



## The Seventh African Higher Education Week and RUFORUM Triennial Conference 2021

**Date:** 06-10 December 2021

**Venue:** Centre International de Conférences et Palais des Congres de Cotonou, Benin

### Summary Conference Report

#### 1.0 BACKGROUND

- 1.1 A growing and inclusive economy is critical for delivering income and employment to all people regardless of gender, ethnicity and race, among others. Quality jobs are an important facet and enabler for affording basic needs, as well as building wealth. Africa, under the recently launched African Continental Free Trade Area (AfCFTA), exposes a GDP of \$3.4 trillion benefiting an estimated 1 billion people. For Africa and its people to benefit from the opportunities the AfCFTA brings in this decade, innovation, skills, entrepreneurship, and responsiveness of institutions will be critical for success to happen.
- 1.2 Higher education and particularly universities are at the forefront of shaping and delivering innovations, skills, and entrepreneurial graduates. However, universities in Africa need to do more to rapidly achieve technology integration and human capital investments that are essential for enhancing productivity and economic performance.
- 1.3 African universities under the Regional Universities Forum for Capacity Building in Africa (RUFORUM) network, recognized the inherent contribution universities play in development and appreciate the gaps within the higher education sector that need to be addressed to support the continent's development needs. Accordingly, in 2018, African universities adopted the African Higher Education, Science, Technology and Innovation Strategy (AHESTI) as a guiding framework for strengthening universities' contribution to Africa's development.
- 1.4 The Seventh African Higher Education Week and RUFORUM Triennial Conference (hereafter 'the Conference') was organized from the 06-10 December 2021 at Centre International de Conférences et Palais des Congres in Cotonou, Benin. The Conference, set under the theme: *“Operationalizing Higher Education for Innovation, Industrialization, Inclusion and Sustainable Economic Development in Africa: A call for action”* responded to the urgent needs for the African governments, development partners, private sector and citizenry to take actions to invest in higher education. The Triennial conference was convened to: catalyze investment in higher education for human capital development in Africa; promote international linkages and partnerships for excellence in higher education; strengthen collaboration and mutual learning to spur innovation and industrialization for economic transformation in Africa; promote youth employment and skills acquisition for development; and, strengthen university-private sector business linkages.
- 1.5 The Government of Benin through its Ministry of Higher Education and Scientific Research and three RUFORUM member universities in Benin were the lead organizers of the Conference.

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CO-ORGANISERS:





## 2.0 INTRODUCTION

- 2.1 The Conference was officially opened by Hon. Abdoulaye Bio Tchane, Minister of State in charge of Development and Coordination of Government Action, Republic of Benin. The Honorable Prof. Eléonore Ladekan Yayi, Minister of Higher Education and Scientific Research, Republic of Benin, delivered the conference address. The conference was further embraced by Her Excellence Madame Chabi Talata, Vice President, Republic of Benin and Her Excellency, Prof Ameenah Gurib, former President of Mauritius.
- 2.2 A total of 2401 higher education stakeholders participated in the Conference including 14 ministers responsible for education, science and technology from 12 African countries, 33 senior government officials and experts, 41 Vice Chancellors, 66 Principals and Deans, 98 students, and representatives of farmer organizations/cooperatives, the private sector/ industry and civil society.
- 2.3 Prior to the Conference, from 13<sup>th</sup> August 2021 to 26<sup>th</sup> November 2021, 23 pre-conference events were held including. Scientific data management for post-graduate students using R programming language; social media training; interdisciplinary training for early career scientists; measuring food insecurity in the sustainable development goals era; TVET engagement and dissemination of evidence from TAGDev; Alumni side event; Foresight and scenario training, RUFORUM Audit Committee meeting; Problem-Based Learning-BioAfrica training, Subcommittee (Deans and Principals) meeting, capacity building on e-learning content development, greenhouse gas emissions; renewable energy side event; Board Executive Committee meeting; entrepreneurship through agri-engage; high level dissemination of the FAO social protection studies; full committee (Deans and Principals) meeting; sentinel skills training on biodiversity surveys & data analysis using R; and, transforming higher education with GCHERA, EARTH University and American University of Beirut.

