



# Strengthening Urban Engagement of Universities in Africa and Asia



Harare Symposium: 9-10 May 2019  
Cresta Lodge, Harare, Zimbabwe



# WELCOME TO THE CONFERENCE

**Prof Michael Osborne** Principal Investigator University of Glasgow

The Strengthening Urban Engagement of Universities in Asia and Africa (SUEUAA) project is funded by the British Academy under the Cities and Infrastructure programme of its Global Challenges Research Fund. The project, led by the University of Glasgow, is a collaborative study involving the University of Glasgow (UK), and universities in Iran (University of Kurdistan), Iraq (University of Duhok), the Philippines (Philippine Normal University), South Africa (University of Johannesburg), Tanzania (University of Dar-es-Salaam), and Zimbabwe (University of Zimbabwe). The project addresses a core problem in emerging economies, that of strengthening the urban engagement role of universities, and ways they contribute to developing sustainable cities in the context of the major social, cultural, environmental and economic challenges facing the global south. This final event of SUEUAA presents cases of engagement from our six countries as well as selected other papers from Africa and Asia, and will be of interest to academics, policy-makers and officials in cities and students from around the world. We are delighted to be in Harare, and to have some many distinguished speakers making time to present to us. In particular we wish to thank the Vice-Chancellor of the University of Zimbabwe and his staff, the Town Clerk and City of Harare for their cooperation and contribution to our research findings, and the Vice-Chancellor of Rwanda and the Head of UNESCO IICBA. Finally, we wish to thank the British Academy and the UK government's GCRF initiative for supporting this work.

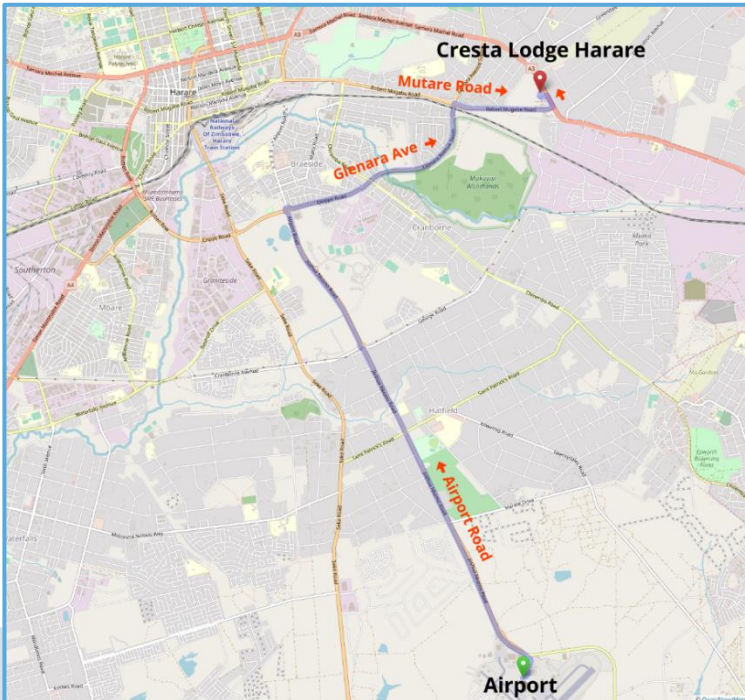
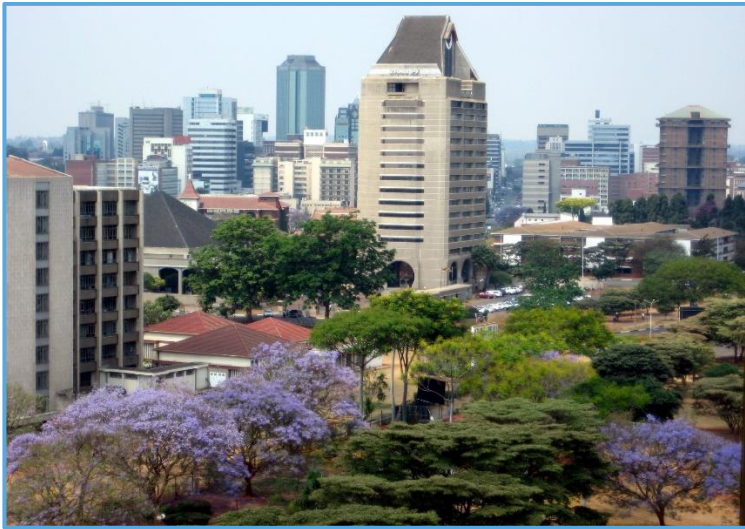
## CONFERENCE COORDINATORS

