



ACADEMY REPORT

9th AfricaLics Ph.D. Academy

Theme: Innovation and Competence-Building Systems

Hosted by the University of Johannesburg, South Africa

4th -8th September 2023

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1. BACKGROUND

AfricaLics PhD Academies supports the training of African Doctoral students engaged in research in the field of ‘Innovation and Development’; a multidisciplinary social science research area that includes elements of innovation studies and development studies. This is an under-acknowledged field of study in much of Africa. The Academies provide a chance for PhD students to come together and support each other as well as receive training and stimulate their awareness of policy and management issues related to this field of research. The major goal is to ensure that young scholars are equipped with the requisite research, theoretical, and analytical capability to interrogate the African innovation landscape with the ultimate goal of being able to generate evidence-based insights for potential uptake by policymakers, private sector, and civil society actors, international development agencies and other stakeholders.

The 9th AfricaLics PhD Academy was held on 4th -8th September 2023 virtually in collaboration with the University of Johannesburg, South Africa. This edition of the Academy provided an opportunity for Ph.D. students enrolled at African universities who work in the field of innovation and development studies to gain more knowledge of this burgeoning field, meet leading academics in this field, and receive feedback on their Ph.D. studies.

1.1 History of Ph.D. Academies

The inaugural AfricaLics PhD Academy was held in Nairobi, Kenya, in December 2012, with participants of 30 students and 21 facilitators who primarily used the English language to deliver. Since then, AfricaLics has expanded its network and has received significant support, notably financial backing from the Swedish International Development Agency (Sida). To this end, the capacity and interdisciplinary nature of the academies have also seen growth. There have been eight other PhD Academies held as follows; Algeria, in

October 2013, Kenya in March 2015, Tunisia in March 2016, Nigeria in 2017, Morocco in 2018,

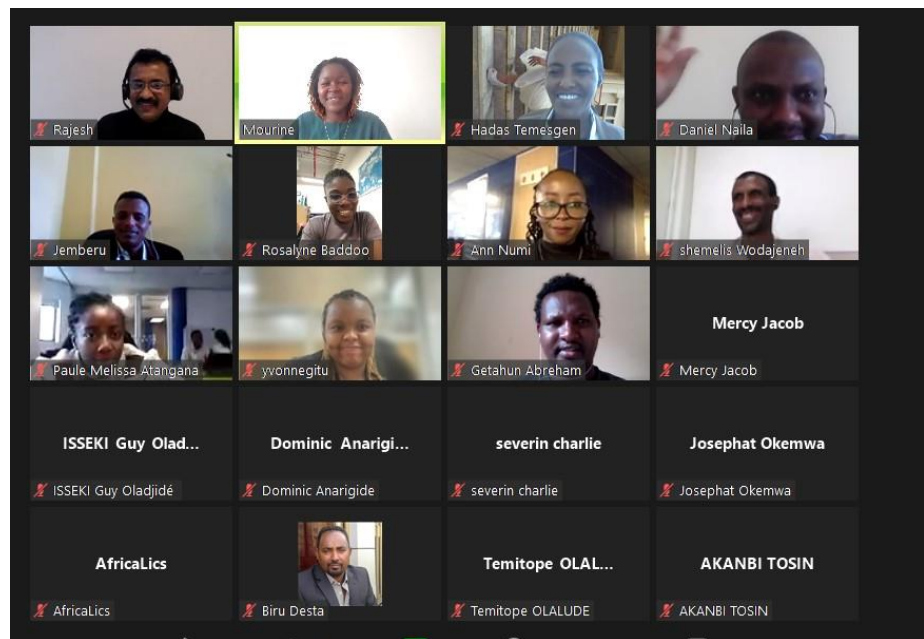


Figure 1: Screen picture of participants in the Zoom meeting attending the 9th PhD Academy

and Kenya in 2022. These events have trained about 200 students from across Africa and a few from other parts of the world too.

The PhD Academy is one of several activities undertaken by the AfricaLics Secretariat and the AfricaLics network to build research capacity in the region in innovation and development studies. The Academies are part of a larger research capacity building programme funded by Sida which includes provision of research funding support, the development of new curricula and teaching programmes in the subject area as well as networking and dissemination activities for researchers in the region through events and workshops.

The main objective of AfricaLics is to promote the development of research capacity in Africa with strong links to users – including policy makers and private sector – through research training and research project organized support. One long-term aim is to enable Africa to become more self-reliant in studying, monitoring, and evaluating its innovation activities and systems for the betterment of society. The work of AfricaLics intends to complement the research and capacity building activities of other players in innovation studies both in the academic and policy arena.

