres on knowing when to invest in relationship building and when to tap relationships to get work done. Engaged institutions can be defined as colleges and universities that work with their community as partners to discover new knowledge, promote learning, and apply it throughout their region. As partners, they work with public schools, community organizations, business and industry to meet mutual needs, drawing on the talents & resources of the college or the university
- s) **Experiential Education:** A methodology whereby the student engages in practical experience and reflection on the experience to enhance their knowledge and understanding of issues and develop skills.
- t) **Experiential Learning:** A process that addresses the needs and wants of the student, through a learner-centred approach where students learn by doing. From participation in an assignment, the student gains understanding from their experience through inquiry and reflection.
- u) **Extension:** to work with communities to accelerate the rate of change in particular aspects of endeavour, over and above that being realised through the normal activities of the market place.
- v) **Global Community:** People or nations of the world who are closely connected and are economically, socially and politically independent. Being a member of a global community means that there is more power within the community to bring voices together to effect change.
- w) **Human Capacity:** the collective skills and abilities of individuals within a community.
- x) **Mutuality:** Working on common interest with respect for each other in a partnership that is equally beneficial to both.
- y) **Partnership:** Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Working in collaboration with community agencies in a mutually beneficial relationship to address community issues. Examples are research, capacity building, or economic development.
- z) **Philanthropy:** Giving of money, goods, time, and other services to support a social cause beneficial to the community.
- aa) **Project Team:** refers to a group of people working together to develop processes and implement activities to achieve their project goals.
- bb) **Reciprocity:** Mutually beneficial to both the University and the community partner. It is a cooperative exchange of favours with both giving and receiving.
- cc) **Social Capacity:** the sum of the relationships and trust between individuals within a community.
- dd) **Social Capital:** the networks and relationships that foster trust, reciprocity and social cohesion.
- ee) **Stakeholders:** individuals and/or groups with an interest in an activity and/or outcome. Stakeholders may be internal or external to the organisation and may be direct or indirect beneficiaries of an activity and/or outcome.
- ff) **Stakeholder Engagement:** "...is a way of thinking about external audiences and their impact on organisational outcomes. It is not simply another word for clients or customers. It implies recognising and responding to those who have the capacity to influence your outcomes and have a particular interest in your activities...." Your external stakeholders may not necessarily be outside the organisation. They can also include those internal to the organisation but, external to your unit, program or project.
- gg) **Systems Thinking:** A systems approach encourages the exploration of the relationships between social, environmental and economic interactions. This approach resists breaking a problem into its component parts for detailed examination. By examining the links and interrelationships of the whole system, patterns and themes emerge which offer insights and new meaning to the initial problem. In a community engagement context, encouraging a diversity of views can lead to a new understanding of the situation and the identification of opportunities for action that may not have otherwise occurred.

3.4 Outcomes and Benefits of Community Engagement

Community engagement is an explicit and intentional institutional commitment to engage in partnerships with communities and constituencies, locally, regionally, and internationally, with the goal of enhancing the quality of life for all. This commitment is based on respect for the expertise, knowledge

and needs of everyone involved. It includes partnerships and collaborations that are relational in an ethos of learning and working together to serve each other and to solve shared issues. It includes engagement connected to classes and independent of academic instruction, all of which

A woman with dark skin is shown from the chest up, looking down at a bunch of green leafy vegetables and a bunch of potatoes she is holding. She is wearing a blue textured sweater and a green headscarf with a floral pattern. The background is a blurred outdoor setting with green foliage and hills.

Effective community engagement seeks to better engage the community to achieve long-term and sustainable outcomes, processes, relationships, discourse, and decision-making in a community-context sensitive environment.

deepens students' commitment to community, civic engagement and life-long active learning. It involves university and community in scholarship through knowledge exchange, discovery and implementation, recognizing and honouring the interdependency between university and community and community and university. It involves partnerships and collaborations in the broadest sense of the term community, locally, regionally, nationally, and internationally.

The assessment practices required by the Community Engagement Classification must meet a broad range of purposes: assessing community perceptions of institutional engagement; tracking and recording of institution-wide engagement data; assessment of the impact of community engagement on students, faculty, community, and institution; identification and assessment of student learning outcomes in curricular engagement; and ongoing feedback mechanisms for partnerships. That range of purposes calls for sophisticated understandings and approaches to achieve the respective assessment goals. The CES shall provide a framework for institutions to continue to develop assessment toward those ends.

Community engagement offers often-untapped possibilities for alignment with other campus priorities and initiatives to achieve greater impact - for example, first-year programs that include community engagement; learning communities in which community engagement is integrated into the design; or diversity initiatives that explicitly link active and collaborative community-based teaching and learning with the academic success of underrepresented students. There are significant opportunities for campuses to develop collaborative internal practices that integrate disparate initiatives into more coherent community engagement efforts.

The CES will provide an additional tool for analysing where Universities can further increase and improve their efforts in community engagement. The data

collected and the experiences to be gained while implementing the strategy can be used to inform University-wide strategic planning and for developing policy.

Community engagement pedagogies are ones that combine learning goals and community service in ways that can enhance both student growth and the common good. It is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. Experience enhances understanding and understanding leads to more effective action.

Effective community engagement seeks to better engage the community to achieve long-term and sustainable outcomes, processes, relationships, discourse, and decision-making in a community-context sensitive environment. Engagement is not generally driven by a 'model' so much as by a framework of guiding principles, strategies, and approaches. Such a framework is based on principles that respect the right of all community members to be informed, consulted, involved and empowered and employs a range of tools and strategies to ensure success. It particularly places a premium on fostering and enhancing trust as a critical element in long-term, sustainable engagement and effective governance. Indeed, when done well, teaching through community engagement benefits students, faculty, communities, and institutions of higher education. Below are some of the benefits that education researchers and practitioners have associated with community engaged teaching .

Student Benefits of Community Engagement

LEARNING OUTCOMES

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

PERSONAL OUTCOMES

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

SOCIAL OUTCOMES

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

CAREER DEVELOPMENT

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

RELATIONSHIP WITH THE INSTITUTION

- Stronger relationships with faculty
- Greater satisfaction with college/university
- Improved graduation rates

FACULTY BENEFITS OF COMMUNITY ENGAGEMENT

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research

COLLEGE AND UNIVERSITY BENEFITS OF COMMUNITY ENGAGEMENT

- Improved institutional commitment to the curriculum
- Improved student retention
- Enhanced community relations, visibility and institutional profile/rating/pride
- Enhanced uptake and use of research and knowledge products, employability of graduates, and use of services
- Increased material and financial support

COMMUNITY BENEFITS OF COMMUNITY ENGAGEMENT

- 1) Satisfaction with student participation
- 2) Valuable human resources needed to achieve community goals
- 3) New energy, enthusiasm and perspectives applied to community work
- 4) Enhanced community-university relations

3.5 Indicators of Engagement

An indicator is a characteristic about which evidence can be collected in order to assess performance. Indicators set out characteristics that demonstrate high quality community engagement. They can be used to plan, monitor and evaluate community engagement as a whole or particular stages and aspects of it. The indicators are for all participants to use to ensure best practice and hold one another to account. Evidence relating to the indicators can be collected in straightforward ways and regular assessment of performance against the indicators enables all participants to be involved in achieving continuous improvement. The Campus Compact (<https://compact.org>), a national coalition of 1,000+ US colleges and universities committed to the public purposes of higher education proposes a list of indicators of engagement for community colleges

A. Mission and Purpose

- The institution's mission statement explicitly articulates its commitment to the public purposes of higher education and is deliberate about educating students for lifelong participation in their communities.
- This aspect of the mission is openly valued and is explicitly used to promote and to explain the civic engagement and community building activities on and off campus.
- The institution demonstrates a genuine willingness to review, discuss, and strengthen its commitment to civic engagement and community building.
- All members of the campus community demonstrate their familiarity with and ownership of the institution's mission.

B. Academic and Administrative Leadership

- University governance and administration and the trustees visibly support the campus's civic engagement and community building efforts, in both their words and their actions.
- The University administration and the institution's academic leaders have played a visible and committed role in helping the institution sustain and expand its community building efforts and evolve into a genuinely engaged institution.
- The campus is publicly regarded as an important and reliable partner in local community development efforts.
- High-level administrators include community-based and service-learning in their strategic plans for enhanced academic learning.

C. Disciplines, Departments, and Interdisciplinary work

- Community-based learning opportunities can be found across the entire curriculum. It is as much the concern of the arts and humanities, the natural sciences, technical disciplines, pre-professional studies, and interdisciplinary programs as it is of the social sciences.
- Students have multiple opportunities to do community-based work in their disciplinary and general education curricula.
- Formal opportunities exist for capstone experiences (including group reflection meetings, forums, and variable credit courses) focused on community-based problems or issues in most disciplines.
- Academic units (i.e. departments and programs) rather than individual faculty members have assumed ownership of partnering activities.
- Course-based community initiatives are structured and/or coordinated across disciplines.

D. Teaching and Learning

- The institution recognizes that course content can be delivered in many ways and allows faculty sufficient freedom to utilize community-based strategies.
- Multiple cultural and historical perspectives on the meanings of community-based work are integrated throughout the students' curricular and co-curricular experiences.
- Community-based work provides an opportunity for students to generate knowledge, develop critical thinking skills, and grapple with the ambiguity of social problems.
- Community knowledge and community expertise are valued as essential to the education of students for meaningful participation in their communities and are incorporated in various ways throughout the curriculum.
- Experiential learning is valued both by faculty and administrators as an academically credible method of creating meaning and understanding.
- Students are formally introduced to the concepts and skills necessary for civic engagement and community-based work early on in their academic careers.

E. Faculty Development

- The institution regularly provides faculty with campus-based opportunities to become familiar with teaching methods and practices related to service-learning and community-based education.
- Mechanisms have been developed to help faculty mentor and support each other in learning to design and implement service-learning and other community-based courses.
- To enhance their ability to offer quality community-based or service-learning courses, faculty have access to curriculum development grants, reductions in teaching loads, and/or travel grants to attend relevant international, regional and national conferences.

F. Faculty Roles and Rewards

- The institution's tenure, promotion, and/or retention guidelines reward a range of scholarly activities, including community-based teaching and scholarship.
- Faculty data forms, annual reports, and mandatory evaluations all include sections related to civic engagement, community-based teaching and research, professional service, and/or other forms of academically based public work.
- The institution explicitly encourages academic departments to include community-based interests and experience as criteria in their faculty recruiting efforts.

G. Support Structures and Resources

- Faculty and students are kept well informed of the resources available to support community-based work. These resources are effectively included in all faculty and student orientation programs.
- The institution has developed a full range of forms and procedures that allow it to organize and document community-based work.
- The institution recognizes the unpredictable nature of work in the community and attempts to provide flexible scheduling options for faculty and students.
- The institution maintains a centralized office or centre that is clearly aligned with academic affairs and is committed to community-based teaching and learning.

H. Internal Budget & Resource Allocations

- Adequate funding is provided to support, enhance, and deepen involvement by faculty, students, and staff in community-based work.
- The institution regularly draws upon already existing resources to strengthen community-based and civic engagement activities. Such activities are seen as priorities in the allocation of those resources.
- The institution provides sufficient long-term staffing to support all core partnerships and community-based and civic activities. It also provides adequate office space for that staff to do its work.

I. Community Voice

- Local knowledge and expertise are honoured through on-campus celebrations of and for the community. The keepers of local history and knowledge are invited to share their expertise with campus students, faculty, and staff.
- The community is deeply and regularly involved in determining its role in, and contribution, to community-based learning.
- The community plays a significant role in helping shape institutional involvement in the community.
- The community is well represented on all relevant institutional committees.
- The community provides feedback on the development and maintenance of engagement programs and community-based work and is involved in all relevant strategic planning.
- The institution allocates resources to compensate community partners for their participation in service-learning courses and other forms of teaching and research.

J. External Resource Allocation

- The institution helps the community create a richer learning environment for students working with it and assists it in accessing human, technical, and intellectual resources on campus.
- The institution makes resources available for community-building efforts in local neighbourhoods.
- Campus mechanisms have been designed and developed to serve both the campus and the local community (e.g. shared-use buildings).
- The institution has developed purchasing and hiring policies that intentionally favour local residents and businesses.

K. Coordination of Community-Based Activities

- The institution effectively coordinates community-based activities across academic, co-curricular, and non-academic programs.
- The institution helps community partners understand, access, and navigate all of its community-based activities (practicals, service-learning and other community-based courses, volunteers, etc.)

L. Forums for Fostering Public Dialogue

- The institution plays a visible and effective role in facilitating dialogue around important public issues.
- The institution helps to bring together stakeholders from all sectors of the community.

M. Student Voice

- Students participate on major institutional committees, including those that make personnel decisions.
- The institution provides avenues for students to discuss and act upon issues important to them and their communities.
- The institution recruits and trains student leaders to work with faculty and community partners.
- Students are formally introduced to the concepts and skills necessary for community-based work early in their academic careers.
- The institution recognizes student-initiated advocacy campaigns as legitimate forms of civic engagement.

Box 2: The Ten Standards of Good Community Engagement

- 1 INVOLVEMENT:** we will identify and involve the people and organisations who have an interest in the focus of the engagement
- 2 SUPPORT:** we will identify and overcome any barriers to involvement
- 3 PLANNING:** we will gather evidence of the needs and available resources and use this evidence to agree the purpose, scope and timescale of the engagement and the actions to be taken
- 4 METHODS:** we will agree and use methods of engagement that are fit for purpose
- 5 WORKING TOGETHER:** we will agree and use clear procedures that enable the participants to work with one another effectively and efficiently
- 6 SHARING INFORMATION:** we will ensure that necessary information is communicated between the participants
- 7 WORKING WITH OTHERS:** we will work effectively with others with an interest in the engagement
- 8 IMPROVEMENT:** we will develop actively the skills, knowledge and confidence of all the participants
- 9 FEEDBACK:** we will feed back the results of the engagement to the wider community and agencies affected
- 10 MONITORING AND EVALUATION:** we will monitor and evaluate whether the engagement achieves its purposes and meets the national standards for community engagement

Another good set of indicators is the Government of Scotland National Standards for Community Engagement, clear principles that describe the main elements of effective community engagement - Inclusion, Support, Planning, Working Together, Methods, Communication and Impact as presented below.