**Prof Charles Nherera** (University of Zimbabwe) [profcmn547@gmail.com](mailto:profcmn547@gmail.com)

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# WELCOME TO THE CITY OF HARARE



**Airport** ➤ **Conference Venue** (Cresta Lodge Harare)

# PROGRAMME

## DAY ONE Thursday 9th May 2019

0800-0900 **REGISTRATION**

0900-1015 **OPENING PLENARY SESSION** (Chair: Prof Charles Nherera, University of Zimbabwe)

**WELCOME REMARKS AND OFFICIAL OPENING OF THE CONFERENCE [20 min]**

Prof Paul Mapfumo, Vice Chancellor, University of Zimbabwe

**WELCOME TO HARARE [10 min]**

Eng. Hosiah Chisango, Town Clerk, City of Harare

**KEYNOTE ADDRESS** (& questions from audience) **[45min]**

**Transforming the African University**

Prof Philip Cotton, OBE, Vice Chancellor, University of Rwanda

1015-1045 **TEA BREAK**

1045-1230 **PLENARY PRESENTATIONS** (Chair: Dr Lavinia Hirsu, University of Glasgow)

**[Each Presentation 15 minutes maximum + 5 minutes discussion]**

**Community-based participatory research: Lessons from Biryogo, Kigali City**

Dr Josephine Malonza and Prof Deogratius Jaganyi, University of Rwanda

**Capacity Building on Intellectual Property Rights (IPR) to Women Entrepreneurs' in Tanzania**

Eugina Joseph Kafanabo, University of Dar es Salaam

**The Role of Technology Incubation Centres and Science and Technology Parks in Regional Development: Kurdistan, Iran**

Lamiah Hashemi, University of Kurdistan

**Urban engagement and the role of Universities: An exploration of untapped potentials**

Kudzai Gotosa, PhD Candidate, University of Zimbabwe

**Strengthening Urban Engagement by The University of Zimbabwe in Agri-Food Systems, Water, Environment and Health to Prevent Cholera Outbreak**

Prof Fred Zindi, University of Zimbabwe

1230-1330 **LUNCH**

1330-1500 **PLENARY PRESENTATIONS** (Chair: Dr Heriel Moshi, University of Dar es Salaam)  
 [Each Presentation 15 minutes maximum + 5 minutes discussion]

**Institutional arrangements, interventions and their implications on urban and peri-urban food security**

Michelle Chihambakwe and Prof Paramu L Mafongoya, University of KwaZulu-Natal; Prof Obert Jiri, Prof Prisca H Mugabe, Dr Upenyu Mazarura, Edmore Gasura and Rose T. Masekesa, University of Zimbabwe

**Making University-Industry Partnership Sustainable: Are African Universities Truly Ready?**

Simon Peter Ngalomba, University of Dar es Salaam; Joseph Oti Frimpong, Kwame Nkrumah University of Science and Technology

**Assessment for Community Engagement Competences: Towards an effective practice-based interdisciplinary approach**

Fredreck Chinyemba, University of Zimbabwe PhD Candidate

**University Community Engagement for Child Sensitive Urban Development**

Prof Chipso Dyanda and Dr Joice Tafirenyika, University of Zimbabwe

1500-1550 **SUEUAA FINDINGS** (Chair: Prof Nematollah Azizi, University of Kurdistan)  
 [Each Presentation 20 minutes maximum]

**Tanzanian case study:** Dr Mpoki Mwaikokeysa and Dr Heriel Moshi, University of Dar es Salaam

**Johannesburg case study:** Dr Elana Swanepoel and Dr Marius Venter, University of Johannesburg

**Reflections and Discussion:** Dr Kasia Borkowska, University of Glasgow

1550-1600 **TEA BREAK**

1600-1700 **SUEUAA FINDINGS** (Chair: Prof Elana Swanepoel, University of Johannesburg)  
 [Each Presentation 20 minutes maximum]

**Iraq case study:** Prof Kamal Ketuly and Dr Sizar Mohammad, University of Duhok

**Iran case study:** Prof Nematollah Azizi and Dr Lamiah Hashemi, University of Kurdistan

**Philippines case study:** Prof Zenaida Reyes and Ms Rebecca Marquez Padilla, Philippine Normal University

**Reflections and Discussion:** Dr Lavinia Hirsu, University of Glasgow

1700-1705 **ANNOUNCEMENTS** (Dr Joanne Neary / Prof Charles Nherera)

