

UGANDA MARTYRS UNIVERSITY



Entrepreneurship Education Policy

February 2025

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Definitions of key terms

Accelerator Programs - Programmes designed to fast-track the growth of start-ups by providing mentorship, funding, and other resources over a set period.

Business Incubators - Facilities or programs that provide students with space and resources to help them develop and grow their start-up businesses.

Entrepreneurship - The process of creating new businesses by identifying opportunities, taking risks, and creating value through developing innovative products, services, or processes.

Entrepreneurship Centers - Dedicated hubs within universities that offer support and resources for entrepreneurship education and business creation, including mentorship, training, and access to funding opportunities.

Entrepreneurship Education - Education aimed at fostering an entrepreneurial mindset by offering experiential learning opportunities around business opportunity identification, formulation, prototyping and business modelling among others in addition to teaching business skills across various disciplines, including 'hard sciences,' arts, social sciences, and humanities, to promote interdisciplinary learning and entrepreneurship skills.

Innovation - The creation of new products, services, or processes that bring value and address social or economic challenges, typically through entrepreneurial initiatives.

Intellectual Property (IP) Rights - Legal rights that grant student entrepreneurs, creators, the university or researchers' ownership over their creations or inventions, enabling them to benefit commercially from their innovations. Patents and/or copyright provide strong legal protection but trademarks and registration with commercial or professional bodies are important interim steps.

Interdisciplinary Collaboration - Collaboration across various academic disciplines to promote innovation, combining different skills and knowledge areas to enhance entrepreneurial activities.

Mentorship - Guidance provided by experienced professionals or business coaches to help students develop and grow their start-up ventures.

Pre-start-up Support - Services provided to students with an interest in entrepreneurship but without a concrete business idea. This includes guidance and mentoring to help them develop ideas.

Spin-off Companies - Businesses created from a university's research or innovations, where students or faculty commercialize technology or ideas developed within the university and their commercialization will create greater value as independent entities

Start-up Support - Services provided to students with advanced business ideas, including personalized technical support on areas like business plan creation, marketing, financial management, and legal training.

Abbreviations/Acronyms

DVC	Deputy Vice Chancellor
UMU	Uganda Martyrs University

1.0 Introduction

The development of this policy is in response to the emerging need for guidelines to enable Uganda Martyrs University (UMU) transition into an entrepreneurship oriented academic institution. UMU has embarked on the journey to mainstream entrepreneurship education in all its educational programs and at all levels (i.e. both undergraduate and graduate). There is therefore a need for a strategic framework that will provide guidelines that will among other things: support the integration of entrepreneurship in all programs; enhance interdisciplinary collaboration; support research in entrepreneurship and foster an environment for innovation and entrepreneurial competence development (both for staff, students, and other incubatees).

2.0 Purpose of the policy

To outline the university's strategic framework for fostering entrepreneurship among students and staff. It aims to provide a comprehensive set of guidelines, resources, and support systems to enable students, staff and university researchers to develop entrepreneurial skills, launch start-ups, and contribute to innovation and economic growth. By integrating entrepreneurship education into the university curriculum, research and offering targeted support for student-led businesses and research-based innovations, the policy seeks to empower, support and promote an

entrepreneurship culture within the university with a goal to mainstream entrepreneurship as a pathway to challenging and solving some of society's most pressing problems starting with unemployment.

The university recognizes that entrepreneurship is a powerful tool for economic and social transformation. By creating opportunities for students, staff and researchers to engage in entrepreneurial activities, the university can address critical challenges such as youth unemployment, lack of business opportunities, and slow economic growth. Furthermore, this policy supports the integration of entrepreneurship into various academic programs, which enhances the employability of graduates and fosters innovation within the community. By providing structured support through business incubation and acceleration services, mentorships and funding opportunities, the university ensures that students are equipped to turn their ideas into viable businesses contributing to the local and national economy.

Entrepreneurship is increasingly recognized as a critical skill for students to thrive in today's dynamic and rapidly changing global economy. With rising youth unemployment and economic challenges, especially in developing countries, there is a growing need for innovative business solutions, critical thinking and problem-solving skills. The university plays a pivotal role in shaping future entrepreneurs by equipping them with an entrepreneurial mindset and the knowledge, skills, and resources to start and sustain successful ventures. This policy is designed to address the gap between academic research and real-world innovation by fostering an entrepreneurial culture across all disciplines and supporting student and staff start-ups.