Indicators for the Involvement Standard

We will identify and involve the people and organisations who have an interest in the focus of the engagement

1. All groups of people whose interests are affected by the issues that the engagement will address are represented
2. Agencies and community groups actively promote the involvement of people who experience barriers to participation
3. Agencies and community groups actively promote the involvement of people from groups that are affected but not yet organised to participate
4. The people who are involved, whether from agencies or community groups:
 - want to be involved
 - have knowledge of the issues
 - have skills, or a commitment to developing skills, to play their role
 - show commitment to taking part in discussions, decisions and actions
 - attend consistently
 - have the authority of those they represent to take decisions and actions

- have legitimacy in the eyes of those they represent
- maintain a continuing dialogue with those that they represent

Indicators for the Support Standard

We will identify and overcome any barriers to involvement

1. The participants identify what support each representative needs in order to participate
2. There are no practical barriers to participants in community engagement. Where needed, they have:
 - Suitable transport
 - Care of dependants
 - General assistance
 - Personal assistants
 - Access to premises
 - Communication aids (such as loop systems, interpreting, advocacy)
 - Meetings organised at appropriate times
 - Co-operation of employers
3. There are no financial barriers to participants in community engagement, including:
 - Out of pocket expenses
 - Loss of earnings
 - Suitable transport
 - Care of dependants
 - Personal assistants
 - Communication aids (such as loop systems, interpreting, advocates)
 - Timing of meetings
4. Community and agency representatives have access to the equipment they need (for example, computers, a telephone, photocopying)
5. Impartial professional community development support is available for groups involved in community engagement
6. Specialist professional advice is available to groups involved in community engagement

Indicators of the Planning Standard

We will gather evidence of the needs and available resources and use this evidence to agree the purpose, scope and timescale of the engagement and the actions to be taken

1. All participants are involved from the start in:
 - Identifying and defining the issues that the engagement should address, and the options for how to tackle them
 - Choosing the methods of engagement that will be used
2. Participants express views openly and honestly
3. Participants agree on the amount of time to be allocated to the process of agreeing the purpose(s) of the engagement
4. The purpose of the engagement is identified and stated, there is evidence that it is needed, and the purpose is agreed by all participants and communicated to the wider community and agencies that may be affected
5. Public policies that affect the engagement are explained to the satisfaction of participants and the wider community
6. Participants identify existing and potential resources which are available to the engagement process and which may help achieve its purpose(s) (for example, money, people, equipment, etc.)
7. Intended results, that are specific, measurable and realistic, are agreed and recorded
8. The participants assess the constraints, challenges and opportunities that will be involved in implementing the plan
9. The participants agree the timescales for the achievement of the purpose(s)
10. The participants agree and clarify their respective roles and responsibilities in achieving the purpose(s)

11. Plans are reviewed and adjusted in the light of evaluation of performance

Indicators for the Methods Standard

We will agree and use methods of engagement that are fit for purpose

1. The range of methods used is:

- Acceptable to the participants
 - Suitable for all their needs and their circumstances
 - Appropriate for the purposes of the engagement
2. Methods used identify, involve and support excluded groups
3. Methods are chosen to enable diverse views to be expressed, and to help resolve any conflicts of interest
4. Methods are fully explained and applied with the understanding and agreement of all participants
5. Methods are evaluated and adapted in response to feedback

Indicators for the Working Together Standard

We will agree and use clear procedures that enable the participants to work with one another effectively and efficiently

The participants:

1. Behave openly and honestly - there are no hidden agendas, but participants also respect confidentiality
2. Behave towards one another in a positive, respectful and non-discriminatory manner
3. Recognise participants' time is valuable and that they may have other commitments
4. Recognise existing agency and community obligations, including statutory requirements
5. Encourage openness and the ability for everyone to take part by:
 - Communicating with one another using plain language
 - Ensuring that all participants are given equal opportunity to engage and have their knowledge and views taken into account when taking decisions
 - Seeking, listening to and reflecting on the views of different individuals
 - And organisations, taking account of minority views
 - Removing barriers to participation
6. Take decisions on the basis of agreed procedures and shared knowledge
7. Identify and discuss opportunities and strategies for achieving change, ensuring that:
 - Key points are summarised, agreed and progressed
 - Conflicts are recognised and addressed
8. Manage change effectively by:
 - Focusing on agreed purpose
 - Clarifying roles and who is responsible for agreed actions
 - Delegating actions to those best equipped to carry them out
 - Ensuring participants are clear about the decisions that need to be made
 - Ensuring that, where necessary, all parties have time to consult with those they represent
 - Co-ordinating skills
 - Enhancing skills where necessary
 - Agreeing schedules
 - Assessing risks
 - Addressing conflicts
 - Monitoring and evaluating progress
 - Learning from one another
 - Seeking continuous improvement in how things are done
9. Use resources efficiently, effectively and fairly

10. Support the process with administrative arrangements that enable it to work

Indicators for the Sharing Information Standard

We will ensure that necessary information is communicated between the participants

1. Information relevant to the engagement is shared between all participants
2. Information is accessible, clear, understandable and relevant, with key points summarised
3. Information is made available in appropriate formats for participants
4. Information is made available in time to enable people to fully take part and consult others
5. All participants identify and explain when they are bound by confidentiality and why access to such information is restricted
6. Within the limits of confidentiality, all participants have equal access to all information that is relevant to the engagement

Indicators for the Working with Others Standard

We will work effectively with others with an interest in the engagement

The participants in the engagement:

1. Identify other structures, organisations and activities that are relevant to their work
2. Establish and maintain effective links with such other structures, activities and organisations
3. Learn about these structures, activities and organisations, to avoid duplication of their work and complement it wherever possible
4. Learn from others and seek improvement in practice
5. Encourage effective community engagement as normal practice

Indicators for the Improvement Standard

We will develop actively the skills, knowledge and confidence of all the participants

1. All those involved in the engagement process are committed to making the most of the understanding and competence of both community and agency participants
2. All participants have access to support and to opportunities for training or reflection on their experiences, to enable them and others to take part in an effective, fair and inclusive way
3. Each party identifies its own learning and development needs and together the participants regularly review their capacity to play their roles
4. Where needs are identified, the potential of participants is developed and promoted
5. The competence and understanding of the engagement system as a whole is regularly evaluated by the participants as it develops
6. Resources, including independent professional support, are available to make the most of the competence and understanding of individual participants and the engagement system as a whole
7. There is adequate time for competence and understanding to be developed
8. Methods used to improve competence and understanding reflect diverse needs and are fit for purpose
9. Participants share their skills, experience and knowledge with community and agency colleagues

Indicators for the Feedback Standard

We will feed back the results of the engagement to the wider community and agencies affected

1. Organisers of community engagement regularly feedback, to all those affected, the options that have been considered and the decisions and actions that have been agreed. This is done within an agreed time, to an agreed format and from an identified source
2. Feedback on the outcomes and impact of these decisions and actions is provided regularly to communities and organisations within an agreed time, to an agreed format and from an identified source

3. Explanations about why decisions and actions have been taken are shared along with details of any future activity
4. The characteristics of the audience are identified to ensure that:
 - Relevant information is provided in understandable languages
 - Relevant information is provided in appropriate languages
 - A suitable range of media and communication channels is used constructively
5. Information includes details about opportunities for involvement in community engagement and encourages positive contributions from groups and individuals in the community
6. Information promotes positive images of all population groups in the community and avoids stereotypes

Indicators for the Monitoring and Evaluation Standard

We will monitor and evaluate whether the engagement achieves its purposes and meets the national standards for community engagement

1. The engagement process and its effects are continually evaluated to measure progress, develop skills and refine practices
2. Progress is evaluated against the intended results and other changes identified by the participants
3. The participants agree what information needs to be collected, how, when and by whom, to understand the situation both at the start of the engagement and as it progresses
4. Appropriate participants collect and record this information
5. The information is presented accurately and in a way that is easy to use
6. The participants agree on the lessons to be drawn from the evidence of the results and the changes that occurred
7. The participants act on the lessons learned
8. Progress is celebrated
9. The results of the evaluation are fed back to the participants and the wider community
10. Evidence of good practice is recorded and shared with other agencies and communities

3.6 Institutionalising and Mainstreaming University Community Research and Teaching Partnerships

Recent studies have documented case studies across several countries and a comparative analysis of the cases highlighted the practices and exemplars for institutionalizing community engagement in universities and higher education institutions. Engagement activities between communities and higher education may be formal or informal. Example engagement initiatives include establishing relationships; collaboration initiatives; business ventures; co-sponsored meetings, conferences, sports events, research projects; and a thousand other activities. Vast online repositories through university libraries and other digital media provide a unique ability for HEIs to share information with communities in ways that were unimaginable prior to the 1990s. There is an inevitable and symbiotic relationship that exists between communities and HEIs. Communities help provide human resources

that are necessary for higher education systems to foster and carry out their purposes. HEIs in turn train students who eventually fill job vacancies and establish businesses of their own in society. Students also engage in regular community service activities. Current and former students are the lifeline between communities at all levels (e.g., global, national, and local levels) and HEIs. Current students establish research projects, business ventures, and student clubs/associations that often rely or revolve around community engagement initiatives. Former students often contribute with substantial donations, endowments, and marketing outreach efforts (through word of mouth and life-long allegiances to sports teams, schools, and programmes). The engagement realm is reciprocal and dynamic. Many community members actively pursue partnerships and linkages with HEIs.



Mainstreaming the practice of community-based research in the teaching and research functions of higher education will require: supportive policies through government support, and higher education and research funding; trained professionals

¹³ Hall, Budd; Tandon, Rajesh; Tremblay, Crystal (2015): Strengthening Community University Research Partnerships: Global Perspectives. URL: <http://hdl.handle.net/1828/6509> ; Community Engagement in Higher Education: Policy Reforms and Practice (Edited by W. James Jacob, Stewart E. Smith, John D. Weidman and John L. Yeager) Institute for International Studies in Education, School of Education, University of Pittsburgh, 5706 Wesley W. Posvar Hall, Pittsburgh, PA 15260, USA, 2015.

The studies further showed that policies and practices at the national, regional, institutional (HEI) and community level will impact whether and how HEIs integrate UCE into their mandates; that for UCE to succeed, governments' and HEIs must support the ideas and philosophies of community engagement (CE) and community-based research (CBR). In addition, specific funding and knowledge sharing structures at all scales must be created that support this philosophical engagement. Funding mechanisms often fail to incentivize

principles of mutuality and co-construction of knowledge with communities,

including valuing indigenous and practical knowledge.

Community engagement can be expensive and institutions have to be willing to invest scarce resources there.

“ Guilty of commodifying, trivialising knowledge and of pedalling credentials of dubious worth, all at partial public expense. ”

At the HEI level, aspects of policy and practice that facilitate the adoption of CE include the clear institutionalization of practices and criteria around funding, leadership awareness of the importance of engagement, and the presence of structures such as Centres, Shops and Institutes dedicated to the implementation, coordination and promotion of CE. These structures include the human capacity to facilitate linkages inside and outside HEIs, and improve the visibility of CE efforts. Adopting co-governance practices with communities and civil society could strengthen the work of such centres and institutes, and also create several networking opportunities. From the perspective of community, CE/CBR as engagement/research that begins in the community, involves community and is used by community. CE/CBR often strives for social change that embraces equal collaboration and power relations between individuals, institutions and organizations! There are a variety of organizational and administrative structures involved in facilitating community-university engagement/research partnerships where co-creation of knowledge or joint

engagement in the research is the goal: Projects led by individual either from the community or the university; Projects based in universities centres or disciplinary structures; Projects based in university-wide structures; Projects based in joint university community networks; Projects based in NGOs or community-based organisations; Projects based in government structures; and, National, regional or international networks of solidarity.

Another important aspect of CE at HEIs is the provision of incentives in the form of awards, recognitions and accreditations. The issue of rewards needs to be much more prominently emphasized. The reality is that faculty and staff respond first and foremost to incentives and rewards. When community engagement, in whatever dimension, is a significant criteria in promotion and salary considerations, people will respond. When it is simply a good intention, only a few will respond. The way many promotion systems are currently structured in most universities, faculty are in effect penalized for community engagement as the time spent in the community is time not spent on research and publishing. In terms of training, centres and institutions actively promoting UCE ought to provide for any systematic capacity building to staff and students in the areas of CBPR and mutual learning. Learning to value local community knowledge as the basis on which new knowledge is developed is challenging for students and faculty in HEIs. Structured training in CBPR can facilitate such learning, and can help prepare both students and faculty to work in partnership with communities in an effective manner.

There is an emerging consensus in knowledge democracy. Forum universities have considerable core capabilities in an era where data, information, and knowledge are at the forefront. RUFORUM and its member Universities have to co-create new knowledge through partnerships within and among the universities (academics and students), communities (civil society) and government (policy-makers) leading to new capacities; new solutions to pressing problems related to sustainability, social and economic disparities, cultural exclusion, mistrust and conflict; awareness among policy makers; enhanced scholarship of engagement; and modified

pedagogy of community-based research. The depth of community engagement differs substantially between HEIs. Some have stronger community relationships than others. In some instances, HEIs have very little influence outside of their local communities. Other prominent universities have long-established reputations and networks that connect them with national, regional, and international communities. These elite universities are often viewed by most as atop the pantheon of HEIs worldwide. Sometimes HEIs must partner with other HEIs to obtain networks and influence beyond their own potential outreach. In these cases, they forge strategic alliances, partnerships, and consortia.

It is also true that not all engagements between higher education and communities are positive. Sometimes the relationship between HEIs and the communities in which they reside is unbalanced or one-sided. Some higher education traditions (e.g., the tenure system), tuition fees, and government support initiatives (e.g., where national and state/provincial governments guarantee annual funding to HEIs) are viewed by many in the general public as increasingly negative. Some HEIs may also take advantage of students and the communities in which they live by charging exorbitant tuition rates that may not be equitable with national policies and needs. Some for-profit HEIs pursue the commodification of higher education, where they can be “guilty of commodifying, trivialising knowledge and of pedalling credentials of dubious worth, all at partial public expense”. Despite these shortcomings, communities and HEIs should actively seek ways in which to strengthen their relationship and partnership opportunities. There are almost endless possibilities for positive engagement between higher education and communities. Stakeholders from both sides ought to do everything they can in seeking mutual opportunities and benefits (in a synergistic or win-win fashion), and in advocating for equitable and sustainable partnerships in all of their collective endeavours.

Mainstreaming UCE implies complete saturation of the process across all structures, policies, priorities, and so on. UCE is then not treated as a beneficial extra factor to regular curriculum and is not relegated to a separate range of identifiable activities. It is regarded as a central overriding element of curricular processes, and is embedded across all teaching, learning and research actions. Institutionalizing UCE, while it does include mainstreaming as one of its objectives, strives for a broader objective, which is constitution of an official institutional arrangement for supporting, mainstreaming, guiding and mentoring all community engagement efforts within a university. Mainstreaming the practice of community-based research in the teaching and research functions of higher education will require: supportive policies through government support, and higher education and research funding; trained professionals (researchers, scholars, students, practitioners); enhanced partnerships between civil society, private and social entrepreneurs, universities, and networks; and, supportive leadership: from academic councils, university administrations, vice chancellors and civil society leaders.

During the 1990s, many universities used the term ‘outreach’ to signify their work that directly benefitted external audiences. The activities conveyed by the term were defined as scholarly, reciprocal and mutually beneficial. However, many felt that the term ‘outreach’ implied one-way delivery of expertise and knowledge, and suggested ‘ownership’ of the process by the university. Therefore, today there is a clear tendency for the term engagement either to replace or be paired with the term outreach, as it is felt that it better conveys the idea of mutuality and sharing of leadership. In this view, universities move from the agenda of simply increasing the general education of the population and output of scientific research, towards a model in which university education and research works towards specific economic and social objectives by means of co-creating and exchanging knowledge and by sharing resources, skills and processes with the public good in mind. Institutionalizing community engagement within higher education is essential because sporadic efforts or individual demonstration of UCE is of limited value, if it is not supported by suitable institutional structures having validation and authority. Additionally, concerted efforts in the right direction receive a push when supported by validated authority/structures within the jurisdiction of university administration. It also becomes easier for staff/students to embark on such initiatives with ease.

The studies conclude that recognition must be given to the overall importance of CE activities to the implementation of social responsibility at HEIs. As this area of concern emerges, there is also a need to disseminate the ideas widely, so they gain popularity, clarity and credibility. The challenge for HEIs is to

engage with society in an integral manner as a way of improving teaching and research, and collaborate in social transformation. This engagement is expressed by HEIs in ways that are based in diverse perspectives and epistemologies of knowledge, as well as in different ways of obtaining feedback for learning and education purposes. Partnership, one of the most important forms of developing engagement that deals with people's issues, is a way of being and a way of working with others that implies mutual understanding, a common good, reciprocity, collaboration in decision making and transparency regarding outcomes. The sections that follow provide varied examples of UCE practices followed by specific universities or promoted by networks of HEIs.

