



## AAU University-Industry Linkages Workshop Series



UNIVERSITY  
*of*  
LUSAKA

## Report of 3<sup>rd</sup> Workshop

hosted by University of Lusaka, Zambia  
@ Nomad's Lodge, Lusaka from 12 – 14 July, 2016



# Acknowledgements

This document is the proceedings of the third workshop on Facilitating University-Industry Linkages in Africa, organised by the Association of African Universities (AAU). The workshop was held from 12 – 14 July, 2016 at Nomad’s Lodge, Lusaka, Zambia and was co-hosted by University of Lusaka.

This report was prepared by Mr. Ransford Bekoe (Project Officer, AAU) as Rapporteur of the workshop, and edited by Mrs. Felicia Kuagbedzi (Communications and Publications Officer, AAU).

Special appreciation goes to the Secretary to the Cabinet of the Republic of Zambia, Hon. Dr. Roland Msiska who graced the Opening Ceremony with a Keynote Address; the Vice Chancellor of the University of Lusaka (UNILUS), Prof. Pinalo Chifwanakeni; and the Permanent Secretary, Ministry of Higher Education, Hon. Mr. T. Tukombe who graced the Closing Ceremony with his presence.

Also worth acknowledging are Mr. Daniel S. Bowasi, Acting Deputy Vice Chancellor/Dean, School of Education, Social Sciences and Technology (UNILUS); Ms. Natasha Chifwanakeni, Business Development Manager (UNILUS) and other members of the Local Organising Committee who took time to organize by far the most successful of the three workshops.

Our appreciation also goes to the three Resource Persons - Ms. Joy Owango (facilitator for the Technology Uptake module), Mr. George Mpundu Kanja (facilitator for the Intellectual Property Rights module); and Dr. Muwe Mungule (facilitator for the Entrepreneurship in Universities module).



UNILUS Campus, Lusaka

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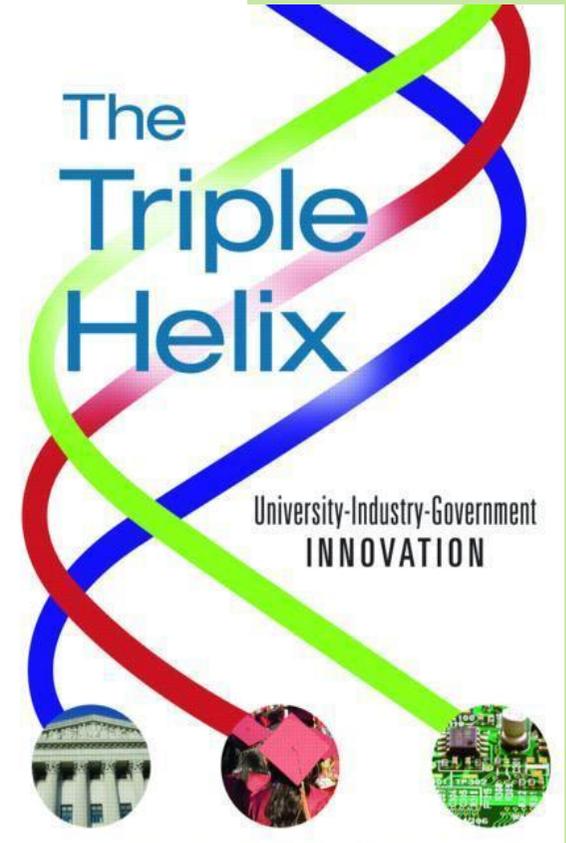
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# 1. Background, Purpose & Structure of the Workshop

Universities, the world over, are recognised as primary sources of knowledge creation, innovation and technological advancement in society. In pursuit of these, they are guided by their mission statements, institutional charters and values, and are urged to create linkages with external stakeholders for the utilisation of their products and competencies.

Even though Africa can boast of technologies and businesses that have been nurtured in its universities through partnerships with entrepreneurs and governments, many countries on the continent still lack the relevant policies, mechanisms and overall enabling environment for their universities to thrive synergistically with its external partnerships.

The Association of African Universities (AAU), the continent's apex higher education body, upon review of its flagship training workshops, selected *University-Industry Linkages* as one of the thematic workshops to be run between 2016 - 2018 to facilitate technology uptake in Africa's higher education institutions.



## Background, Purpose & Structure...2

The workshop series are intended primarily for:

- University leaders and managers who are agents of change in their institutions, including Members of University Councils; Vice Chancellors, Rectors, Presidents and Principals or their deputies;
- Directors of Institutes/Colleges, Deans of Faculties; etc.
- Heads of higher education regulatory agencies; and
- International/Industrial Relations Officers, and University Public Relations Officers.

Though participation is open to all involved in higher education leadership, preference is given to persons holding the positions listed above, as well as female applicants.



The Lusaka workshop was the third in the series, and was run on the following modules:

- Technology Uptake in African Universities
- Intellectual Property Rights
- Entrepreneurship in African Universities

## 2. The Workshop Organisers

### The Association of African Universities (AAU)

AAU is the apex organization and forum for consultation, exchange of information and co-operation among higher education institutions (HEIs) in Africa. It thus represents the voice of higher education in Africa and has its head office in Accra, Ghana. The AAU was founded in Rabat, Morocco on November 12, 1967 by 34 of the then 37 accredited universities in Africa. It has grown in membership to its current over 360 universities on the continent, and is still counting. Membership of the Association is diverse and truly continental, drawn from all parts of the continent, and from all the major language and educational traditions.

As its niche, AAU enjoys a unique capacity for convening the vast majority of the African higher education community to reflect and consult on key issues affecting education in Africa, and for promoting cooperation and collaboration among its member institutions. The thrust of its base is the nimble deployment of advocacy, strategic research, commissioning studies, acting and becoming the clearing house and intelligence arm for HEIs in Africa and maintaining and creating platforms for networking.

### The Host: University of Lusaka

The University of Lusaka is one of Zambia's first private universities established in 2007. It is driven by its motto, Passion for Quality Education: Our Driving Force. Its operations are anchored on its Vision to be a 'Benchmark University for professional and academic training coupled with value adding research in the public and private sectors'

The University offers a wide range of programmes at Bachelors, Masters and Doctoral levels which are designed to respond to the needs of business and society in the ever fast-changing technological environment. The University of Lusaka has increased its number of students from 300 in 2007 to over 6,500 in 2016, and serves as a centre of excellence in education, training, research and provision of consultancy services.

