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DON'T KILL INNOVATION
CHANGING EDUCATION PARADIGM
THE GLOBAL EYE LOOK

1 INTRODUCTION

While technology over the years has changed such as in telecommunication and ways of human communication and transportation, the method and practice of teaching has little to prove of any landmark changes in meeting the emerging needs of the society through present academic structures and service delivery.

Sadly same old fashion of teaching persist in our institutions and the worse of it being our youths and the society in general.

Described as the 'production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and establishment of new management systems', innovation is the key driver of the world's economic growth.

A means to counter the recent global economic recession and the increasing mass youth unemployment “Unlocking the Wealth of Universities, through proactive and meaningful academic entrepreneurship” has been the clarion call of the Africa Asia Scholars Global Network (AASGON), since its existence from 10th October 2010 (10-10-10).

I therefore view 'Innovation' as most appropriate at addressing one of the many challenges of our times and I have no doubt that eminent advocates for positive economic and sustainable growth across the globe have done justice in amplifying practicable recipe and apt remedy to this huge human development concern - that of the creation of a sustainable world for present and future generations, through the unravelling of the wealth of our educational institutions and research centers.

2 ACADEMIC CHALLENGES



Many University Administrators are very passionate about university external engagement in stimulating the development of effective academic entrepreneurship as a panacea to ameliorating today's socio-economic challenges in our diverse, dwindling

and impoverished communities, the issue is however very complicated. First and foremost the University itself has to come to terms with the fact that the current system and structure of our institutions need total overhauling.

Providing flexible solutions for performance needs and, enabling people get results and realize their potentials, universities are said to hold the key to building successful, sustainable and high performing policies, leadership and wealth creation. In reality, the academic community is falling short of expectations.

Unfolding events from most parts of the world are indications of why the University needs to reconsider its present status and revamp its entire mode of operation to focus on human resource development and entrepreneurship. The creation of wealth and enterprise more importantly, for the mass employment of youths ought to be at the center of universities development agenda.

With the ability to learn from childhood the human mind is programmed to be creative and enterprising, however to what extent human mind is inspired and stirred under the appropriate conditions and within the enabling environment continues to be the major setback which after decades of being unchecked led to half-baked education and mass unemployment of today.

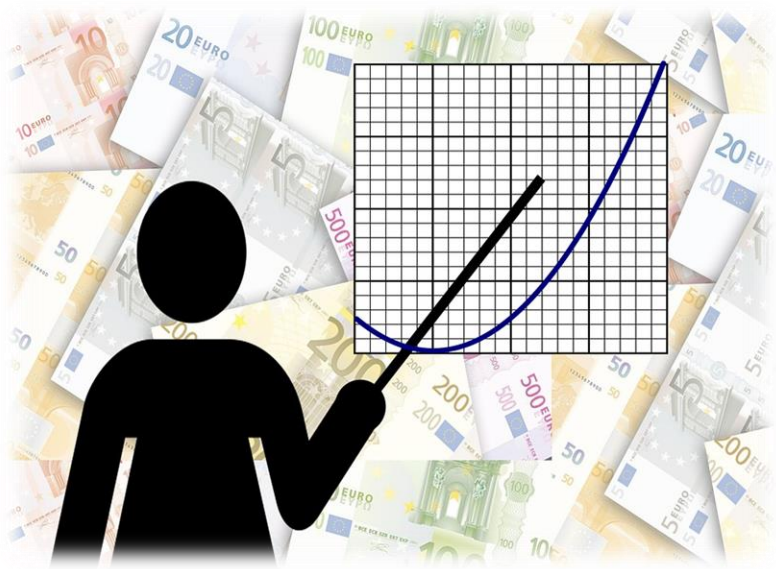
The more we fail to commit ourselves to inspire the human minds and provide favorable environment for it to innovate and prosper, no level of academic exercise will bring peace and socio-economic stability to our world.

Recognizing entrepreneurship as a key competency for growth and employment, over a decade ago the Lisbon European Council established entrepreneurship as a basic skill that education in EU Member States should provide.

For share of best practices and to avoid the failure of most European countries who only made a policy commitment to promote learning about entrepreneurship, but to date yet to gain widespread recognition as a core subject in within EU educational system, the academic entrepreneurship policy need be backed up by innovation engineered through the appropriate will, resources, the zeal and commitment to succeed.



3 INNOVATION AND HUMAN CAPITAL DEVELOPMENT



An aggregate economic view of the human being acting within economies which is an attempt to capture the social, biological, cultural and psychological complexity as they interact, the human capital according to experts is the stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform labor so as to produce economic value.

With the coercive force of formal education failing present generation, the university which is established to be more innovative in driving people's emotive

powers, improve individual abilities to think, function, operate effectively, accept and face challenges, continues to fall short in nurturing the human intellect and potentials to grow and be creative to produce the essential human capital which is highly required to attain economic stability.

Regrettably most universities are pronounced to have failed to help encourage and ignite the spiritual realm of youths to appropriate learning towards achieving the development of their human capital.

Among majority of today's youths there are evidences of the lack of creativity, the disregard and passion for learning, adventure, the desire to experiment, take risks, and commit to the discovery and utilization of their individual passions, potentials and strengths.

The global economic downturn and large scale of unemployment is a clear indication of the failure of higher educational institutions to enhance human capital and sufficiently address the socio-economic and industrial challenges of the 21st century.

Through a complete overhaul of the university system, its objectives and entire syllabus, there is urgent need to reposition institutions of higher learning as citadel for wisdom, knowledge and wealth creation.

A number of substantiated evidences from psychosomatic, neural, sociological, numerical, and

rational perspectives have proven that the present day educational system continues to damage our younger generations rather than enhance their human capital and self-reliance.

Students end up with skills that are largely irrelevant to the needs of modern day employers, there is chronic mismatch between education systems, wealth creation and labor markets and the appropriate education systems to turn around the creativity of young people and also provide the skills and enabling environment they need to emerge creators of wealth and become employable or self-employed.

University certificate are failing to translate into concrete opportunities in the labor market and guarantee economic independence and flourishing livelihood.



4 DEARTH OF CULTURE OF ENTERPRISE



Unprepared to face today's complex human, environmental and life threatening challenges, academic qualification for graduates who lack essential life skills is becoming less valued and unappealing in the job market.