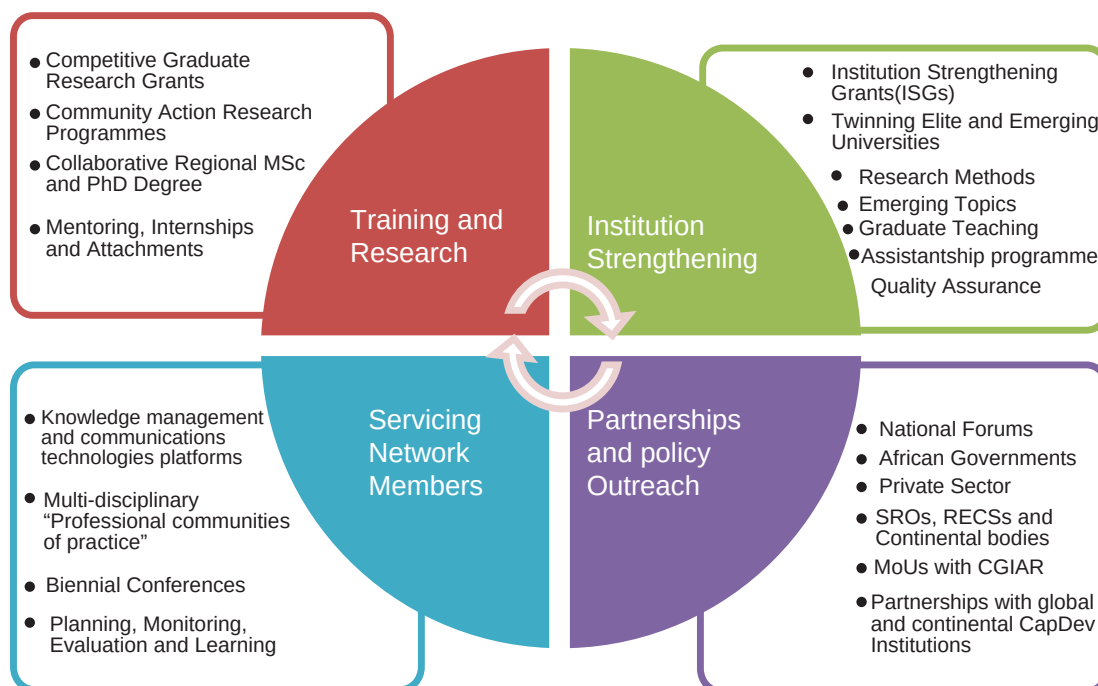
3.6.1 RUFORUM-wide initiatives

The RUFORUM capacity building framework (CBF) as illustrated in Figure 2 defines four broad categories of value: training and research; institution strengthening; member services including networking and knowledge sharing; and, partnerships and policy outreach to satisfy the needs of its clients. In training and research, capacity development (CapDev) targets individual capacities: the ability of graduates to do, experience, or understand agricultural innovation that results from the combination of innate and acquired abilities including talent, task commitment, creativity and education. Institution strengthening, on the other hand, looks at the formal and informal rules that structure and/or constrain human behaviour and interaction. Institutions include the legal rules (e.g. laws and regulations), social norms and ideologies, contractual arrangements, accepted and established practices, ideas that govern organizations, policies and processes, and management strategies that influence choices and decision making. In the context of RUFORUM, the institutional environment is the fundamental set of rules, both formal and informal, that govern production, exchange and distribution of knowledge and services within the higher agricultural education and learning (HAEL)

system. Institutional arrangements, on the other hand, are specific arrangements between parties to a contract that govern the way the parties co-operate and/or compete. RUFORUM encourages healthy competition but largely collaboration and collective action amongst member universities. This same principle is encouraged amongst member universities regarding community engagement.

RUFORUM comprises a network of universities (with their boundary partners - organizations, enterprises, and individuals) focused on bringing innovation (new products, new processes, and new forms of organization) into use in the areas of higher (agricultural) education and research, together with the institutions and policies that affect their behaviour and performance. An innovation can combine existing knowledge, indigenous knowledge and/or scientific information in new ways. The CBF focuses on assisting member universities develop organisational capacities through collaborative arrangements with other organisations over a sustained period. An organization can be either formal or informal, for instance, self-help groups, value chain actors and networks. Collaboration may take different forms, including frequent exchanges of information, joint priority setting for policies and programs, and joint implementation of innovation projects. All this requires different sets of organizational capacity - the ability to do, experience, or understand something that result from the combination of an organization's resources, processes and values. The resources are the people and physical assets an organization can command; in general, resources can be hired, bought or built. The processes, whether formal or informal, define how an organization transforms inputs into products; routines (often tacit) are an important component of processes. Finally, the values define what the organization should do and guide the everyday, independent decisions of its members. The organizational culture is an important element of an organization's values. These are critical elements of engagement.

Figure 2: RUFORUM Capacity Building Framework



The RUFORUM CapDev strategy is based on enhancing the technical and functional capacities of the Secretariat and member Universities, which are prerequisites to achieving the goals of the network. Technical capacities are required in the broad areas of teaching, scientific research and outreach to enable member universities carry out all technical tasks required to build the requisite human capital to meet national development objectives. In addition, the functional capacities enable members and partners to plan, lead, manage and sustain change initiatives to ensure that technical know-how is embodied in local systems and processes in a sustainable way. RUFORUM initiatives aim to: (i) strengthen stakeholder ownership of development goals and actions (demand): this largely requires strengthening capacities in the technical and program functions - service delivery system, program planning, program monitoring and evaluation, and use and management of technical knowledge and skills, capacities to access/generate/manage and exchange information and knowledge, consultative processes, etc.; (ii) improve efficiency of policy

and other formal incentive instruments that guide stakeholder behaviour toward the goal (supply): requiring addressing issues of structure and culture - organizational identity and culture, vision and purpose, leadership capacity and style, organizational values, governance approach, and external relations, policy and normative capacities to formulate and implement policies, legislative frameworks and lead policy reform; and, (iii) enhance effectiveness of organizational arrangements established to achieve the goal (supply): this requires resources (human, physical and financial) and strengthening administrative and support functions - administrative procedures and management systems, financial management (budgeting, accounting, fundraising, sustainability), human resource management (staff recruitment, placement, support) and management of other resources (information, equipment, infrastructure), partnering capacities to engage in networks/alliances/partnerships, management capacities to implement and deliver programmes right from planning to monitoring and evaluation of impacts and trends.

The key RUFORUM-wide initiatives and instruments that enhance University community engagement include:

- (a) Design and delivery of innovative learning materials and approaches: Universities and RUFORUM have invested in innovative curriculum content development and knowledge sharing mechanisms, which are firmly anchored in best practices in learning and instructional design theories (including use of Information and Communication Technologies—ICTs). Such mechanisms make the research and teaching processes and the subsequent co-created physical (students and graduates) and knowledge products more suitable, accessible and appealing to a wider range of users. At the same time, knowledge sharing of research and teaching approaches and lessons learned help to avoid duplicating what others have already done and encourages cumulative learning. Community engagement has proven useful in identifying emerging opportunities and collectively anticipating, meaningfully and timely responding to them; mapping and matching expertise by facilitating a convergence of policies and procedures within and across member universities, strategically focusing investments in fellowship and exchange programs, and giving strategic focus to on-the-job-training to maintain competences of existing staff and partners relevant throughout their careers.

“Community engagement has proven useful in identifying emerging opportunities and collectively anticipating, meaningfully and timely responding to them”

RUFORUM offers three collaborative MSc. programs that focus on disciplines and skills not widely offered in the region: Research Methods based at Jomo Kenyatta University of Agriculture and Technology (JKUAT); Agricultural Information and Communication Management launched in 2008 at Egerton and at University of Nairobi and in 2010 at Haramaya University; and Plant Breeding and Seed Systems at Makerere University. Six regional doctoral programs are being implemented: Dryland Resource Management at the University of Nairobi, Plant Breeding and Biotechnology at Makerere, Aquaculture and Fisheries at the Lilongwe University of Agriculture and Natural Resources (LUANR), Soil and Water Management at Sokoine University of Agriculture, Agricultural Economics at LUANR and Agriculture and Rural Innovation managed jointly between Makerere, Egerton, and Sokoine. The curricula for these programmes were designed at a regional level, in several cases with input from northern universities or programs of excellence in the region. There is faculty interchange in the delivery of the courses, in many cases involving lecturers from participating northern universities. The courses are designed to provide both disciplinary depth and relevance to the problems of African agricultural systems.

- (b) Internships, Attachments and Institutional Strengthening Grants: strengthen the capacity of the member universities through staff mobility programmes, twinning elite with emerging universities, and hands-on training. The system provides practical, hands-on mentorship in well-resourced research laboratories and experimental stations, as well as in farmers' fields and the twinning of elite with emerging universities. Institutional grants fund workshops and training on proposal development, project management, new pedagogical approaches and soft skills especially for the newer RUFORUM member universities and address gender imbalance. Fellowships and mentorships supported by RUFORUM provide students with the opportunity to work with teams of experienced scientists and

educationists in the field and in laboratories to develop capacity on research and teaching methods, processes and management. It also helps them to participate in global research networks that influence access to resources and scientific information.

- (c) Research Grants and Field attachments: RUFORUM runs a competitive Graduate Research Grants (GRG) program and associated Field Attachment Program Awards (FAPAs), and the Community Action Research Program Grants (CARPs) that enable universities to engage with communities along value chains and encourage them to re-align to an innovation systems approach. These grants support enhancement of research quality through a competitive, peer reviewed process and enable post-graduate students to gain field research experience while obtaining their degrees. They additionally provide opportunities for faculty to work in multidisciplinary training teams. The projects support universities to improve their training, research and outreach efforts thereby contributing to improved well-being of smallholder farmers and rural communities.

Four key features of CE approach appear to be critical to its effectiveness, and adherence to these was instrumental in the RUFORUM success stories. First, the decision to introduce a technology was informed by empirical evidence that was collected through explicit processes of formative research as part of the CE strategy. Second, CE was geared towards systematically transferring skills to farmers and other relevant players, a foundational aspect of 'technology transfer'. Exposure visits, group learning, inputs by trainers drawn from within the communities, and field schools were critical contexts for engagement among stakeholders and provided opportunities for authentic relationships to develop, which formed the basis for all the critical points of cooperation and trust that are required for the scale-up of the islands of success. Third, by seeking partnerships with both public and private sector stakeholders, RUFORUM teams effectively expanded the skills, expertise and experience at its disposal to engage farmers, and help them engage with one another. In the process, it also created opportunities to enhance the capabilities of other relevant stakeholders while remaining front-and-centre in establishing and maintaining their trustworthiness for farmers,

in particular. Fourth, the research teams made concerted efforts to keep the promises they made to farmers. In the context of eroded trust, farmers often begin their journey with university researchers with scepticism. Kept promises—a commitment to “match words with action”—gradually won teams the farmers’ confidence. As well, the model for scale-up of technologies put decision-making in the hands of the farmers and their collectives, which represented a fundamental departure from the “old ways” and fuelled a sense of ownership of the innovation. Importantly, the RUFORUM engagement strategy required farmers to become knowledgeable and skilled through the full value chain of the technology development process, breaking old patterns established by previous partners of cultivating farmers’ dependencies on them for key aspects of the production and delivery processes.

- i) The GRG initiative has made profound changes in university research protocols. These include: working partnerships within all the funded student projects with public and/or private sector organizations; increased female participation; spread of the grants across several countries; technology development taken up by farmers; and, an extremely high rate of employment of the graduates. Additionally, students under the GRG have been exposed to new research skills and approaches, in particular the need to conduct participatory and action research. Increasingly, their research is being made available in academic journals and to policy makers, communities and other stakeholders through a range of publications presented in various media. Each GRG had a maximum budget of \$60,000, with the majority of the budget of each grant going to support at least two MSc students and their research for the project. Student researchers are under the supervision of a principal investigator and his/her faculty collaborators; in the process of conducting their research, they gain theoretical grounding and applied field research and problem solving skills. All students attend at least one of RUFORUM’s Biennial Conferences, where they present poster papers or give an oral presentation on their research; most are also offered opportunities during their training to participate in supplementary support courses to improve research and writing skills. The principal investigators (PIs) participate in PIs orientation meetings, which apart from providing orientation

¹⁴ S.W. KALULE, W. ODONGO, E. KULE, E.K. NDYOMUGYENYI, P. OMARA and D. ONGENG (2016): Conceptualizing the Student-Centred Outreach Model for experiential learning and community transformation. *African Journal of Rural Development*, Vol. 1(3): December 2016: pp. 219 - 227

to implementation of RUFORUM projects, has also turned out to be a powerful platform for networking and professional growth for the faculty from different participating universities. Overall, the projects under the GRGs have increased the pool, and improved the capacity, of mid-level researchers and scientists, who are now winning medium to large grants from other donors and funding mechanisms. Many of them have attributed these achievements to the rigor with which the RUFORUM GRG is implemented. The GRGs have promoted ties between university researchers, national researchers, the extension systems, and to a lesser extent, NGOs and the private sector. Many projects have been linked into value chains and have included end users. In some instances a series of grants have been encouraged across the cohorts to combine links along the value chain, and all proposals are required to show how their research impacts the chain.

- ii) The FAPAs are small competitive awards are for students who have submitted their theses and wish to return to the field partner organization they worked with to promote results of their research and to gain work experience.
- iii) The CARPs were designed to encourage universities to develop greater participatory engagement with communities, using a value chain and/or innovation systems approach. The CARPs seek to generate in-depth understanding and experience within systems and value chains, deepen community ownership of research and implementation of results, develop/implement an enhanced research model to mobilize expanded regional agricultural research capacity, enable undergraduate research assistants gain experience and publish research results, and establish a platform for university engagement with farmers and other stakeholders along the value chain. The CARPs place more emphasis than the GRGs on the length of engagement with the community and multiple development agencies, and on feedback of lessons from research to teaching. Each CARP project has a three-year timeline and a maximum budget of \$300,000 that supports at least three students (1 PhD and 2 MSc. degrees) and provides opportunities for undergraduate attachments. To date, three CARP grants have been awarded, one to the University of Malawi, (Enhancing Fish Production and Marketing for Food Security and Rural Incomes of Small-scale Producers in Malawi), a second to Moi University, (University Outreach Support to Farmer Associations in Western Kenya) and a third to Makerere University (Developing an Outreach Framework for Strengthening University-Farming Community Engagement for Improved and Sustainable Livelihoods). The CARPs have received additional follow-up support from the African Caribbean and Pacific Science and Technology Program, which has been used to bring in the International Centre for Development Oriented Research in Agriculture (ICRA) and Wageningen University faculty for team mentoring and workshops on experiential learning and action research.

RUFORUM Universities, through participation in these programmes:

- Provide the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.
- Create and advance knowledge and understanding, and improve the quality of life of citizens through the discovery, dissemination and application of research across a wide range of disciplines. The Universities serve and engage society to enhance economic, social and cultural well-being.
- Engage diverse people and communities in mutually supportive and productive relationships, and work to integrate understandings of Indigenous cultures and histories, knowledge and practices into their curriculum and operations.
- Engage, to varying degrees, alumni in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.
- Engage in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich intellectual and social life.

¹⁵ S.W. KALULE, B. MUGONOLA and D. ONGENG (2016): The student enterprise scheme for agribusiness innovation: A University-based training model for nurturing entrepreneurial mind-sets amongst African youths. *African Journal of Rural Development*, Vol. 2 (1): 2017: pp. 55-66

¹⁶ "There was open resistance to the whole idea of community engagement that is rapidly changing. Three years ago, the bus taking people to the field was always parked without work. Now it is the most sought after asset in the university" – Prof. Duncan Ongweng, Dean Faculty of Agriculture.