## 3. Workshop Participation

The workshop attracted 31 participants from 6 countries namely; Ethiopia, Ghana, Lesotho, Nigeria, Zambia and Zimbabwe. These had come from the following 13 institutions:

- Addis Ababa University / EiABC, **Ethiopia**
- University of Professional Studies Accra, **Ghana**
- University of Education, Winneba, **Ghana**
- National University of Lesotho, **Lesotho**
- Federal University of Technology Akure, **Nigeria**
- Federal University of Technology Minna, Nigeria, **Nigeria**
- University of Port Harcourt, **Nigeria**
- SouthWest College of Education, **Zambia**
- The Copperbelt University, **Zambia**
- University of Lusaka, **Zambia**
- Zambia Research and Education Network, **Zambia**
- Zimbabwe Council for Higher Education, **Zimbabwe**
- Zimbabwe Open University, **Zimbabwe**



The academic positions of the participants were as follows:

<u>Position</u>	<u>Total Number</u>	<u>Females</u>
University Council Members	3	0
VC/President/Rector & Deputies	3	1
Principals & Deputies	3	0
Director/Heads of Institutes & Deputies	13	2
Chief Executive Officers	1	0
Coordinators/Technical Officers, Others	8	4
<b>TOTAL</b>	<b>31</b>	<b>7</b>

## 4. The Workshop Facilitators

### 1. MS. JOY OWANGO

Ms. Joy Owango is the Research Capacity Advisor for Thomson Reuters, representing Sub Sahara Africa. Prior to joining Thomson Reuters, she occupied various senior research capacity building positions, working closely with donors, various African governments and academic institutions. She is currently undertaking a Masters programme in International Business in Leadership and Sustainability at the University of Cumbria, United Kingdom.

### 2. MR. GEORGE MPUNDU KANJA

Mr. George Mpundu Kanja is a lawyer by profession. He holds a Bachelor of Laws (LLB) degree from the University of Zambia, a Master of Laws (LLM) degree from Queen Mary College, University of London, a Postgraduate Diploma in Intellectual Property Law from the School of Law, University of Turin, Italy, and a Postgraduate Diploma in Human Rights and Humanitarian Law from Raoul Wallenberg Institute of Human Rights and Humanitarian Law, University of Lund. Mr. Kanja is a lecturer of law at the University of Lusaka, where he teaches Intellectual Property Law, Insolvency Law and Banking Law. He also practices law in the firm of Messrs Palan and George Advocates. He is the author of the books entitled “Intellectual Property Law” and “Understanding Banking Law in Zambia”.

### 3. DR. MUWE MUNGULE

Dr. Charles Muwe Mungule holds a BA degree in Economics and Business Studies; a Masters in Economics; and a PhD in Entrepreneurship. His working career started in 1990 at Lusaka City Council as Projects Economist, moving on to join the Zambia Privatisation Agency (ZPA) in 1993 as Business Analyst where he later became one of the ZPA’s Senior Technical Officers responsible for conducting business, economic and financial analyses for privatization transactions. In 1998, Dr. Mungule signed up as the Commercial Manager for a one-year mission with the European Development Fund (EDF) Wildlife Project, and relocated to Namibia in 2002 to establish a business and development consulting firm known as Premier Consult. Back in Zambia after 10 years, he joined the German Technical Cooperation (GIZ) in Lusaka where he worked as National Expert responsible for coordinating the Efficiency Task Force component and later joined Zambia’s Citizens Economic Empowerment Commission (CEEC) as its Director for Empowerment Programmes. Currently, Dr. Mungule is a business and development consultant.



## 5. Opening Ceremony

Day One of the workshop commenced at 9:00 am on July 12, 2016 with the Master of Ceremonies, Mr. Daniel S. Bowasi, welcoming all participants to Lusaka. This was followed by the Opening Remarks from the Vice Chancellor of UNILUS, Prof. Pinalo Chifwanakeni who, while acknowledging the presence of the Secretary to the Cabinet, also sent the apology of the Secretary-General of the AAU for his absence from the workshop. He expressed gratitude to AAU for allowing UNILUS to host the workshop.

Prof. Chifwanakeni expressed regret that with the exception of programmes in medicine, there is no direct linkages between university outputs and industry outputs. This, according to him, was because there is no relevance from university outputs, as universities continue to lecture and research within the books.



He noted that while professionals like engineers in Africa are intelligent, they lack an understanding of the business acumen for which Africa will continue to export raw materials like copper and import finished goods.

Again, he regretted that no tracer studies are conducted on outputs from the universities as after producing them, universities tend to forget about where they go and what they do. Sadly, lecturers are also not often trained to train others; and their training has been based on the teaching methodology – they come to teach based on their former lectures and blend these with what they might have experienced abroad.

He urged the workshop to look into giving Africa an identity to her natural resources and ideas.

## Opening Ceremony....2

The host VC's remarks was followed by the Keynote Address of the Guest of Honour and Secretary to the Cabinet of the Republic of Zambia, Hon. Dr. Roland Msiska. He traced his association with the AAU to his days as an employee of UNDP, and applauded the AAU for its interventionist programmes for higher education in Africa such as in Leadership Development (LEDEV), Management Development (MADEV) and University Advancement (UNIVAD) workshop series. He noted that leadership issues are the latest challenges Africa faces, while management training is critical also for effective operations in all institutions.

On the essence of the workshop, he noted that elsewhere in the world, universities have bonded very well with industry and these are producing marvellous outcomes. Urging the continent to do more, he cited the example of Singapore which at the time of its independence had a lower GDP than some countries in Africa, but chose a development path around biotechnology, invested heavily in its people in the absence of natural resources, re-oriented its educational curricula from the secondary school level to the tertiary level, and can today boast of a higher GDP than most African countries.

To be an active player in Africa's development agenda, Dr. Msiska called on higher education institutions to adopt a multidisciplinary dialogue among all disciplines and specialists (historians, engineers, economists, etc.) as well as network among themselves in the spirit of south-south cooperation. He urged the discussion to involve university-industry-government relations because governments provide the enabling environment and the finance to make such linkages effective.

He further called on the continent to desist from copying blindly from other parts of the world, whilst citing Asia as a continent that copies and adapt. Though he applauded Africa as the most compliant in terms of international resolutions, Dr. Msiska regretted that the continent's representation at some international conferences is skewed towards high representation at human rights and governance and low participation in Science & Technology conferences.

Wrapping up, he urged participants to be knowledgeable on the African Union's Agenda 2063, while taking into account the development agenda of other continents/regions of the world when devising strategies to achieve the goals of the African agenda.



# Module 001: Technology Uptake in African Universities

## - by Ms. Joy Owango



Ms Owango introduced the topic by asking what the definition of industry meant to participants, and requesting them to share success stories on innovations from their institutions. She cited the example of MPESA in Kenya as one of the biggest success stories in Africa in terms of promoting financial inclusion of the unbanked population.