“The aim of education should be teaching us how to think, rather than what to think” says James Beatti. Today, education and public investment seems to have failed to create a virtuous cycle of economic growth, employment creation and an expanded growth in youth proficiency.



With the cut in some governments' budgetary allocation to education, coupled with the rising cost of education and mounting unemployment of graduates, it's however becoming less attractive to seek university education particularly where the ambition is to get a job after graduation rather than be resourced to create a job on graduation or become relevant in the job market.

At the AASGON South East Universities Consultative Forum held at Medway Universities, Kent in May 2011, I was confronted by a set of curious students who were unclear about their future. Craving for response they lamented “Are today’s youths a lost generation “Missed by the boom, and hurt by the Bust”. They regard themselves as the sacrificial lamb destined to forever live their lives paying debts.

The essence of the University is to motivate and nurture the human capital and turn the lives of people around

for good. To unlock the wealth of universities we need to develop a deeper understanding and have a strong knowledge on the actual meaning of creativity and entrepreneurship and the derivable to make it happen, which is the spiritual and political will. Rather than filled up with new innovations and rivalry of ideas, the University has become mundane for thinkers and young creative minds.

To promote innovation and enhance high productivity that will propel creativity and entrepreneurship, we must produce the enabling environment for each university to thrive, acknowledge its understanding of what constitutes and drives creativity and entrepreneurship, undertake an appraisal of clear evidences of creativity, successful entrepreneurship initiatives and practices within and outside their respective academic environment.



As against turning out mass employments through conception of developing the entrepreneurship spirit not less than 85 per cent of universities across the world both in developing and developed countries are breeding 'Job Hunters' as against Innovators and 'Job Creators'. Yet those that are creative and business minded feel frustrated and disenchanted for lack of appropriate support and the enabling atmosphere and requisite push to succeed in life and have the ability to brace the economic and social challenges of present and that of the future.

With no entrepreneurship skills and hopes dashed today's trend shows a physicist becoming a customer service assistant and a trained engineer becoming a newspaper vendor for lack of job opportunities. With many graduates relying on social benefits or relying on their poor families, this development in all ramifications is a catastrophic waste of time and human resource.

The exodus of millions of job hunters from our universities into the already saturated unemployment market compounded the global economic recession of the last seven years and significantly continues to contribute to the anguish of many nations.

Human beings have the potentials to be creative and industrious. To generate opportunities for creative learning and human capital development we need to

learn to treat and support students as individuals and help them to feel valued and set to achieve their life ambitions. Each student is a great resource and the wealth of the university, therefore an asset approach that will take account of and recognize individual potentials and skills is vital.

We must develop personally-tailored and person centered packages of support for students on their point of entry and throughout their terms in the university and colleges. In preparing pupils for higher education with an embedded entrepreneurship spirit, similar approach should be adopted by colleges, polytechnics and vocational institutes.

Not less than 70% of graduates end up seeking a future in their respective local communities. The university should support individual students to get to know not only what obtains in their environment but the socio-economic potentials and needs of their respective communities and the abilities for them to make contributions to the communities while pursuing their academic goals.

We must invest more in entrepreneurship initiatives and vocational skills as well as support reciprocal schemes. Re-shaping the academic sector in line with entrepreneurship and innovation will help enlarge the job market and open rooms much wider for graduate employment.

In all facets of our life, peace, prosperity and sustainable development can only be guaranteed if as an intangible asset, the human capital is fully and well nurtured and utilized positively to the advantage and development of the community.

As a vital source for creating wealth the university should embrace the benefits of entrepreneurship through the development of human capital.

Considering the present composition linked to the recent global economic recession, significant numbers of our universities lack the entrepreneurship spirit to create human capital. Yet there is no questioning that the university and schools of technology remain the only vital source and most viable ground for guaranteeing growth and sustainable development.



5 LACK OF MORALE



Of the lecturers in the university settings worldwide, about 15% aside the university job, work as consultants with top government ministries, international organizations and corporate firms or as special advisers to political office holders. To this class the university has become rather their second job as against being the first.

Envy of the above class of lecturers, another 10 to 15% of the population of lecturers in our universities are anxious to also have the connections with government and outside agencies, notably the United Nations. Left with 70%, not less than 60% of our lecturers are far less ambitious and less creative and have no other means of livelihood outside the university but only awaiting their retirement pension.

Another major obstacle in the wheel of innovation is the fact that majority of lecturers have never felt or experienced the world of work outside the university. With no such practical experience on the rudiments of the workplace, they are limited to impacting the creative ideals on to their far less experienced pupils.

By nature, majority of this set lack the entrepreneurship spirit that could be passed on to their students and motivate them to develop their human capital and create wealth, which is essentially why the produce from our university today can neither germinate nor multiply to meet the real challenges of our time.

The first set which is the 15% entrepreneurship class, are in fact what the university needs to enhance and stimulate the human capital to create wealth. The responsibility then falls on the university administration to seek for such class of scholars and provide them with all necessary tools and incentive to concentrate more on developing their entrepreneurship spirit within the university community and inspire the teeming students to be innovative and creative.

Through appropriate appraisal of the work force in the various faculties such ingenious lecturers much needed by the university can be mobilized. To mold creative minds and resourceful graduates the university should also encourage and motivate the enterprising lecturers

to be more resourceful and business-like in their approach and delivery of services.

6 ACADEMIC ENTREPRENEURSHIP

Late in December 2011, after receiving a generous gift of ‘Precious Stone from the Eruptions of Mountain Merapi’ from Prof. Ir. Sudjarwadi, former rector of the University of Gadjah Mada, I proceeded on a survey of the community life in a remote village in Yogyakarta. Similar to what obtains in Africa, my findings were astonishing.

Hardly was there a dwelling without the presence of a small or micro enterprise. At least four out of five homes have in front of their buildings varieties of petty trading from sales of confectioneries, purified water, cooking oil, vegetables and fruits, pepper, onions, tomatoes, food vending, pepper and corn grinding, to bicycle and tyre repair, sewing, hairdressing, carpentry, bricklaying, plumbing and a host of others.





The traders regarded as illiterates due to their inability to read or write, have in them the entrepreneurship spirits to innovate and change their lives around. They not only generate income to take care of their families and send their children to school, but also make deposits in the bank.

Dejectedly after toiling and getting their children to the University, for lack of jobs after graduation, for years the children become liabilities to their parents and the society.