3.6.2 Gulu (Uganda) and Egerton (Kenya) Universities

RUFORUM in partnership with The MasterCard Foundation (MCF), Egerton University, Kenya and Gulu University, Uganda are implementing a project “Transforming African Agricultural Universities to meaningfully contribute to Africa’s growth and development (TAGDev)”. The TAGDev project 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 uses a teaching and learning model that connects tertiary agricultural education to rural communities, with an emphasis on smallholder farmers and small and medium scale enterprises. Central to this new model of agricultural education is the RUFORUM-wide Community Action Research Program (CARP) and the Students Community Engagement Program (CEP). These two programs emphasize engaging universities with smallholder farmers in knowledge co-creation and co-generation and generation of appropriate innovations relevant to strengthening smallholder entrepreneurship capacity. They increase the university-community interaction as well as provide university students and academics opportunity for experiential learning and enhance the delivery of high quality extension services to smallholder farmers through universities.

Gulu University opened its gates in 2003 and established the Faculty of Agriculture and Environment in 2005. From the start, the university was committed to community transformation, driven by post-war circumstances in its location, and therefore an urge to contribute to restoring the livelihoods of the community. Community engagement is well-conceived but implementation is neither across all faculties, nor are all students compelled to engage with communities as part of their study. The centrepiece of its community engagement initiatives is the “Student-Centred University Outreach Model”, a field attachment component in the training of the students of Bachelor of Agriculture and the “Community Clerkship” programme run by the Faculty of Medicine. The outreach model is intended to expose the student to what happens in the real farmer situation and apply the skills that they have learnt/are learning in class to the farmer situation. Through participating in this attachment, students are expected to appreciate the farmers’ (and other value chain actors) situation whereupon, as change agents, they are expected to change when they eventually graduate. The field

attachment is therefore a two-way learning process where the student learns from the farmer and the farmer also learns from the student. Students share their experience with the class and compile a report of the attachment. This is complemented by the “Student Enterprise Scheme for Agribusiness Innovation” and “Farm Field School” programmes. The programme is guided by an outreach policy and student attachment manual. Tracer studies indicate about 80% of Gulu university graduates of agriculture to be working close to communities, many in private enterprise – farming, service/inputs, and agri-business/value addition.

- (a) **Student-Centred Outreach/Extension Model:** University community engagement is not generally driven by a ‘model’ so much as by a framework of guiding principles, strategies, and approaches - based on principles that respect the right of community members to be informed, consulted, involved and empowered and employing a range of tools and strategies to ensure success. During a 3-month field attachment, the program uses a mixture of discipline and problem based models for student teaching and learning. Students use their presence in the community throughout the period to regularly reflect on their experiences. In these reflections, they use course content as a basis for their analysis and understanding of the key theoretical, methodological and applied issues at hand. Students also relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students have or will develop capacities with which to help communities solve a problem.

Groups of 3-5 undergraduate students are attached to a selected lead farmer in a community within a radius of 5-10 km from campus. The lead farmer introduces the students to 10-15 other farmers whom they also provide advisory services. While on the farmsteads, the students generally participate in problem identification and routine farm activities. They also share and advise on opportunities that farmers can exploit in their environment so as to commercialize agricultural activities. To the university, these students help to provide feedback from the community and more especially on challenges that they cannot handle on their own. Attachments are also made to other value chain actors other than farmers. As a deliverable, the undergraduate student at the end of the attachment submits a report to the faculty for evaluation of the field attachment process

but more importantly for academic assessment/grading. Graduates of the school are highly sought after for employment by financial institutions supporting rural enterprises, and NGOs working with communities.

The faculty (academic staff, community engagement office coordinators, administrators) provides guidance to students, receives and screens farmers for student attachment and ensures that student placement in field attachment are effected. Furthermore, the faculty conducts support supervision to students, documentation of processes and lessons, and monitoring and evaluation. The faculty academic staff “who are subject matter specialists” upon receipt of feedback provide advice (technical backstopping) to students on how to package and respond to farming and community development needs through a social media platform and/or direct interaction with the community during student supervision when they share knowledge with the host community. Staff develop skills (largely through persuasion and participation) – although with the entire university now influenced to fully embrace community engagement, this is likely to eventually become a conditional requirement for service with the university. The community hosts the students, shares knowledge and information and offers facilities for experiential learning.

(b) Community Action Research Program (CARP): Community-based action research is similar to an independent study option for the student who is highly experienced in community work. This approach can be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. At Gulu University, graduate students on the MSc degree programme are attached to farmer groups, farmer organizations, co-operatives and other organizations serving smallholder farmers and rural communities at large. This positioning of graduate students enables a participatory-research approach, in which the students work with the community to identify researchable community problems and work on them for their thesis. Some undergraduates work with farm families organized in a group(s) receiving services from a graduate student. The linkage between graduate and undergraduate students in community engagement is provided for in the graduate training curricula. The rationale is that

results of the graduate students’ research should feed into the teaching of the undergraduate students thus providing opportunity for taking research results to the community.

- (c) Service Internship Model:** The Department of Biosciences, Water and Sanitation, working through communities, selects and trains youth and artisans under a programme dubbed “Entrepreneurial Water Management and Technologies” in water harvesting, shallow well drilling and repair of boreholes. Over a period of 2 years, the university has trained 138 youths in three lots with support from Israel institutions. The process of drilling a well for a community lasts about 2 weeks of full engagement with communities - students in each cohort are split into two groups and have 2 days in a week of theoretical training on campus and 4 days working in a community setting – mobilising communities and collecting contributions towards and eventually construction of a community well using the “Baptist Well Drilling Technology” (Six community wells have been constructed; a well costs approximately US\$ 800 equivalent in Uganda Shillings, and the community must contribute at least 50% of the cost). As in traditional internships, students are charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, these service internships have on-going faculty-guided reflection to challenge the students to analyse their new experiences using discipline-based theories. Service internships focus on reciprocity: the idea that the community and the student benefit equally from the experience. Students are equipped with additional skills like repairing boreholes and fabricating borehole parts and urged to form businesses. In addition to the knowledge and skills, graduates are required to start/form own businesses – an additional 22 wells have been constructed; one graduate got a contract to repair 150 boreholes in Pader District; all the graduates are linked on social media business network; and, a number engaged in providing services related to water for agricultural production, small-scale irrigation, biogas construction, solar drying.
- (d) Student Enterprise Scheme:** The central focus of the Student Enterprise Scheme (SES) model is for the students to connect the theoretical knowledge in agriculture, entrepreneurship and agribusiness with practical realities of opportunity

identification, conceptualizing, initiating, managing and sustaining small and medium enterprises. The design and institutionalization of SES at Gulu University is premised on the assumption that future professionals must learn to cope with the growing competition in the job market by thinking innovatively, and exhibiting creativity and dynamism in the ever-changing economic environment. Students are particularly guided to explore opportunities within the agricultural domain to develop, defend, implement and evaluate their own ideas and they are supported to actualize such ideas into businesses through an “Earn as you Learn” scheme. The students are provided with credit at modest interest rates to implement their business

plans. The SES are meant to present a good opportunity for innovation when business/social enterprises models generated from student projects become part of the wider community and are refined further in a market environment. Some student entrepreneurial projects need to be nurtured as strategic niches (incubation), which in their infancy cannot favourably compete in the market place. They tend to require time before maturing for market-based forces. These strategic niches/protected spaces are ideal for the development and use of promising technologies and products by means of experimentation, further refinement of the business incubate, and thus agribusiness innovation and incubation.

Two success stories:

Michael Ocoun

graduated from Gulu 3 years ago.

His interest was not to look for a job but to create jobs. He saw opportunities in the vast empty land available for farming in Northern Uganda, the ready market for agricultural produce, and the opportunity to trade in agricultural inputs. He owned no land! He approached a seed company and offered to grow 300 acres of crop for them if they can provide foundation seed (maize and soybean). He hired 10 acres and a friend gave him 10 acres. The rest were farmers – and his deal/business model was like: “you bring 20 acres of your land, 15 for you and 5 for me. I provide foundation seed, and you look after your 15-acre farm exactly in the same manner I am looking after my 5-acre farm. I have a market. When we harvest, I will deliver, collect your money and give it to you”. He operated for 4 seasons until the seed company of contract run out of money and defaulted leaving him in debt. He started with 25 employees who grew to 75 and was working with 50 farmers and 15 trainers (whom he trained himself). He now owns 84 acres of personal farmland, has a 3-acre plot in Gulu town on which he is constructing a store and offices. He is in produce buying and had a contract to supply 125 metric tons of maize to Catholic Relief Services in South Sudan.

Mpanga Rawland

opened a butcher shop in town after graduation. He picked 15 youth from different communities and gave them basic training on goat and poultry husbandry. He deployed them into the communities to work with at least 10-15 farmers whom they advise. On a weekly basis, they must extract at least 1 goat from the community for sell to his butchery in addition to chickens. He now owns 3 shops and a supplier of meat to a number of catering institutions.



- (e) **Farm Field Schools:** These are established as demonstration plots and learning sites managed by university faculty and students. The communities donate the land on which the technologies are displayed.



- (f) **Community service:** Talk shows, University Community Radio (currently inactive), outreach camps, career guidance, open days for showcasing innovations, etc.

Egerton University traces its roots from a whites-only, male only Farm School established in 1939. It started offering Diploma programmes in 1950. The more than 3,000ha estate of the university was donated by a white settler, Lord Egerton, who had willed that no female should ever set foot on his property following a disappointment from a lady he had wanted to marry but she rejected him! This was changed on a Presidential directive in the 1970's. Since then gender equality and community engagement have progressively permeated into the university structures and practices.



(a) Field/Industrial Attachment

is a required course unit for over 60 % of undergraduate diploma and bachelor's degree programmes at Egerton University. Attachment is tenable after three and four years of study for respective bachelor's programmes and, after two years of study for Diploma programmes to farmers and other

agriculture value chain actors and stakeholders. The duration of attachment is a minimum of eight weeks, usually during May-July each year. Field attachment is a session when students go out to real-life working stations to get exposed and to familiarize themselves, with the working environment in their areas of specialization. Over the years, attachment for students undertaking agricultural related training has focused on government parastatals and agri-based companies with little interaction with farmers.



(b) Farm Attachment Programme (FAP):

Attachment on farms provides students with an opportunity to learn and to utilize theoretical knowledge acquired in class, understand the opportunities and challenges that farmers deal with and propose mitigation approaches to some of the challenges. Each farmer gets a package of 3 students (animal production/crop production/marketing) to work with him/her and advise as they learn. The attachment is for a minimum period of 3 months. The goal of the farm attachment programme is to facilitate experiential learning to students by operationalizing linkages between Egerton University and farming community stakeholders so as to enhance

agricultural productivity and competitiveness in Kenya. Specific objectives were to: (i) produce undergraduate students who will effectively contribute to the agricultural development agenda through experiential learning with farming communities; (ii) create and strengthen linkages between Egerton University, farming communities and Service providers to improve service delivery to rural communities; (iii) provide farm solutions that are empirical and socially acceptable to farmers; (iv) develop an information and communication technology mechanism to enable farmers to access information from the University; (v) facilitate small-scale farmers to transition from subsistence to commercial farming; and, (vi) obtain feedback from farmers and other stakeholders leading to repackaging of University curricula, research and subsequent extension messages.

- Create rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.
- Provide a fulfilling environment in which to work, learn, and live, reflecting unique values and encouraging the open exchange of ideas and opinions.
- Explore and exemplify aspects of economic, environmental and social sustainability.

The farm attachment programme is designed such that students are attached to the same farm(s), continuously for at least 3 consecutive years. The students get fully integrated into the family without too much familiarity. The host farmer is required to introduce the group to neighbours whom they also visit and interact with. The student must visit the sub-county/district agricultural office once a week for additional advice. Farmers must pay for all the requirements of their farm associated with the students' advice, and clearly made to understand that the students are not replacements/substitutes for the routine labourers and workers. Each cohort of students builds on and follows-up on recommendations of the previous group. The first cohort of students focusses on making a general appraisal of the farm i.e. identifying the strengths and weaknesses of the farm and making proposals for improvement. The students and the farmers work, with backstopping by lecturers and existing extension officers, in synthesizing the report and proposing appropriate recommendations to the farmers. Concurrently, the student is nurtured as an analytical observer to be part of the solution that provides coordinated knowledge. The second and third cohorts of students oversee implementation of agreed on intervention measures. Crop Clinics run and operated with input dealers fill in for the periods students are on campus.

¹⁷ SUPERVISED ENTERPRISE PROJECTS AS A COMMUNITY DEVELOPMENT TOOL by Festus Annor-Frempong, Department of Agricultural Economics and Extension, University of Cape Coast, Cape Coast, Ghana, MEAS HRD Case Study Series, # 4, January 2013; Sasakawa Africa Association (2012): Setting the grassroots on fire – Agriculture and Sasakawa Global 2000 in Ghana, (ed. Joseph Kwarteng and Ida Kwarteng)



(c) Capstone Courses and Community Enterprises:

The Department of Applied Community Development Studies runs a community engagement programme compulsory for the degree programme.

Two foundation course units (Project Implementation – entrepreneurship, business planning; Outreach & Extension) prepare students for the 4-year course. For a semester students are required to visit 2 communities twice a week and engage for needs assessment, develop an enterprise demonstration plan and present it to classmates and staff in 30-45 minutes seminar, present the plan to the two communities for

endorsement. Once acceptable, the university funds all the requirements for the demonstration. If the community proceeds to show interest to develop it into a community enterprise, the university provides 50% of the cost. All projects must not exceed KSh. 50,000= . Some students have also used this model to form their own businesses. A group of MSc students formed a company “AgriFresh Supplies” that operates on the Njoro campus since 2015. They source fresh fruit from specific profiled farmers (for quality control) paying a premium price, and sell it through outlets managed by other students they employ on part-time and they train on business management. The group is also into consultancy, run agriculture clinics for 27 farmers and training.



(d) Stakeholder events/ Technology Dissemination Models:

Workshops held at the university instead of hotels enable face-to-face interaction with community. Schools and community groups are conducted around the university on request/appointment. University participates in agricultural shows, has a fund to support faculty publish their work, fund for supporting attendance to 2 conferences/year for eligible staff, internal conference fund for the Egerton Annual International Scientific Conference, Annual Founders Day where the university showcases its programmes and innovations, and publishes the pull-out “Seeds of Gold Business Magazine” with the Nation Group

of Papers every Saturday where the writer of each published article earns about US\$ 50 equivalent in Kenya shillings. The university run Agro Science Park sells products from the university. Through a Presidential directive, each Kenyan University has to run a week-long Innovation Week every year to showcase innovations that have business potential to prospective entrepreneurs. There University is also funded by the Government to run an outreach programme – 3 communities are competitively selected each year based on their requests and supported for 2 years. Individuals engage in consultancy, produce extension materials and participate in partnership arrangements helping local governments and communities develop funding proposals, and if successful training them to turn the proposals into successful enterprises.



(e) UCE Structures:

Community engagement activities are coordinated by the Directorate of Research and Extension. The university has a Research Policy and Extension & Outreach Policy. There are internal competitive research funds – Research Fund, Innovation Fund, facilitation to respond to external calls, etc. A formal MoU with the Kenya Agriculture and Livestock Research Institute allows sharing

of facilities (labs) and resources (part-time teachers, collaborative research). The MCF programme at Egerton is discussing with their counterparts at the Rift Valley Institute of Science and Technology (RVIST), one of originally 30 and now 47 TVET institutions in Kenya, for linkages. RVIST participates in a MCF funded programme “Wings to Fly” that sponsors needy secondary school students for TVET and university education.