She noted that despite the potential benefits to be harnessed from herbs, salt, local gin brewed in Africa and boat-making, etc., S & T faculties in HEIs have not been too helpful in research into these. According to her, if the continent can own its indigenous knowledge, other required parameters will naturally fall in place for rapid socio-economic development.

Participants further discussed the loss of intellectual property (IP) in most universities in Africa, with some noting that African HEIs have not developed IP policies due to the existence of bureaucracy at the top level of management.

The conference agreed that a sound foundation for African universities, is to engage with external partners, such as industry partners, donors, Government representatives and other stakeholders through their appointments to serve on University Councils, and other university engagements.

In engaging with these external stakeholders, the facilitator advised HEIs to go beyond the mere signing of MOUs. In the case of Kenyatta University which she cited, the institution has now attracted major sporting firms such as PUMA and ADIDAS to support its Sports Science programme and infrastructural development in the university. She explained that development partners today are asking for multidisciplinary approach to research so universities need to factor this in their planning and approach. She recommended blending the natural, social and applied sciences in order to conduct comprehensive and influential research.

## Technology Uptake...2

Ms. Owango also urged universities to establish Technology Transfer Offices or Intellectual Property Offices which should, among others, develop a catalogue of experiences on U-I Linkages, invite industry and individuals and market their innovations to them. A prospective industry partner will evaluate what an institution has on offer before effectively linking up. Reference was made to the case of Rwanda, where the Rwanda Development Board has assumed responsibility of all start-ups and innovations in the University of Rwanda and has attracted major companies like IBM and World Bank to support financially.

She further stated that apart from new and a few conflict nations like Somalia, South Sudan and Liberia, the rest of Africa is competing for the same resources as others in the world so there is the need for a paradigm shift when approaching external partners. Furthermore, with UK exiting the European Union (EU), the funding pot for Africa from the EU is narrowed as the UK contributed a weekly amount of 370 million pounds to the EU as development aid.

Asked to share their knowledge of the criteria for ranking universities, participants listed the following:

- Post-graduate intake
- Research
- Innovation
- Degree of internationalisation of the institution.

On the qualities of a good university, Ms. Owango stated that the institution should:

- Support innovation
- Manage IP
- Commercialise research/turn the research idea into a business
- Invest in high impact data

She emphasised the need for universities to invest in high impact data to attract industry partners, to monitor research, to get patent information on the output, and to access information on who is funding research by country and institutions. She stated that Ethiopia is the only country in East Africa that publishes in high impact local journals. Such information is used by industry think-tanks. On the other hand, South Africa is one country in Africa with general accreditation and high impact data.

## Technology Uptake...3

Wrapping up, participants called on national bodies to have a standardised promotion criteria to ensure a better system for promotion across the continent. They also concurred that before graduation, every PhD student must be mentored by both a local and an external supervisor, as well as undertake and publish research outputs. This will help with the quality of the output from the PhD programmes.

Contributing, Ms. Owango explained that in Kenya, unless an institution innovates and conducts research, it cannot qualify to be a university. However, to her what was more important was how influential the research result turns out to be. In other words, for universities to be competitive there is need to invest in high impact data. She therefore urged HEIs to collapse their numerous journals into fewer ones that have high impact and can help attract external partnerships.



## Module 002: Intellectual Property Rights by Mr. George Kanja

The facilitator of the Intellectual Property Rights (IPR) module, Mr. George Mpundu Kanja, noted that the term Intellectual Property (IP) is still little understood. Explaining further, he said that every activity we undertake in our daily lives, be it education, commerce, trade, social or cultural, is in one way or the other affected by intellectual property.

By definition, IP consists of ideas, inventions, technologies, artworks, music and literature, etc. that are intangible when first created, but become valuable in tangible form as products.

IP is traditionally divided into two, namely: Copyright and Related Rights; and Industrial Property Rights (Patents; Trademarks; Trade secrets or Undisclosed Information; Industrial designs; Geographical Indications; Traditional Knowledge). Explaining the key concepts, Mr. Kanja mentioned that a copyright protects the form of expressions of ideas (such as literary, dramatic, musical and artistic works and other works resulting from an author's own intellectual creation) and not the ideas themselves. A patent, on the other hand, is an exclusive right granted for the protection of an invention, which is a solution to a specific problem in the field of technology.



The facilitator stated that the 21st century is labeled as a “knowledge-based and innovation-driven economy” where IP has become not only a catalyst in economic growth and national development but also in wealth creation for individuals, companies, countries as well as universities. He cited the examples of individuals like Bill Gates, Dustin Moskovitz and Mark Zuckerberg who have invested in or created IP and become wealthy. IP can therefore present enormous opportunities and potential benefits if properly exploited and harnessed, and can transform the economic landscape of Africa in the same way it has transformed North America, EU and some Asian countries economies such as South Korea, China, India and Singapore.

The key ingredients of IP, *innovation and creativity*, stimulate entrepreneurship and have proven to be crucial components for the development of modern societies. Innovation takes many forms, and can be a process, product, service, or anything that stimulates better performance.

## Intellectual Property Rights...2

Different countries have employed different innovation models such as copycatting, piggybacking and leapfrogging to transfer themselves into richer countries or nations. The facilitator was of the view that if African countries can foster sustainable economic development, they have no choice but to employ all three models at once. African universities, according to him, are the answer. He lamented that though African countries are endowed with rich natural resources such as copper and have produced thousands of engineers and scientists, they still rely heavily on the IP (machinery, equipment, etc. including manpower) created by developed countries.

The way forward for Africa includes enacting legislations to promote value addition, promoting collaborations between universities and industries (every great inventor needs a great entrepreneur and vice versa) and providing incentives and funding for research and development activities, as well as establishing innovation or technology parks or IP centres of excellence.



The facilitator stated that in countries where IPRs are not strictly enforced, this has resulted in increased production of counterfeit and pirated goods for sale in both domestic and international markets, with the possibility of competing with legitimately produced goods or other products. He explained that universities and R & D institutions are the main or key drivers of the “knowledge-based and innovation–driven economies around the world. This is because they produce a large amount of groundbreaking inventions every year and are among the best sources of intellectual property (IP) which are transferred to industries through the process of commercialization and licensing. He however lamented the lack of strong links between the Universities and industry in most African countries, which has led to the unlicensing/non-commercialisation of innovations that occur in universities.