**END OF DAY ONE**

## DAY TWO Friday 10th May 2019

- 0900-1015 **DAY TWO OPENING PLENARY SESSION** (Chair: Prof Michael Osborne, University of Glasgow)  
**OPENING REMARKS [30 min]**  
 Her Excellency, Ms Melanie Robinson, British Ambassador to Zimbabwe (to be confirmed)  
**KEYNOTE ADDRESS** (& questions from audience) **[45 min]**  
**The role of Universities in promoting life-long learning in African cities**  
 Dr Yumiko Yokozeki, Director, UNESCO-IICBA
- 1015-1045 **TEA BREAK**
- 1045-1145 **PLENARY PRESENTATIONS** (Chair: Dr Tendai Nhenge-Chakarisa, Africa University)  
**[Each Presentation 15 minutes maximum + 5 minutes discussion]**
- Language Challenges in Disseminating Research Findings: A case of the University of Dar es Salaam**  
 Peji Lunyili, University of Dar es Salaam
- Indigenous Knowledge Systems: Pivotal to the Integration of Community Knowledge in University Education**  
 Audrey Charamba, Catholic University in Zimbabwe
- Potential of the University of Zimbabwe and City of Harare Collaboratively Engaging in Productive Waste Management through Design and Technology**  
 Dr Peter Kwaira, University of Zimbabwe
- 1145-1245 **PLENARY PRESENTATIONS** (Chair: Dr Marius Venter, University of Johannesburg)  
**[Each Presentation 15 minutes maximum + 5 minutes discussion]**
- The engagement of universities in urban agriculture is not business as usual**  
 Prof Prisca Mugabe, Dr Emmanuel Nyahangare, Dr David Mbiriri, Sharai Ncube and Dr Venancio Imbayarwo Chikosi, University of Zimbabwe
- The University's Spin-Off Companies as Accelerators in Economic Development: A Reflection on the Challenges and Obstacles**  
 Prof Nematollah Azizi, Dr Golafrooz Ramezani, Dr Parviz Kafcheh, and Dr Ali Amani, University of Kurdistan
- Emergence of red-light districts and survival in the Urban Periphery: Prostitution in the Urban Terrain of Harare, 2000 to 2019**  
 Dr Ushehwedu Kufakurinani, University of Zimbabwe
- 1245-1400 **LUNCH**

1400-1500 **CAPACITY BUILDING WORKSHOP**

**Establishing Networks and Attracting funding** (Dr Lavinia Hirsu, Dr Neil Burnside, and Dr Kasia Borkowska, University of Glasgow)

**Research Governance and Ethics** (Dr Muir Houston, University of Glasgow)

1500-1520 **TEA BREAK**

1520-1600 **PANEL DISCUSSION**

**PANELISTS:** Prof Phil Cotton, Dr Yumiko Yokozeki, Prof Charles Nherera, Prof Zeny Reyes and Dr Marius Venter

1600-1630 **NEXT STEPS AND CONCLUDING REMARKS** (Chair: Prof Michael Osborne, University of Glasgow)

## END OF CONFERENCE





# ABSTRACTS

## DAY ONE Keynote Address

### Transforming the African University

**Prof Philip Cotton, OBE**, Vice Chancellor, University of Rwanda

Young people's lives should be transformed by their time at university. The obligations on universities are huge and the accountabilities are wide-ranging. Exploring moral accountability of universities requires engagement in new ways that disrupts hierarchies and bureaucracies. Governance can be harnessed for creativity, collaboration and collective effort for the benefit of students, staff and the wider community. In this session we will explore new ways of transforming young people to deliver transformation to communities.

## DAY ONE Presentations

### Community-based participatory research; Lessons from Biryogo, Kigali City

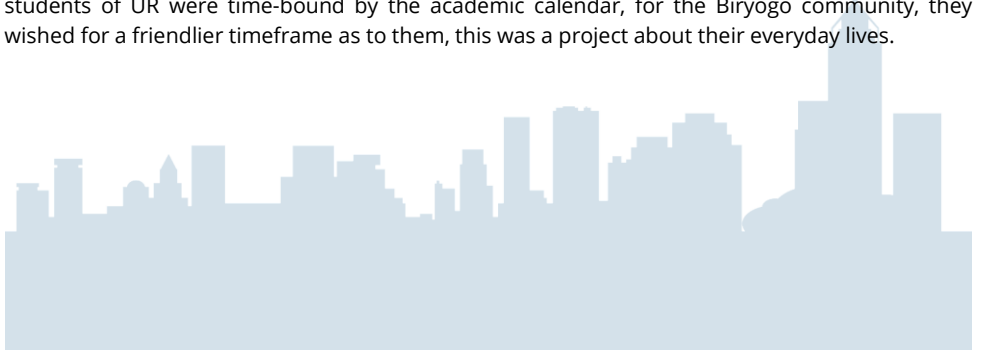
**Dr Josephine Malonza**, School of Architecture and the Built environment, University of Rwanda

