

**The Contribution of Higher Education to Socio-economic
Development of the Local Community: A Case Study of
Makerere University, Kampala.**

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Abstract

Education has become an indispensable tool for development. However, higher education institutions must change to reflect the complex interplay of society dynamics, to which they belong and which themselves are constantly changing. The university in the twenty first century is envisioned to be a well resourced university which has close ties with the community, and consequently be in position to resolve major societal challenges. This calls for full engagement of both the university and the community. Additionally, it is increasingly becoming common understanding, at least internationally, that the relevance of university education to the society requires to be enhanced through proactive partnerships and interactions than has been before.

This study considered the perceptions of both internal and external university actors on the Makerere university's socio-economic contribution to the community, specifically within which the university is located. A questionnaire sent through emails to respondents was used for data collection. Whereas questionnaires are quantitative data collection instruments, in this study they are applied in-so-far as distribution, how they were responded to and data collection are concerned. However, analysis, interpretation and presentation was qualitative in nature. The study chose Makerere university as a case given its history of its existence. In addition, the university is considered due to the importance the government attaches to it as a prime public institution and its focus on the needs of the society through teaching and research. Respondents in this study were chosen from four faculties that attract much funding for their projects related to community needs. The framework of analysis for this study attempted to explain the connection between university functions and the community, and how they contribute to the general wellbeing of the society through various university activities. Findings suggest that Makerere university is increasingly becoming relevant through its teaching and research functions, which work to form a 'third role' of the university - community service. This is reflected in the activities in which the university participates as it moves to create a university-community linkage. Consequent to the above is that its socio-economic contribution is dependent on how well its functions of teaching and research are effected to produce results in accordance with its stated mission and vision.

Keywords: socio-economic development; Makerere university; higher education; wellbeing; internal actors; external actors; public-private partnerships

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List of Abbreviations

CHE – Council on Higher Education

GDP – Gross Domestic Product

HIV/AIDS - human immunodeficiency virus/Acquired immune deficiency syndrome

MUPSF – Makerere University Private Sector Forum

MUSPH – Makerere University School of public Health

MUWRP – Makerere University Walter Reed Project

NGO – Non-Governmental Organisation

OECD – Organisation for Economic Co-operation and Development

PEAP – Poverty Eradication Action Plan

PPP – Purchasing Power Parity

SIDA – Swedish International Development Agency

Sida/SAREC – Swedish International Development Agency

SMEs – Small and Medium Enterprises

UBOS – Uganda Bureau of Statistics

UK – United Kingdom

UGT – Uganda Gatsby Trust

WCHE – World Conference on Higher Education

Chapter One: Introduction

This chapter briefly introduces the study and acquaints the reader with the objectives, rationale, and context in which the study has to be understood and appreciated. It also details the structure of this thesis at the end.

1.1 Introduction

Upon independence in the 1950s and 1960s in most Sub-Saharan countries, there were significant changes in the education systems from colonial focused training that had introduced Western systems of education to what was deemed locally relevant and met local needs. Banya and Elu (1997:155) state that circumstances under which higher education institutions were established forced standards to be equivalent to those of Western countries since institutions were perceived as extensions of European (or colonialist) educational establishments, in which Western curriculum was viewed as appropriate for Africans. Consequently, traditional African forms and systems of learning (Abdi, 2006) were replaced with European systems. This was because European systems were perceived to be devoted substantial economic and human resources that were fundamentally a vehicle for economic and political development. More still, African higher education recipients felt that a qualification similar to that of Europe was more prestigious than that founded on African educational tradition (Banya & Elu, 1997). It is worth noting too that despite decades after independence, there is still evidence of colonial legacy existent in these countries' higher education systems in terms of curriculum, academic programs and administrative culture.