## 3.0 REMARKS FROM GOVERNMENT REPRESENTATIVES AND DEVELOPMENT PARTNERS

- 3.1 Representative of the President of the Republic of Benin, Honourable Abdoulaye Bio Tchane, Minister of State in charge of Development and Coordination of Government Action, noted that the Covid 19 called for repositioning education and scientific research at the universities to develop sustainable solutions to address epidemics. The pandemic had destabilized the agricultural sector and this had created tensions in agricultural demand, which was also an opportunity for research to enable the agricultural system be more productive. Further reiterated that the Government of the Republic of Benin was fully cognizant of the role of universities in development, and prior to the conference new reforms were introduced in the governance of Universities in Benin for better efficiency and better results.
- 3.2 Her Excellency Prof Ameenah Gurib-Fakim, former President of Mauritius, noted that to end poverty and boost shared prosperity, there was need for inclusive equitable sustainable economic growth; fostering resilience against climate change and pandemics and ensuring social protection; and boosting investment in people with focus on health, food security and education. In all these she noted the need to integrate technology in order to enable African nations to progress. To move faster and with greater gender equality, she noted the need for Africa to include and provide





- greater opportunities for women especially women scientists and accelerate enrolment of girls in Science Technology Engineering and Mathematics (STEM) courses. To foster science technology and innovations, she recommended the need for African Governments to facilitate the adoption of policies inclusive to the development of science, Technology and Innovation (ST&I) to ensure that talented Women Scientists are inspired and recognized.
- 3.3 Honourable Agnes Makonda Nyalonje, Minister of Education, Malawi, noted that Africa's development is a collective responsibility of citizens across the Continent that warranted the need to make higher education institutions fit-for-purpose and empowered to play an effective role in development. Recognized that for Africa to develop, Science, Technology & Innovations (ST&I) had a significant role to play requiring the need to involve, align and ensure coherence amongst the different actors and sectors. She challenged fellow Ministers and policy makers to promote ST&I in the respective countries by making use of the platform provided by RUFORUM to link with universities in the Continent. Further thanked the World Bank for providing additional funding for strengthening higher agricultural education in Africa and for BADEA for supporting the Youth Employment, Entrepreneurship and Agricultural Sector Development (YEED) initiative.
- 3.4 Dr. Osman El Fiel, Senior Adviser, Arab Bank for Economic Development in Africa (BADEA), deliberated on the role of higher education and scientific research institutions in preparing and qualifying the youth for the labour market's needs. He noted that in terms in terms of the operations of BADEA in Africa, the organization has financed many projects in the field of higher education in many sub-Saharan African countries, amounting to 34 projects with a total funding amount of \$288 million USD by the end of 2020. Further, BADEA in cooperation with RUFORUM are preparing a study on "Youth Employability and Entrepreneurship Development in Agriculture Sector in Uganda". The study focuses on relevant policies and regulatory framework; entrepreneurship education and programs within the higher education system; and, Assessment and Evaluation and presentation of successful initiatives; presentation of best experiences in Africa regarding of youth employability and entrepreneurship development in agriculture sector and the role played by higher education institutions; entrepreneurship education, design contents and responsiveness; agribusiness incubation; TVETs; and, capacity building to universities.
- 3.5 Honorable Prof. Khaled Abdel Ghaffar Minister of Higher Education and Scientific Research, Arab Republic of Egypt noted that the first technological advancement has changed the pattern of interaction in Africa, where more than 60% of the population are youth. This warranted that measures be undertaken to prepare youth for the global economy. However, he questioned the level of preparedness of higher education systems to address the challenges and prepare young people for the job market

#### 4.0 KEY MESSAGES FROM THE CONFERENCE

- 4.1 *Strengthening Agri-preneurship and community engagement*
- 4.1.1 Private sector seeks to see universities become more practical with greater public-private sector engagement and partnerships. This will define the future of entrepreneurship within the universities, incubators and/or in the private sector.
- 4.1.2 Universities' research agenda and processes should focus on solving sector specific problems and ensure that farmers are actively engaged in the research process to help