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**Prof Deogratius Jaganyi**, Director of research, University of Rwanda

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Community-based participatory research (CPR) is a collaborative approach to research that seeks to bridge the gap between knowledge produced through academics and what is practiced in the everyday life of communities. There is a growing concern for academic institutions, policy makers, and communities to form research synergies, which have seen higher learning institutions (HLI) such as the university of Rwanda, embrace and incorporate community engagement as one of the key pillars of service delivery. This paper consolidates empirical evidence from a participatory community housing study to unpack lessons that can be learned from a CPR, focusing on the quality of research methodology and/or community involvement and the evidence that CPR efforts resulted in the intended outcomes for both 'researchers' and 'community'. The study found out that there was a significant difference in expectations. Whereas researchers being, staff and students of UR were time-bound by the academic calendar, for the Biryogo community, they wished for a friendlier timeframe as to them, this was a project about their everyday lives.





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## Capacity Building on Intellectual Property Rights (IPR) to Women Entrepreneurs in Tanzania

**Dr Eugina Joseph Kafanabo**, School of Education, University of Dar es Salaam  
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It has been observed in this study that most cases of these SME's are owned by women and it has grown so much in form of petty trading, micro, small and medium enterprises (MSME's). The researcher realized that women entrepreneurs operate within micro enterprises using very simple technologies; hence, they need to be supported technologically and also have knowledge on Intellectual Property Rights (IPR). Therefore, it was realized that capacity building on IPR was inevitable and the main objectives were to provide awareness to women entrepreneurs on small scale technologies available and awareness on IPR knowledge that can be of importance in their SME's. The last objective was to assess the current institutions in Tanzania responsible for the provision of IPR and their support to women entrepreneurs' and SME's. The methodology used was pre-visits and interviews of respective personnel in the institutions, documentary reviews and identify capacity building programs offered. The findings showed that there are responsible institutions and these are SIDO, VETA, BRELA, COSOTA and TWCC. Several women have been trained but not in IPR. Hence, one of the challenges, and it was recommended capacity building was important.

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## The Role of Technology Incubation Centres and Science and Technology Parks in Regional Development: Kurdistan, Iran

**Lamiah Hashemi**, University of Kurdistan  
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In this age of global knowledge economies which impacts society economically, socially and politically there is a need for replacing traditional, information-based teacher-directed rote learning with a new type of learning that emphasizes creating, applying, scrutinizing, and integrating knowledge and engaging in collaborative learning throughout the learning lifespan. Universities worldwide are facing increasing challenges in competing in the global-knowledge economy and are constantly revising and rethinking policies, strategies and practices to remain competitive and sustainable. One way of maintaining sustainability and being competitive is for universities to go beyond their traditional roles of teaching and research and implementing their third mission. The 'third mission' of universities has been defined as "the socio-economic and cultural interaction between the university and the environment, which aims to improve the community". Universities are, therefore, not only generating knowledge but "transforming it into economic value, productivity and competitiveness" (Grau, 2016) contributing to the development of their regions. A higher education institute's role in regional engagement and development could take various forms depending on its operational environments. Iranian higher educational institutes, under directives of the Ministry of Science, Research and Technology, have established Technology Incubation Centres (TICs) and Science and Technology Parks (STPs) with the main aim of increasing "the wealth of the community by promoting a culture of innovation and competitiveness of associated businesses and knowledge-based institutions" in line with third mission objectives of HEIs. To what extent higher educational institutes' TICs and STPs in Iran have

been successful in contributing to regional development requires extensive research and each case and or region must be evaluated individually. In this paper, the impact of technology incubation centres and the Science and Technology Park in Kurdistan Province will be evaluated within the contexts of the region's unique economic, social, political and environmental conditions affecting the degree to which they can be engaged in regional development.