Unlike in the UK where almost everyone can read and write and yet a proportionate number depending on government welfare benefits, amazingly these country-dwellers are not dependent on the State, and from their meagre income they take responsibility for providing shelter, food and education for their children and siblings.

The universal contention is "You can't teach entrepreneurship" "It's all about building up your tolerance for risk," says Perry Klebahn, an associate consulting professor

It is important that universities become more relevant and responsive to the needs and the economic growth of their respective communities. Equally, the educational system must learn from many notable people across the world who did not complete their formal education, but reached greater heights in their self-driven career.

Bill Gates, founder of the software giant Microsoft, and wealthiest person in the world, who dropped out of Harvard in his freshman year, is a very typical example. Same as Mark Zuckerberg, founder of the Facebook.

Besides there are clear evidence of thousands of high-school dropouts and people who never got a university degree but became large employers of labor and well pronounced entrepreneurs.

Though it is argued that more opportunities exist for those that pursue higher education or have at least a high school diploma, reminiscent of today, the situation is the opposite. There are not enough jobs to go around as most are tailored for white collar jobs.

Similar to a number of government education reforms over the years and across nations, pundits, in their

analysis of the chronic misalignment of the education system, wealth creation and the employment market, doubt the success of “Race to the Top”, the world’s most ambitious education reform agendas launched by the former US President, Barack Obama.

Funded by the American Recovery and Reinvestment Act of 2009, the 'Race to the Top', was a \$4.35 billion United States Department of Education competitive grant created to spur and reward innovation and reforms in state and local district K-12 education.

Though a welcome relieve to create added value by all standard, the enumerated factors and concerns inhibiting innovation, among many others are the underlying premises in which greater determination is needed to revamp the academic community and ensure global economic growth and stability through the appropriate development of the human capital.



If outstanding policies such as 'Race to the Top' are tenaciously harnessed and injected with adequate investment, the effective management of human resource (manpower), research and technology commercialization through academic entrepreneurship in our universities can positively create enormous wealth for the larger community and provide succor to the dwindling economy of nations.

Government, organizations, institutions and corporate firms are set up to deliver services and achieve maximum results and optimum success, however outputs defer in relation to levels of performance of individual organization's work force.

With the apposite 'Mind Set', the passion, the will and the commitment are the driving force behind entrepreneurship. Having the appropriate coaching techniques, precise orientation, accurate motivation and incentives, innovation, self-believes, confidence can be generated to condition the human mind to strive to be productive and innovative.

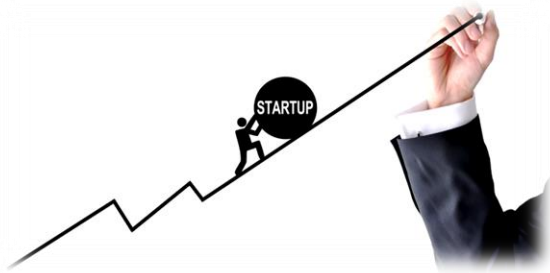
All humans are creative, however the fitness of the human mind is essential in nurturing creativity, developing capital and creating wealth for sustainability. Outcomes from trainings and workshops are far more rewarding when the human orientation is well and effectively guarded and stimulated.

Inspiring the human mind is a requisite for growth and innovation. Programmed to create wealth, improve services and increase productivity, skillful minds create high performance, dynamic team spirit and exceptional leadership.

Experts with in-depth personal experience of interactive coaching techniques and shaping of the human mind are essential work force for developing entrepreneurship in our educational institutions.

How many of such experts can our university boast of and as the essential fabric for fashioning growth and multiplying wealth in our universities and communities, how well are there services engaged.

Specialists who have been involved in change management and developing organizational strategies at all levels of the private and public sector, designing and delivering development programmes on changing attitude and behavior are much needed in our university workforce to empower students to realize their life potentials and be added value to their societies.



For higher productivity and maximum yield, under the current harsh and unsteady global economic climate, institutions should carry out pragmatic in-depth appraisal of their management and staff output through a survey on 'human resource performance' after which cost effective 'Mind Fitness' influential programmes, that will stimulate operations and outcomes will be intensified within the university workforce.

Proven models can be drawn from a range of government and agencies that illustrate the importance of thinking beyond academic education but the development of human capital for wealth and job creation through the inspirational transformation of the human mental faculty on life entrepreneurship challenges as from the early stage of learning.

A typical example is the University of Malaya, Malaysia where innovative schemes managed by the Centre for Technology Transfer and Commercialization makes it easy for staff or students to set up companies, and realize new innovative business ideas or patents with commercial value.

My official visit to the University campus in 2012 proved otherwise.

According to the Malaya University Vice Chancellor and former President/CEO of the Multimedia University (MMU) Prof. Datuk (Dr.) Ghauth Jasmon, "University

of today needs to strive for more than it did before, especially in setting role models for entrepreneurial success.

The university campus should be a fertile ground for the cultivation and nurturing of entrepreneurial and business-minded individuals. Students need to develop leadership qualities and become global citizens”.

7 PPP AND CSR

Today universities face unnerving encounters. If the recovery of economic growth cannot guarantee poverty reduction or employment for the millions of graduates who are becoming unemployable in the labor market, we must find means of bridging the resource gaps and translate education into concrete opportunities for job creation and sustainable livelihood.

To chart a roadmap for sustainable enterprise culture that can fuel economic and social development the university cannot go it alone, it must strongly engage a public-private partnership approach and maintain the spirit of entrepreneurship in unlocking the wealth within its institution.

The development of human capital must be innovative and nurtured to create wealth and enterprise rather than speculating for employment after graduation as the case is today. Universities should become more

productive and quite engage with leading multinational and local companies, and the civil society partners.

It is important for the university, to not only continue to promote social equality and all-inclusiveness in the cohabitation of the regions higher educational institutions, but also embrace the entrepreneurship culture in tackling high and persistent unemployment, especially among youths so as to restore the health of public finances without undermining growth.

As a fort for the development of academic entrepreneurship and wealth creation the university has to device a whole new way of addressing its mode of operations and positively do things differently.