3.6.2 Eduardo Mondlane University, Mozambique

The Universidade Eduardo Mondlane (Eduardo Mondlane University), located in Maputo, is the oldest and largest university in Mozambique. The university is divided in 14 faculties, including the Faculty of Agronomy and Forest Engineering. UEM strives for integration and affirmation in the scientific community worldwide and as an agent and subject to change and transformation of society. It is committed to be an institution of excellence in the context of education, science, culture and technology. Currently the UEM 10-year Strategic Plan is being revised with an enhanced thrust on “Extension and Outreach”.

The Faculty of Agronomy and Forest Engineering collaborates with the Ministry of Agriculture, whose new policy stresses the need to help farmers move from peasantry/subsistence agriculture, in its training programmes. The Ministry secured funding from IFAD that it provides to UEM to train extension workers in agribusiness and entrepreneurship, who in turn train farmers and farmers’ organisations. UEM has two Field Stations, located in Maputo and Manica Provinces, which serve as field/practical training centres for students and points of community contact and engagement. There are also two TVET Polytechnics (Chokwe and Manica) affiliated to UEM whose agribusiness incubation programmes, curriculum and philosophy are more community oriented. Additionally, there are four higher level schools located in rural areas (Chibutu for Agribusiness and Entrepreneurship; Inhambane for Tourism; Vilampulu Rural Development School) affiliated to UEM whose young staff (BSc and Diploma holders) and facilities are more focused on applied teaching and entrepreneurial skills. The University extensively collaborates with Instituto de Investigação Agrária de Moçambique (IIAM) and the Ministry of Agriculture extension network.

Most of the research/studies that involve community participation are largely dictated by availability of funding either from donor funded projects and private sector companies. These provide opportunities for undergraduate students to serve as research assistants and collect data from community settings. The undergraduate training programme also has a compulsory field attachment requirement, where 3rd Year students mandatorily go to the field for 2

months (January and July). The MSc programme has a “Simulated Projects” course where students are trained to solve real life problems by identifying issues (problems, opportunities) with communities and working on them to find solutions.

IAR4D Learning Platforms: Started under a “Water for Food Project” funded by the European Union this community engagement model used a “learning platform” model based on the integrated agricultural research for development (IAR4D) approach. The university team worked with groups of rice farmers at Chokwe in the Limpopo Valley Irrigation Scheme. Research and technologies centred on water conservation, drip irrigation, water use efficiency based on maize cultivars and composting. The IAR4D concept is premised on the engagement of multiple actors along the commodity value chain for the promotion of the process of innovation in the agricultural system and increasing ARD benefits to smallholder farmers and other non-research actors. This essentially draws on the knowledge of relevant actors at each stage. The framework creates a network that considers the technical, social, institutional, policy and infrastructural constraints in an enabling environment that facilitates learning (through continuous interaction among players, utilization of feedback, analysis and incorporation of lessons learned between different processes) with the ultimate aim of generating innovation rather than mere research products or technologies. In its broadest sense, innovation covers the activities and processes associated with the generation/production, distribution, adaptation and use of new technical, institutional, organizational and managerial knowledge that creates benefit to the end users. IAR4D provides a paradigm shift away from a narrow focus on technology generation to an innovations perspective where research is embedded within a wider frame that ensures that outputs are put to use.

CEAGRE – Centre for Agriculture and Natural Resources Studies: The University in 1996 set up CEAGRE as a non-academic unit solely responsible for linking faculty to the community. This it does largely through consultancy contracts for studies and actual project implementation in the field, technical assistance, offering training to technicians and farmers, and commissioned/competitive projects.

3.6.3 Ashesi University College, Ghana

Skills for a Lifetime, Ethical Leadership and Entrepreneurial Mindset: Ashesi, which began instruction in 2002, has established a reputation as a leader in undergraduate education in Africa, with an educational experience that fosters ethical leadership, an entrepreneurial mindset and the ability to solve complex problems. The mission of Ashesi University College, is “to educate a new generation of ethical, entrepreneurial leaders in Africa, to cultivate within our students the critical thinking skills, the concern for others and the courage it will take to transform a continent” (see <http://www.ashesi.edu.gh>). At Ashesi, service-learning opportunities abound. Students and their professors participate in a series of substantial long-term projects that focus on people in and around the community where it is located. The College sees itself as, and acts as, a full part of the community.

In 2010, the Ashesi community - faculty, staff, students and alumni - came together to identify seven key learning outcomes that every Ashesi graduate must achieve based on the university's values. These learning goals, based on a theme of “skills for a lifetime” guide the curriculum and co-curricular programmes, and prepare students for rewarding lives and careers during their 4-year tenure on campus:

1. **Ethics and Civic Engagement:** An Ashesi student is an ethical, responsible and engaged member of his/her community - Demonstrates concern for others; Has the courage to be ethical and demand ethical behaviour from his/her peers; Does the right thing when nobody is looking.
2. **Critical thinking and Quantitative Reasoning:** An Ashesi student is able to apply critical thinking and quantitative reasoning to approach complex problems - demonstrates skills in data analysis and modelling; sees things from multiple perspectives; Has awareness of a broad range of concepts and ideas that have personal, local and global significance.
3. **Communication:** An Ashesi student is an excellent communicator in a variety of forms.
4. **Leadership and Teamwork:** An Ashesi student is adept at leading and functioning in teams - Demonstrates confidence and humility; Has good interpersonal skills and engages fully with members of a team; Is organized and able to plan and follow through on complex projects.
5. **Innovation and Action:** An Ashesi student takes intellectual risks and demonstrates an entrepreneurial spirit.
6. **Curiosity and Skill:** An Ashesi student is inquisitive and confident, has breadth of knowledge, and has attained a high level of mastery in his/her chosen field - Probes deeply and continuously in a chosen field; Keeps an open mind; Shows confidence but never feels he/she knows it all; Demonstrates awareness of global and multicultural issues
7. **Technological Competence:** An Ashesi student is an effective and flexible user of technology.

To implement the learning goals, faculty include the learning goals in the syllabi of the courses they teach; and communicate the goals to new students during orientation and at the beginning of class on how they can achieve the goals through the course of instruction. The success of the curriculum, programmes and courses in training these attributes is evaluated.

3.6.4 The University of Cape Coast, Ghana

The University of Cape Coast (UCC) was established in 1962 out of a dire need for highly qualified and skilled manpower in education. Thus, it was established to train graduate teachers for second cycle institutions; Teacher Training Colleges; and Technical Institutions. The University was also given the mandate “to serve the needs of the whole country” and “to play a unique role in national development by identifying national needs and addressing them.” The University has since its establishment added to its functions the training of educational planners, administrators, agriculturalists and, health professionals.

Community engagement is enshrined in the philosophy of the University; through its vision (... strongly positioned, with world-wide acclaim), mission (...equal opportunity university providing comprehensive, liberal and professional programmes that challenge learners to be creative, innovative, and morally responsible citizens), and values (academic excellence, engagement with the wider community, ethical and responsible behaviour, equality of access to all opportunities and services, empowerment). The university strategic plan (2013-2017) lists activities and practices related to teaching, research and community service. The School of Agriculture, a constituent of the College of Agriculture and Natural Sciences, trains and equips students, farmers and other stakeholders with relevant knowledge, professional skills and affection to carry out research to address current and emerging agricultural related issues and provide extension services for development. The following practices are employed:

- (i) **Practice-Based Learning:** All the five Bachelors of Science degree programmes have a mandatory 6-week field attachment during which students learn from working practice on the job or community service. It entails self-analysis and evaluation of one's work through reflection and is aimed at identifying strengths and weaknesses with the intention of engaging and applying what was learned through the practice. This is supplemented with an around-Ghana road trip to see and learn from what is happening across the different agro-ecologies of the country.
- (ii) **Supervised Enterprise Projects:** The Supervised Enterprise Projects (SEPs) teaching and learning model is a component of the 2-year Bachelor of Science (B.Sc.) in Agricultural Extension degree programme for holders of post-secondary school diploma in agriculture and related fields. The 4-year B.Sc. for holders of a post-secondary school certificate in agriculture and related fields was discontinued in 1997 and instead a 2-year affiliated diploma programme at the Kwadaso Agricultural College in Kumasi started in 1997. The SEP model was developed as a core component of the Sasakawa Africa Fund for Extension Education (SAFE) curriculum degree course supported in 15 universities and agricultural colleges in 9 countries in Africa.

In 1993, SAFE launched the first innovative B.Sc. Agricultural Extension Degree program in Ghana, in collaboration with UCC, the Ministry of Food and Agriculture (MoFA) and Winrock International. Purpose of the SAFE program at University of Cape Coast is to contribute towards the agricultural development efforts of the nation through the production of qualified human resource in the field of agricultural extension advisory services to serve the needs of smallholder farm families.

The first batch of mid-career students at UCC were admitted in 1994 and they were graduated in 1997. Since then, a total of 550 students (438 males and 112 females) have benefited from the SAFE-UCC program. The program continues to attract more students from the private sector. Ministry of Food and Agriculture (MOFA), NGOs, private farms and other partners continued to send their technical officers to University of Cape Coast. In the 2011/2012 and 2012/2013 academic years, many SAFE programmes embarked on a curriculum review process to meet emerging needs of farmers. Accordingly, UCC revised the curriculum with focus on value chain. The revised curriculum has included a course on postharvest technology, value chain, food safety and quality. Most of the current SEPs projects implemented by students illustrated that more farmers are interested in the value addition and income generating activities.

The SEP is a community development tool comprising practical agricultural activities of educational value formulated by mid-career students under the guidance of lecturers and employers with active participation by beneficiaries. The programme is essentially a "Capstone Course Model", generally designed for a given discipline and is offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students' understanding of their discipline.

SEPs are implemented to improve professionalism of students and livelihoods of beneficiaries through mobilization of resources and creation of linkages with appropriate institutions and evaluative schemes over a 5 to 8-month period. The philosophical basis of SEPs is experiential learning – the combination of theory,

experience and critical reflection. Experiential learning provides learners with the opportunity to develop lifelong learning skills and builds on the confidence and commitment of learners so that they can work with other individuals in participatory ways. Each SEP has production or development, and a learning or research objective. The production objective addresses the benefits of projects - improvement in yields, quality and reduction in postharvest losses - to beneficiaries (farmers). The learning or research objective addresses opportunities for learning by students as they improve the situation that they are dealing with. The learning objective is often in the form of mini-action research as a way of accomplishing a production objective. The learning objectives could be to understand the effectiveness of the various extension or training methods and approaches used.

The UCC-SEP is run during the first semester of the second year of training and earns the student 15 credit units of the 67 required for degree programme, through three distinct but interdependent phases: planning, implementation and evaluation. The planning phase enables students to undertake courses that are relevant for conceptualizing, planning, implementing and evaluating SEPs (first year of training); conduct needs assessment with the involvement of beneficiaries of the project and major stakeholders; and develop a successful proposal under the guidance of assigned lecturers and other resource persons. Various methods that provoke critical thinking - skills such as term paper writing, seminars, end-of-semester examinations, peer group discussions and practical sessions (experimentation) - are used to facilitate the planning phase. The implementation or fieldwork phase, a 6-months off-campus attachment with a community, enables students to interact directly with farmers, apply academic subject matter and appropriate technology to solve problems, and gather information from real-life situations in the field to improve on the classroom instructional component of the program. The evaluation phase ensures that university professionals, employers of students and students compare ideas expressed in the proposal and field observations so as to offer appropriate solutions and also to tap into the indigenous knowledge of the farmers on various agricultural practices to improve SEPs. Students are given the opportunity to share their experiences with their peers. The student produces a SEP report.

The programme has had significant impact – on the students and graduates; on teaching, learning, and lecturers; on communities, individuals and enterprises. However, there are a number of elements that could be enriched to create greater impact. Firstly, whereas it is evident that universities, given appropriate policy environment, can respond to well-articulated community demands and that farmers-employers-students can influence the design and implementation of curricula, the programme has been kept in its original design of 1993! Individuals participating may have learned from real life situations and changed their individual teaching content and approaches but this needs to be reflected in the overall curriculum orientation. Secondly, the model could easily be transferred to other programmes in the same school, college and UCC in general – presently it appears to be a jealously guarded exclusive programme of the Department of Agricultural Extension. Thirdly, the SEPs were to achieve (among others) improvement in “agricultural enterprises” – the projects under the guise of “broader community development; that is what the communities are demanding” are encompassing all forms of income-generating enterprises. This may not be a wise move for the college/school – there is need for a focus on mandate, on building a unique niche and business model for continued support based on relevance and comparative and competitive advantage.

Finally, the communities raise several needs during the needs assessment. The student proposal development and preparation phase prioritises and selects a specific project that is implemented. The problems do not disappear from the community. The SEPs do not all necessarily require “dedicated effort” for the entire 6 months. It may be desirable to re-orient the SEP as a broader-based approach to student-centred extension services delivery to communities. This way, apart from implementing the project, the student (or student teams) could advise on a broader set of community and agricultural development issues. This will require greater integration and collaboration of the departments to provide the technical content for the advisories and messages.

¹⁸ Lorlene M. Hoyt and Robert M. Hollister - Moving Beyond the Ivory Tower: The Expanding Global Movement of Engaged Universities http://www.gunetwork.org/files/iv_1_1.pdf GUNI - The Global University Network for Innovation

3.6.5 FARA and AAIN, Accra, Ghana

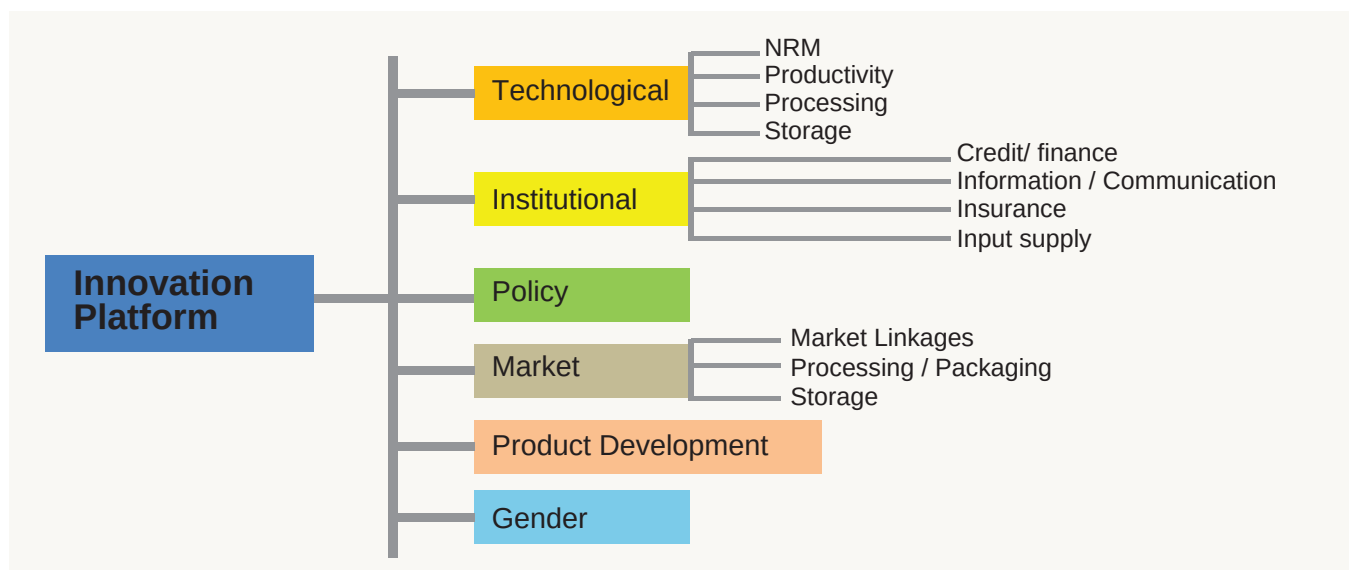
The Forum for Agricultural Research in Africa (FARA) is an apex organization bringing together all the major stakeholders in agricultural research and development in Africa. It works in fostering capacities of Africa's agricultural science and innovation community. Established in 2001, FARA encompasses African and non-African stakeholders, who are committed to enable African agricultural development. FARA has implemented programmes that have exemplified some of the successful engagement models for research.