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## Urban engagement and the role of Universities: An exploration of untapped potentials

**Kudzai Gotosa**, Lecturer and PhD Candidate, University of Zimbabwe

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This paper seeks to contribute on how universities can participate in sustainable development of the country through engagement with the local community. Drawing examples from the discipline of engineering, the paper demonstrates how universities have remained invisible and secluded from the wider community which has had detrimental effects to our country's progress. It also seeks to demonstrate how teaching methods and the overall curricular itself have stifled engagement with the clientele and manipulation of practical problems bedevilling our local community. Explanations are given on how this lack of harmonisation of the lecture room and the community has resulted in university products which are dysfunctional due to lack of creative and innovative skills. The paper thus makes proposals for the way forward which include change of the curriculum, exposure of students to the community, industry, prospective employers and sponsors, the need for conscious manipulation of mind-sets, change from heavy reliance on quantitative and experimental research to employment of qualitative research which allows for the tapping of indigenous knowledge systems inter alia.

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## Strengthening Urban Engagement by The University of Zimbabwe in Agri-Food Systems, Water, Environment and Health to Prevent Cholera

**Prof Fred Zindi**, University of Zimbabwe

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The recent cholera outbreak in Zimbabwe which hit Glen View in September and Mount Darwin in November 2018 due to deterioration in sanitary and health infrastructure as well as dire water supply impacted negatively on the lives and livelihood of ordinary people within the country. This research seeks to find ways in which Zimbabwean lives and African lives in general could be improved through the improvement of food systems, water supply systems, the environment and health systems in order to transform the livelihood of ordinary people. A sample of 200 unemployed participants from urban areas and 200 hundred from rural areas will be surveyed using a mixed methods approach to answer questions based on their living conditions and livelihood experiences. Data collection techniques such as interviews, focus group discussions, observations and questionnaires where necessary will be used to elicit information on the participants' particulars of household dwelling and conditions of living. This will be done through targeted qualitative and quantitative surveys. The research group will involve participants from

Faculties of Education, Agriculture, Science, Institute of Environmental Studies and College of Health Science who will visit various households in communities within Harare in order to find ways of improving their livelihoods. An analysis of the data collected to find out if there is an impact on the affected through the input of desired programmes will be conducted. Results of this survey will be used to monitor and inform policies aimed at combating poverty and social exclusion factors usually associated with cholera outbreaks throughout Zimbabwe. It is envisaged that a livelihood improvement programme involving clean water, good nutrition and a generally healthy environment will result through this research and the necessary recommendations will be made thereof.

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## **Institutional Arrangements, Interventions and their Implications on Urban and Peri-Urban Food Security**

**Michelle Chihambakwe<sup>1</sup>, Prof Paramu L Mafongoya<sup>1</sup>, Prof Obert Jiri<sup>2</sup>, Prof Prisca H Mugabe<sup>3</sup>, Dr Upenyu Mazarura<sup>2</sup>, Edmore Gasura<sup>2</sup> and Rose T. Masekesa<sup>2</sup>**

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The susceptibility of low-income urban households to food insecurity has been ascribed to urbanisation, deteriorating socio-economic conditions and stringent controls on food production. Yet, institutional arrangements governing urban and peri-urban agriculture remain, at best, ambivalent. The paper considers a critique of such predispositions. Using mixed methods, a cross-sectional survey (n = 400), focus group discussions and key informant interviews we aimed to establish whether systems and processes governing off-plot production in Harare reinforce or suppress the practice. Constraints faced by urban cultivators were gleaned out. To reinforce analyses, we employed Henri Lefebvre's Right to the City, which illuminates the political nature of space. A meta-inference of the findings shows that the informal economy, within which the practice is couched is a key livelihood system, yet by-laws, policies and official attitudes to food security retain a rural orientation. Secondly, incongruity between existing prohibitive by-laws and somewhat relaxed attitudes from municipal officials casts regulatory uncertainty on the practice. Notably, realising the right to food through urban and peri-urban agriculture is set against observing the technicalities of sustainability and aesthetic appeal. Relatedly, land scarcity was a key constraint for both urban cultivators and key informants, albeit at opposing rationales. Other pertinent constraints were lack of water, absence of extension services, lack of credit and pest management. Together, the analyses propose that efforts to addressing urban food security without appreciating the political economy are not meaningful. Reflecting on the production of space and institutional arrangements paves a pathway for the co-creation of sustainable solutions by all stakeholders and credibly addressing food insecurity. Institutions, such as universities, can play an important role in development of urban and peri-urban agriculture through research in production and marketing of appropriate agricultural inputs and practices.