There's greater momentum to replicate and build on the excellence of practices of some Asian countries such as China, Japan, Singapore, Malaysia, South Korea and United Arab Emirates who have recorded striking economic and technological advancement in diverse sectors. Botswana one of the fastest-growing economies in the world is also an unusual example

The issue of unlocking the wealth in our university is not simply that of encouraging entrepreneurship. It is certainly not about re-inventing the wheel. Not about Universities having to fend for themselves or strictly government (public) finance but that of balance engagement with the private sector and the community

in revitalizing the modus operandi of our universities functionalities.

In the context of today's socio-economic and environmental challenges universities should become increasingly active in endorsing, implementing and integrating the art of Corporate Social Responsibility (CSR). We must create and explore the opportunities for new innovations and the building of connections with government, the organized private sector and the community at large.

It is essential for universities to clearly understand the fact that companies are set up to do business and make profit, and realizing the enormous human capital within a University, businesses expect nothing short of innovation and creativity from the institution. Logically even Charities have to be managed as a business if it has to see the light of day.

Rather than deal with universities in its entirety, what most companies have done is to handpick and singularly patronize creative and innovative scholars within listed institutions.

A great number of companies are willing to express interest in a platform where in cooperation with universities, they can exchange knowledge about CSR practices and make it more result oriented particularly in deprived communities.

For the socio economic viability of our diverse communities, public sector partnerships with significant private sector involvement needs to be strengthened through multi-sectorial approaches in various developments of our universities.

It's not about asking the university to do more than its already doing it is about cultivating the entrepreneurship spirit and supporting the 'core elements of human capital development. It is about widening participation and sharing knowledge of how to effectively incorporate an effective CSR strategy to develop and promote human capital and create wealth.

To widen development options and increase the effectiveness of entrepreneurship each university must build a support network associated with wealth creation to promote human capital development as well as reinforce its CSR approach.

Promoting good relationship with government, civil society organizations, industries and business groups, universities should create networks, connect and share best practices on CSR, evaluate their capacity initiatives and impact on human capital in order to create new innovations on concepts of entrepreneurial skills development and the attainment of economic sustainability.

8 GLOBALISATION AND DIVERSIFICATION



Lacking the entrepreneurship spirit, vast majority of our weakening educational institutions fail to learn or replicate the experience of others in similar situation in order to benefit from the experience of their success. Effective transfers of best and proven practices are keys to the speedy changes much needed to revamp our educational institutions.

To encourage national, regional and global collaboration across all sectors in order to improve creativity and entrepreneurship, the custodians of our educational institutions at all levels of learning should in reality move with the times, facilitate networking and exchange of experiences among policy makers, researchers, educators, administrators and business operators.

The rapid advance of globalization and the emergence of a primarily technology-driven economy have changed the world significantly.

With modern day scientists and engineers from several disciplines including physics, chemistry, biology and materials science applying Nano-science principles for advanced applications in energy, medicine, information storage, computing, aeronautics and space and many other diverse resources such as addressing challenges in mining and minerals, chemical and bio-processing, and advanced materials and manufacturing as well as national security and education, there are increasing number of technologies waiting to be explored and find their huge commercial use.

For example, it is believed that the worldwide lowering of trade barriers, integration of capital markets, decentralization of production processes, and the dramatic advances in information and communications technology, combine to indicate a radically different agenda for international development cooperation.

Africa is said to be almost back to pre-crisis levels of economic growth (5.5 per cent projected in 2011), confirms Guy Ryder the ILO Director General. Having bounced back from the financial and economic crisis and on the growth-path Africa is becoming very strong, resilient and resolute for economic proficiency. However, similar to the Asia Pacific region, daunting

challenges for the continent remain with the rebound of economic growth yet to reduce poverty and unemployment.

Some years back, I had the privilege of visiting Indonesia and sharing my thoughts with the Rectors of the University of Indonesia, Jakarta, Prof. Dr. der Soz. Gumilar Rusilwa Somantri; University of Brawijaya (UB), Malang, East Java, Prof. Dr. Ir. Yogi Sugito; University of Udayana, Bali, Prof. I Made Bakta including Prof. Edi Effendi Tedjakusuma, the Indonesian Deputy Minister for Development Performance Evaluation and Prof. Dr. H. Yuyus Suryana, Director Graduate Programme, University of Padjadjaran and Prof. Dr. Ir. Sudjarwadi, Rector of the University of Gadja Mada (UGM).

I must say the minister and all the rectors were very positive about engaging with Africa and exploring new frontiers. How this interest will in concrete terms be applied to project the wealth of their universities remains to be seen.



More than ever before there is great need to enhance and promote academic engagement and socio-economic interaction between Africa, Arab and the Asia Pacific Universities.

Continents of Asia, Africa and Arab were centuries ago, one large continental mass. To create substantial wealth there is need of better awareness of the diverse communities, opening up of their frontiers and extensive promotion of education and cross-cultural understanding.

With the current global economic climate Asia today needs Africa as much as Africa needs Asia. A number of efforts are being made by some prolific statesmen at the government level to promote relations between Asia and Africa and this dates back over 62 years with the emergence of the Bandung Spirit in April 1955 in Indonesia.

Regrettably while Asia and African governments have for decades been propagating the ideals of unity among the two vastly resourced and world's most populated continents, the relations between Asia and the African civil society (people to people) continues to disintegrate regardless of today's technology which has made the global village interconnectivity much cheaper, accessible and highly effective in facilitating interdependent of countries of the world.

Though Africans are used to consuming the products made by Asians they know very little about the Asian history and culture, likewise, Asians hardly know much about the way of life and traditions of the African peoples. Even Africans and Asians academics in Diaspora barely collaborate or socialize to address comparative concerns.

To bequeath a legacy to present and future generations by building the foundation for sustainable development, prosperity and peace across nations, there is greater need to empower the Asian, Arab and African civil society to close ranks, build up trust and better understanding of their diverse traditions and heritage, and collaborate effectively through academic and cultural exchanges, sports and other equitable socio-economic development programmes.

Africa is rapidly shedding its reputation as a conflict and poverty ridden 'dark' continent and emerging as a large market with vast untapped natural resources. The Chinese population in Africa alone has grown to about a million. This shows that the presentiment and rhetoric surrounding growth and economic expansion of the continent of Africa is increasingly phasing out.

Despite the on-going global economic turmoil, a number of African nations have been making impressive strides in their development, a point underscored by 'The Economist's decision recently to

run a leader describing Africa as the “hopeful continent,” drawing a clear contrast to its cover story “The Hopeless Continent” about a decade ago. Today Africa’s healthy economic growth has had some nations’ leaders looking east for inspiration.