- define their futures. Further, investment in research is required to better support the entrepreneurship processes especially in the agricultural sector.
- 4.1.3 African governments have to create conducive environment for agripreneurship, need to decolonize universities, and support skills oriented training to enable universities serve as catalysts in the development process.
  - 4.1.4 Promoting factors for youth Agripreneurship include: training in agriculture combined with and entrepreneurship course, youth agriculture empowerment programmes, immediate need to fulfill basic needs, lack of alternatives and inheritance or support from parents
  - 4.1.5 Barriers to youth agripreneurship include: youth pessimistic perception about the ability of agriculture to improve their living standards, inadequacy between programmes and structural issues underpinning youth participation in the economy, skills mismatch and limited access to skilled labor raw materials and financial resources
  - 4.1.6 Universities should design new curricula based on market needs and recent technology and adopt learning by doing approach in curriculum delivery including supporting incubation programmes to turn ideas into start-ups for products and services generation.
  - 4.1.7 Universities need to ensure that Intellectual Property goes beyond peer reviewed publications and by increasing private sector partnerships
  - 4.1.8 The community action research programmes are making a significant contribution to global knowledge by working in remote areas on relatively under-researched commodities that are important to local livelihoods and nutrition.
- 4.2 *Strengthening entrepreneurship*
- 4.2.1 South-south partnerships and south-north partnerships and business growth opportunities have to be strengthened to promote knowledge, increase capacity, enable resourcing of initiatives, and assist in the creation of entrepreneurial eco-systems within and across the African food system.
  - 4.2.2 Entrepreneurs need to develop wining strategies including the skill and art of ‘acting local and thinking global’. This is crucial, entrepreneurs should be aware of the challenges that face the communities of which they are a part, food insecurity, changing climate, gender inequality and poverty, seek to create businesses that create a good future for themselves, but also support their communities as an integral part of their business model, while at the same time, seeing the connections and potential for their businesses on a much larger scale.
  - 4.2.3 The power of connectivity needs to be strengthened and exploited. Relationships need to be developed and enhanced to shift them from ‘silo thinking’ and promote the potential of developing multi-disciplinary approaches, bringing strengths from different sectors to create the answers needed to address fundamental issues affecting entrepreneurship growth and business success.
- 4.3 *Strengthening online learning and delivery*
- 4.3.1 For online learning to be effective, there was need for the right human capacity, E-learning infrastructures, and digital content to be delivered online.
  - 4.3.2 Universities need to embrace technology in the delivery of learning due to the ability for online learning to concurrently reach big numbers of students, and enables utilization of different time zones since people can tune in from anywhere.







- 4.3.3 Measures need to be undertaken to ensure that online learning is authentic enough by awarding certificates to participants of online programmes.
  - 4.3.4 Effective techniques for evaluating online courses includes open book assignments to enhance graduate innovation and adaptability to change; designing questions related to locally relevant reality; small multiple choice tests for students to track progress, encourage peer to peer learning; and, team work assignments to enhance skills of negotiating and managing collaborative engagement.
  - 4.3.5 Embracing technology in learning has been challenged by: internet connectivity, and Lecturers'/Students' capacity in using e-learning.
  - 4.3.6 Problems with online courses includes lack of analysis of the learner's needs; lack of effective techniques evaluating online courses; the need for courses to be created at different levels to enable teaching be flexible; and, the need to contextualize questions based on realities.
  - 4.3.7 Intra-Africa collaboration needed to be boosted for the success of e-Learning in higher education across Africa. There was also need for curriculum transformation based on harmonization of partnership which identifies mutual benefit for a sustainable collaboration
  - 4.3.8 For the success of online learning, it was crucial to design a course easy to download to unravel the challenge of poor internet and evaluate students by bringing them in the same group with different questions to maintain the integrity in examination.
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- 4.4 *Foresight and Scenario Analysis*
  - 4.4.1 Foresight and Scenario analysis for food systems is important because realizing Sustainable Development Goals depends on transforming food systems which requires understanding food systems drivers, directions, uncertainties and risks as well as exploring scenarios that could make food systems healthier, more equitable and more sustainable.
  - 4.4.2 Stakeholder involvement in scenario development depends on the purpose of the exercise. It is important to obtain the right stakeholders to participate.
  - 4.4.3 Scenario logics are important in selecting the most uncertain drivers to develop storylines/different futures based on the degree of importance and uncertainty of drivers
  - 4.4.4 In scenario development, four different scenarios need to be developed based on the opposite extremes of the two most uncertain/important drivers selected.
  - 4.4.5 Scenario development exercises are useful in science and research by integrating information from different fields and exploring possible developments; education and public information to raise awareness of policy makers; and, strategic planning and decision support through gathering different views to identify issues, framing strategic issues and identifying alternatives to support policy measures for development.
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- 4.5 *Partnerships for transformative institutional leadership, skills development and youth employability*
  - 4.5.1 Partnerships among policy makers and academia, within and outside the African continent are critical for achieving continental and national targets in higher education, science, technology and innovation. Currently, Africa is struggling with a weak policy environment and low funding. The policy environment could be strengthened by