Traditionally, universities were tasked with teaching and research which provided the professional training for high level jobs as well as an increased body of theoretical knowledge and its application to practical problems. Clark (1983) referred to these functions (teaching and research) as the main technologies through which knowledge is transmitted. He explains that "when academic personnel pore over, memorise, and critically review written and oral accounts handed down by generations.....they conserve and refine" (Clark, 1983:11). On the other hand transmission of knowledge is done through instruction to students, while when academics use what they "know in practical ways to help other parts of the society, they engage in direct application" (ibid: 12). Goddard, in addition (Goddard, 1997) adds that traditional universities satisfied the needs of national labour market and provided the capacity needed for research.

To further highlight the relevance of higher education in its locality the 1998 Declaration of the World Conference on Higher Education states that,

“The relevance of higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with problems of society and the world of work, basing long-term orientation on societal aims and needs, including respect for cultures and environmental protection” (WCHE, 1998).

Kiyohiko (2007) agrees with the above statement noting that it is common understanding that higher education institutions cannot be secluded from the society in which they are located. Ensuring the relevance of universities to society, their interaction, close dialogue and partnerships have now become essential and therefore have to relate with the communities in which they are located. Moreover, it is without question that knowledge is the material (Clark, 1983) and a dominant force (Kiyohiko, 2007) and plays a significant role in the current society as well as the capacity of higher education institutions to advance, create and disseminate it.

Higher education in Sub Saharan Africa has made significant strides with major expansion and remarkable growth, though it has been marked by crisis and significant challenges. For instance, Banya & Elu (1997:15) note that despite the massive investment in education, Africa remains in continuous crisis. They go further to argue that progress that had been made in the 1960s and 70s in higher education in Africa was eroded by worsening poverty as well as social and political turmoil. In Uganda in particular, educational structures were left to decay as many university employees fled the country during the dictatorial rule of the 70s and the civil wars until 1986. Teferra (2007:559) also explains that “the period after 1970 was characterized by inflation, economic collapse, civil strife, natural disaster and structural adjustment programmes which took their toll on the development of Africa’s social, economic and cultural institutions leading to the continent’s collapse under the heavy weight of complex problems”.

Further arguments to explain challenges faced by African universities in the 20th century have been advanced. Sawyer (2002, cited in Brock-Utne, 2003:25) for instance argues that underfunding of African Universities, along with market-driven globalization and the neo-liberal agenda of the last quarter of 20th century, seriously affected the independent and critical research capabilities of African universities. This was worsened by reduced

government support to universities, poor management, corruption and government interference into university affairs which created a 'state of crisis', hence making universities "a mere shadow of their earlier glory" CHE (2001). Consequently, some scholars have concluded that instead of higher education being the engine for socio-economic development, it is "actually propagating 'mal-development' as it suffers from a total disharmony between the curricula, production of graduates and current labor demands" (Xabier, 1999, cited in Ogom, 2009).

Nonetheless, political and economic instabilities did not completely deter university progress. Teferra (2007:557) for instance argues that "higher education in Sub-Saharan Africa has emerged from virtual nonexistence some four decades ago to an enterprise that enrolls several million students and recruits hundreds and thousands of faculty and staff respectively". Furthermore, the favourable post-conflict economic climate led to increased demand for higher education. In Uganda for instance, the post conflict government started with revival of key educational installations from primary education to university level, though, like Mamdani states "it was more an ad hoc response to a crisis situation than an outcome of a deliberate process" (Mamdani, 2007:2). Mamdani (2007:2) further argues that Makerere University for instance "hopped from one crisis intervention to another in order to survive the protracted nature of Uganda's political crisis". In light of the above crises, issues of the university's socio-economic contribution to the society may be raised. Therefore, opinions on how internal and external actors view the connection between the university and its community are important in providing questions raised. Questions on how teaching and research reflect the mission and vision of the university in terms of its development agenda and its consequent activities beyond its academic borders that contribute to the wellbeing of the society are of importance to this study. Specifically, there is need to investigate how internal and external actors perceive the socio-economic contribution of Makerere University to the local community.

