

Strengthening Entrepreneurship and Entrepreneurial Universities in Africa Principals and Deans Thought Leadership Training Session

Venue: School of Medical Sciences Auditorium, University of Cape Coast
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Background

Across Africa, especially in sub-Saharan Africa, the entrepreneurial and innovativeness spirit is immense. The youth are engaging in every aspect to ache a living from manual jobs, to enterprises that barely last their first birthdate. These African youth deserve a chance to be supported, their capacities enhanced, their interest in entrepreneurship mentored and their business acumen sharpened. RUFORUM's experience with Africa's youth attests to this immense potential in Africa's youth innovativeness, enterprising spirit; in just one month, the African Young Entrepreneurs competition 2016, received over 750 applications from 38 African countries¹. This represents only a portion of youth yearning to make a contribution to Africa's economy but most importantly delink themselves from seeking for employment opportunities to creating these opportunities for fellow African youth. Each of the submissions to the RUFORUM competition included a team of up to five youth working partnership; this could easily translate to over 3,700 job opportunities but with a multiplier effect once fully operational. Further, earlier reports of Africa's youth active participation in the economy through engaging in financial inclusion demonstrate that by 2013, close to 200,000 youth had opened savings accounts; 41% of whom being young women and girls. This action had led to a collective savings of about US\$7 million². Youth entrepreneurship therefore represents a critical component of Africa's growth and development engine. Building on this kind of momentum will accord Africa's youth the opportunity to invest in Africa and within Africa with locally available and mobilized credit.

With the anticipation that by 2025, most of Africa's communication and activity engagements will be connected through the mobile technologies, it will thus eventually become easy to know the number of young Africans with business innovations and developed enterprises like we currently know the estimated number of jobless and unemployed young Africans. Moreover, Africa's youth have been at the forefront of technology development with some disruptive technologies such as Mobile Money transfer Technology (e.g. M-PESA³) that has revolutionarized financial services across Africa and increased financial inclusion across the social divide. Therefore, one of the actions towards achieving this kind of needed transition is to facilitate the youth with opportunities to benefit from inclusive financial sector services through collaborative interventions with a diverse range of actors at various levels (macro, meso, and micro and client level). Secondly, through training and mentorship as an important component for successful enterprise development; this is critically needed as

¹ <https://blog.ruforum.org/2016/06/06/apply-now-young-african-entrepreneurs-competition/>

² UN Capital Development Fund 2013: Policy Opportunities and Constraints to Access Youth Financial Services.
http://uncdf.org/sites/default/files/Documents/accesstoyfs_1_0.pdf

³ The M-PESA technology was a student's project that was later on commercialized by Vodafone for Safaricom, Kenya. There is of course still a lot of issues on attribution on who was the original designer of this technology. This is in part what we would wish to seek to bring to an end through empowering the African youth to understand and appreciate the issues of their innovations.

barely four in ten African youth doing business have had an opportunity to be trained in growing their own business.

African universities transition to entrepreneurial universities: calling realities

Universities worldwide have traditionally performed three functions: teaching, research and outreach. And stakeholder feedback in Africa seems to confirm that teaching and to a lesser extent research have been key focus of university efforts. The impact of universities outside their 'walls' and indeed to the societies they were created to serve remains at question. University 'outreach' has remained undefined and unsupported, resulting in unclear outcomes and limited use of university knowledge for community transformation. Further, the transfer of the knowledge produced by the universities to the end-users took place through intermediate agents, typically the professionals working in enterprises or government bodies and through high technology enterprises symbiotically related to the university⁴. Consequently, the rules that once applied outside the academia have become the standard in the university faculty as well. This provides universities with opportunity to transform themselves for relevance to national governments by supporting youth to harness their innovativeness through the education processes and nurture them into valuable assets that contribute significantly to the national economic growth as well as regional development.

Further, the growth of the higher education sector to over 5 million students enrolled across Africa in 2012, from just over 70,000 in the 80's has further exposed weaknesses in university quality and output requiring universities themselves to innovate. Changing the manner within which young people are trained at higher education institutions in Africa has the potential to escalate their participation in the development process. African universities also represent also centers of social inequality with 80% of the student's enrolled coming from the richest quintile⁵. Universities certainly need to take a radical yet deliberate steps towards re-organizing their operations first not to further perpetuate the inequality beyond the period of training through focused reorientation of curricular including teaching and learning approaches and delivery and investing in 'new' and rewarding processes and actions such as business incubation centres and facilities that allow learners to explore and test their business and entrepreneurial acumen. Universities need to give greater focus at ensuring that they deliver entrepreneurial graduates; those that are connected to the realities of rural populations and particularly farmers.

African Universities and Higher Education Institutions are thus at a turning point where governments and citizenry are demanding for demonstrated impact of the universities and institutions of learning to the economy. The universities are accused of training graduates whose skills sets are in total mismatch to the industry requirements and needs and in being in 'creative destruction'⁶. Universities are therefore being challenged to show their relevance in society. Therefore, the urgent transition needed within most African universities is to realize the fact that they can only become effective incubators of entrepreneurship and innovation if they themselves practice the same. The rallying call is for African universities to in-build in them an entrepreneurial behavior that becomes central to university activities and processes.