This brings to mind the effort of the Africa Asia Scholars Global Network (AASGON) to develop a framework for bilateral and multi-cultural corporation that will influence the formation of Africa Arab Asia Pacific Enterprise, Research and Institute of Technology (AAAPERIT).

In unlocking the wealth of universities and promote entrepreneurship and job creation, universities role in the implementation of the Declaration on the New Asian-African Partnership Strategic (NAASP) which primarily focus on the need to enhance practical cooperation between the two continents in various fields, such as trade, industry, financial investment, tourism, information and communication technology, health energy, transportation, agriculture, water resources and fisheries, can be vastly explored to create enormous wealth and mass employment within and beyond the two vast continents.

Dr. Sri Adiningsih, an economic expert at the Center for Asia Pacific Studies, University of Gadjah Mada (UGM), said that NAASP cooperation can be utilized to improve collective prosperity among Asian African nations.

Asian African region is a dynamic, developing region that has become the generator of world's economic power. In 2010, the economic growth in Asia reached 7.3% and Africa 4%, exceeding world's economic growth that was only 3.1%.

AASGON plans to seize the opportunity of its vantage position to encourage, build and strengthen the role of its member institutions in developing innovative ways of partnership with their counterparts in Africa, Arab and the Asia-Pacific.

To successfully unlock the economic potentials of our universities certain priorities must be drawn and such priorities will have to be driven and shaped by an enacting policy that will create the enabling entrepreneurship environment not only in our universities but scaled down for implementation within our colleges and secondary education system.

With the recovery from the worst financial and economic crisis seemingly uncertain in both developed and developing countries the prospects and challenges on universities to address the complex situation has increasingly heightened and under the current challenging economic environment our educational policy on entrepreneurship, must be very clear, tough and robust with sincere commitment to deliver first-class results that will help overcome the current

predicament unleashed by the global economic recession on the entire civil society.

9 ENTREPRENEURSHIP AND COMMERCIALISATION



With the head of Universities seeking for favors from high authority in government, either to retain his office, become a Minister or posted to much preferable institution, it becomes scarcely possible for such self-centered individuals to go out of their comfort zone to advocate and help change government's unpopular policies in education.

Leaving the entire students worse off by such egotistical and uncaring conduct, traces of such selfish attitude trickles down from the University head to his or her subordinate and to other academic and administrative staff in their approach to being professional.

You wonder why most government officials often refuse invitation to address students (the future of the state) in their institutions and when they do it is with a heavy security back up.

For the economic stability of any state, it is paramount that the university not only work closely with policy makers and private sector operators to promote entrepreneurship and create wealth, it should be seen as an active participant in decision making and implementation of far reaching policies relating to the development of the human capital and natural resources of the state.

Lessons from the recent global economic recession confirms that we urgently need to change the ways we operate and manage the affairs of the state, politically socially and economically and calls for institutional changes in the formation and handling of public policies, and the structure and orientation of our higher educational institutions to address the inequity in resource management and the socio-economic instability within the civil society.

Universities have unique potentials that can be explored through real partnership. Taking advantage of its resounding expertise the university can influence the global market, create and generate substantial wealth required by the state.

A number of universities lack the ability to deal effectively with the current economic stagnation and not only failing to meet set targets but provide the needs and expectations of their students.

In today's 21st century university governing councils face huge complex policy challenges and competitions within the capital market and need to become more resourceful and skillful in their delivery of services. Particularly the way education is being delivered to youths and the composition of the courses, which habitually lack practical, knowledge and understanding of societal needs.

Other competitive pressure on universities lies more in financing. A number of countries are not meeting the minimum budgetary allocation of 26 per cent demanded by UNESCO, banks are reluctant to lend long-term at fixed rates and institutions are being forced to diversify and look for alternative sources of funding.

Bonds and the capital markets offer universities access to finance. De Montfort University in the UK recently took on the opportunity by issuing £110m of bonds to finance an upgrade its facilities. Bonds issues by US universities are common, but rare in the UK and hardly the practice in Asia and Africa.

With important changes to university funding, the bond markets seems to be an attractive financing option for some universities, particularly when the interest rates in the bond markets are low.

"Federal money is not going to increase at the rate it has for federal research dollars." Kent Glasscock, leader of Kansas State University's Institute for Commercialization was recently quoted.

According to Kansas State's website, the Institute for Commercialization has generated nearly \$165 million in new revenue in Manhattan and each month brings in about \$1 million in revenue to the area. Licensing efforts also have generated approximately \$12 million in direct revenue for the university.

Universities are inherently the bastion of hope for the restoration of human capital, economic and natural resource development. There are quite a reasonable number of higher educational institutions whose academic infrastructure and strong link with their government and the organized private sector are reliably strong and can be emulated.

We don't need to bother investing blindly trying to reinvent the wheel, we only need to gather valuable information and the knowhow on the technicalities of importing, applying and amplifying good practices of

successful entrepreneurship strategies in some of our universities.

To unlock the wealth of universities under the worst financial crisis of our lifetime, it's a general consensus that the current economic system is futile and thus calls for a serious discussion on how to reform present policies and re-shape models that can be more creative to deliver stronger, sustainable and inclusive growth by making our institutions more resourceful and innovative.

We do not have to go far to share evidences of good and applicable practices as proven by the National Framework for Innovation and Enterprise (NFIE), an Innovation Fund established in each university in Singapore to supplement the universities' internal funding for innovation and entrepreneurship activities.

The Innovation Fund finances entrepreneurship education, technology incubators, entrepreneurs-in-residence and other programmes, to promote commercialization of university technologies.



There is also SPRING Singapore, an agency under the Ministry of Trade and Industry responsible for helping Singapore enterprises grow and building trust in Singapore products and services. As the enterprise development agency, SPRING works with partners to help enterprises in financing, capability and management development, technology and innovation, and access to markets.

Such novel by the government of Singapore example makes our search for excellence and practical illustrations much easier if only we develop the enabling structure backed with high level innovation and commitment.

We should be incorporating diverse measures and inclusive dimensions to meet the contemporary challenges on our universities. We need to establish and strengthen engagements and synergies to pull the apposite policies and framework.

For Universities' to foster sustainable entrepreneurship and create wealth a set of principles, guidelines and best practices incorporating inputs on new approaches to economic challenges in collaboration with government, international agencies and businesses is paramount.