- having a set of guidelines for regular engagement of academia with policy while adapting context specific approaches.
- 4.5.2 Several global and continental partnerships such as the EU-AU research and Innovation partnership on Food and Nutrition Security and Sustainable Agriculture (FNSSA), international research consortium in FNSSA, among others, provide opportunities for funding under calls such as the HORIZON Europe.
  - 4.5.3 Africa's agriculture requires urgent and significant transformation in order to take advantage and utilize available resources on the continent. Unfortunately, Africa is still very low on its human capital index to support the required transformation of the agricultural sector. Since the African continent is getting younger, a need remains to prepare the young people to transform agriculture.
  - 4.5.4 Commitments of Development Partners such as the Mastercard Foundation to enable marginalized communities obtain dignified work through financial inclusion; and to find opportunities for young people have been fundamental. Programmes such as the RUFORUM- implemented TAGDev, that are motivated by the need to transform agriculture, to reach out to the huge youth population by teaching them entrepreneurship and leadership, and to help youth find opportunities have proved effective and could be ripe for scaling-up.
  - 4.5.5 Creating opportunities and making agriculture attractive for the youth requires Government commitment in the form of policies that support entrepreneurship, projects related to agriculture in different value chains, digital technology, incentives for start-up and creating a business mindset.
  - 4.5.6 Young people can only be successful if they like what they are doing, receive mentorship and have role models. The only way to create prosperity is through entrepreneurship and this needs skills development & change in curriculum, policies that promote innovation, productive youth to be proactive and to bring their creativity & energy to the sector.
  - 4.5.7 Academic institutions have the potential to bring about the change we want to see in the world because they train leaders. They can induce the fastest change and shape the kind of society the world wishes to have. Unfortunately, the current pedagogical model in higher education is 'professor' dominant, removing the student from the centre and lacking the required aspects of experiential, exploratory and participatory learning. Using the EARTH University Model, in which the professor is a facilitator of student learning and the training is grounded in conflict resolution, social & environmental awareness, good values and ethics, has a good balance of e-learning by doing, entrepreneurship, student field attachments, student extension models, internships, and university-industry linkages, the much needed transformation in academic institutions, in the agricultural sector and in the world could be achieved.
  - 4.5.8 In order to interest youth to agriculture, there is need to: host outreach and agri-business incubation centres in universities focused on the youth; adopt modified attachments which allow students to have longer periods of attachment to industry after the final year of their studies; internationalize academic programmes in Universities; and, develop & maintain strong linkages with industries and other sectors of the economy for co-creation of knowledge and job creation. Using the model of China, universities in African could endeavor to shift disciplines from mono- to multi-disciplinary programmes and transform to human value orientation.
  - 4.5.9 In order for universities to transform, Government support, through grants, is critical. Additionally, universities will not transform in the absence of transformational





leadership in which a leader inspires, is a role model and drives followers to the vision, while maintaining good chemistry and having good professional networks.

#### 4.6 *Promoting inclusive rural transformation in Africa*

4.6.1 The African continent is rocked by multiple shocks such as climate change, emerging and re-emerging diseases & pests, conflicts, wars and displacements, among others. With the need to have adequate capacities to manage these shocks, the education sector has to be more responsive to existing and emerging challenges facing rural communities through the development and review of academic programmes and training activities.

4.6.2 Combining social protection and rural development programmes contributes to the resilience of rural economies. Social protection programmes should be inclusive, simple and flexible, and should provide more economic opportunities to females. Maximizing synergies between social protection and agriculture will increase agricultural productivity and production which is key for long term poverty reduction. To maximize the benefits, efficient institutional & vertical coordination mechanisms that ensure equity and are devoid of political interference should be adopted.

4.6.3 Because rural agricultural development and social protection are strongly linked, there is an urgent need to invest in agriculture and to link investments to social protection programmes. Specifically, there is a need to invest in agricultural inputs and finance for farmers in rural areas in order to reduce poverty. This calls for the adoption of innovative financing models and dedicated budget lines to fund social protection programmes.