⁴ Sutz, J. (1997). The new role of the university in the productive sector. Universities and the global knowledge economy, 11-20.

⁵ Patel-Campillo, A and Reyes, C.B. 2015. Funding: Supporting Women in Agriculture-Related Higher Education. chrome-extension://oemndcblbdoiebfnladdacbfmadadm/http://www.oired.vt.edu/innovate/wp-content/uploads/2015/09/GenderFundingPatelFINAL-1.pdf

⁶ Allan Gray Orbis Foundation. 2014. Entrepreneurial Universities: the search for academic enterprise. http://www.allangrayorbis.org/entrepreneurial_universities/

Entrepreneurship and entrepreneurial universities thought leadership training

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) in partnership with the Mastercard Foundation are implementing an eight year project “Transforming African Agricultural Universities to meaningfully contribute to Africa’s growth and development (TAGDev)”. The TAGDev aims 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. Through the TAGDev, a thought leadership training component is embedded to provide opportunity to the University leaders and managers to reflect on how to realise transformation in their universities. This Strengthening Entrepreneurship and Entrepreneurial Universities in Africa is one of the trainings envisaged under the thought leadership programme to support universities to reflect on how to support entrepreneurship in their universities and how to transform their universities into entrepreneurial universities. Owing to its high level nature, the training will focus on the *strategic and institutional dimensions of launching entrepreneurship programs*. This training will be delivered in conjunction with E4IMPACT. The E4impact is an initiative launched in 2010 by ALTIS – Graduate School of Business and Society of Università Cattolica del Sacro Cuore, with the objective of training impact entrepreneurs in the developing world in order to support the start-up and growth of their businesses. This is part of the partnership between RUFORUM and E4IMPACT to enhance the transformation agenda in entrepreneurship and catalysing the development of the entrepreneurship ecosystem in Africa.

Objectives

The overall objectives of the training are:

1. **Raise awareness** around the key role entrepreneurship education plays both in African Countries’ sustainable development and in African Education Institutions’ growth;
2. **Understand the key differences** between entrepreneurship education and traditional degree programs in terms of target population, learning objectives, courses organization, teaching methodology, faculty and administrators skills, competition and more;
3. **Assess the opportunities** for adopting entrepreneurship education programs based at any given institution involved in the workshop.

At the end of the training, participants will be able to walk away with the following deliverables:

1. an **opportunity analysis** on whether adopting entrepreneurship programs;
2. an **action plan** on how to launch an entrepreneurship encompassing key steps.

Methodology and Format

Despite the fact that more than 100 participants are expected, the training will adopt as much as possible an interactive approach. The training will therefore blend:

- Frontal lectures by international experts to convey key messages and concept;
- Case studies drawn from E4Impact’s experience to provide practical examples;
- Workshops by experienced peers to transfer opportunity assessment tools;
- Working groups for participants to apply such tools to their institutions;
- Questions and answers across all sessions.

Draft Programme

Time	Session	Methodology	Learning Objective
08:00-08:30	Arrival of Principals and Deans	Open dialogue	Settling and networking
08:30-08:40	Welcome Remarks, Dr. Anthony Egeru, Programme Manager	Public Address	Provide context
08:40-09:00	Opening Remarks, Dr. Shona Bezanson, Associate Director, Mastercard Foundation	Public Address	Raise awareness on Mastercard Foundation Intervention focus for Africa's growth and development
09:00-09:30	Entrepreneurship Education in African Union's Development Priorities	Frontal lecture	Raising Awareness
09.30-10:00	Why African Universities should adopt Entrepreneurship Programs: Benefits	Frontal lecture	Raising Awareness
10.00-10:30	HEALTH BREAK AND NETWORKING SESSION		
10.30-11:30	Entrepreneurship Education: Target, Learning Objectives and Teaching Methodology	Peer Workshop	Understand Entrepreneurship Education
	Entrepreneurship Education: Competences, Competition and Marketing strategies	Peer Workshop	Understand Entrepreneurship Education
11:30-13:20	Embedding Entrepreneurship Programs: Lessons Learned and Challenges	Case Studies	Understand Entrepreneurship Education
	Assessing the Opportunity for Entrepreneurship Education: Market, Competition, Resources	Working Groups	Assessing Entrepreneurship Opportunity
13:20-13:30	FINAL REMARKS		
13:30-14:30	LUNCH		

The last session "Assessing the Opportunity for Entrepreneurship Education" will be structured as follows:

- 20 mins to introduce the opportunity analysis and action plan tools;
- 60 mins working groups to apply the tools;
- 30 mins for 1-2 participants to present their opportunity analysis and action plan.

Facilitators

The training will be led by two of E4Impact's senior staff:

1. **Prof. Mario Molteni (International Expert)**
E4Impact Foundation Chief Executive Officer
Full Professor and DVC for business relations at the Catholic University of Milan;
2. **Dr. Andrews Ayiku (Peer Expert)**
E4Impact Foundation West Africa Manager
Marketing Professor at the University of Professional Studies of Accra.