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## Making University-Industry Partnership Sustainable: Are African Universities Truly Ready?

**Simon Peter Ngalomba**, School of Education, University of Dar es Salaam  
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**Joseph Oti Frimpong**, Dept of History and Political Science, Kwame Nkrumah University of Science and Technology

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University-industry partnership has aroused interest in scholarly debates due to its importance and impact on both sides of the partnership. This study, therefore, explore the current state of partnership between universities and industry in selected public universities in Tanzania and Ghana using a stakeholder model. Twelve University and industry leaders were interviewed. The study revealed that the university system obligated to serve the community as a way to help improve the livelihoods of the general populace while industry, mainly private business firms interested in keeping trade secrets to ensure their business survival and remain competitive in the market. These different approaches pose a greater challenge on effective partnership. It was further revealed that industry needs, are usually urgent and require prompt solutions. The delays from universities pushed the industry to seek solutions from international research establishments. This tendency has led to universities being isolated from the immediate needs of industry. The study concludes that there is a need to ensure mutual benefits of university-industry partnership by developing integrated mutual beneficial partnership.

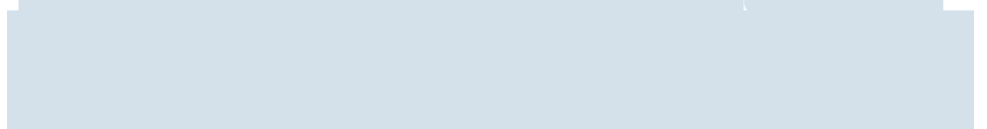
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## Assessment for Community Engagement Competences: Towards an effective practice-based interdisciplinary approach

**Fredreck Chinyemba**, Educational Assessment Research Manager, Zimbabwe School Examinations Council (ZIMSEC), and PhD Candidate, University of Zimbabwe  
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This paper examines the potential of embedding assessment for learning (AFL) to integrate community knowledge data being created, used and shared to help out the promise of expansion, growth and improved efficiency among universities work in practice-based interdisciplinary approach (PIA). PIA to community – based environmental research is becoming a key in seeking to find intersections between scientific environmental research and society's practice. Collaboration and communication, implementation and knowledge translational strategies including the difficulty of agreeing on many points to synthesize results, and inputs from the packages are challenges. The objective of this paper is to increase our understanding of how to integrate community knowledge of the different research bodies of expertise and from different institutions through AFL collaborative reflective practice with the research processes. The analysis of how to integrate community knowledge into how universities work regarding utility, acceptability, and researcher engagement and the wider community are at the core of this contribution.



## University Community Engagement for Child Sensitive Urban Development

**Prof Chipso Dyanda** and **Dr Joice Tafirenyika**, University of Zimbabwe

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Urban development should be child sensitive and universities are better positioned to engage policy makers and implementers on behalf of children. Specifically, this paper asserts that urban modernisation in developing countries focuses more on indirect benefits to children and families such as land use, infrastructure, distribution systems and transportation. The rationale for that focus is the quest to build competitive cities for the 21st century. Competitive cities require strong communities built on good welfare indices for children and families. It is, therefore imperative that children should be integrated into urban planning and development. Communities are not found in infrastructure, land use or distribution channels, but in children and families as the foundation for current and future societies. There is a possibility that the prevalence of poverty in cities emanates from urban development that excludes direct intervention to the situations of children as the future adult population for cities. Research evidence is abounding that investment in children builds strong communities and societies. Urban centres are zones for political power and contestations therefore, interventions require neutral community engagement agents such as universities for direct child-family sensitive policies in urban planning and development. Universities can play a unique role in urban development because they are reputable for being non-partisan and academically-oriented, unlike the power and political contestations common in other organisations.



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## DAY TWO Keynote Address

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### The role of Universities in promoting life-long learning in African cities

**Dr Yumiko Yokozeki**, Director, UNESCO-IICBA

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Africa has a young population and the appetite for learning is increasing. While the enrolment in tertiary education is still the lowest of all regions, sub-Saharan countries have immensely increased the number of universities and total enrolment in the last 30 years. The majority of the increase is in private universities and in urban areas. Young people working in urban areas seek to upgrade their academic credentials, and to update their knowledge and skills. Some urban universities have responded to these emerging needs by providing more flexible courses and classes. St. Mary's University in Addis Ababa is an interesting example. It started as a small English language school in 1991 and became a university in 1998, one of the first private universities in Ethiopia. It has evolved and grown since then. The university provides evening and weekend classes for those who want to pursue undergraduate and graduate courses as part-time students. African universities began, modelled on the elite education in Europe in order to provide highly qualified leaders. 21st century universities in Africa have an added responsibility to provide continuous professional and academic support to the larger population for economic and social development.