It was said that IP presents opportunities and potential benefits to individuals, firms and countries. It does also pose challenges especially to developing countries such as African countries whose level of creativity and innovation in the field of IP is still at its infancy, thereby making African countries net importers and consumers of intellectual property rights developed or created by the industrialized countries.

## Intellectual Property Rights...3

Besides having IP policies (similar to the USA Bayh-Dole Act), Mr. Kanja called on universities and the R & D institutions to establish Technology Transfer Offices or Knowledge Transfer Offices to take a pro-active role in the innovation process as well as create spinout companies that converts discoveries from research into the development of new products.

On whether to claim intellectual property or not, the facilitator stated that it is crucial for economic growth that innovations that occur at universities and R & D institutions get commercialized and find their way into the rest of the economy. He cited the USA, where in 2009 scientific research from about 150 universities created 555 startup companies and resulted in over 4,500 patent optioning and licensing deals -- earning them over \$1.8 billion in payouts.

He explained that in the USA, prior to 1980, inventions based on university discoveries funded by public money belonged to the US government, which had the policy to grant only non-exclusive licenses. In practice, there was little incentive on the part of researchers to file patent applications and little incentive on the part of industry to take non-exclusive licenses from the government. However, the Bayh-Dole Act, when enacted, strongly encouraged Universities and R & D institutions who received research funding from the Federal Government to establish a technology transfer function. The Act required the university to share a portion of royalty income with the inventor while the Federal Government was granted a royalty free non-exclusive license for Government procurement purposes only.

Since the passage of the Bayh-Dole Act, universities in the USA have created Technology or Knowledge Transfer Offices to protect, commercialize and License IP created by the Universities. As a result, a proactive approach to the management of IPR by universities appears to have stimulated more patenting activity, more company formation (spinouts) and an overall positive impact on the economy.

On the other hand, in countries such as Zambia, inventions based on university discoveries funded by public money belong to the Government. In short, IP created in public universities is owned by the Government. However, the National Policy on Intellectual Property being drafted by the Patents and Companies Registry Agency (PACRA) is changing this position in Zambia.

Bringing his presentation to a close, Mr. Kanja appealed to participants to urge their home countries to design IP Policies and Legislations modeled on the Bayh Dole Act to empower universities and R&D Institutions to own, license and commercialize IP created within the universities and R&D Institutions.



## Module 003: Promoting Entrepreneurship in African Universities by Dr. Muwe Mungule

Dr. Muwe Mungule stated that the main purpose of the module is for higher education leaders to consider practical aspects of entrenching entrepreneurship in their institutions, and how institutional leadership could be involved in stimulating entrepreneurial initiatives. He explained that most countries in Africa have SME policies, but not Entrepreneurship policy. Whilst SME policies are subsets of Entrepreneurship policies, entrepreneurship policies cuts across different ministries/institutions. Entrepreneurship policy begins from establishing an environment that cultures an entrepreneurial mindset. Entrepreneurship is thus not something to consider when thrown out of business. Rather, it deals with the mindset, risk taking inclinations, achievements, motivations, etc. In essence, entrepreneurship is the process of identifying opportunities and innovatively engaging in creating, founding, adapting, and managing it into a growth-oriented venture with a profit motive. At the institutional level, CORPORATE ENTREPRENEURSHIP is entrepreneurship within established mid-sized and large organisations with five distinct forms (Covin & Miles, 1999; Morris et al., 2011), namely:



- Sustained regeneration - New Products/ services/entering new markets
- Organisational regeneration - Improving competitive standing via internal processes, structures and/or capabilities
- Domain redefinition - Creating a new product market arena ahead of competitors
- Business model reconstruction - Entrepreneurially designing or redesigning core business model(s)
- Strategic renewal - Redefining relationships with markets or industry competitors via competition strategy

## Entrepreneurship ...2



Dr. Mungule noted that efficient organizational structures provide an enabling environment for entrepreneurship in higher education, and listed these to include:

- Deregulation
- Entrepreneurial Education & Training
- Entrepreneurial Facilities
- Fiscal & Financial Incentives (reward systems)
- Product Development & Marketing
- Technological Empowerment
- Research & Development

Other precursors within the organisation are management support (both for internal and external venturing and opportunities), resources, risk taking and time availability. These guarantee sustainability for any novelties for both financial and non-financial gains (quality education, quality research, etc.). Stressing on management support, Dr. Mungule stated that management should be tolerant of failure and provide decision-making freedom from excessive oversights to their staff. He said that there are different types of failures, one out of utter negligence and others through genuine attempt. “Failure is a takeoff point for success, and so those who have attempted and failed should be given another chance so they do not become organisational conformists but rather be creative to think outside the box”, he said.

Explaining the concept of Entrepreneurial Creativity and Innovation, the facilitator noted that creativity (idea generation) is necessarily the initial step in any kind of innovation (i.e. there can be no innovation without creativity), and innovation comprises two different activities namely: the development of novel, useful ideas; and implementation of these ideas. He explained that there can be no entrepreneurship without these. He further stressed that any invention that has no market value is not innovation. “People cannot be successful entrepreneurs without skills. Entrepreneurs are therefore not born, they are made. It is the environment that creates them”. Linking this model with the earlier two modules, Dr. Mungule noted that technology uptake and IPR cannot happen without an entrepreneurial skill. It is therefore incumbent for participants to use the realisation of their ability to be creative to begin to create entrepreneurial environments.

## Entrepreneurship ...3

Contributing to the discussions, participants noted that:

- Pamphlets printed by lecturers stifle creativity since they have to be read to ensure that a student passes. In Nigeria, they have creatively developed 'smartboxes' that use a blended interaction approach to teaching.
- Teaching is indexed in context, thus university teaching should induce learning.
- Assessment of lecturers is through QA instruments. It is therefore no longer about a lecturer going with notebooks as some students have some materials ahead of the class, and the students are more prepared than the lecturers.

On skills development, participants stated that:

- Zimbabwe requires students in tertiary institutions to undertake industrial attachment before completion;
- In Nigeria, it is mandatory for students in the 4th year to undertake a 6-month internships during the second semester.
- Industries are flooded with interns but they do not have the absorptive capacity to take them as employees. However, there lies the opportunity for universities to establish their own innovation or incubation centres.
- In Copperbelt University, students in the School of Mines undertake real internship because of numerous tasks assigned to them. Even engineers at the mines are engaged to supervise students' projects.

The facilitator provided some guiding frameworks for an entrepreneurial university which include strong leadership and governance structures, operating as a successful business, having a system of measuring its entrepreneurial activities, and entrepreneurship development in teaching & learning (entrepreneurship in HE should take into account teaching entrepreneurship, which is work-related integrated learning for students).