- (a) IAR4D and Innovation Platforms: The Sub-Saharan African Challenge Program (SSA CP) was initiated in 2004 to address the main constraints responsible for the underperformance of agricultural research in Africa. The FARA-led ARD stakeholder's consultations diagnosed these constraints and concluded that the main impediment to the derivation of great impact from the contributions of agricultural research in Africa lies in the way research activities are organized and conducted. The SSA CP thus, proposed an approach known as Integrated Agricultural Research for Development (IAR4D) as an alternative to the conventional Agricultural Research and Development (ARD) approach which followed a linear model. Universities, the Consultative Group on International Agricultural Research (CGIAR) research centres, the National Agricultural Research Systems (NARS) were key players in the programme.

The IAR4D approach is based on an innovation systems framework. This brings together multiple actors along a commodity value chain to address challenges and identify opportunities to generate innovation. The approach creates a network of stakeholders or partners who are able to consider the technical, economic, social, institutional, and policy constraints in an environment. The network facilitates research and learning that not only generates new knowledge, products or technologies, but also ensures the use of research products. It involves the establishment of stakeholder innovation platforms (IPs) thus: creating functional linkages between farmers, the private sector, and service organizations; integrating productivity, natural resource management, markets and policy; establishing effective mechanisms for organizing and learning processes for farmers; and ensuring action research oriented toward problem-solving and impact.

The IP generally delivers innovation around six core issues (Figure 3) to generate innovations depending on the specific circumstances surrounding the commodity of choice and the prioritized problems on the platform. Conventionally, the IP is structured to commence activities from the market end which is crucial to the functionality of the entire system. This also determines the engagement of partners to the platform to meet the market demands. Several available technologies (varieties, production systems, agronomic practices, etc.) are introduced from the shelves of the research institutes and tried out on the platform. New technological challenges emerging on the platform are referred back to research program.

Figure 3: Innovation generation on IAR4D Innovation Platform



¹⁹ <https://www.timeshighereducation.com/news/brighton-projects-template-for-community-outreach/2005543.article>

Another variant of the same approach was the innovation platforms for technology adoption (IPTA) with farmer participation and an emphasis on the inclusion of women, implemented under the African Development Bank (AfDB) funded project - the Promotion of Science and Technology for Agricultural Development in Africa (PSTAD) - intended to stimulate the adoption of improved agricultural technologies. However, the concept of innovation platform at design stage was overly narrow. It was widened in implementation to emphasise multi-stakeholder, commodity value chain based innovation platforms. The project provided support to FARA, Sub-Regional Organisations (SROs) and National Agricultural Research Systems (NARS) for building African agricultural research management capacity and adoption and dissemination of improved technologies and practices by strengthening Knowledge and Information Management capacity through developing regional agricultural information and learning systems (RAILS) and Technology Transfer and Good Agricultural Practices was for dissemination of new and proven agricultural technologies (DONATA).

- (b) PAEPARD - Platform for African – European Partnership in Agricultural Research for Development and the Users’ Led Process: The EU funded project aimed to explore new modes of ARD cooperation including South-South financing of research and innovation, increasing roles of private-public partnerships and innovative financing of ARD cooperation. RUFORUM and a number of its member universities were active partners and implemented some of the work packages and projects. PAEPARD identified and mapped existing collaboration mechanisms of non-research stakeholders with emphasis on linking the non-research to research stakeholders; developed a mobilization strategy for farmers’, civil society and private sector organisations to engage in partnerships with European counterparts; conducted internal consultations among farmers’ organizations, civil society organizations and private sector organisations to identify the participants to be engaged in the project; and conducted consultation with multiple stakeholders that would facilitate preparedness to partnership events. A working group of specialists was convened to work out concepts/criteria for fair/balanced/long-term partnerships between ARD and non-ARD actors and their dynamic interaction within a flexible ARD brokerage mechanism. The incubation of partnerships tried several approaches taking into consideration that the project was implemented in an environment that is highly competitive and rapidly changing. PAEPARD partners shifted to a new users led process (ULP) or users led research (ULR) at the end of 2011 which gave the lead to the “research users” partners (especially Farmer Organisations (FOs) but also the private sector) in the organization of brokerage activities in particular the organization of “brokerage workshops” around a federating theme that they have themselves chosen.

The users’ Led Process (ULP) comprised the following steps:

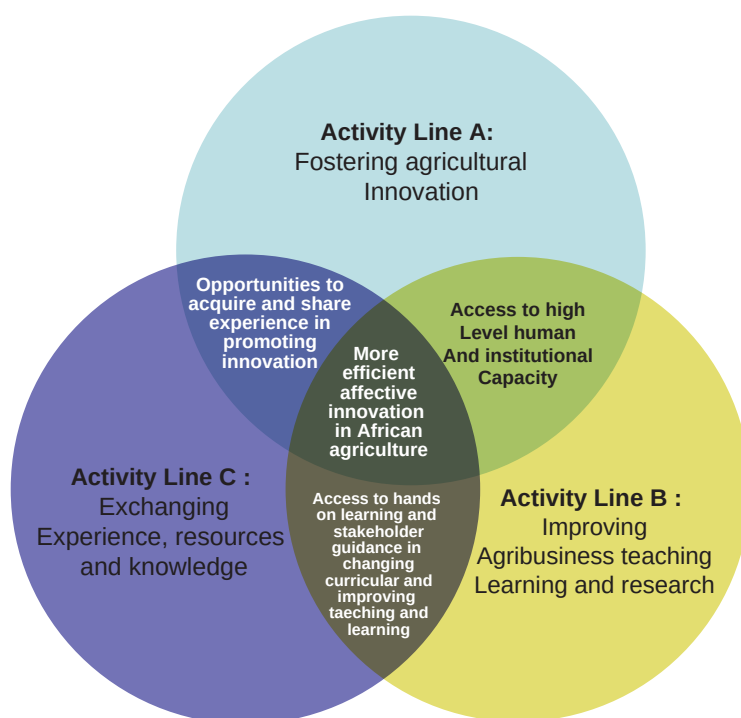
- The Definition of the federating theme by the implementing partner that uses internal consultations;
- The Desk Review of the federating theme to know what is done on the subject and who is doing what;
- The induction workshop of Agricultural Innovation Facilitators (AIFs) to PAEPARD and facilitation of multi-stakeholder groups;
- The Multi-Stakeholder Research Question Workshop in which key stakeholders convene to translate development issue(s) to research question and to select the core group that will steer forward the process;
- The development of the concept Note(s) by the Core Group of Experts;
- The Proposal development and submission to potential donors

- (c) UniBRAIN (Universities, Business and Research in Agricultural Innovation: The UniBRAIN initiative was started with funding from DANIDA in 2010 as an agribusiness incubation initiative of the Africa Union Commission. The main objective of UniBRAIN was creating jobs and increasing incomes through sustainable agribusiness development, by creating mutually beneficial partnerships between universities, research and the private agribusiness sector to create profitable agribusiness while improving agribusiness education to produce readily employable graduate entrepreneurs. The initiative

was led by FARA, assisted by six partner institutions: ANAFE, PanAAC, ABI-ICRISAT, ASARECA, CCARDESA and CORAF/WE CARD. Together the seven partners service six agribusiness incubator consortia, each consisting of business, research and university institutions. Each partner has a defined role in facilitating various aspects of the Consortia's incubators and their clients. The six pilot Consortia located in five countries (Kenya, Ghana, Mali, Uganda and Zambia) deal in various value chains namely coffee, banana, sorghum, non-timber forest products, cereals, fruits and vegetables.

The Universities, Business and Research in Agricultural Innovation (UniBRAIN) pioneered a new approach to agribusiness incubation which enables universities, business and agricultural research institutions to commercialize agricultural technologies and produce graduates with entrepreneurial and business skills through public-private partnerships. The unique synergies of interactions between partners in the model are illustrated in Figure 4.

Figure 4: UniBRAIN's unique synergies of interactions between the partners



The UniBRAIN programme aimed at fulfilling three objectives: to support and commercialize agribusiness innovations, to enhance graduates entrepreneurial skills and employability, and to share and upscale the programmes innovative outputs, experiences and practices. Multi-stakeholder collaborations were encouraged as the modus operandi for engagement.

3.6.6 University of Abomey-Calavi, Benin

The University of Abomey-Calavi (UAC) was created in 1970 as University of Dahomey and later on National University of Benin. It is a public, scientific, technical and cultural institution with administrative and financial autonomy. As such the University of Abomey-Calavi is in charge of training students, carries out scientific research and contributes to social, economic and cultural development in Benin.

Since 2011, the UAC is engaged in new reforms based on a dynamic leadership providing satisfaction to the various needs of the university community, i.e. the vision of building a third millenary university that is fully opened to the world characterized by (i) a democratic academic governance, (ii) innovative

training curricula based on sound technologies (iii) an academic and administrative personnel better backstopped, (iv) a better management of the students flux, (v) a better position of the university in the regional and internal cooperation (vi) a scientific research that is fully integrated in students training and better articulated with the various laboratories in the university as well as with the various research institutions in Benin.

The Faculty of Agronomic Sciences comprises the following main services directly contributing to community engagement: the Service for Professional Internships and Professional Meetings and the Cooperation and Communication Service located within the Dean's Office. The service and production units include, among others: Farms of Application, Experimentation and Production equipped with production workshops in the various disciplinary training fields. The Centre of Expertise and Consultation provides consultancy, advisory services for the design and implementation of agricultural, agri-food and nutrition policies and development projects/ programs. It also provides support services for the integration of faculty graduates into working life. The Centre for Continuing Education in Agriculture provides continuing education and qualifications for agricultural executives. Research activities are organised around Schools, Institutes and 29 laboratories spread across the schools.

Established in 1970, the Faculty of Agronomic Sciences is an institution of professional training, development, research and development support. Its main missions are to: provide various initial training courses to provide rural development frameworks for agricultural and para-agricultural education, development and research; provide postgraduate training in Agronomic Sciences; provide in-service training for the further development and/or retraining of in-service managers in the fields of agronomic science and technology and related sciences; design, implement and/or accompany research or agricultural production programs related to rural development policies in Benin and the Sub-Region; and facilitate or ensure the publication of the results of work carried out by teachers and researchers.

Until 2006, the traditional training course was the five-year Agricultural Engineering Diploma course (2 years basic science, 2 years Agronomy, 1 year specialisation of 6 months coursework and 6 months

research), publish thesis and research work and proceed to 3 year PhD programme or 1 year MSc then 3-year PhD. This mode of instruction is now restricted to only 40 very bright students per year. From the academic year 2007-2008, the FSA set up the Licence Master Doctorat (LMD) system. The training is now in 3 years or 6 semesters (S 6) for the Bachelor's degree and in two years or 4 semesters for the Master's degree (after obtaining a License). Field attachment after 2nd year of study lasts 3 months. Student internships involve staying with farmers for 1 month each year and 3 months in 3rd year, supervised by lecturers and required to write a report. One week pedagogic visits to enterprises are also organised for students for learning and opportunities for employment. For the License, all students follow a compulsory common core of two (2) semesters at the end of which they choose their course.

In order to increase its capacity to provide services to the community, the faculty has set up a Centre for Continuing Education in Agriculture, that coordinates and offers three types of professional training: Distance education courses that are long-term courses geared towards obtaining a professional degree that integrates with the LMD system; Qualifying training courses which are short courses oriented towards further training and certification; and modular training, which is designed to meet a specific training need expressed by a public institution (Ministries, technical departments or departments, NGOs, producers' associations, etc.). Specific continuing vocational training is also offered at Departmental level each year and advertised in a "Catalogue of Continuing Vocational Training in Agronomy" in addition to Summer schools. Since the academic year 2003-2004, the Faculty of Agricultural Sciences also runs a training program leading to a Doctorate (Single Doctorate) in Agronomic Sciences three to four years after obtaining a Diploma of Advanced Studies (DEA) which requires teaching-face-to-face (6 months), on-farm and/or Laboratory research (5 months) and Dissertation/Thesis Writing (3 months). Research is largely through collaboration and often involves working with communities. A volunteer programme coordinated by the University competitively selects and places graduates for a 1 year attachment to serve in enterprises of their choice. There is a Technology Incubation Centre at the University.

3.6.7 EARTH University, Costa Rica

Since its beginning in 1990, EARTH University in Costa Rica has focused on “preparing young people from Latin America, the Caribbean and other regions, including Africa and Asia, to contribute to the sustainable development of their countries and construct a prosperous and just society”. While many universities work to expand service-learning courses, at EARTH University service-learning is a defining strand in its institutional DNA. Multi-year sustainable development projects are an essential dimension of the university’s programme – including rural community development projects in Northern Costa Rica and a carbon-neutrality initiative to reforest much of the university’s 8,500-acre campus. A notable feature of both EARTH University and Ashesi University College is that they are supported by special purpose foundations located in the USA. The focus of each of these philanthropies is to build and support an institution that is deeply embedded in its local context, in contrast to investing in external efforts to assist local development activities .

Community Engagement and Work Experience: The unique community engagement and work experience model implemented at EARTH University has become a brand for the university. The community experience takes place in communities within a radius of 20 km around the university. Students are dropped off every Wednesday in the morning and picked up in evening. The students are organized in groups of mixed entry cohorts (i.e. year 1, year 2 and year 4) to facilitate co-learning. Students implement academic projects that allow technology diffusion and adoption at community level. A multidisciplinary team of academic staff are deployed to support the process. It is a requirement for each academic staff to participate in the community engagement and work experience.

This model provides students with opportunity to experience the social value systems and raise awareness of differentiated community expectations as well as engagement modalities with the communities. It also challenges their mindset and understanding of issues, as they work together with the household they are attached to define the problem and work together towards addressing the problem in a given household/ community. This way they are able to better understand the local systems and critically reflect through the solution and available options. The students are also able to develop cross-cutting skills including; empathy, communication, resilience and strategic decision making. Over the years, the approach has been able to facilitate farmer children to stay in school and as well as the adoption of technologies such as bio-digesters and fisheries.