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## DAY TWO Presentations

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### Language Challenges in Disseminating Research Findings: A case of the University of Dar es Salaam

**Peji Lunyili**, University of Dar es Salaam

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This paper examines language challenges in the dissemination of research findings by universities in Tanzania. It shows that communities do not have access to research findings since such findings are disseminated in other languages while ignoring indigenous languages. Accordingly, this challenge weakens the relationship between communities and universities. The paper argues that indigenous languages are spoken by most people. For example, the number of Kisukuma speakers is estimated to be 5,195,504 in Tanzania; these would have benefitted from research if the findings were being disseminated in their language. The University of Dar es Salaam has a Languages of Tanzania (LOT) project and Taasisi ya Taaluma za Kiswahili (TATAKI) which deal with research in indigenous languages including Swahili. By doing so, people may have access to learn new knowledge and understanding in their languages. Therefore, there is a need for other universities to learn and establish a link with the University of Dar es Salaam as well as with other institutions in preserving community resources including languages.



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## Indigenous Knowledge Systems are Pivotal to the Integration of Community Knowledge in University Education

**Audrey Charamba**, Catholic University of Zimbabwe  
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This paper argues for a more holistic approach to community integrated learning, acknowledging universities as centres of knowledge generation which also nurture independent, confident leaders and civic actors. Through experience-sharing, it focuses on the importance of tapping into community-based knowledge, embedded in indigenous knowledge systems (IKS). It seeks to demonstrate the inherent value in the integration of such knowledge in university education as pivotal to ensuring institutions of higher learning produce graduates who are in touch with the needs and aspirations of communities, making theoretical frameworks relevant to community development. The paper advances the capturing of IKS among the elderly in the communities, sharing experiences on viable organic practices that have theories propounded on the communities' experiences. These include customs, practices and the use of traditional herbs which have been patented by researchers from developed countries at the expense of local communities. The paper therefore argues for the establishment of indigenous knowledge experts, to enrich academic learning with community practices. This is against the observation that most developing countries have over the years, thrown out indigenous knowledge in favour of theoretical concepts, despite the fact that most research has over centuries been hinged on IKS. Repackaging, patenting and development of theories by developed states have often left developing economies looking to the west for innovations, disregarding the inherent value presented by their own communities in which the academic institutions are domiciled. This paper therefore posits that universities need to look beyond the classroom and tap into IKS as a readily available key knowledge source.

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## Potential of the University of Zimbabwe and City of Harare Collaboratively Engaging in Productive Waste Management through Design and Technology

**Dr Peter Kwaira**, University of Zimbabwe  
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In 2016, this researcher was approached by administration, at a time when the University of Zimbabwe was grappling with numerous problems in the area of Waste Management. Garbage hips had become a common feature in various places. Bins were not protected against scavengers (dogs, cats and birds). The task was then to design a mechanism that would help to contain the situation. Observations showed all sorts of materials (glass, plastic, metal, paper, fabrics and wood) dumped in one place. Apart from protecting the bins against scavengers, it was therefore also necessary to sort all waste into various categories, thereby facilitating systematic collection. This would in turn help to recycle these materials into useful products. Having observed similar problems around various suburbs in Harare, regarding waste management, it is some of the ideas generated at the University of Zimbabwe that could profitably be shared with the City of Harare.

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## The engagement of universities in urban agriculture is not business as usual

**Prof Prisca Mugabe, Dr Emmanuel Nyahangare, Dr David Mbiriri, Sharai Ncube and Dr Venancio Imbayarwo Chikosi**, University of Zimbabwe

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Urban agriculture in Zimbabwe has become more than just about personal hobbies and households' desire to access freshly grown food products. Socio-economic trends in urban areas have made it increasingly important for many urban households to use their backyard and other spaces to produce crops and animals to significantly meet their food requirements as well as sell for incomes. These 'farmers' are unique in their resourcefulness in terms of accessing farming inputs, information and markets. The sector is also prime ground for fashionable food trends and changing wellness demands by urban societies. Farming extension services are usually not as traditionally structured as for rural communities but are influenced by input suppliers, peer knowledge systems and access to information technologies. In this paper we present the role and scope of universities in engaging these unique food producers as well as related stakeholders in urban food production systems.