1.2 Location of the Seventh AfricaLics PhD Academy

The 9th AfricaLics PhD Academy took place virtually using Zoom. It was jointly organized by the University of Johannesburg, South Africa and with support from the AfricaLics Secretariat hosted at African Centre for Technology Studies (ACTS), Kenya. The financial support was provided by the University of Johannesburg, the AfricaLics network and Sida, through Sida Research Cooperation.

The local organizing committee at the University of Johannesburg was led by: Prof. Rebecca Hanlin, Professor of Innovation and Sustainable Development. The organization of the Academy at the AfricaLics Secretariat was coordinated by Ms. Mourine Chepkemoi.

2. HIGHLIGHTS OF THE ACADEMY

The 9th AfricaLics PhD Academy was a whole week event with 3 sessions in a day of 1.5 hours each. The Academy organizers invited frontier researchers in the field of innovation and development from around the world to provide lectures and mentor students. The Academy also provided opportunities for PhD students to share their work and learn new skills. Sessions were keenly designed to incorporate lectures from senior researchers, Keynotes from I&D Experts, students' presentations, group work and interactions between students, practitioners and policy makers on innovation and development issues.

The students were selected by the members of the AfricaLics Scientific Board (ASB) and Secretariat through an open call for applications and a review of applications. More highlights of these events are outlined below.

2.1 Call for Applications and Review process

A call for applications to the AfricaLics PhD Academy was advertised in February 2023 (see Appendix 1 for copy of the call for papers). A total of 45 applications were received and reviewed by a scientific review committee made up of members of the local organizing committee in UJ, South Africa, the AfricaLics Secretariat and the ASB. Each extended abstract was reviewed by two members of the committee and selected based on the scores received using the following criteria: relevance in terms of topic and content as well as quality, regional distribution, and gender consideration.

A total of 21 students were selected following a review of all extended abstracts received. 20 students were able to present their work at the academy and only one missed presenting due to unavoidable circumstance. The 21 students were from 7 countries: Ethiopia, Kenya, Cameroon, Ghana, Nigeria, South Africa, and Tanzania. Appendix 3 provides a list of the students who participated.

2.2. The Academy Programme

The one-week training programme was split into different sessions:

2.2.1 Opening Session

The opening session like any other AfricaLics events, holds a significant importance as a foundation for the event by providing context and setting expectations. The secretariat extended a warm welcome to all participants and facilitated introductions among the attendees. The introduction session was an instrument in clarifying the workshops overarching goals and creating an environment where participants could network and interact with one another freely. Moreover, the attendees were encouraged to actively participate by asking questions and engaging in discussions, reinforcing the workshops interactive and participatory nature.

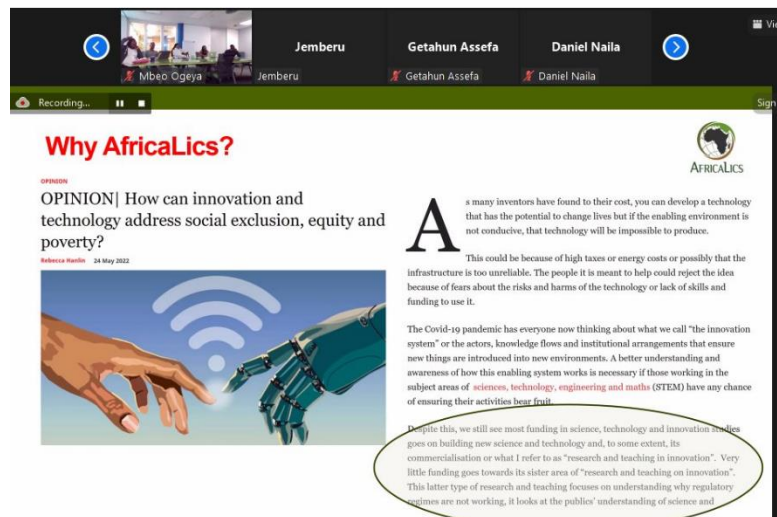


Figure 2: Screenshot of Prof. Rebecca Hanlin's presentation at the PhD Academy

In essence, the opening session played a pivotal role in establishing a positive and engaging atmosphere for the 9th PhD Academy.

2.2.2 Keynote Speeches

Dr. Bitrina Diyamett, the Executive Director, at Science, Technology and Innovation Policy Research Organization (STIPRO), Tanzania

The first keynote was delivered by Dr. Diyamett, focusing on the history of innovation studies from an African perspective. This session gave insights on understanding innovation and early academic work on Innovation, studies on association between innovation and development, studies on factors that facilitate innovation and innovation models/frameworks and mentioned the new and emerging innovation frameworks. She noted that innovation scholars, essentially, are the current policy advisors and were encouraged to critically think of aspects of the past innovation models. She noted in conclusion that Innovation studies will enable Africa to design appropriate innovation policies and push boundaries of knowledge on innovation.