In a lesson learning visit conducted in 2016 by RUFORUM Secretariat staff, the following were picked:

- a) The Community engagement model allows for closer collaboration with the community and the university impact in the community is not only visible but also well appreciated.
- b) The students are made agents of change even before they go to the world of work. They are exposed to the realities of work in the real world context. The theory gets applied and they are challenged to think beyond the classroom knowledge. While the initiatives look small, the potential impact is huge. For example, the adoption of bio-digesters in the communities has transformed energy consumption patterns as well as helped to clean the environment.
- c) A learning setting of multidisciplinary teams of academic staff, different levels of student intake cohorts, and farmers provides an ideal atmosphere for learning, mentorship and affective supervision. Students at different levels and staff see the interconnectedness of agriculture and rural development and are able to develop holistic solutions to address emerging challenges. The problem diagnostic approach strengthens the relationship among interventions and enables holistic solutions development

3.6.8 The University of Brighton, United Kingdom

Community Outreach: Originally set up to give people with learning disabilities the chance to develop their art in a university setting rather than merely as a diversionary activity, the Community University Partnership Programme (CUPP) has become the template for community outreach at the University of Brighton. The project has since spurred research, an MA course and works that have been exhibited and sold to commercial buyers. CUPP was kick-started in 2003 with £800,000 funding over four years and created a university community engagement model that has the following futures:

- a) **Inclusive Skilling:** The programme supports non-traditional learners and avails them the chance to access university education and to develop their skills and ideas in a university setting rather than merely as a diversionary activity. It encompasses research and products that may be sold to commercial buyers and/or entrepreneurs. Community projects are truly embedded as part of the university, treating community organisations as partners, rather than charity cases. The programme recognises that communities have resources to offer that enrich the university as much as the other way around. One of CUPP's first moves was to establish a helpdesk, a gateway to the local community that allows people to approach the "complex beast/ivory tower" of a university with even the vaguest of ideas. This is commonplace in other organisations, and why is it almost unprecedented in a University? The helpdesk now fields around 200 enquiries a year, with about half turning into projects. Since 2003, some 1,400 enquiries have spurred about 160 projects that the programme has taken on itself, with many more developing independently. CUPP then connected researchers to community organisations through scoping meetings that led to projects, sometimes seed-funded through the programme. But it soon moved on to teaching and students, too.
- b) **Service Learning:** Service learning is an American term that means adapting the student curriculum to include community work. Every undergraduate course has to provide external engagement opportunities. The university also has a free-floating community engagement module taken by up to 400 students a year, and through various routes has helped undergraduates and postgraduates find their footing in community and third-sector work, careers for which there is no clear entry path. CUPP now gets about £230,000 a year from Brighton, alongside

support for specific initiatives from the Higher Education Funding Council for England. The fact that the university sees community engagement as a core part of its mission is essential to the model's success.

- c) **Advice centre:** CUPP receives an incredible amount of interest from institutions wanting to learn from it.

3.6.9 Concordia University, Canada

Office of Community Engagement: The Office of Community Engagement (OCE), supports, connects and promotes new and existing community-university partnerships. The OCE connects student, staff and faculty at Concordia with members of the wider Montreal community through online resources, individual meetings and various public events. The OCE promotes the community-engagement efforts already underway at Concordia through the university webpage, social media presence and e-newsletter. The OCE supports the new and ongoing community-engagement efforts of students, staff and faculty at Concordia through funding opportunities, assistance with award applications and the provision of inclusive spaces on campus. The OCE also assists community stakeholders - be they local non-profits or informal citizen coalitions - in accessing university resources: researchers, engaged students and facilities.

Resources for community: To help community members find what they're looking for, the university created a list of resources: "connect with researchers" - through platforms that enable the public to learn more about the work of the diverse faculty; to learn more about the many research centres that are taking a community-based approach; and to visit teaching and research units find out more about their own unique research strengths. The "work with students" platform enables programs to offer students the opportunity to get academic credit for real world experience through: lists of internships and organizations that would benefit from hosting student interns; and advertising volunteer opportunities from non-profit organisations and identifying suitable placements. Through its open door policy, the OCE in partnership with the university hospitality department offer discounted rental rates for university space and facilities to small, not-for-profit community organizations as well as students, staff, and faculty members who engage external communities in their activities.

Resources for students and faculty to connect their academic interests to community concerns both inside the classroom and out include assistance to navigate through hundreds of volunteer opportunities

to find the right placing to allow individual staff and students contribute to a cause they care about and gain valuable experience. Student-led community research and learning initiatives include: maintaining an inventory of community-based learning opportunities and ways that staff can involve the community in their research; Community University Research Exchange (CURE) programme that facilitates research collaborations between grassroots community groups and university students; an annual undergraduate and community conference; Community-based experiential learning (CBEL) involving internships, practicums, and field trips; the Living Knowledge Community Practice - a group that gathers twice a semester to share ideas and learn collectively. The CoP brings together faculty and staff who share a passion for community engaged scholarship, with the goal of creating connections, sharing ideas and strengthening collective practice.

Recognition awards: The contribution of community engagement initiatives and the impact of community-university partnerships are recognized through several internal and external awards. Each year the “Engaged Scholar Awards” recognize one student, one faculty member and one community partner for their exemplary participation in community-engaged scholarship during the preceding year. The “Volunteer Recognition Awards” are presented annually to students, staff and faculty who have made a significant contribution in the volunteer sector (off-campus), sharing their time and talent for the benefit of the community. Beyond campus, there are many opportunities where staff and students nominate themselves, a fellow staff or student, or a community partner for an award. Staff, students and faculty from across departments engage with and provide service to the community in diverse and innovative ways through local awareness and fund-raising campaigns; facilitating international placements with both profit and non-profit organizations; service-learning experiences in either a local or non-local setting; providing learning experiences, training, consulting, research and publishing services to groups, organizations and individuals; developing business practices that support corporate social responsibility; creating and supporting projects that encourage collective and social entrepreneurship, as well as innovation; developing and coordinating opportunities for students, faculty and staff, and community agencies to collaborate and build partnerships aimed at learning from each other while working together for the benefit of society through Community Engaged Scholarship, Community Services and Operations.

Signature initiatives: The Concordia University Television (CUTV) creates and produces video, and broadcasts live over the internet, while the Radio (CJLO 1690 AM) is Concordia’s campus-community radio station and the only English-language radio station in Montreal that offers independent and underground music programming. CJLO also hosts events throughout the city to help promote and support the community and musicians. The City Farm School is an initiative to develop partnerships and expertise in urban agriculture on the island of Montreal by promoting a cultural shift towards more resilient communities able to meet the challenges posed by climate change by focusing on local food autonomy. The Concordia Greenhouse is an all-organic space geared towards education and research into urban sustainability, community building and food security open to students as well as community members. The greenhouse provides an environment for workshops, film screenings, research projects and community events, and is a springboard for spreading innovative solutions through popular education initiatives.

3.6.10 University of British Columbia, Canada

The University of British Columbia (UBC) strategic plan states that the university exists for the communities it serves: local, provincial, national, and global. An integral part of those communities, the University enters into relationships where decisions about means and ends are made collaboratively, costs and benefits are shared, and learning is reciprocal. Beginning with interest and outreach and moving through engagement and empowerment, UBC recognizes degrees of commitment and nurtures relationships along the full spectrum. With multiple sites and a global reach, UBC dedicates its resources to dialogue and action on issues of public priority. As international acclaim for its community engagement grows, the University honours the time and effort that goes into building respectful community relationships and expands the notion of scholarship to embrace community engagement as both core to the university’s mission and foundational to excellent teaching, learning and research. Community engagement brings the full force of the combined experiences, expertise, and knowledge to bear on the salient questions of our time. Is there anything that, together, we cannot create?

UBC has made specific commitments, each paired with goals and actions designed to see them through. The University’s core commitments are to student learning, research excellence and community engagement. The strategies and portfolio of actions to achieve the community engagement goals include:

- a) leadership in fostering public understanding of societal issues and in stimulating action for positive change by building an environment of support for excellence in community engagement; having a comprehensive Community Engagement Strategy; facilitating deliberative public dialogue on issues of public concern and actively invite community participation, and facilitating engagement of faculty and students in public policy development.
- b) leadership in fostering social, cultural and economic well-being through lifelong learning and engagement with students, faculty, staff, alumni and the wider community by: strengthening collaboration with community partners in community based experiential learning and community-based research; increasing community use of learning, cultural and outdoor venues on UBC's campuses and sites; developing effective approaches to communications, and consultations, supporting the full engagement of UBC with its communities; collaboratively creating and sharing stories to bring the UBC brand to life in a cohesive, holistic and inspiring manner; and providing a broad scope of career and personal education programs to support and respond to learner, industry and community needs.

3.6.11 India - Punjab University

As public institutions, Higher Education Institutions (HEIs) world-wide are being challenged to demonstrate their societal relevance through their core functions of teaching and research. With rapid growth in enrolments in post-secondary education, the issues related to social relevance of curriculum, inclusion of indigenous knowledge, access to hitherto excluded students and direct contribution to problems in their communities gained ascendancy in India. In formulating its new 12th Five Year Plan, India for the first time, included an action agenda in this respect:

In the face of growing isolation of HEIs from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conduct socially relevant research and education and foster social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. An Alliance for Community Engagement, an independent association of practitioners, academics and community leaders would be created to support its implementation.

In light of the above, the process for developing the plan involved: (i) mapping and research of current practices in community engagement and social responsibility; and, (ii) dialogues across civil society, academia and policy-makers in different provinces and regions in order to build shared understanding of and common actions for realizing the above initiative of the 12th Plan.

Punjab University has a strong community engagement programme:

- a) **Professor Farmers:** In this unique community action research programme, contact farmers validate recommendations from the university researchers before they can be released for mass adoption. The professor farmers meet with faculty and students once a month to give lectures on the trials they are validating. Technologies and innovations can only be released if the farmers approve. The university also runs "Farm Field Schools" – researcher managed extension fields to demonstrate the technologies that have been approved. In addition, the farmers select university faculty for an annual award for their community engagement activities. The award is presented by the State Governor and the prize money is provided by the Indian Council for Agricultural Research (ICAR).
- b) **Jyotirgamaya 91.2 MHz:** The University, on 13th February, 2011 inaugurated the Panjab University community radio station (CRS) that acts as a unifying agent amongst the university faculty, students and also the community. The station offers 4 broadcasts a day for over 10 hours duration. The aim of setting up the CRS is to impart knowledge and information related to education, health and environment, social, cultural and local issues and to provide a platform for dialogue and discussion

amongst the community members, students and faculty. Jyotirgamaya also serves as a platform for awareness generation, education and experience sharing with the community in the vicinity of the CRS. The CRS also acts as a training ground for the students of electronic media, who generate content with active help of the faculty and staff. Community participation in the CRS is encouraged and the station takes measures such as providing internships to students and training to interested members of the public. The radio programmes can be heard over a range of 10 km and the listenership base is on the rise.

- c) The University School of Open Learning (USOL): Established in 1971 take university based education beyond the four walls of the University, the school fulfils a prime social responsibility of providing education at the door step for those who are unable to access formal education. The USOL offers various courses i.e. Undergraduate, Postgraduate, Diploma and Professional Courses. The method of instruction includes printed study material in Self Learning Mode, Personal Contact Programme, Response Sheets, Assignments, Video and Audio- cassette Lessons on selected topics, Dissertations/ Projects in selected courses and Counselling of students on a one to one basis, organizing Regional and National Seminars and Special Lecture Series. To cater to the masses, for most courses, the printed study material is provided in English, Hindi and Punjabi. In addition, the USOL offers a variety of student support services. These include a well-equipped Library, postal library facilities, an Educational Media Centre, Laboratories, a Computer Lab and subsidized hostel facility for outstation students. The USOL also involves the students in co-curricular activities and brings them together on a common platform despite their diverse locations. The capsule teaching programme constitutes printed lecture scripts, personal contact programmes (wherein presence is not compulsory), radio talks, audio and audio-visual lessons.
- d) Extension: The Centre for Adult, Continuing Education & Extension was established in 1977 after the University Grants Commission incorporated extension into its higher education policy. The objectives of the Centre are: to promote a meaningful and sustained relationship between the University and the community; to extend knowledge and other institutional resources to the community and vice-versa; to gain insights from a contact between knowledge resource and social-cultural realities, to develop a two-way process between the experts and the people; to create an ambience for a learning society; to facilitate the development of capabilities of the community for the overall development; and to improve quality of life. The Centre holds awareness programs in literacy, post-literacy, continuing education, sanitation, environment, gender equality, nutrition, population education, increasing incomes and vocational skills for unemployed youth. The number of beneficiaries ranges from 2,000 to 3,000 each year.

3.6.12 Community Engagement amongst US Colleges and Universities

Many US colleges and universities are engaged but may not be adequately capturing and compiling information about the many types and examples of community engagement their students and faculty are engaged in. Starting in 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, 2010, and 2015 to reflect changes among colleges and universities. The next opportunity for institutions to apply for classification will be during the 2020 cycle (which will open in 2018). The Carnegie classification has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four and a half decades. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty. Information on the all-inclusive classifications can be found at <http://carnegieclassifications.iu.edu/>. The Carnegie Classifications includes all U.S. degree-granting, Title IV eligible postsecondary institutions. The total number of institutions included in the 2015 classification is 4,664.

3.6.13 Community Engagement in the Universities of Australia and Asia Pacific

Engagement Australia (formerly the Australian Universities Community Engagement Alliance - AUCEA), (<http://www.engagementaustralia.org.au/home.html>) is an alliance of universities and affiliations committed to university-community engagement across Australia and the Asia Pacific that supports and services its members and their various communities. Membership includes 70% of Australian universities as well as private colleges, academic and professional Associate Members. The main objective is to lead and facilitate the development of best practice university-community engagement in Australia. This is done through creating inclusive forums for discussion and development of engagement, promoting practice, fostering awareness, building capacity and developing resources.

Engagement Australia has outlined principles and practices that seek to advance national understanding of community engagement as a core responsibility of higher education. It asserts that engaged universities are essential and the ways in which higher education institutions engage with communities is increasingly considered to be at the core of national innovation and productivity agendas. Despite numerous reports and calls from governments over many decades, there is still a significant disconnect between universities and communities in Australia. The need for knowledge translation and exchange has never been greater. Engagement, collaboration and the resultant partnerships critical to enabling knowledge exchange more broadly need to be at the centre of our collective attention as a sector. This should not be seen as an 'add-on', 'nice-to-have' or 'focus-for-now' but rather a robust framework for realising strategic intention and creating impact, as a university and a nation.

Community Engagement Initiatives: University-Community Engagement (UCE) links a university with its local, regional, national and international communities, and/or various communities-of-interest (CoI) or communities-of-practices (CoP) such as business, industry and social groupings. UCE is delivered through Engaged Scholarship (ES) that provides mutual benefit to a university and its community or a community-of-interest. Community engagement is a specific method for academic research and teaching that necessarily involves external communities (business, industry, schools,

governments, non-governmental organisations, associations, indigenous and ethnic communities, and the general public) in collaborative activities that address community needs and opportunities while also enriching the teaching, learning and research objectives of the university. Community engagement is a form of academic endeavour where external sources of expertise and wisdom are seen as essential to advancing knowledge and understanding. Community engagement is not a separate or distinct activity within a university but is a shared enterprise between universities and their community partners that involves an exchange of knowledge and expertise that produces mutual benefit. Engaged research, teaching and learning produce knowledge outcomes and products that are valuable assets for both academia and the public interest. This expands the role of higher education from a passive producer of knowledge to an active participant in collaborative discovery activities that have diverse and immediate benefits to a variety of stakeholders. Current practices amongst universities include:

- (i) **Engaged research:** For universities, engagement is a scholarly activity. Engaged research recognises the community as knowledge-rich partners; the university's research capacity becomes more accessible as a resource to address community problems or aspirations. This approach to research may result in knowledge transfer and exchange in several forms that are important to academic as well as economic and social improvement including the commercialisation of intellectual property, the establishment or improvement of businesses or non-governmental organisations, the design of new and effective interventions or public policies, or other joint venture activity between universities and community partners.

Just as importantly, engaged research promises significant social, cultural, and environmental benefits, many of which are economically quantifiable. Through engaged research activity universities can contribute to improvements in community conditions, educational attainment, health and well-being, social inclusion and social capital, cultural understanding, cultural expression, and economic growth.

These gains occur because of the approach and strategies involved in engaged research. Methodologies such as community-based research or participatory action research involve external partners and voices in shaping research questions and studies in ways that recognise community knowledge, expertise, and objectives. Through such

collaborations, these well-established methods of engaged research advance academic knowledge and research performance while also enhancing community capacity and quality of life.