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## The University's Spin-Off Companies as Accelerators in Economic Development: A Reflection on the Challenges and Obstacles

**Prof Nematollah Azizi, Dr Golafrooz Ramezani, Dr Parviz Kafcheh, and Dr Ali Amani**, University of Kurdistan

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As a phenomenological study, it aims to identify challenges and obstacles that prevent the effective activities of the university's spin-off companies and propose alternative strategies for the development of these companies. Participants included heads of scientific and research centres, heads of science and technology parks, COEs of spin-off companies, managers of growth centres, entrepreneurs, HE's policy makers and planners, universities' entrepreneurship centres, board of trustees of the Fund for the Support of Researchers and Technologists who were selected and interviewed purposefully. The data was collected, coded and analysed using in-depth interviews with 19 participants. Findings shows that two internal and external obstacles prevent the effective operation of spin-off companies which need to be tackled appropriately if it is expected that these companies play a critical role in the country's economic development.



## Emergence of red-light districts and survival in the Urban Periphery: Prostitution in the Urban Terrain of Harare, 2000 to 2019

**Dr Ushewedu Kufakurinani**, University of Zimbabwe

The study explores concepts of urban prostitutes, street prostitution, and appropriation of urban spaces by prostitutes, negotiation and contestation of spaces or streets for prostitution. The research contributes novel knowledge on the notion of urban prostitution as a concept that no longer carries much stigma or stereotyping as in the past and it particularly attempts to define prostitution spaces often referred to as 'red-light districts'. It asks- what similarities and differences exist between European and African 'red light districts' and unpacks the roots and meanings of this phrase which might mean different things to different people in different places. For example, are red light districts considered as 'strategic work places' by female prostitutes? What other perceptions exist of these spaces and why are these locations selected for prostitution? In answering these research questions, the planned research contributes new knowledge and understandings to the emergence of red-light districts specifically in residential areas, a new development with wider social and economic ramifications in urban neighbourhoods. Using the case of selected high-densities in Harare, the study probes why red-light districts appear to be largely concentrated in these spaces which include Mbare and Epworth. Post 2000 Harare is ideal to examine places for prostitution for a number of reasons not analysed in the extant prostitution literature. The deepening economic crisis after the volatile land reform programme has not been factored in exploring the development of red-light districts to trace connections and nuances in these variables. The tailspin in the Zimbabwean economy after 2000 produced other influences that are of keen interest in this research, i.e. low production, informality and runaway inflation beginning in the late 1990s and reaching a climax in 2008. Urban studies in Zimbabwe in general and urban prostituting places specifically are among the least researched topics and less understood issues in Zimbabwean histories yet they deserve much urgent scholarly attention.





The SUEUAA project addresses a core problem in emerging economies of strengthening the urban engagement role of universities, and ways they contribute to developing sustainable cities in the context of the major social, cultural, environmental and economic challenges facing the global south. It uses a set of well-proven benchmarking tools as its principal method, and seeks to strengthen the capacity of universities to contribute to city resilience towards natural and human-made disasters. Examples of urban engagement include supporting the development of physical infrastructure, ecological sustainability, and social inclusion (including of migrants).

It calls upon contributions from science and engineering, the arts, environmental sciences, social sciences and business studies. It assesses the extent to which universities in 6 countries (Iran, Iraq, the Philippines, South Africa, Tanzania and Zimbabwe) respond to demands of society, and how through dialogue with city stakeholders this can be enhanced and impact on policy; it uses a collaborative team from the UK and emerging economies.

## ACKNOWLEDGEMENTS

**We acknowledge the work of our research team:**

**University of Glasgow:** Prof Michael Osborne; Dr Muir Houston; Dr Lavinia Hirsu; Dr Neil Burnside; Dr Kasia Borkowska; Dr Jo Neary

**University of Zimbabwe:** Prof Charles Nherera

**University of Tanzania:** Dr Mpoki Mwaikokeysa; Mr Heriel Moshi

**University of Johannesburg:** Dr Marius Venter; Ms Nickey Janse Van Rensburg; Prof Elana Swanepoel

**University of Duhok:** Prof Kamal Ketuly; Dr Sizar Mohammad

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The SUEUAA project (Reference CI170271) is funded by the British Academy under the Cities and Infrastructure programme, which is part of the Global Challenges Research Fund, itself part of the UK's Official Development Assistance (ODA) commitment.