Dr. Nicholas Odongo, Research fellow at African Centre for Technology Studies (ACTS)

The second keynote by Dr. Odongo, focused on environmental policy, innovation, and impact evaluation. His presentation key highlights:

Addressing the global challenge of climate change requires a multifaceted intervention strategy, with environmental policy playing a central role. Effective environmental policies require a combination of regulatory measures, incentives, and public awareness campaigns. setting and enforcing emission reduction targets for industries and promoting the transition to clean and renewable energy sources. A successful environmental policy framework should foster innovation and the development of sustainable technologies. This includes supporting research and development in green energy, enhancing energy efficiency, and promoting circular economies to minimize waste.

Financial incentives can encourage businesses and individuals to make environmentally responsible choices. Moreover, education and public engagement, raising awareness, fostering a sense of individual responsibility, and engaging policymakers can stimulate widespread participation in the fight against climate change. Ultimately, a robust and multifaceted environmental policy should be integrated into the broader sustainability agenda, with the ultimate aim of transitioning towards a more resilient, low-carbon, and environmentally responsible future.

Prof. Roberta Rabellotti, The University of Pavia, Italy

The third and closing keynote was delivered by Prof. Rabellotti, focusing on research that had been completed on the green windows of opportunities and the framework. Key highlights from her lecture were:

The developing nations are currently grappling with unparalleled convergence of food, energy, and financial crisis, compounded by geopolitical instabilities and environmental hazards, - all eroding the progress made over the years in pursuit of the sustainable development goals. Highlight here was that, unless developing nations promptly implement resolute measures, they risk missing out on the majority of the value generated within these thriving markets. The report assesses the potential national approaches and proposes a series of international

assistance measures to avert scenario. It also introduces a technology readiness index for cutting-edge innovations, offering guidance on specific steps countries can adopt to enhance their competitiveness in the race to embrace this wave of technological transformation. The full report can be accessed through the link: [CLICK HERE](#)

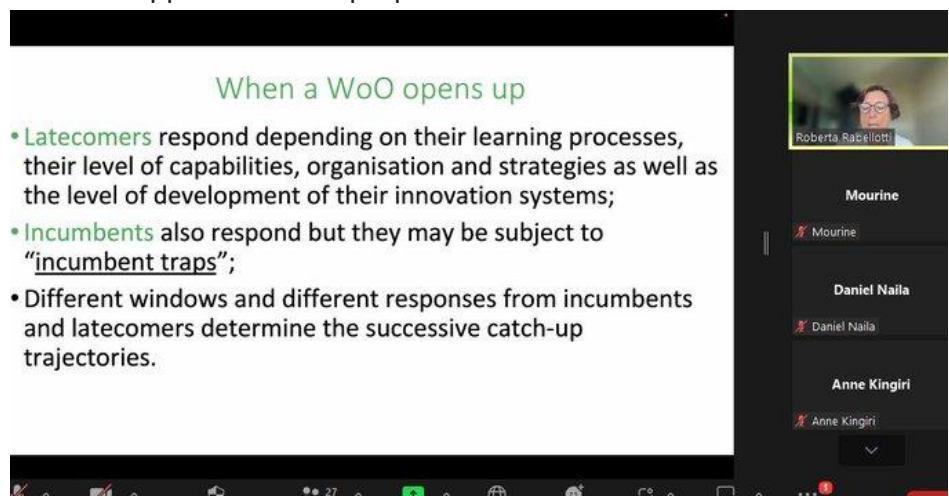


Figure 3: Picture of session taken during Prof. Roberta's keynote speech.

2.2.3 Papers Presentation Session

This session constituted the central segment of the academy, offering students with a platform to showcase their research work and receive feedback from colleagues and facilitators. The discussants were thoughtfully selected based on their experience and expertise from the thematic areas covered in the sessions. Many students took advantage of the opportunity to collaborate with facilitators outside of the formal sessions to gain comprehensive feedback on their papers. These sessions consisted of up to 3 student presentations. Each presentation was expected to be no more than 15 minutes. After the 3 students have presented, a discussant provided feedback on the papers for up to 15 minutes. The remaining 15 minutes were available for open question and answer from all participants.

2.2.4 Lectures

Dr. Lebogang Semanya, University of Johannesburg, South Africa

Dr. Semanya, gave the 1st lecture on Systematic literature review: Introduction to the approach.