3.0 Rationale of the policy

UMU always seeks to provide solutions to society's most pressing challenges. The need for relevant entrepreneurial competencies cannot be overstated in current economic environment which is characterized with unprecedented youth unemployment, poverty and a rapidly evolving business environment. There is also an ever-increasing outcry from the public about the inability of academic institutions to address society's problems. There is a need therefore to develop critical entrepreneurial competencies that would enable university graduates to navigate this challenging economic environment and to provide sound solutions to the needs of society. This policy therefore seeks to guide the university to effectively support the development of such competencies.

4.0 Objectives of the policy

This policy seeks to develop an integrated set of guidelines that shall support the university to deliver entrepreneurial competencies required by the next generation of entrepreneurs.

The objectives of this policy include:

- i. To guide the university in ensuring the right content and training approaches are employed in entrepreneurship education.
- ii. To guide the university with regard to working with external actors such as other institutions, mentors, incubators, accelerators, investors and others to facilitate entrepreneurship training.
- iii. To guide the university in promoting an entrepreneurial culture on campus and encourage interdisciplinary collaboration.
- iv. To promote UMU as a recognized hub for entrepreneurship education and innovation.

5.0 Scope of the policy

This policy applies to all students enrolled, researchers and staff at the university, regardless of their field of study or academic level. It encompasses entrepreneurship education at the undergraduate, graduate, and post-graduate levels, and offers support to students at various stages of their entrepreneurial journey—from pre-start-up ideation to launching and scaling start-ups. The policy covers a range of initiatives, including courses, business incubators, start-up competitions, mentorship programs, and accelerator programmes. The scope also includes interdisciplinary collaboration, encouraging participation across different academic departments to foster a holistic entrepreneurial ecosystem.

6.0 Policy statement

Fostering student entrepreneurship may contribute to tackling youth unemployment, which has reached record levels in many countries across the world. Uganda, like most African countries, faces enormous challenges in creating and achieving sustainable economic and social development. Entrepreneurship brings a strong social and economic model that overcomes much of the previous decades where government and donors tried to address the growing challenges of a developing economy. Entrepreneurship focuses on creating businesses from new ideas, products, services and processes that can address both social and economic

problems through bringing the power of innovation and business acumen. Job creation, leadership and empowerment are at the heart of the enterprise model, a much-needed ingredient for the developing economies across the globe.

The major goal is to create a widespread entrepreneurial culture within the university which builds the skills and competencies needed to develop the next generation of Ugandan entrepreneurs. The policy shall focus on sustaining these enterprises, seeding the community and the country with entrepreneurs, thus gaining a valuable tool to address the myriad problems faced by the country. As the management guru Peter Drucker stated, “Behind every global social and environmental problem is a business opportunity in disguise.”

This policy promotes the introduction and integration of entrepreneurial knowledge and skills across all departments, programs and disciplines. The policy shall focus on creating a learning ecosystem that cultivates an entrepreneurial mindset, coupled with essential knowledge, skills and competencies. Such a learning environment is key to encouraging students, staff and researchers to start new businesses, and creates new energy in addressing the social and economic issues that can enable Uganda to compete in the global economy and meet the pressing needs of our society.

7.0 Guiding principles for implementing this policy

It is expected that this policy shall create an environment essential for developing entrepreneurial competencies and innovation. This environment will support entrepreneurship education for both undergraduate and postgraduate students and integration of entrepreneurship education in all university programs. Guided by this policy, the university shall support the mainstreaming of entrepreneurship in all university programs; create a climate for the effective delivery of entrepreneurship education and for innovation; equip facilitator with the requisite competencies for entrepreneurship education, give financial support for entrepreneurship programs; and protect intellectual property for the university, staff and students;

7.1 Mainstreaming Entrepreneurship Education

The University shall support the mainstreaming of entrepreneurship in the programs by;

- i. Providing guidelines for curricula reforms aimed at including more courses and programs on entrepreneurship, across all disciplines.

- ii. Enshrining entrepreneurship education at all levels (undergraduate, graduate and postgraduate)
- iii. Supporting the development of locally relevant course materials.
- iv. Providing learning resources (books, games, online tools);
- v. Promoting awareness through campus campaigns.
- vi. Establishing entrepreneurship centers at UTM's different campuses.
- vii. Supporting close collaboration of the university with industry actors.
- viii. Recruiting facilitators with business and industrial experience as facilitators/consultants on the entrepreneurship programs.
- ix. Providing incentives for professors to promote student entrepreneurship.
- x. Supporting the creation of cross discipline collaborations amongst students, professors and programs.
- xi. Facilitate cross disciplinary programmes (not just in business).
- xii. Promote the exploration and adoption of alternative learning models globally that enhances the creation of an effective and innovative entrepreneurship learning culture at the university.