Typically, engaged research brings more than one discipline to bear on a problem. Therefore, engaged research activities are often transdisciplinary (using the many disciplines in the context of application), opportunity-driven and demand-driven. Engagement often leads to intra- and inter-institutional collaboration, thus enhancing the overall capacity of higher education to contribute to community, state, and national objectives.

- (ii) Engaged teaching, learning and the student experience: Teaching and learning are traditional core activities of universities. Engaged teaching and learning addresses community labour market needs while also helping students to become knowledgeable and active citizens of their region, their nation and the globalised world. Research has shown that engaged teaching strategies enhance student retention, career selection, academic performance, and the development of social and civic responsibility. These positive effects arise from student opportunities to learn outside the classroom where they experience knowledge through direct action which confers benefits such as self-esteem, confidence, communications skills, and motivation.

Student learning as part of an engaged teaching program will ensure graduate employability while also communicating leading edge knowledge to the government, business, industry, school and community-based settings that host students. Work integrated learning, internships, academic service-learning, international experiences and other forms of experiential learning provide opportunities for students to develop a sense of commitment to their career, certainly, but also a commitment to lifelong learning and the betterment of their communities. Because of the positive impacts on student learning and development, engaged teaching strategies are important and enriching activities that universities seek to provide, within the resource constraints created by current funding models driven by lecture-dominated instruction. Engaged teaching and learning depends on external partnership relationships and the greater benefits in learning are derived from a greater investment in experiential and active learning models.

- (iii) Public Service and Outreach: In addition to community engaged teaching and research, as described above, universities continue to provide

important services to the public as a collateral benefit of a university's presence in a community. Different from engagement which is an approach to academic research and teaching that is based on knowledge-driven partnerships between universities and their communities, public service and outreach activities are general programs that universities make available to the public usually without partnership, knowledge exchange, or expectation of mutual benefit. Examples of public service and outreach include public lecture series, media interviews and articles, cultural events and performances, exhibits or museums open to the public, or websites that provide public information on various topics.

- (iv) Measure, Communicate and Celebrate engagement: Many AUCEA member universities have developed key performance indicators to monitor the impact of engagement on students, institutional productivity, and community capacity and conditions. AUCEA is working on a framework of national and international benchmarks for community engagement and also seeking the inclusion of engagement as a part of institutional profile assessments by government and as part of the Australia Universities Quality Assurance assessment regime.

The annual Engagement Australia conference attracts delegates and world-class presenters from around Australia and internationally, and the conference proceedings are provided as an additional tool for members and the broader community to access and utilise. AUCEA publishes the Australasian Journal of University-Community Engagement - a journal of research, theory and practice about university-community engagement that aims to make university-community engagement a core strategy of the modern university. The e-Journal is a refereed journal committed to advancing the understanding and practice of University Community Engagement. The audience includes researchers, students, and practitioners of many orientations including University educators, teachers, trainers, facilitators, resource persons, organisational developers, community organisers, and policy designers. The e-Journal publishes literature on both research and practice that employ a variety of methods and approaches, address theoretical and philosophical issues pertinent to university-community engagement and provides case studies and reflections about university-community engagement. The journal aims to stimulate a critical approach to research and practice in the field and, at times, devotes issues to engaging with particular themes.

Engagement Australia sponsors an Award for Excellence in Community Engagement which focuses on how increasingly academic institutions seek to make a distinctive contribution in the space of engagement, linking teaching and research endeavours to the broader community. This award specifically recognises excellence in engagement endeavours.

Supporting Engagement: AUCEA encourages: the federal and state governments to recognise higher education institutions as strategic resources for addressing local and national priorities and issues in partnership with communities; communities to investigate possible engagement with universities to create partnerships around issues of priority to them; universities to define and enact engagement in a manner that is reflective of their particular mission and academic strengths to ensure responsiveness to community conditions and to enhance diversity in the university sector; government to enact policies that create incentives for interinstitutional collaboration on critical national priorities; government to continue the dialogue with universities on supporting and appropriately resourcing universities to undertake engagement activity. AUCEA endorses the view that funding be applied where there are identifiable gaps in the provision of resources, that such an allocation should be provided as a component of an institution's block grant based on its commitment to and performance in community engagement. AUCEA encourages an allocation to projects, also on a competitive basis; however it is critical that this competitive model not dominate the funding stream. If all or the majority of engagement funds were to be project-based then support would be too episodic to permit investment into structures that would sustain community engagement in the long-term. AUCEA is committed to furthering the understanding, development, promotion and resourcing of effective engagement and knowledge exchange between universities and their communities.

3.6.14 Community Engagement in Universities of the Asia-Pacific Region

The Asia-Pacific University-Community Engagement Network (APUCEN) is a regional network of academic institutions of higher learning concerned with promoting the culture of university-community engagement in a proactive, inclusive, holistic and participatory way. It has 77 member universities, 3 affiliate members, 5 associate members and 2 corporate members from 19 countries. APUCEN is motivated by the belief that institutions of higher learning and the community can unite to co-create

knowledge to enhance the social, economic and environment of the community in the region of Asia-Pacific. Community engagement, from the viewpoint of APUCEN goes beyond outreach and extension or service. Instead, APUCEN is committed to idea that universities should seek mutually beneficial relationships and partnerships with communities to address communities' issues and needs; with a commitment to sharing and reciprocity that is guided by mutual respect among the partners.

The emerging trends in higher education placed a higher than ever expectations on universities. Institutions of higher learning are expected by the community and the government to make meaningful and tangible contribution to national, regional and international growth and well-being. APUCEN passionately believes that if universities are to achieve their mission to develop and apply knowledge with society in mind, then their core functions have to build not only on an academic base but also upon an intellectual civil base that can offer solutions to societal problems. APUCEN acknowledges the immediate needs for universities to embark on university-community engagement due to current changes in knowledge generation and diffusion, the need to address critical social, economic, cultural, and environmental concerns, to encourage engaged learning and to acknowledge academic involvement in nation building.

The increasing need for a home grown Asia Pacific network that not only addresses the immediate needs discussed above and but also having a network that appreciates the aspiration of the Asia-Pacific region inspired the setting up of APUCEN (<https://apucen.usm.my/index.php/en/>). The regional network subscribes to the concept of an engaged institution that better address local/regional issues and problems with approaches/solutions that better suit local/regional cultures and values. In this, the adoption of local wisdom is encouraged. The objectives of the network are to: (i) promote and instil the community-engagement concept and values to staff and students of institutions of higher learning; (ii) create capacity building for university-community partnerships; (iii) disseminate and share information, knowledge, resources and good practices; and, (iv) provide a platform for joint flagship projects.

APUCEN also acknowledges that volunteerism is pivotal in the development of a broader strategy of university-community engagement. Volunteerism is the pulse of APUCEN's existence, for the spirit of volunteerism is strongly felt not just within APUCEN's guiding principles and objectives but it is also strongly embedded in the type of projects it is associated

with. With this in mind, volunteerism in institutions of higher learning is seen as a 'two-way knowledge exchange' by allowing both academicians and students to gain new perspectives, share and create knowledge with the community, enhance the quality of life for the surrounding communities and enable both parties to identify their critical needs.

APUCEN envisages making real difference to university-community partnership to informed progress particularly for the bottom billion or the underprivileged. It is in line with APUCEN's aspiration to unite civil society and higher learning institutions and networks in common efforts to co-create knowledge, mobilize it to inform practice and policy, and improve the quality of life of the society within the region.

Beyond traditional views of Universities as places where teaching and research occur, Africa's higher education sector must be recognised as a valuable intellectual resource that directly and intentionally contributes to national issues and priorities. Universities ought to be better known as knowledge hubs and catalysts for future prosperity, wellbeing and sustainable development. While universities have always interacted with their communities in a range of ways, community engagement specifically encourages knowledge-driven partnerships that yield mutually beneficial outcomes for university and community. Engagement is influenced by the alignment of university strengths and community contexts; thus, engagement is a positive force for enhancing the diversity of Africa's higher education institutions while increasing overall research productivity and student learning outcomes.

The RUFORUM Community Engagement Strategy should aim to propose large scale and on-going collaborative dialogue structures and models between community partners and universities in the execution of their functions of teaching, research and outreach as part of the way that universities do business. Community-Based Research Units,

Science Shops and Parks and similar structures providing brokering support and action research engagement should be part of the knowledge architecture of all universities. Organizational approaches where, in some universities, there are offices of Community Partnerships, (sometimes headed by a deputy vice-chancellor) hold promise for facilitating greater coordination and mutual support between industry partnerships and community partnerships, realms that in many institutions of higher education are quite separate and that fail to connect effectively with each other.

All students should be availed opportunities, not only for engaged experiential learning in community settings, but also as a mechanism for augmenting the delivery of agricultural extension and advisory service to farmers, including commercialisation of university research outputs. Partnerships with civic society and other public/government entities and organised dialogues where unmet community needs are specified and the university organizes teams of university professors, students, staff and their community partners to address these issues is an innovative model that is large in scale, has a formal mechanism for expressing community priorities and negotiating the university response, attracts financial commitment by both the community and the university partners, and could have high level of accountability of the university actors to the community and government.

To be effective, academic staff may need to be retooled and trained in principles of effective community engaged scholarship, but also excellence in UCE should be recognized for merit and career incentives. Research should focus both on scientific and societal impact and should preferably give special attention to joint and collaborative research projects involving multiple institutions and stakeholders. High priority should be placed on helping to strengthen university-community engagement channels, largely through research funding policies.



Conclusion

In 2006, the Carnegie Foundation for the Advancement of Teaching developed an elective classification for community engagement for institutions of higher education. To receive the classification, campuses must complete an application and respond to questions by providing evidence that demonstrates a commitment to sustaining and increasing their community engagement efforts. The application process was under the stewardship of the New England Resource Centre for Higher Education (www.nerche.org) until January 2017 when the management transitioned to the Swearer Centre for Public Service at Brown University. The process is an elective classification based on voluntary participation by institutions. It involves data collection and documentation of important aspects of institutional mission, identity and commitments (see Annex 1). It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus. The classification is not an award; it is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The Community Engagement Classification takes place on a five-year cycle.

Highlights from the assessments indicate many types and examples of community engagement their students and faculty are engaged in (see examples below):

- Campus-wide institutional and unit community service awards recognizing the significant contributions of faculty, staff and students to the community. With regard to faculty rewards for roles in community engagement, it is difficult to create a campus culture of community engagement when there are not clearly articulated incentives for faculty to prioritize this work. A number of campuses provide evidence of clear policies for recognizing community engagement in teaching and learning, and in research and creative activity, along with criteria that validate appropriate methodologies and scholarly artefacts. Community Engagement institutions need to initiate study, dialogue, and reflect to promote and reward the scholarship of engagement more fully.
- News releases sent to the media announcing community service initiatives and programs encouraging community participation.
- Partnership initiatives committed to improving lives in selected locations/communities – e.g. adopted schools, mobile clinics, analytical services, and providing training and professional development to youth and entrepreneurs. Partnerships require a high level of understanding of and intentional practices specifically directed to reciprocity and mutuality. Campuses have to attend to processes of initiating and nurturing collaborative, two-way partnerships, and develop strategies for systematic communication. Maintaining authentically collaborative, mutually beneficial partnerships takes ongoing commitment, and institutions have to continue their attention to this critical aspect of community engagement.
- Universities playing a role in the focus on community engagement - employee-giving campaigns that support community organizations, staff service in local schools/organisations.
- Universities using Critical Thinking to Foster Student Learning and Community Engagement, thus making considerable “intellectual, cultural, and economic contributions to diverse communities and citizens” by more effectively preparing students to be good citizens and to take their places within and contribute to their larger communities. Community engagement as a recurrent theme in some Universities programmes provide faculty, staff and students with the opportunity to consider how critical thinking skills and knowledge are enhanced by application to local, regional, national and global community contexts.

- Designated “Units/Offices for Outreach, Community/Civic Engagement, Leadership and Service” providing structured experiential and developmental opportunities for students encouraging citizenship, leadership and community engagement.
- Graduation requirements for students to complete a culminating experience demonstrating the practical application and mastery of critical thinking skills, such as a research project, service learning project, internship or capstone project. Programs require a field experience to fulfil degree requirements or discipline-related public service prior to graduation.
- University facilities and resources used/expended on public service activities and projects, community awareness and outreach, endowment accounts providing funding in perpetuity for community engagement initiatives in various, gift accounts directed to community engagement through the designation of gifts by donors.
- University programs and funds dedicated to community engagement with faculty, staff and students recorded as being involved with the community.
- Work-Outside-the-University policies where Universities encourages faculty to use their expertise for community support. Full-time faculty may do professional work appropriate to their expertise and the university mission outside the university for a specified time period in a week/month/year.
- University-based student/staff/voluntary organizations initiate and manage their own service activities. Faculty, staff and students fully committed to leading community engagement efforts.
- Data indicating levels of curricular engagement taking place - review of course offerings and level of community-based learning instruction, Community-Based Learning (CBL) courses as a proportion of total courses offered, the involvement of academic/instructional departments (proportion of the total) and number of faculty involved as proportion of faculty teaching in a taught CBL course, number

of students (unduplicated headcount) enrolled in a CBL course as a proportion of the total enrolment, strategies for future expansion of instructional efforts by academic and other units, types of community service awards made by university units to faculty, staff and students for their engagement activities, list of the University’s Community Partners, etc.

The Carnegie Foundation selected 240 U.S. colleges and universities to receive its 2015 Community Engagement Classification. Of this number, 83 institutions were receiving the classification for the first time, while 157 were re-classified, after being classified originally in 2006 or 2008. These 240 institutions join the 121 institutions that earned the classification during the 2010 selection process making a total of 361 campuses that have the Community Engagement Classification. Key lessons from the 2015 classification included:

- a) The assessment practices required by the Community Engagement Classification must meet a broad range of purposes: assessing community perceptions of institutional engagement; tracking and recording of institution-wide engagement data; assessment of the impact of community engagement on students, faculty, community, and institution; identification and assessment of student learning outcomes in curricular engagement; and ongoing feedback mechanisms for partnerships. That range of purposes calls for sophisticated understandings and approaches to achieve the respective assessment goals.
- b) Partnerships are another critical element in community engagement. They require a high level of understanding of and intentional practices specifically directed to reciprocity and mutuality. Although many campuses attend to processes of initiating and nurturing collaborative, two-way partnerships, and may have strategies for systematic communication, maintaining authentically collaborative, mutually beneficial partnerships takes ongoing commitment. With regard to faculty rewards for roles in community engagement, it is difficult to create a campus culture of community engagement when there are not clearly articulated incentives for faculty to prioritize this work. There should be evidence of clear policies for recognizing community engagement in teaching and learning, and in research and creative activity, along with criteria

that validate appropriate methodologies and scholarly artifacts. Community Engagement institutions should initiate study, dialogue, and reflection to promote and reward the scholarship of engagement more fully.

- c) Community engagement offers often-untapped possibilities for alignment with other campus priorities and initiatives to achieve greater impact—for example, first-year programs that include community engagement; learning communities in which community engagement is integrated into the design; or diversity initiatives that explicitly link active and collaborative community-based teaching and learning with the academic success of underrepresented students. There remain significant opportunities for campuses to develop collaborative internal practices that integrate disparate initiatives into more coherent community engagement efforts.
- d) Indeed some institutions maintain systems of institutional assessment, but most institutions rely on data from individual faculty projects, from course assessments, and occasionally from departmental reviews to evaluate their community-engagement approaches. Assessment in general seems to have made less-than-satisfactory progress at most institutions. It is essential to conduct effective assessment to show that the extensive resources and time commitments required by community engagement are directed effectively, as well as to improve those engagement efforts.



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