Educational Institutions must stay relevant in the scheme of human and capital resource development, already a lot has been done by some creative

institutions but for improvement we still need to identify the necessary changes and implement accordingly.

The active participation of key partners is critical to ensure that we capture the shifting of the economic landscape. It will also be a useful and meaningful way to enhance our policy interchange and knowledge sharing.

Universities are shaped by varieties of circumstances and policy settings and demands differ in proportions. It is pertinent for the institutions to have much better understanding of the potentials of their students and their individual and collective ability to cope or integrate within the financial markets.

It is also critical to value and encourage government and private sector support measures to entrepreneurship development in our institutions.

To meet specific challenges in the emerging-market economies, facilitate the exchange of knowledge and experiences to solve common problems we need to identify and foster partnership between institution facing common encounters and identify new policy levers that will deliver stronger, inclusive growth and job creation.

For efficient public and private investment in sustainable entrepreneurship practices, we need to develop progressive policy framework and establish flexible indicators for measuring growth.

A thorough evaluation of skills policies and strategies of universities as well as that of relevant governments should be carried out, and with new forms of management skills, enterprising and innovative educational institutions have much greater chances of developing new assets, creating wealth and generating new sources of revenue in and outside the academic community.

Universities must be seen to enhance labor market outcomes. Equally important is the university's influence on the development of small and medium-sized enterprises (SMEs).

Encouraging closer interaction with government in the formulation of development-related outputs and turning policies into effective practices with the offer of fortified structure for collaboration with private businesses and non-governmental organizations, the university should develop new approaches that will improve academic governance efficiency and the delivery of innovative, productive and commercialized services.

Providing the required platform for knowledge sharing the university should foster collaboration at all levels with key partner countries and institutions with diverse models and enduring practice.

The university should intensify its input into services such as agriculture, including health care, telecommunications, transport and tourism, which are classified as the single largest sector in most economies providing the bulk of employment and income.

Policy reforms promoting the development of human capital and services are critical for wealth and job creation. For improving institutional infrastructure and enhance growth potentials and economic stability, the university should identify a reform agenda that will better feed into policy design and in re-examining its public purposes and commitments, be flexible in adapting to changes.

Representing significant economic influence in our society the university as a major and key employer of labor, has to exploit the efficient management of its intangible assets which is a major source of wealth that needs to be reassessed and enhanced to maintain sustainable economic growth.

With reference to United States Community-Wealth.org, 'universities spend about \$350 billion annually and have a total endowment of over \$300

billion'. If resources within universities are leveraged effectively, they could produce a multitude of economic multipliers that will positively impact on our communities.

Skills, self-confidence, creativity, and innovation can only be attained under the appropriate 'enterprising' mind set and the enabling environment for the human capital to learn, develop and be resourceful.

The culture of entrepreneurship must be embedded in junior and high schools. As the stimulating factor for the development of the human capital for productivity and wealth creation, we need to integrate entrepreneurship training into all stages of learning.

Entrepreneurship awareness should be imparted through primary, secondary and higher educational institutions as well as incorporated in the university and technical colleges at various faculties, and influence outcomes of the mainstream curriculum.

In Wales, Cyfenter provided the knowledge base for the Welsh Entrepreneurship Action Plan (EAP) which is being considered one of the best examples of an integrated, inclusive regional entrepreneurship strategy in Europe. A key strategic objective of the plan has been to embed entrepreneurship into the National Curriculum and to create an entrepreneurial culture among children and young people.

To further and ultimately realize their social and economic impact on the society, the university should operate strictly as a social enterprise, apply viable commercial strategies that will develop human capital to create wealth and enhance the potentials for sustainable development and environmental well-being.

To unlock the wealth of universities through the development of entrepreneurship skills, we need to generate enthusiasm and motivation for enterprise, capture and promote the interest and passion of both lecturers and students by setting lucrative tasks and giving them real responsibilities while demonstrating real life implications of entrepreneurship.

Being enterprising is to turn negative to positive, assertive, self-belief, and exhibit the skill to face challenges and exploit opportunities. The ability to work as a team, make important decisions, take risks, solve problems and be innovative under whatever strain or pressure are all symptoms of an entrepreneurship spirit. Failure to experiment, is circumstantial failure to advance and be retrogressive.

Universities and other learning institutions should adopt newly tested and proven methodologies for building entrepreneurial capacity that will help take effective control of their assets and create wealth.

Effective handling of the growth in the curricula of entrepreneurship studies at universities will help enhance the economic viability of our institutions and to focus on economic development as well as creating job opportunities entrepreneurship should be taught and applied at all levels.

Promoting entrepreneurial mind-sets through education and learning for sustainable growth, entrepreneurs and corporate firms should be encouraged to partake in the design and conduct of entrepreneurship courses and activities in our universities.

I strongly urge our university institutions to encourage and invest on student-led projects and provide them with adequate support necessary to thrive and contribute to our failing economy and job creation.



10 GLOBALISATION AND PRIVATE-PUBLIC SECTOR STRATEGY



Universities are responsible for initiating viable sustainable projects and research development schemes that will attract investment and lasting partnerships with the private sector.

In order to seek long term collaborative partnerships research and development centers need to liaise more effectively with investors, discuss their academic profile, and make known the potentials of the pioneered work of their relevant academic departments.

Often reviewed in line with set targets and goals, and devoid of external influence, market forces and

regulations of the organized private sector, virtually all research and development institutions initiate and adopt a Private Sector Strategy.

The recent economic crisis created extensive competition in corporate sector funding for research however with many Africa and Asian countries now on rapid economic growth through the resurgence of open markets, trade and thriving enterprise this has proven to be temporary.

It is widely acknowledged that the private sector is critical to drive economic growth, create jobs, develop and deliver needed goods and services and to innovate for more sustainable development solutions requires closer collaboration with the university.

It is welcoming that developing countries are increasingly regarding foreign aid as a short - term solution and as catalytic for trade and development which is necessarily driven by the private sector.

Much as never as before, the private sector long term collaboration with educational institutions is highly essential for the growth of research and development as well as the economic stability of the emerging economies.

In response to the challenges of globalization and shift in world's economic order with explicit transformation from the West to the East, which is evidenced from the

surging trade links between Asia, Arab and African countries, it has become pertinent for Universities in developing countries to begin to collaborate more effectively with the organized private sector in exploring opportunities for sustainable wealth creation and socio-economic viability of their densely populated communities.