Wrapping up, the facilitator noted that in an entrepreneurial economy, knowledge capital is the dominant production factor & is the source of competitive advantage. The economy generates different scenarios for entrepreneurial opportunities, leading to promotion of new entrepreneurial phenomena.

## Entrepreneurship ...4

To be sustainable, a university must have entrepreneurial engagements and must provide opportunity for research-end products. This leads to financial sustainability of the institutions as a business. An *Entrepreneurial University* measures its impact, and operates as a sustainable business. It lays clear emphasis on innovation and entrepreneurship; it engages in teaching and training that matches demand for new business skills, knowledge and inspiration; and its curricula is constantly updated to match international emphasis on entrepreneurship education.

In a practical assignment on what their activities on entrepreneurship and future entrepreneurial strategies were, the following responses were received:

<u>Institution</u>	<u>Entrepreneurial Activities Ongoing/Done</u>	<u>Entrepreneurial Initiatives to be adopted</u>
Copperbelt University and Lesotho University	<ul style="list-style-type: none"> <li>• Establish innovation hub (LU)</li> <li>• Plan to establish a TTO</li> <li>• Business conceived by the academics for commercialisation purposes</li> <li>• Establish collaborated research groups</li> <li>• Collaboration with industry partners</li> <li>• Inclusive programmes of learning, teaching and research</li> <li>• Awarded African Centre of Excellence for Sustainable Mining (CBU-ACESM)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan TTO and other policies (both institutions)</li> <li>• Introduce incentives to both students and staff</li> <li>• Include internships in all academic programmes</li> <li>• Accreditation of programmes to accreditation bodies</li> </ul>
Fed. University of Technology Akure, Nigeria	<ul style="list-style-type: none"> <li>• Through collaboration with industry, we invite successful entrepreneurs to give motivational talks to students.</li> <li>• Some industries in the IT sector, e.g. Omatete have set up repair and maintenance workshops on campus</li> <li>• Microsoft, Google, Oracle use FUTA campus as training facilities to develop students' skills</li> <li>• Introduced programmes like Bachelor of Int Mgt, compulsory core courses in entrepreneurship for all students.</li> <li>• All Level 400 students undertake internship for 6 months.</li> </ul>	Our skills acquisition and technology Incubation Centre (SATIC) and Centre for Entrepreneurship (CENT) need to be further equipped to increase the exposure of students to start ups.

## Entrepreneurship ...5

Institution	Entrepreneurial Activities	Entrepreneurial Initiatives to be adopted
Zimbabwe Council for Higher Education	Vision is to be a world class QA body whose positive impact is recognised and acknowledged nationally and globally <ul style="list-style-type: none"> <li>• Peer reviewers</li> <li>• HEIs management</li> <li>• QA directors</li> <li>• Other Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Run workshops on this theme</li> <li>• Advise Ministry to develop an entrepreneurial policy with other stakeholders for HEIs</li> </ul>
UNILUS	<ul style="list-style-type: none"> <li>• Business incubations</li> <li>• Consultations</li> <li>• Waste management</li> <li>• Legal clinic</li> <li>• Attachment/linkage for students</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory entrepreneurial courses</li> <li>• Introduction of vocational training</li> </ul>
Addis Ababa University	<ul style="list-style-type: none"> <li>• Centre for Entrepreneurship</li> <li>• Entrepreneurial training and workshop</li> <li>• Regular entrepreneurial courses at 5th year</li> <li>• Entrepreneurial events – global entrepreneurial workshops and invitation of role models</li> </ul>	<ul style="list-style-type: none"> <li>• 1st year students must take entrepreneurial courses</li> <li>• Students should have education/ relation with SMEs</li> <li>• Launching business entrepreneurship</li> <li>• Establish chairs of Entrepreneurship</li> <li>• Create a Centre of Entrepreneurial Development</li> <li>• Create Incubation Centre</li> <li>• Implementation of rewarding systems</li> </ul>
Federal University of Technology, Minna	<ul style="list-style-type: none"> <li>• General and specific entrepreneurial courses,</li> <li>• SWEP and SIWES</li> <li>• Entrepreneurship Centre</li> <li>• FUTM Ventures e.g. construction &amp; consultancy</li> <li>• Collaboration with government agencies (military, etc.)</li> <li>• U-I linkages (PTDF welding and fabrication training)</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of entrepreneurial workshops</li> <li>• Identify, encourage and support students innovative and creative ideas</li> <li>• Increase entrepreneurial facilities</li> </ul>

Institution	Entrepreneurial Activities	Entrepreneurial Initiatives to be adopted
University of Education, Winneba, Ghana	<ul style="list-style-type: none"> <li>• Student internships</li> <li>• Hosting of conferences</li> <li>• University-industry partnerships</li> <li>• Scholarships to brilliant students</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent interaction with industry players</li> <li>• Effective grant proposal writing and business plan</li> <li>• Establishing Centres of Incubation</li> <li>• Funding of ground-breaking research</li> </ul>
University of Professional Studies Accra	<ul style="list-style-type: none"> <li>• Continual enhancement of staff capacity</li> <li>• Strengthening</li> <li>• Endowed 4 centres of Excellence</li> <li>• Entrepreneurial facilities (enhancement series with case development, project writing and pedagogy)</li> <li>• Institutional Level</li> <li>• Created Business Development Centre</li> <li>• Developed policy on research and innovation and revenue generation (10%)</li> <li>• Created Research and Development Centre</li> <li>• Faculty and Departmental Level</li> <li>• Research Officers</li> <li>• Organise faculty mandatory practitioners' forum and seminars.</li> <li>• Faculty partnership and collaboration with specific institutions and professional bodies</li> <li>• Created industrial relations department</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with NALAC to assign post graduate students to groups to work with SMEs for their projects</li> <li>• Develop staff development policy</li> <li>• Consolidate UPSA case bank</li> <li>• Establish more partnerships and collaboration with industry and commerce</li> <li>• Review of research, innovation and revenue generation policy (20%)</li> <li>• Strengthening management and leadership commitment to innovation and entrepreneurial activities</li> <li>• Develop Technology Transfer Policy</li> <li>• Rebranding of the QA to include institutional advancement</li> <li>• Develop IP policy</li>   <li>• Review the duration of compulsory internship to 4 months</li> <li>• Create a Centre for Development and Service</li> <li>• Rendering of accounting and finance software</li> <li>• Strengthen business incubation system</li> </ul>
Zimbabwe Open	NOT LISTED	<ul style="list-style-type: none"> <li>• At least a patentable project per faculty per year</li> </ul>

Institution	Entrepreneurial Activities	Entrepreneurial Initiatives to be adopted
University		<ul style="list-style-type: none"> <li>• Hosting international research conference every year</li> <li>• Holding international conference on teacher development through open and distance learning</li> <li>• Promotion of entrepreneurship on campus</li> <li>• Established centres for research and innovation</li> <li>• Creation of techno parks</li> <li>• Patent or perish</li> </ul>
Southwest College of Education	NOT LISTED (a newly established institution)	

## Closing Ceremony

The Closing Ceremony in the afternoon of Day 3 was graced with the presence of Hon. T. Tukombe, Permanent Secretary, Ministry of Higher Education, Republic of Zambia and Dr. Mohammad Shata (Pro-Chancellor and Chairman of Council, Federal University of Technology Akure, Nigeria), who stood in for the AAU. Also in attendance was Mr. Daniel S. Bowasi (Acting Deputy Vice Chancellor/Dean, School of Education, Social Sciences and Technology), who represented UNILUS.