4.6.4 For sustainability, the interconnectedness of rural development and social protection requires a multi-sectoral and cross-cutting approach. The linkage with all players provides an opportunity for policy makers at the highest level, together with academia, farmers, civil society and development partners to reflect on social protection interventions and their influence on all undertakings or policy decisions for rural development. Regional and national programmes could take advantage of the tool for integrating social protection in annual projects currently under development by the African Development Bank.

4.6.5 In order to improve the livelihoods of vulnerable communities, well designed and inclusive social protection programmes are required. Social protection programmes should be coherent, simple, flexible, and facilitate market participation. As such, social protection programmes should be well aligned with the attributes of holistic development which does not disaggregate between, gender, education, race or socio economic background. It is with this spirit that most social protection programs should have a special focus on women, out of school youths and TVETs for agri-food systems development. Young people have to be included in the agricultural transformation process.

#### 4.7 *Accelerating Youth employment through the TVET sector*

4.7.1 Youth employment opportunities cannot be increased without working with the private sector. Private sector and education & skilling institutions need to be interconnected given the fact that Private sector entities have the employment opportunities whereas education & skilling is key in supplying human resource. Private sector need to be





- engaged in developing the curriculum and deliver it to the young people with the right skills to enable them access dignifying and fulfilling employment.
- 4.7.2 Whilst advocating for increased investment in Youth, the fourth industrial revolution needs to be considered by ensuring that the Youth have the right digital skills to guarantee that they fit in the world of work; and further embrace climate-smart strategies and green recovery, global health crisis, and the sustainable development goals.
- 4.7.3 Rebranding of the TVET sector needs to be undertaken to improve Youth perception of TVETs, taking on the example of the African Development Bank working on skills development within an industrial park model to identify skills that industries within the park need, and establishing how Governments can support the parks to quickly reskill/skill the youth that should be employed in the established industries.
- 4.7.4 Technical and Vocational Education and Training (TVET) has been neglected for a long time warranting policies, reforms and dialogues at the national level, building onto the successes of countries where new TVET frameworks have been enacted. This will also counteract the negative perception about TVET.
- 4.7.5 Mapping of skills sets demanded by the private sector needs to be undertaken whilst considering the needs and interests of the Youth. The private sector can be invited to the institutions to deliver career talks, provide mentorship, internships, job placement and create an interaction environment where the education and skilling is not working in silos but working directly with the employers. This will significantly reduce the transition to work period for the Youth and further enable Youth attain meaningful employment rather than engaging in remedial jobs.
- 4.7.6 Prior learning needs to be embraced and involves assessing students based on the skills attained regardless of where they received these skills from, and offered certificates to enable them engage in business, formal employment or even continue with studies.
- 4.7.7 Given that different countries and institutions are at different levels with respect to ICT application in education, online content needs to be developed for sharing across TVET institutions. In different countries, there are islands of success that are worthy sharing for greater impact across the Continent.
- 4.7.8 Work readiness encompassing work ethics is a huge gap that needs to be addressed within the TVET sector. If not addressed, this hinders TVET graduates from transcending the employment ladder. Poor work ethics and other soft skills are an issue that need to be addressed.
- 4.7.9 To enable student enrolment with TVET institutions, scholarship opportunities need to be provided to TVET students given the limited opportunities currently available. This will further enhance interactive working relationships between university and TVEY students.
- 4.7.10 Attractiveness of technical training centers towards the Youth needs to be enhanced through bolstering the infrastructural capacity, hiring qualified trainers and instituting a formal timetable with which the Youth can engage. This will ensure that youth attain the skills that they are interested and committed to realize success.
- 4.7.11 The quality of TVET training institutions needs to be given due attention to train quality graduates, with practically-oriented trainers and facilities. This will enhance the generation of job creators than seekers.
- 4.8 *Increasing the participation of women in training and research for development*





- 4.8.1 Emphasis on gender equality needs to serve as a guide-post for collective efforts to achieve gender equality in all human activities and social advancement.
- 4.8.2 Sub-saharan Africa has substantial gender education gaps as compared to the rest of the world, and in countries such as Mauritius, free education service by the government was fundamental in closing the gender education gap.
- 4.8.3 Of all the students enrolled in higher education, less than one-third undertake Science Technology Engineering and Mathematics courses. To move faster and with greater gender equality, there is need for Africa to include and provide greater opportunities for women especially women scientists and accelerate enrolment of girls in STEM courses.
- 4.8.4 Increased representation of Women in renewable energy and food sectors will be fundamental in achieving the aspirations of most of the Sustainable Development Goals.
- 4.8.5 To foster science technology and innovations, African Governments need to be the facilitators in the adoption of policies inclusive to the development of ST&I to ensure that talented Women Scientists are inspired and recognized. Africa further needs to be active in the generation of knowledge at the global level rather than being entirely consumers of knowledge, as this will be key in generating development solutions tailored to the African Continent