To keep up with population which is more rapid in developing countries, the world by 2020, according to IFC needs to create 600 million well paid jobs. Along with UNESCO, the UN Global Compact – a UN strategic policy initiative for business, and the UNCDF – the UN capital investment agency for the world’s 48 least developed countries, the IFC which is a member of the World Bank Group, could contribute significantly towards sustained investment relations between research institutions and businesses in the developing countries.

As member of the UN Global Compact, AASGON in collaboration with its partner institutions, government and the organized private sector including intergovernmental agencies plans to develop a policy framework that will embrace the full embedment of true and effective entrepreneurship into the coordination of learning encompassed with innovative mind set. The organization sets out sharing good practices.

Universities at Medway is a unique partnership which has brought together the University of Greenwich, the University of Kent, Canterbury Christ Church University and Mid-Kent College at a shared campus at Chatham Maritime. The £120 million scheme is the first of its kind in the United Kingdom.

Each of the four institutions offers its own range of courses, both full and part-time, drawing on its own individual academic strengths, and has its own buildings. By being on a shared campus, students have access to a wide range of first-class facilities.

To share this extraordinary practice, and effectively promote R&D the Africa Asia Scholars Global Network (AASGON), invited the President of the Indian Society for Technical Education (ISTE), Professor Pratapsinh Kakaso Desai, as Guest Lecturer' at its End of Year Consultative Forum. With the theme: 'Enhanced Integrated Business Technology' (EIBT), held at the Innovation Centre Medway, Kent on Friday the 16th of December 2016, the ISTE President was taken on a familiarization tour of the unique tri-partite collaborative 'Universities at Medway' comprising Universities of Greenwich, Kent and Canterbury Christ Church.



The visiting ISTE President also visited the University of Creative Arts, one of the best in the world, within a mile from the Universities at Medway.

With significant potential for economic impact in emerging economies Research and Development (R&D) are highly relevant to industry and with adequate capital resource provision for research tools and equipment, there is need to support innovation through research-related enrichment programs focused on studies such as technology, engineering, mathematics and the applied science, as evidence at the Universities at Medway.

To drive business skills in research innovation, academic researchers engaged with business development must and should understand business ethics in order to have or access the research talent they need to drive innovation.

To successfully engage with the private sector and encourage collaboration with industry, academic researchers have to be driven by creativity and excellence in applying specialized skills and innovation that are far reaching and result oriented particularly those that proffer solutions or advance the positive transformation of science and technology.

Research and development is a key driver of innovation, competitiveness and economic performance. Increased R&D investments will strengthen academic institutions and industries.

To create an enabling and stimulating environment that fosters collaboration R&D Corporate Awards should be given a boost in developing countries. The innovative awards will extensively promote good practices, inspire and encourage the organized private sector to collaborate more effectively and widely with academic researchers at local regional and international levels.

With shared concerns and history, the continents of Africa Arab and the Asia Pacific share bonds of history, culture and religion which are very deep but remain incoherent. Hence, the emergence of fortunes in the 21st Century, calls for closer collaboration between the world's least developed countries.

"Africa is going to turn more and more to Asia, not because it wants to trade more with Asia but because of

the change in traditional trading patterns.” expressed Prof. Calestous Juma, Founder African Centre for Technology Studies Author ‘The New Harvest’.

With today’s graduates increasingly becoming unemployable and with over 2.5 billion people in developing countries living in abject poverty, creating a generation at risk of suffering decent work deficits, the upheaval and long-term impact of the youth employment can only be turned around through a collaborative private sector- government committed long term investment approach on innovative research and development projects that will create entrepreneurial education for better jobs and improve the lives of millions of the impoverished.

To influence and promote corporate sector, government and civil society partnership in research development and sustained growth of the emerging economies, as well as strengthen Policies and Strategies for Global Integration and Partnership for joint business ventures among developing nations at the levels of micro, small and medium enterprise’ research, development and promotions, the Africa Asia Scholars Global Network (AASGON) is collaborating with the World Association of Small Medium Enterprises (WASME) and promotes the UN Micro-,Small and Medium-sized Enterprises International Day.

It is important for the University, through the development of innovative enterprise to take account of its potentials by unlocking its endowed capital. Research and development impact long-term economic and social benefits on societies, hence the development, effectiveness and sustainability of private sector investment could increase significantly if the institutions are themselves more enterprising and innovative and can clearly demonstrate their understanding of the functions, objectives and entrepreneurship skills of the organized private sector

Research and development impact long-term economic and social benefits on societies. Through the development of innovative practices Universities have the potentials of unlocking their endowed capital.

The corporate sector is interested in diverse cross sector innovations that hover around scientific or technical value, economic and commercial viability and lasting social impact, and it stays to be convinced by most Universities.

The Government's Science and Technology Committee asserts that the UK risks being left behind if the Government does not take more action to address the digital skills crisis. Speaking after his announcement as Chair of the Committee which is unusual amongst departmental select committees, he promised to ensure that Government on its approach to Brexit considers

the crucial need for UK's world-class science and research centers to be at the heart of the country's economic drive.

Working with developing and least developed countries on the digital economy, the last 16 years according to the UK Hon'ble Secretary of State for International Development “have seen a fundamental shift in the geography of international trade, as economies develop and new markets emerge to change the center of gravity”.

To ensure UK remains at the forefront of global science and technology and further strengthen the country's bilateral trade and investment opportunities, and build strong networks with those economies aiming to becoming the future drivers of global growth, as member of the UK Stakeholders Sustainable Development (UKSSD), the Africa Asia Scholars Global Network (AASGON) has initiated an annual UK Africa Arab Asia Business Technology and Education Summit (UKAAABTES) to be held at ExCel London.



Forging deeper ties with business, science and education sector, UKAAABTES will present interesting new opportunities not only for UK's sustainable development but that of other Africa Arab and Asian countries.

In its capacity as a signatory to the United Nations Global Compact (UNGC), AASGON is committed to the UN Renewed Global Partnership for Sustainable Development, and in celebrating the annual UN Micro-, Small and Medium Enterprises International Day, the forthcoming Summit (UKAAABTES), has been strategically designed to counter the effects of Brexit, shore up and enhance in particular, the socio-economic transformation and sustainable growth of the UK, Africa Arab and the Asia-Pacific through an enabling platform such as UKAAABTES.