7.2 Supporting staff competencies for entrepreneurship education

To enable staff, to obtain the requisite competencies for entrepreneurship education, the university shall:

- i. Support the creation of entrepreneurship chairs/professorships at the university.
- ii. Provide training and incentives for using interactive teaching methods (case studies, simulations, games, projects, laboratories, etc.) and experiential learning activities.
- iii. Create networks for the sharing and exchange of practices.
- iv. Facilitate and encourage private sector links with academia.
- v. Engage practitioners in the classroom.

7.3 Financial support

In promoting entrepreneurship education, the university shall support financially some activities that lead to the effective learning of entrepreneurship including:

- i. Curriculum development
- ii. Field visits by students
- iii. Training for university professors

- iv. Internships and apprenticeship programs with specific placements in start-ups
- v. Sourcing external funding partnerships
- vi. Encouraging partnerships and collaborations between existing programs and initiatives to better leverage resources.

7.4 Supporting students' learning process and innovation

The university shall offer a range of support services for students to better their learning experiences and provide them the opportunity to develop their ability to innovate through:

- i. Offering entrepreneurship courses and workshops to build foundational knowledge and skills; Supporting the development of business ideas or concepts that meets market needs; business plan competitions and pitch events to showcase student ventures and offer awards; Engaging guest speaker series featuring successful entrepreneurs and industry experts.
- ii. Providing business incubation services and spaces for students to collaborate in innovative projects; and creating placement opportunities for students with other business incubators, knowledge hubs, technology transfer offices, and science parks; providing mentors to students (e.g. support student-led business' through mentorship of large buyers); and supporting students get internship opportunities at startups and established companies to gain hands-on experience in entrepreneurship;
- iii. Facilitating access of student start-ups to networks of potential customers, partners and investors; Engaging partners in start-up and entrepreneurial research funding spaces; Informing students of available financial services for start-ups and Promoting participation in entrepreneurship events, competitions, and networking opportunities to gain exposure.
- iv. Conducting market research to validate the demand for their product or service; Encouraging university-based research commercialization and entrepreneurship centers at the different campuses to support student/staff-led innovations.
- v. Supporting students with viable start-up projects access funding and promote student-led employment.

7.5 Intellectual property protection

The university shall support students navigate the legal and regulatory terrain with the aim of;

- i. Making it easy for students to register their businesses and obtain trademarks
- ii. Allowing students to commercialize technology developed at the university
- iii. Defining nature and duration of spin-off company ties to the university.
- iv. Supporting university developed ventures towards obtaining ownership or control of their intellectual property. Refer to the Intellectual Property Policy for clearer understanding.

8.0 Legal framework and other complimentary policies

This policy works in sync with other university policies including;

- a) The Intellectual Property policy,
- b) Projects and Grants Policy
- c) Gender & Inclusivity Policy
- d) Experiential Learning Policy

The policy also works in line with National policies such as;

- a) National Youth Policy (2016),
- b) National Development Plan (2016),
- c) Youth Livelihood Program (Ministry of Gender, Labour and Social Development),
- d) The Micro, Small and Medium- Sized Enterprises (MSMEs) Policy (2015-2025)

9.0 Accounting Officer

The overall accounting office shall be the Deputy Vice Chancellor who shall have the following roles and responsibilities;

1. **Strategic Oversight:** The Deputy Vice Chancellor (DVC) shall act as the primary officer responsible for ensuring the university's entrepreneurship policy is implemented across all departments and programs. This DVC shall oversee the integration of entrepreneurial education, ensuring it aligns with the university's broader academic and institutional goals.
2. **Coordination Across Faculties:** As the policy impacts all programs, the DVC shall facilitate collaboration among deans and department heads across various faculties, ensuring that entrepreneurship education is embedded into diverse disciplines such as business, sciences, arts, and humanities.

3. **Policy Enforcement:** The DVC shall establish guidelines, timelines, and key performance indicators (KPIs) for departments to incorporate entrepreneurial elements into curricula. They shall ensure that all academic staff comply with the requirements, integrating entrepreneurship education into their teaching practices.
4. **Resource Allocation:** The DVC shall be responsible for allocating resources such as funding, mentorship programs, and access to incubators to support student ventures. This includes collaborating with external industry partners to secure additional support and funding.