Each participant was awarded a certificate of participation by the Permanent Secretary, Hon. Mr. T. Tukombe. He wished all a safe journey back to their destinations, and urged them to ensure that the recommendations of the workshop get implemented in their institutions.



# Picture Gallery





# Social Events ( @ UNILUS Dinner)



# Summary Evaluation of the Modules

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## **Module 1: Technology Uptake in African Universities by Joy Owango**

### **1. The Session objectives were clear**

Excellent	9	64.3%
Very Good	3	21.4%
Good	1	7.1%
Average	1	7.1%
Below Average	0	0%

### **2. My expectations were met**

Excellent	2	14.3%
Very Good	9	64.3%
Good	1	7.1%
Average	2	14.3%
Below Average	0	0%

### **3. Timing was adequate to cover content adequately**

Excellent	4	28.6%
Very Good	4	28.6%
Good	3	21.4%
Average	3	21.4%
Below Average	0	0%

### **4. The course structure (logical sequence of subjects) was appropriate**

Excellent	7	50%
Very Good	3	21.4%
Good	3	21.4%
Average	1	7.1%
Below Average	0	0%

### **5. Instructional methods were effective**

Excellent	2	14.3%
Very Good	8	57.1%
Good	1	7.1%
Average	3	21.4%
Below Average	0	0%

### **6. I learned valuable information/ideas**

Excellent	2	14.3%
Very Good	9	64.3%
Good	2	14.3%
Average	1	7.1%
Below Average	0	0%

**7. The Facilitator was well prepared**

Excellent	5	35.7%
Very Good	4	28.6%
Good	3	21.4%
Average	2	14.3%
Below Average	0	0%

**8. The Facilitator had good knowledge of the subject matter**

Excellent	6	42.9%
Very Good	5	35.7%
Good	3	21.4%
Average	0	0%
Below Average	0	0%

**9. The Facilitator communicated effectively**

Excellent	4	28.6%
Very Good	6	42.9%
Good	4	28.6%
Average	0	0%
Below Average	0	0%

**10. The Facilitator was responsive to questions**

Excellent	4	28.6%
Very Good	6	42.9%
Good	3	21.4%
Average	1	7.1%
Below Average	0	0%

**11. Examples used cut across various situations/ were international**

Excellent	5	35.7%
Very Good	5	35.7%
Good	2	14.3%
Average	1	7.1%
Below Average	1	7.1%

**12. The Facilitator involved participants appropriately**

Excellent	5	35.7%
Very Good	6	42.9%
Good	1	7.1%
Average	2	14.3%
Below Average	0	0%

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## **Module 2: Intellectual Property Rights by Mr. Kanja**

### **1. The Session objectives were clear**

Excellent	8	61.5%
Very Good	3	23.1%
Good	2	15.4%
Average	0	0%
Below Average	0	0%

### **2. My expectations were met**

Excellent	3	23.1%
Very Good	7	53.8%
Good	2	15.4%
Average	1	7.7%
Below Average	0	0%

### **3. Timing was adequate to cover content adequately**

Excellent	5	38.5%
Very Good	4	30.8%
Good	4	30.8%
Average	0	0%
Below Average	0	0%

### **4. The course structure (logical sequence of subjects) was appropriate**

Excellent	7	58.3%
Very Good	2	16.7%
Good	2	16.7%
Average	1	8.3%
Below Average	0	0%

### **5. Instructional methods were effective**

Excellent	1	7.7%
Very Good	8	61.5%
Good	3	23.1%
Average	1	7.7%
Below Average	0	0%

### **6. I learned valuable information/ideas and acquired tools that can be applied to my work**

Excellent	4	40%
Very Good	4	40%
Good	1	10%
Average	1	10%
Below Average	0	0%

**7. The Facilitator was well prepared**

Excellent	6	46.2%
Very Good	4	30.8%
Good	3	23.1%
Average	0	0%
Below Average	0	0%

**8. The Facilitator had good knowledge of the subject matter**

Excellent	8	61.5%
Very Good	4	30.8%
Good	0	0%
Average	1	7.7%
Below Average	0	0%

**9. The Facilitator communicated effectively**

Excellent	7	58.3%
Very Good	3	25%
Good	1	8.3%
Average	1	8.3%
Below Average	0	0%

**10. The Facilitator was responsive to questions**

Excellent	5	38.5%
Very Good	4	30.8%
Good	3	23.1%
Average	1	7.7%
Below Average	0	0%

**11. Examples used cut across various situations/ were international**

Excellent	4	30.8%
Very Good	6	46.2%
Good	2	15.4%
Average	0	0%
Below Average	1	7.7%

**12. The Facilitator involved participants appropriately**

Excellent	7	53.8%
Very Good	4	30.8%
Good	1	7.7%
Average	1	7.7%
Below Average	0	0%

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### **Module 3: Entrepreneurship by Dr. Mungule**

#### **1. The Session objectives were clear**

Excellent	<b>6</b>	46.2%
Very Good	<b>6</b>	46.2%
Good	<b>1</b>	7.7%
Average	<b>0</b>	0%
Below Average	<b>0</b>	0%

#### **2. My expectations were met**

Excellent	<b>3</b>	23.1%
Very Good	<b>9</b>	69.2%
Good	<b>0</b>	0%
Average	<b>1</b>	7.7%
Below Average	<b>0</b>	0%

#### **3. Timing was adequate to cover content adequately**

Excellent	<b>3</b>	23.1%
Very Good	<b>6</b>	46.2%
Good	<b>4</b>	30.8%
Average	<b>0</b>	0%
Below Average	<b>0</b>	0%