Creating extensive prospects and the enabling platform for promoting science and technology, education, research, investment and enterprise, AASGON along with its established partners, the Indian Institute of Technology, Delhi (IIT, Delhi), the Indian Society for Technical Education (ISTE), the World Association of Small Medium Enterprises (WASME), the World Academy of Informatics and Management Science (WAIMS), Business Press India (BPI), the Pan African Chamber of Commerce and Industry (PACCI), the Federation of Indian Chamber of Commerce and

Industry (FICCI), Association of Universities of Asia and the Pacific (AUAP), the Arab Association of Universities (ARAU), the Association of African Universities (AAU), invites all stakeholders to contribute towards the success of UKAAABTES which, aimed at promoting global sustainable development is mainly designed to propel innovative minds in our academic institutions and build closer collaboration between universities, government and industries.

11 NEW GLOBAL INITIATIVES



To promote economic independence and cultural cooperation, 62 years ago 29 African and Asian sovereign nations came together in Bandung, Indonesia to explore significant areas for ‘collaboration and solidarity’. Marking the golden jubilee of the Bandung landmark, which led to the 1961 creation of the Non-Aligned Movement (NAM), 54 Asian and 52 African nations in 2005 met and came up with a declaration on the New Asian-African Strategic Partnership (NAASP).

The Asian-African Legal Consultative Organization (AALCO), originally known as the Asian Legal Consultative Committee (ALCC), was constituted on 15 November 1956. It is considered to be a tangible outcome of the historic Bandung Conference, held in Indonesia, in April 1955.



However in spite of the bilateral cooperation existing between governments of Asia and Africa there is the dearth of institutional engagement and partnership among the two continents' civil society and the academic which constitutes over two third of the world's population.

Reflecting on the absence of grass root socio-economic integration and people-to-people relations between

Asians and Africans, sceptics consider the 1955 Afro-Asian solidarity an illusion.

Boldly inscribed on a bill board at the entrance of the International department of a South East Asian University that I visited recently was a list of countries the university planned to strengthen relations, I was stunned not to see a single African country listed on the board as potential academic partners.

It was obvious to thousands of students at the institution, that Africa does not exist among the community of nations and disregard any possibility of exploring the vast potential Africa offers. With the huge market potential in Africa, the university by its action seems to prove that it lacks knowledge and innovation to expand the horizon of its students.

In my encounter with another national university, the rector was very pleased to inform me of the giant strides accomplished by his university through partnership with about 200 external agencies across the world. I asked how many of such partners are from Africa, the answer was 'None'

In a friendly gesture, he pulled me to his side pointed towards an African ancient tree, the baobab (*Adansonia digitata*) 'the tree of life' standing tall in a conspicuous ground of the university and expressed his university's determination to start to engage with African Countries.

The University's positive action like everyone in Asia and the Pacific stand to gain through collaborative entrepreneurship exchanges with their African counterparts, government, the organized private sector and the civil society at large.

It is quite shocking that despite the efforts from the political front to unite Africa and Asia through the evolution of Bandung Conference in 1955 and its corresponding popularity within the last six decades, through the promotion of the 10 Principles of Bandung, mainstream Asian and African Academic community failed to see the larger picture and seek the flourishing opportunity opened up by the Asian leaders in collusion with their colleagues in Africa as well as the Arab countries.

There are unfounded speculations as to why the academics in Africa and Asia have failed to seize the opportunity provided through the Bandung 1955 conference which emphatically through its cardinal principles called for the "PROMOTION OF MUTUAL INTERESTS AND COOPERATION"

In view of the UN former Secretary General, Ban Ki-moon's overwhelming conviction 'that strong tie between developing countries is essential for global economic growth', with unified consensus on the most appropriate strategies at meeting the global challenges of the 21st century, the creation of the 'Forum of Africa

Arab Asia Pacific University Presidents' (FAAAPUP) by the Africa Asia Scholars Global Network (AASGON), in collaboration with the Association of Universities of Asia and the Pacific (AUAP), the Association of Arab Universities (AARU) and the Association of African Universities (AAU) is targeted at exploiting collective minds and resources, that will proactively serve as a platform for inspiring new global initiatives and strategies for poverty alleviation and sustainable development.

Analyzing developmental problems and further strengthening good governance, poverty alleviation, peace and sustainable growth in developing countries, FAAAPUP will develop a very strong and cohesive 'Private Sector - University Partnership Strategy and also boost transnational education and comprehensive mobility through internationalization by enriching the quality of learning, inclusive policies, sharing of good practices, and promote social and cultural integration and cooperation which is quite lacking and remain exceedingly under-tapped.



Certainly AASGON and its co-partners, the Association of Universities of Asia and the Pacific (AUAP), the Arab Association of Universities (AAU) and the Association of African Universities (AAU) have significant role to play in the synergy FAAAPUP aimed at forging closer academic and socio-economic ties and evolving innovatively.

Its however important to commend the inspiration of selected universities in Asia such as the University of Malaya, the foremost and premier Research University in Malaysia which oversees the work of “The Africa-Asia Development University Network (AADUN), and the Center for the Study of International Cooperation in Education (CICE), Hiroshima University, Japan for initiating “The Network of the “Africa-Asia University Dialogue for Educational Development” (A-A Dialogue) project which provides a platform for African and Asian universities to contribute to achieving the international commitment of “Education for All” (EFA).

AADUN was established to develop a network among universities, libraries, research institutions, and centers of excellence to cope with globalization, strive for sustainable development, food security and rural development, foster research, and develop and share relevant technologies between Asia and Africa.

To practically unlock the wealth of our universities among many other viable existing initiatives AADUN and the A-A dialogue should be fully encouraged.

Inspired through effective human capital development and zeal, coherent bilateral relations through FAAAPUP can create enormous wealth and sustainable development.

There is great potential for scores of university graduates from Asia Pacific as well as Arab and Africa becoming employed and guaranteed a better future through cohesive collaboration of institutional members under the aegis of FAAAPUP, whose objective is to unlock the wealth of universities, promote human capital development, peaceful integration and the socio-economic transformation of developing countries, the world's most vulnerable regions to food security, health hazards, climate change, bio-diversity and the devastating social & environmental impacts.