## 5.0 MEETING CONCLUSIONS AND RECOMMENDATIONS

- 5.1 Given the dominance of subsistence agriculture on the continent, characterized with utilization of the hand hoe, it is extremely difficult to convince African Youth that agriculture is indeed their future. Measures of creating a new vision for African agriculture by RUFORUM and member universities needs to be undertaken.
- 5.2 The RUFORUM of 2004 will not be able to deliver in 2030 given that global challenges are not predictable. “The RUFORUM WE WANT” needs to focus on the leading repository of information and knowledge on best practices and partnerships’ promoting and facilitating exchange among members of the Network; the strong voice for transformation and positive change in the education and agricultural sectors; and, the most highly sought after Network on Agricultural Education. RUFORUM needs to be agile, flexible, future-oriented, impact-focused continental network, championing higher education with special focus on agricultural education.
- 5.3 New actions to deliver on the Africa We Want includes envisioning a New Africa (decolonized mind-set, value for what is African and active player for better Africa) involving all stakeholders; envisioning a new Education (industry-focused, technology-enabled, market-driven and inclusive) involving several actors; and, envisioning a new agriculture (commercial, sustainable, industrialized, highly productive, profitable, competitive and market-oriented) involving several actors.
- 5.4 The new actions above can deliver several aspects of the Africa We Want including: developing policy (generating quality data/evidence, developing new policies and policy dialogues); building and sharing capacity (teaching and learning, experiential learning, revising/developing curricular and staff development); conducting leading and impactful research (includes cutting-edge research, developing new products, developing new processes and developing intellectual property); and, industrialization of Africa (includes science parks/industrial parks, innovation hubs, pilot plants, local manufacturing, and developing infrastructure).



- 5.5 Youth can play a key role and contribute to economic development, warranting the need to train Youth through a competence-based approach where students are the focus whilst embracing agribusiness incubation and acceleration.
- 5.6 The COVID 19 pandemic proved that Africa has the potential to develop home-grown solutions to tackle several challenges that may emerge. The Youth only need a conducive environment in order to bring up the difference. This however requires support from member governments with respect to funding as well as the need for universities to undertake research.

*The Conference further recommended that:*

- 5.1 Collaboration in the field of ‘ST&I and agri-food’ should be operationalized for implementation and that Universities should play a significant role in this operationalization
- 5.2 African Governments and EU commit long-term funding for higher agricultural education, science technology and innovations
- 5.3 Investment in youth programs be undertaken to advance requisite technical skills, entrepreneurship and uptake of digital solutions to expand innovation and employability
- 5.4 RUFORUM consolidates and accelerates its growth as it matures through decentralized coordination and management of operations considering the African Union regions.
- 5.5 Teaching, learning and research be accelerated through making use of: academic, research and innovation stables supported by adjunct professors and co-appointments; cost-leveraging (with regional and or “themed” centres of leadership); and, digital acceleration for research, outreach, teaching and learning
- 5.6 Climate change proofing be ensured through adaptive agriculture to feed Africa and expanding energy for development with focus on renewable energy; undertaking policy research for thought leadership in topical futures and strategic areas; and, developing home-grown solutions with focus on a more integrated R4D agenda-one world one health; and, a balanced R4D agenda (strategic to applied research agendas)
- 5.7 Mind-set change and prioritizing investment towards the development of fully and well-coordinated ST&I ecosystem be fostered to link research taking place in the academic institutions and the human capital development which are linked to industry and investment.
- 5.8 Focused programmes be developed to ensure that innovations emerging from universities translate into economic development and jobs. This is due to the apparent large gap that exists between innovations that emerge from the universities and the marketability of the innovations.
- 5.9 Universities contribute towards adding value to agricultural produce through reorienting the curriculum to generate specialists to realize this target.
- 5.10. More inclusion of women in research and innovation be undertaken as was demonstrated by the vast administrative and politically focused females engaged at the Conference.