This was a very interactive session which began with definitions and how this is a powerful method for synthesizing and analysing existing research in a structured and rigorous manner. The lecture comprised of: key principles, steps involved, formulation of the research questions, defining inclusion and

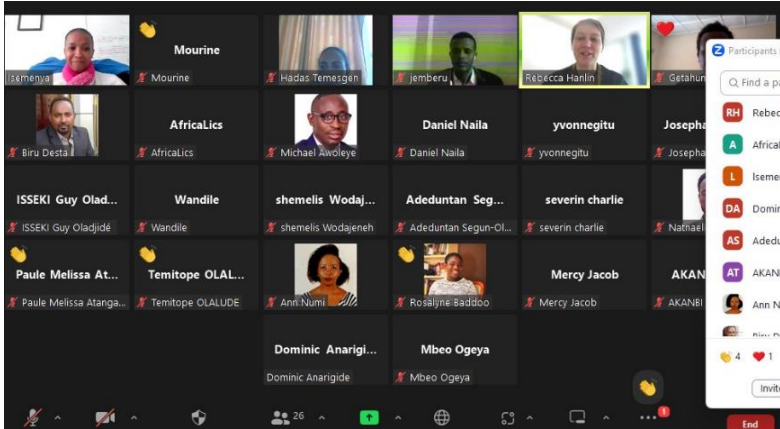


Figure 4: Taken during Dr. Lebogang Samanya's session

exclusion criteria, search and screening of the literature data extractions and quality assessment. By the end of the lecture, students had an understanding of the systemic literature review approach and hopefully well-equipped to embark on using this approach in their future projects.

Dr. Mike Awoleye, Obafemi Awolowo University, Nigeria

Dr. Awoleye, delivered the second lecture, Systematic literature review: technicalities. The focus was on the technical aspects of conducting a systematic literature review, the necessary tools, and methodologies to carry out this research approach successfully. More emphasis was placed on how to effectively formulate research questions to guide the review, as well as strategies for comprehensive database searching, managing references and gray literature, and learning how to design and execute search strings tailored to your research questions. The study selection, screening, and transparency process, as well as more insights into data extraction techniques, from designing data extraction forms to synthesizing results. The critical issue of assessing the quality of studies, tools and frameworks for evaluation were tackled and provided practical tips and best practices for managing systematic literature review project, ensuring that student is well-prepared to tackle the technical intricacies of the research approach.

Dr. David Walwyn, University of Pretoria

Dr. Walwyn, took the comprehensive journey into the deep dive of Systematic literature review in the third session. The data extraction, quality assessment and the various methods for synthesizing research findings from narrative synthesis to meta-analysis were captured. There was a general feeling of confidence and a better understanding of the systemic literature at the end of this session and meaningful body of knowledge for future use.

Prof. Mammo Muchie, South Africa

Prof. Muchie led the fourth lecture, focusing on Publication strategies for PhD students and explored in detailed the strategies tailor made for students seeking to maximize the impact of their research. In the early career publishing, selecting the right journal and understanding their target audience in order to craft compelling and well-structure article is important. Strategies for building a publication tract record, co-authorship and collaborations were discussed. This lecture quipped students with valuable insights and practical approaches to enhance their research visibility and contribute meaningfully to their academic field.

2.2.5 Closing Session

The 9th PhD Academy concluded on September 8th. Participants were encouraged to keep the networks and informed about the additional opportunities to engage with the Globelics and AfricaLics community. Unless they choose to opt-out, participants are automatically included in the PhD Academy alumni community. They were also invited to join the AfricaLics monthly webinar series and keep an eye out for upcoming Globelics and the AfricaLics conferences for further networking. The alumni coordinator extended a warm welcome to all and provided a link for the 9th PhD Academy group fostering ongoing participation. This closure of the event was marked by a sense of joy and enthusiasm among participants, who were eager to go and apply the lessons learned during the week to improve both their work and personal lives. The 9th PhD Academy concluded with two questions presented through the mentimeter platform, as depicted in the screenshots below.

What word best describes the AfricaLics PhD Academy experience?

26 Responses



What could we do better next time?

10 Responses



3. EVALUATION SURVEY

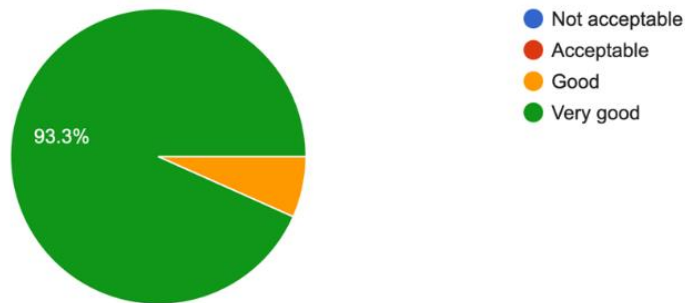
Results of the evaluation survey

The results of the evaluation survey indicate a high level of satisfaction among participants regarding the course and the broader program structure. The feedback from PhD students regarding the content of the lectures was predominantly positive. These findings underscore that the course and program have effectively met the expectations and needs of the participants, highlighting the quality of the educational experience and the relevance of the curriculum to the academic and professional development of the students.