#### **4. The course structure (logical sequence of subjects) was appropriate**

Excellent	<b>2</b>	15.4%
Very Good	<b>8</b>	61.5%
Good	<b>2</b>	15.4%
Average	<b>1</b>	7.7%
Below Average	<b>0</b>	0%

#### **5. Instructional methods were effective**

Excellent	<b>4</b>	30.8%
Very Good	<b>8</b>	61.5%
Good	<b>1</b>	7.7%
Average	<b>0</b>	0%
Below Average	<b>0</b>	0%

#### **6. I learned valuable information/ideas**

Excellent	<b>5</b>	38.5%
Very Good	<b>7</b>	53.8%
Good	<b>0</b>	0%
Average	<b>1</b>	7.7%
Below Average	<b>0</b>	0%

**7. The Facilitator was well prepared**

Excellent	9	69.2%
Very Good	3	23.1%
Good	1	7.7%
Average	0	0%
Below Average	0	0%

**8. The Facilitator had good knowledge of the subject matter**

Excellent	9	75%
Very Good	3	25%
Good	0	0%
Average	0	0%
Below Average	0	0%

**9. The Facilitator communicated effectively**

Excellent	5	38.5%
Very Good	8	61.5%
Good	0	0%
Average	0	0%
Below Average	0	0%

**10. The Facilitator was responsive to questions**

Excellent	4	30.8%
Very Good	9	69.2%
Good	0	0%
Average	0	0%
Below Average	0	0%

**11. Examples used cut across various situations/ were international**

Excellent	2	15.4%
Very Good	9	69.2%
Good	2	15.4%
Average	0	0%
Below Average	0	0%

**12. The Facilitator involved participants appropriately**

Excellent	6	46.2%
Very Good	6	46.2%
Good	1	7.7%
Average	0	0%
Below Average	0	0%

# Overall Comments

## Overall Comments on the Workshop

1. The workshop was well organised. I would appreciate similar workshops that seek to advise higher education regulatory authorities on how to spearhead these innovative developmental issues and make them realise that they exist to serve the economy as well.
2. Internet access was not the best
3. This has been a great eye opening and informative workshop. There is need to mobilise for increased Universities participation and to create workshop fora for African University Vice Chancellors to appropriately sensitize them for 2063 AAU Agenda.
4. All in all the workshop was an eye opener and we emerged richer than when we came. More workshops of this nature need to be organized
5. The workshop had a warm interactive feel that encouraged people to express their views and the rest of the participants respected the different views. It also had the fora of learning where the different Universities shared knowledge on some of the programmes and systems they had in place, promoting learning from each other.
6. Should have invited all Universities in Zambia The level of modules were somehow lower than I expected. They need to be pitched a little more up. The mix of staff and university leadership was good. The missing link was government and especially industry.
7. The Workshop was quite interesting and important for the furtherance of University-Industry-Government Linkages.
8. It is very nice that you create this platform. My reservation is the workshop should not be a commercial one. Registration fee is too high. Other such programmes are not more than \$ 300.
9. The workshop was relevant to African Universities, well organized and was successful. The three modules were discussed in detail. The facilitators' presentations were excellent.

### **Which modules should be considered in future workshops?**

1. The Technology Uptake needs to be considered..... The Intellectual Property module would require a more academic approach .... The Entrepreneurship module is a must for these workshops because I believe this is the missing link in the interface between the development of our university education and the development of our African economies.
2. Intellectual Property and Patent rights.
3. The module on entrepreneurship was handled with expertise and it was highly educative and had a high level of practice. The other two modules were fairly done..... Whilst IP is important there was need to pitch it a bit higher considering the level of participants who were being dealt with. As far as I am concerned all modules need to be considered for future workshops.
4. Practical teaching Methods
5. How to run an IPP Office effectively
6. All the modules should be considered in the next workshop because of their related perspectives.
7. Challenges of University-Industry-Linkage & Appraisal of Internship Programs
8. Technology Uptake; Intellectual Property Rights

## Appendix 2: List of Participants & Resource Persons

Name	Position	Institution	Country	E-mail Contact
1. Mr. Ataklti Abrha Woldesamuel	Managing Director	Addis Ababa University / EiABC	Ethiopia	
2. Mr. Yichilal Fenta Agidew	Head, University Industry linkage	Addis Ababa University / EiABC	Ethiopia	
3. Mr. Wakijira Temesgen	Head, Property Management	Addis Ababa University / EiABC	Ethiopia	
4. Mr. Sydney K. Kili	Head, International Relations and Communication	Addis Ababa University/EiABC	Ethiopia	
5. Ms. Aisha Keita	Administrator - Centre for International Education and Collaboration	University of Professional Studies Accra	Ghana	aisha.keita@upsamail.edu.gh
6. Mrs. Vera Korlekuor Akumiah	Deputy Director, Public Affairs Directorate	University of Professional Studies, Accra	Ghana	vera.akumiah@upsamail.edu.gh
7. Mr. John Selorm Kwame Agbenyo	Director of Public Affairs	University of Professional Studies, Accra	Ghana	<a href="mailto:john.agbenyo@upsamail.edu.gh">john.agbenyo@upsamail.edu.gh</a> jskagbenyo@yahoo.com
8. Mr. Munkaila Abdulai	Coordinator- Centre for International Education and Collaboration	University of Professional Studies, Accra	Ghana	<a href="mailto:mabdulai11@gmail.com">mabdulai11@gmail.com</a>
9. Prof. George Kankam	Principal, College of Languages Education	University of Education, Winneba Ajumako Campus	Ghana	gkankam@hotmail.com
10. Prof. Reynolds Okai	Principal, College of Technology	University of Education, Winneba	Ghana	reynoldsokai@yahoo.co.uk
11. Prof. Christopher Adjei Okpoti	Head of Department of Business Education	University of Education, Winneba	Ghana	caokpoti@uew.edu.gh
12. Prof. Nqosa Leuta Mahao	Vice Chancellor	National University of Lesotho	Lesotho	<a href="mailto:mahaonqosa2@gmail.com">mahaonqosa2@gmail.com</a>
13. Prof. Onyewuchi Akaranta	Director, University Linkages	University of Port Harcourt	Nigeria	<a href="mailto:onyewuchi.akaranta@uniport.edu.ng">onyewuchi.akaranta@uniport.edu.ng</a>
14. Prof. Joel Ogbonna	Director, Centre for Petroleum Research &	University of Port Harcourt	Nigeria	<a href="mailto:ogbonna.joel@ipsng.org">ogbonna.joel@ipsng.org</a>