10.0 Responsible University Officers.

i) Chair of the University Entrepreneurship Steering Committee

This individual shall chair a dedicated Entrepreneurship Steering Committee made up of representatives from all faculties. The committee shall serve as an advisory body to ensure the successful rollout and continuous improvement of the entrepreneurship programs.

Roles and responsibilities

1. **Monitoring and Evaluation:** The officer shall monitor the progress of the entrepreneurship policy's implementation and review its impact through regular reports, feedback from faculty and students, and evaluation metrics. Periodic evaluations shall help identify gaps and make necessary adjustments to the policy and its delivery.
2. **Entrepreneurship Centres:** The officer shall work closely with the Director of the University's Entrepreneurship Centre(s), ensuring that these centers serve as hubs for entrepreneurial activities, providing training, mentorship, and start-up support for students.
3. **Reporting and Accountability:** The Responsible Officer shall regularly report to the University Senate on the progress of implementation of the entrepreneurship policy. This reporting ensures accountability and alignment with the institution's mission to foster innovation and entrepreneurship among its students.

ii) Director of University Entrepreneurship Centre

The Director of a University's Entrepreneurship Centre typically oversees the strategic, operational, and programmatic aspects of the center.

Roles and responsibilities;

1. **Strategic Leadership:** Develop and implement the vision, mission, and long-term strategy of the center to foster entrepreneurship. Identify opportunities to enhance the entrepreneurial ecosystem within the university and the surrounding community. Establish partnerships with industry, investors, government agencies, and other universities to support entrepreneurship.
2. **Program Development and Management:** Design and oversee programs that support student and faculty entrepreneurship, such as incubators, accelerators, mentoring, and workshops. Ensure alignment of programs with the academic curriculum, research initiatives, and university goals. Monitor the impact and success of entrepreneurship initiatives and make data-driven adjustments to improve effectiveness.
3. **Financial Management and Fundraising:** Develop and manage the center's budget, ensuring financial sustainability. Seek funding through grants, sponsorships, and donations from corporate partners, government, and alumni. Oversee resource allocation to ensure program efficiency and alignment with strategic goals.
4. **Team Leadership and Development:** Lead, mentor, and manage the Entrepreneurship Centre team, including faculty, staff, and volunteers. Create opportunities for professional development for staff members and students involved in the center's programs.
5. **Student and Faculty Engagement:** Act as a mentor and advisor to students and faculty interested in entrepreneurship. Develop initiatives to engage students and faculty from diverse disciplines in entrepreneurship, including business plan competitions, hackathons, and innovation challenges. Facilitate the commercialization of university research through entrepreneurship support.
6. **External Partnerships and Community Engagement:** Build and maintain strong relationships with external stakeholders such as local businesses, startups, and government agencies. Serve as a representative of the university's entrepreneurship efforts in external forums, conferences, and media engagements. Foster connections between entrepreneurs and investors, accelerators, and incubators outside the university.

7. **Reporting and Accountability:** Report regularly to university leadership on the center's activities, financial status, and key achievements. Ensure compliance with university policies, accreditation standards, and legal requirements. Conduct regular reviews of the center's progress toward its goals and ensure continuous improvement.
8. **Innovation and Thought Leadership:** Promote innovation and creativity within the university by supporting interdisciplinary collaboration. Lead research efforts and thought leadership in entrepreneurship and innovation, publishing findings and sharing best practices. Keep the center updated with the latest trends in entrepreneurship, technology, and business development.

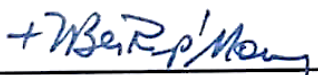
iii) Deans and Department Heads

While the Deputy Vice Chancellor oversees the broader strategy, Deans and Heads of Departments will be tasked with the day-to-day enforcement of policy implementation within their respective faculties, ensuring entrepreneurship is included in the curriculum and that students are engaged with the available resources.

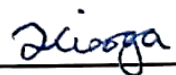
11.0 Review date

This policy was approved by the **101st University Council meeting** that sat on **8th February 2025**.

After every 5 years, this policy shall be reviewed in tandem with the University practice on review of policies. Once senate adopts the proposed amendments, they shall be sent to the University Council for approval.



Most Rev. Raphael p'Mony Wokorach, MCCJ
Chairperson, UMU Council



Rev. Dr. Josef Buchana Kisoga
Secretary, UMU Council