Part one: Overall evaluation

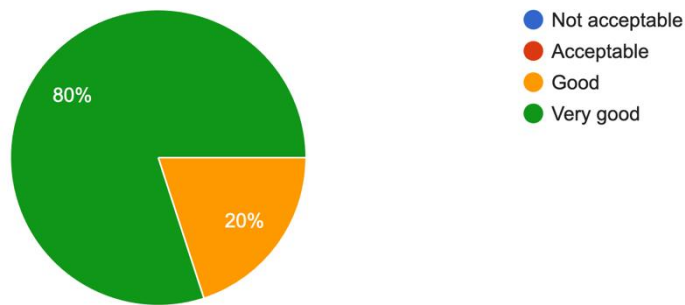
(a) The overall assessment of the Academy?

15 responses



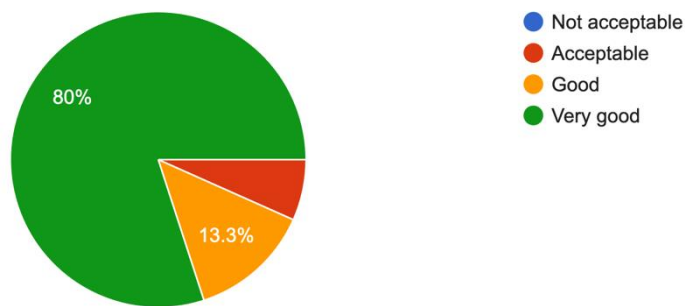
(b) The overall structure of the Academy program?

15 responses



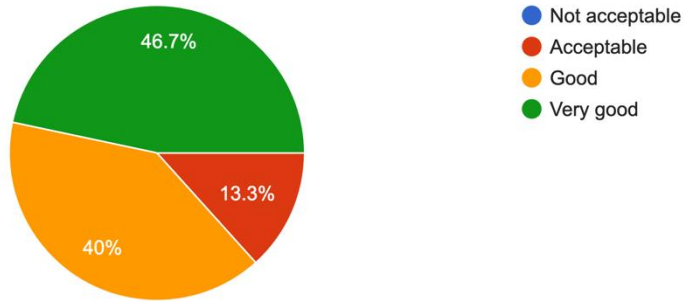
(c) General organization of the Academy?

15 responses



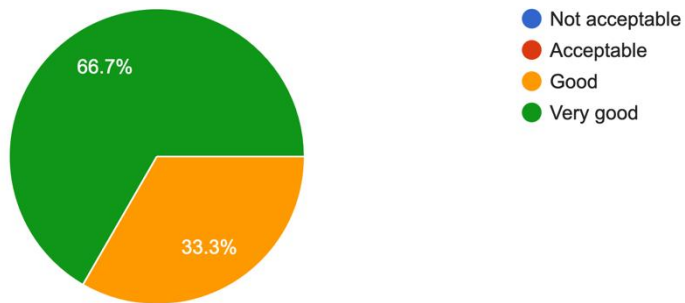
(d) Time allocated to paper presentations, discussion, and feedback from reviewers?

15 responses



(e) Relevance for the Academy topic areas to your PhD topic

15 responses



Any topic that you think was not given adequate attention or was not covered and should be included in future AfricaLics PhD Academy?

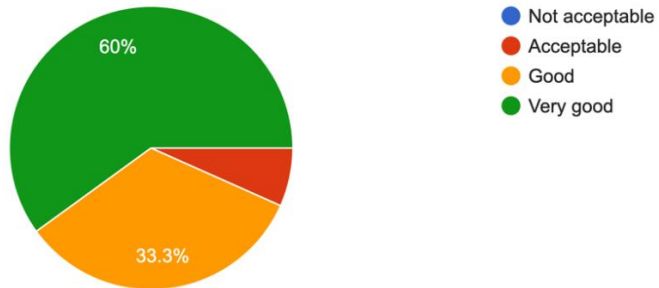
Responses:

- Workplace innovation.
- Entrepreneurship ecosystems.
- Modeling.
- Thematic analysis.
- Emerging technologies.
- Research methods and data analysis.
- Packaging results and discussion.
- Green Innovation.

Part Two: How do you rate?