	Training			
15. Prof. Adebisi Gregory Daramola	Vice Chancellor	Federal University of Technology Akure	Nigeria	<a href="mailto:vc@futa.edu.ng">vc@futa.edu.ng</a>
16. Dr. Theophilus Yisa Tsado	Industrial Liaison Officer	Federal University of Technology Minna, Nigeria	Nigeria	<a href="mailto:ty.tsado@futminna.edu.ng">ty.tsado@futminna.edu.ng</a>
17. Prof. Emmanuel Jose Ohize	Council Member	Federal University of Technology Minna, Nigeria	Nigeria	<a href="mailto:eohize@futminna.edu.ng">eohize@futminna.edu.ng</a>
18. Dr. Kasim Uthman Isah	Council Member	Federal University of Technology Minna, Nigeria	Nigeria	<a href="mailto:kasim309@futminna.edu.ng">kasim309@futminna.edu.ng</a>
19. Dr. Mohammad Shata	Pro-Chancellor and Chairman of Council	Federal University of Technology Akure	Nigeria	<a href="mailto:dr.m.shata@hotmail.com">dr.m.shata@hotmail.com</a>
20. Mrs. Sylvia Atoko	Lecturer	University of Lusaka	Zambia	<a href="mailto:hodpostgraduate@ictar.ac.zm">hodpostgraduate@ictar.ac.zm</a>
21. Mr. Kevin Chungu	Head of Department, School of Health Sciences	University of Lusaka	Zambia	<a href="mailto:ckchungu@gmail.com">ckchungu@gmail.com</a>
22. Mr. Chipasha Mulenga	Dean, School of Law	University of Lusaka	Zambia	<a href="mailto:lawschool@ictar.ac.zm">lawschool@ictar.ac.zm</a>
23. Mr. Alick Wina	Principal	SouthWest College of Education	Zambia	<a href="mailto:southwestcollege.education@gmail.com">southwestcollege.education@gmail.com</a>
24. Mr. Stein Mkandawire	Chief Technical Officer	Zambia Research and Education Network	Zambia	<a href="mailto:mkandaws@zamren.zm">mkandaws@zamren.zm</a>
25. Prof. Jameson Mbale	Acting Director, Research and Innovation	The Copperbelt University	Zambia	<a href="mailto:Jameson.mbale@gmail.com">Jameson.mbale@gmail.com</a> <a href="mailto:Jameson.mbale@cbu.ac.zm">Jameson.mbale@cbu.ac.zm</a>
26. Prof. Primrose Kurasha	Vice Chancellor	Zimbabwe Open University	Zimbabwe	<a href="mailto:pkurasha@gmail.com">pkurasha@gmail.com</a>
27. Mrs. Ndaizienyi Nyamakura	Director, Vice Chancellor's Office	Zimbabwe Open University	Zimbabwe	<a href="mailto:nyamakuran@zou.ac.zw">nyamakuran@zou.ac.zw</a> <a href="mailto:ndairene@gmail.com">ndairene@gmail.com</a>
28. Mrs. Cecilia Chinembiri	Registration and Accreditation Officer	Zimbabwe Council for Higher Education	Zimbabwe	<a href="mailto:cchinembiri@zimche.ac.zw">cchinembiri@zimche.ac.zw</a> ; <a href="mailto:ceciliachinembiric@gmail.com">ceciliachinembiric@gmail.com</a>
29. Mr. Robson Mhandu	Director, Marketing and Business Development	Zimbabwe Open University	Zimbabwe	<a href="mailto:mhandur@zou.ac.zw">mhandur@zou.ac.zw</a> ; <a href="mailto:rbsnmhandu@yahoo.ca">rbsnmhandu@yahoo.ca</a>
30. Mrs. Barbara Nhemachena	Quality Promotion and Development Officer	Zimbabwe Council For Higher Education	Zimbabwe	<a href="mailto:bnhemachena@zimche.ac.zw">bnhemachena@zimche.ac.zw</a> ; <a href="mailto:bnhemachena@gmail.com">bnhemachena@gmail.com</a>
31. Prof. Emmanuel Ngara	Chief Executive Officer	Zimbabwe Council For Higher Education	Zimbabwe	<a href="mailto:ceo@zimche.ac.zw">ceo@zimche.ac.zw</a>

<b>AAU Resource Persons/ Organising Committee</b>				
1. Mr. Ransford Bekoe	Project Officer, University-Industry Linkages	Association of African Universities	Ghana	<a href="mailto:ransford@aau.org">ransford@aau.org</a> ; rexybek@gmail.com
2. Ms. Joy Owango	Customer Education Specialist, (Sub Sahara Africa )	Thomson Reuters	Kenya	<a href="mailto:Joy.owango@thomsonreuters.com">Joy.owango@thomsonreuters.com</a>
3. Mr. George Mpundu Kanja	Law Lecturer and Legal Practitioner	School of Law, University of Lusaka	Zambia	<a href="mailto:mkanja@live.com">mkanja@live.com</a>
4. Dr. Muwe Mungule	Managing Director	Muwe Consultants Limited	Zambia	<a href="mailto:muweman2@hotmail.com">muweman2@hotmail.com</a> , <a href="mailto:muwendaza@hotmail.co.za">muwendaza@hotmail.co.za</a>
5. Ms. Natasha Chifwanakeni	Business Development Manager	University of Lusaka	Zambia	<a href="mailto:natashachifwa@gmail.com">natashachifwa@gmail.com</a>
6. Ms. Auteria Habeene	Personal Assistant to the Vice Chancellor	University of Lusaka	Zambia	<a href="mailto:auntsjones4u@yahoo.com">auntsjones4u@yahoo.com</a>
7. Mr. Daniel S. Bowasi	Acting Deputy Vice Chancellor/Dean, School of Education, Social Sciences and Technology	University of Lusaka	Zambia	<a href="mailto:danielbowasi@yahoo.com">danielbowasi@yahoo.com</a>
8. Mrs. Ethel Mwila	Programme Coordinator, School of Business	University of Lusaka	Zambia	<a href="mailto:ethelm.mwila@gmail.com">ethelm.mwila@gmail.com</a> ; <a href="mailto:academic@ictar.ac.zm">academic@ictar.ac.zm</a>
9. Ms. Lucille Zulu	Academic Admin Officer	University of Lusaka	Zambia	<a href="mailto:lucille.chuma@gmail.com">lucille.chuma@gmail.com</a>
10. Mr. Chitivwa Zimba	Marketing Officer	University of Lusaka	Zambia	<a href="mailto:cszimba@gmail.com">cszimba@gmail.com</a> ; <a href="mailto:marketing@unilus.ac.zm">marketing@unilus.ac.zm</a>