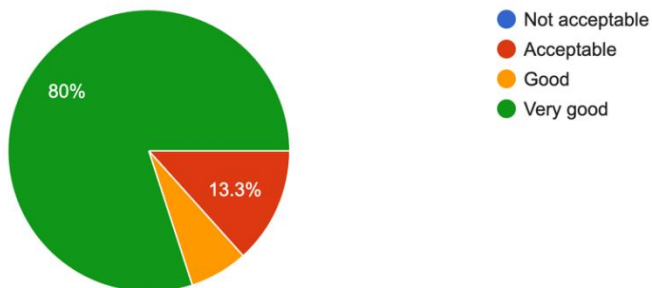
(a) Testing your research skills

15 responses



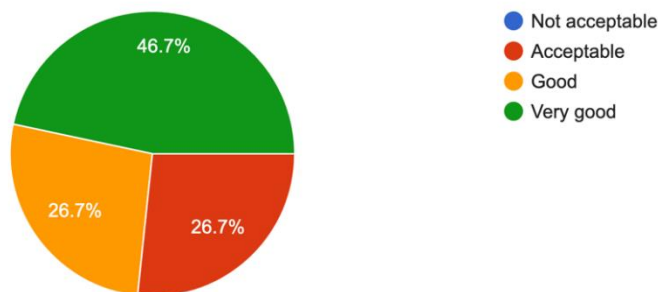
(b) Making you think differently

15 responses



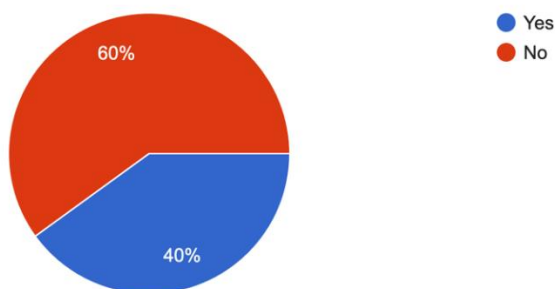
(c) Academy video conferencing platform (Zoom)?

15 responses



Have you ever attended any other AfricaLics organized event before

15 responses



Any other comments not discussed above that may improve the organization of future PhD Academies?

- Adequate time to for presentations.
- Mentorship and networking.
- Share academy materials in advance so that the students are well prepared to follow the courses.
- Forum discussion group.
- For learning session such as qualitative methods, should be given ample time and be more targeted. E.g., for systematic review, we could only focus on qualitative approach and have some hands-on exercises for mastery of the subject or to gain more value out of it.
- Organize physical PhD academies rather than online.

Appendix 1: Copy of the call for papers



SARCh
TRANSFORMATIVE
INNOVATION, 4IR
AND SUSTAINABLE
DEVELOPMENT



The AfricaLics network, hosted by the African Centre for Technology Studies, is an academic research and capacity building network that focuses on how innovation (the process through which new or improved products, processes, organizational forms, ways of working and acting are introduced into new environments) occurs and the relationship this has with economic and social development in African countries. Such research is becoming known as African ‘innovation and development studies’ because it is at the intersection of innovation studies and development studies.

The 9th AfricaLics PhD Academy provides an opportunity for PhD students enrolled at African universities who work in the field of innovation and development studies to gain more knowledge of this burgeoning field, meet leading academics in this field and receive feedback on their PhD studies.

The 9th AfricaLics PhD Academy will be held as an online event in collaboration with the University of Johannesburg, South Africa.

This is a call for students enrolled in a PhD at an African university who work in the field of innovation and development studies to apply to participate in this one-week online event.

Innovation and development studies

The AfricaLics network was established in 2012 in response to a growing recognition of the need for more support for academic ‘research on innovation’ relevant to African countries’ contextual environments. This expanding body of work by African scholars is critical to ensuring that ‘research in innovation’ (i.e., the research and development of specific inventions that can help solve practical problems), on which the majority of innovation policy and funding attention is focused, can be effectively supported. The concept of ‘research on innovation’ focuses on innovation processes, what fosters innovation, and what may aid in the acceptance and adoption of new solutions. It is particularly interested in determining the impact of innovation on African countries’ social and economic development. It addresses these issues in relation to innovation within households, firms, communities, and public organizations as well as by networks of collaborators. The focus of study can be sectoral, national, or broader (continental and global) production and innovation systems and processes. As a result, the work of scholars in the AfricaLics network is multidisciplinary, straddling the established academic fields of innovation studies and development studies.

This multidisciplinary field that includes researchers from various disciplines who frequently study innovation studies, the economics of innovation, innovation management, technology management,

science, and technology studies, and so on. However, members of the network come from a variety of disciplines, including engineering, economics, and political science.

Who is eligible to apply?

PhD students working in innovation and development studies and who are principally interested in how innovation relates to economic and social development in Africa are the main target group for the PhD Academy. The Academy will involve around 20-25 students from Africa and a handful of students from the rest of the world.

Specifically, PhD students who wish to participate will need to fulfill the following requirements:

- Be at least in the beginning of his/her second year at the time of the academy.
- Work explicitly on issues related to policy-oriented analysis of science, technology and innovation.
- Be able to present an original paper reflecting his/her research and/or thesis work that fits within the thematic areas of the Africalics network.

If you are in doubt as to whether you can apply, please contact us through the email address at the bottom of the call. We will have a limited number of places open to master's students. These selected students will be granted observer status i.e., can attend but will not present their work.

Master degree students who wish to participate will need to fulfil the following requirements:

- Be a registered master's student in an African university on a degree programme in the area of economics, business or management studies, sociology, or development studies or similar.
- Have a Masters project that will focus on an aspect of innovation studies (i.e., innovation management or innovation systems)

To improve diversity in the emerging academic community on innovation and development studies research in Africa, we encourage female scholars and those from low-income countries to apply.

Design of the Academy

The Academy will invite frontier researchers in the field of innovation and development from around the world to provide lectures and mentor students. The Academy also provides opportunities for PhD students to share their work and learn new skills. As such, the Academy is made up of the following activities:

- Lectures by senior researchers on areas ranging from research methodologies to the latest theories and empirical research in the fields of innovation, innovation management and science policy.
- Presentations by doctoral students of their work with feedback from the senior scholars facilitating at the event.
- Sessions focused on enabling interaction between students, practitioners and policy makers on innovation and development issues.
- Sessions that focus on key skills that students need to complete their PhD and become successful academic researchers such as publishing or project management skills.

The language of the Academy will predominantly be English.

How to apply

PhD students who apply must submit an extended abstract of their PhD thesis of not more than 5 pages. Masters' students who apply must submit an extended abstract of their Masters project of not more than 2 pages.

The abstract must be submitted *together with* the applicant's CV and a recommendation letter from the principal PhD/ Master's supervisor or a senior scholar who knows the applicant's work.

These three documents should be sent to the AfricaLics Secretariat (phd-academy@africalics.org) on or before 23:00 hours East Africa time on **Thursday 13th April 2023**.

Format of abstracts

Abstracts should be typed double-spaced in French or in English with font size 12. The abstract must include the following sections:

1. Background and literature review of theory to be used in addressing research questions.
2. The research objectives or research questions
3. Methodology including the data collection and analysis techniques to be used,
4. Expected contribution to academia and policy discussions.
5. References

Please also make it clear in your application if you are preparing a thesis by publication or manuscript/ monograph thesis.

Selection

All extended abstracts will be reviewed by at least two senior scholars from a review panel made up of members of the AfricaLics Scientific Board, AfricaLics Secretariat, and the host University.

Selection will be made based on academic quality of extended abstracts as well as on the basis of criteria aimed at promoting diversity (by location, gender etc.). Selection criteria for AfricaLics events are published on the AfricaLics website: <https://africalics.org/selection-criteria/>

Successful applicants will be notified by 21st April 2023 of their acceptance to the Academy.

Final paper upload and confirmation of attendance

All successful applicants will be expected to have confirmed their participation by 23:00 hours East Africa time on Friday 12th May 2023 or their place will be given to someone else.

We recommend that all applicants pencil in the dates of the event in their diaries as soon as they apply as there is very little time between notification of acceptance and the first week of the event.

All selected participants who confirm attendance will also be expected to upload a final FULL paper (details of this will be given in your acceptance letter) by 23:00 hours East Africa time on Friday 26th May 2023. The full paper should be a full project proposal (for master's students) or a chapter of your thesis that you would like to present and get feedback on during the Academy (for PhD students).

Organization and support

The 9th AfricaLics Ph.D. Academy is jointly organized by the University of Johannesburg with support from the AfricaLics Secretariat hosted at the African Centre for Technology Studies (ACTS), Kenya. The event is supported financially by the University of Johannesburg, the AfricaLics network and Sida through Sida Research.

The local organizing committee at the University of Johannesburg is led by: Prof. Rebecca Hanlin, Professor of Innovation and Sustainable Development. Organization of the Academy at the AfricaLics Secretariat is being managed by Ms. Mourine Chepkemoi.

Appendix 2: Event Programme



The 9th AfricaLics Ph.D. Academy on Innovation and Competence Building Systems will be held online and hosted by the University of Johannesburg, South Africa.

Online sessions will be 3 x 1.5-hour sessions a day for one week.

4 – 8 September 2023

Session timings

Sessions are held on Zoom and consist of 3 x 1.5-hour sessions a day at the following times:

SESSION TIMES IN DIFFERENT TIME ZONES ACROSS AFRICA

DAILY SESSION #	GMT (e.g., Ghana, Senegal)	GMT +1 (WAT) (e.g., Nigeria, Morocco)	GMT +2 (CAT) (e.g., South Africa, Zimbabwe, DRC)	GMT +3 (EAT) (e.g., Ethiopia, Tanzania)
1	08:30 – 10:00	09:30 – 11:00	10:30 – 12:00	11:30 – 13:00
2	11:00 – 12:30	12:00 – 13:30	13:00 – 14:30	14:00 – 15:30
3	13:30 – 15:00	14:30 – 16:00	15:30 – 17:00	16:30 – 18:00

Agenda and status of session set up.

	SESSION 1	SESSION 2	SESSION 3
MONDAY 04 SEPTEMBER Moderator: Rebecca H	<u>Group work:</u> Introductions and aims of the Academy. <i>Organiser: AfricaLics Secretariat</i>	<u>Keynote lecture:</u> The history of innovation studies from an African Perspective <i>Speaker: Dr. Bitrina Diyamett, ED-STIPRO, Tanzania.</i>	<u>Papers Presentation 1</u> <ul style="list-style-type: none"> Severin Charlie Dominic Atogumsekiya Anarigide Paule Melissa <i>Discussant: Dr. Diran Soumonni, Prof. Ogara</i>

TUESDAY 05 SEPTEMBER Moderator: Mourine C	<u>Papers Presentation 2</u> <ul style="list-style-type: none"> • Jemberu Tarekegn • Getahun Assefa • Ann Numi <i>Discussant: Dr. GK Rajesh</i>	<u>Papers Presentation 3</u> <ul style="list-style-type: none"> • Rosalyne Baddoo • Isseki Guy Oladjide • Mugri Ruth <i>Discussant: Prof. George Essegbey</i>	<u>Papers Presentation 4</u> <ul style="list-style-type: none"> • Natnael Salfore • Shemelis Nesibu • Hadas Temesgen <i>Discussant: Prof. Geci-Sabina</i>
WEDNESDAY 06 SEPTEMBER Moderator: Rebecca H	<u>Systematic literature review</u> Introduction to the approach: session 1 <i>Speaker: Dr. Lebogang Semanya, University of Johannesburg, South Africa</i>	<u>Systematic literature review</u> Introduction to the approach: session 2 <i>Speaker: Dr. Mike Awoleye, Obafemi Awolowo University, Nigeria</i>	<u>Systematic literature review</u> A deep dive into the approach: session 3 <i>Speaker: Dr. David Walwyn, University of Pretoria.</i>
THURSDAY 07 SEPTEMBER Moderator: Margrethe H	<u>Papers Presentation 5</u> <ul style="list-style-type: none"> • Kikelomo Kenny • Temitope Olalude • Segun-Olasanmi <i>Discussant: Prof. Oluseye Jegede & Caleb Olweny</i>	<u>Papers Presentation 6</u> <ul style="list-style-type: none"> • Jacob Mercy • Daniel Naila • Unathi Thango <i>Discussant: Dr. Caroline Mbaya</i>	<u>Keynote lecture:</u> <i>Speaker:</i> Theme:
FRIDAY 08 SEPTEMBER Moderator: Ann K	<u>Closing:</u> Closing keynote: Prof. Roberta Rabellotti The University of Pavia, Italy <i>Moderator: Prof. Kingiri</i>	<u>Papers Presentation 7</u> <ul style="list-style-type: none"> • Akanbi tosin • Mbeo Ogeya • Biru Desta <i>Discussant: Dr. Abiodun Egbetokun</i>	<u>Lecture:</u> Publication strategies for PhD students Prof. Mammo Muchie <u>Introduction to Alumni Association</u> Completion certificate awards

Appendix 3: List of the Speakers, facilitators, discussants, and students who participated.

No.	List of Speakers, facilitators, and discussants
	Speakers
1.	Dr. Bitrina Diyamett
2.	Dr. Lebogang Semanya
3.	Dr. Mike Awoleye
4.	Dr. David Walwyn
5.	Prof. Mammo Muchie
6.	Dr. Nicholas Odongo
7.	Prof. Roberta Rabellotti
	Discussants
8.	Prof. George Essegbey
9.	Prof Geci- Sabina

10.	Dr. Rajesh Gopalakrishnan Nair	
11.	Dr. Caroline Mbaya	
12.	Prof. Solomon Ogara	
13.	Dr. Abiodun Egbetokun	
14.	Dr. Diran Soumonni	
15.	Prof. Oluseye Jegede	
16.	Dr. Caleb Olweny Ochia	
Secretariat		
17.	Dr. Ann Kingiri	
18.	Prof. Rebecca Hanlin	
19.	Dr. Margrethe Holm Andersen	
20.	Mourine Chepkemoi	
21.	Moses Owidhi	
22.	Josephat Okemwa	
23.	Yvonne Gitu	
No	Students	Paper titles
24.	OUNGUEDOU MBOUSSI Severin Charlie	Effect Of Electronic Currency on Financial Inclusion: The Case of Mobile Money in Sub-Saharan Africa
25.	Paule Melissa Atangana Okali	Four essays on the macroeconomic effects of financial development on sources of innovation in Africa.
26.	Dominic A. Anarigide	Financial Innovation, Inequality and Poverty in Sub-Saharan Africa
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