1.2 Motivation and rationale for the study

Universities are a contributing factor to successful economies around the world especially in the United States and Europe, and more recently their importance is appreciated in developing countries. In a recent study of *The Role of Universities Today*, ICF (2008:1) argued that "existent empirical evidence continues to flow to support our understanding of the crucial and

growing roles that universities play in the economic vitality and competitiveness of their surrounding regions”. It further explains that business leaders also recognize the essential contributions that universities make in providing their companies and their regional economies with a competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical knowhow (ICF, 2008:2). Universities further contribute through yielding scientific knowledge, discovering breakthrough ideas, fostering innovations, laying ground for new companies and creating jobs and new streams of personal and corporate income. Perhaps, universities have been perceived as places for higher education and basic research – functions they have always served. However, beyond these functions are the university’s broader economic and social contributions to the surrounding community, driven towards attainment of quality of life of the people. If the above statements are to consider, then the university’s activities touch several aspects of our daily lives and ultimately contribute socially and economically to surrounding communities.

Quite often, higher education institutions boast of their importance to the development of their locality and answering the needs of the community and region through their mission statements. Often, mission statements of most higher education institutions highlight the contribution of their institutions to the wellbeing and progress of the community and beyond through teaching and research. For instance, Makerere University’s mission aims “To provide innovative teaching, learning, research and services responsive to National and Global needs¹.” This is related to its vision of “being the leading institution for academic excellence and innovations in Africa².” But how and whether this is achieved, and the need to understand these links with the local community is of interest in this study. More specifically, the study investigates perceptions of selected Makerere University actors (both internal and external) on how it (Makerere) contributes to the socio-economic development of the surrounding community.

1.3 Context of the study

1.3.1 Uganda’s higher education system: An overview

Located in East Africa, Uganda has a population of approximately 32 million people with GDP per capita income of about \$454 and the purchasing power parity (PPP) of \$1,146 (UBOS, 2009). The economy of the country is predominantly agrarian with more than 76% of

¹ www.mak.ac.ug accessed on 2nd April 2010.

² *ibid*

³ The National Development Plan (2010/11-2014/15) is a government-formulated plan that outlines a strategy for

the population depending on the agricultural sector for livelihood. The sector contributes only 14 percent of GDP, yet industry contributes 22 percent of GDP but employs 2 percent. The service sector contributes 52 percent of GDP but employs only 10 percent of Ugandans. Important to note is that over the last decade, growth in agriculture has averaged 1.1 percent yet population growth is 3.3 percent. This practically means that per capita income growth in agriculture over the last decade has been negative 2.2 (-2.2), which presents a crisis in terms of food security yet agriculture is the backbone of the economy.

Uganda's education system follows a 7-4-2-3+ model of education, with 7 years of primary education, 4 years of lower secondary, 2 years of upper secondary and 3 to 5 years of tertiary education. The higher education sector is composed of universities, national teachers colleges, technical colleges and other tertiary institutions. From one university in 1987, the country's higher education system has expanded to more than 29 public and private universities most of which are concentrated in the Central and Western parts of the country with very few in the Northern and Eastern – some of which are less than “glorified high schools” (Kasozi, 2005:3). The number of non tertiary institutions has risen from two in 1970 to one hundred thirty seven in 2006 to cater for an increasing number of students at that level. While the Ugandan university system is still small, it is growing very fast to respond to the growing demand. Student enrolments have substantially increased from 5,000 students in the 1970s to over 124,314 in 2005/2006 (Kasozi, 2006).

1.3.2 Overview of Makerere University

Makerere University, the oldest university in Uganda is located on Makerere hill, one of the hills that make Kampala city, just 5km to the north of the city center. It was established in 1922 as a technical school but later upgraded into a college that started offering courses in medical care, agriculture, veterinary sciences and teacher training. On July 1, 1970, Makerere University became an independent national university of the Republic of Uganda, offering undergraduate and postgraduate courses awarding its own qualifications. Today, the university has twenty two (22) academic units (10 faculties, 6 institutes, 5 schools and 1 college – until 1st July 2011) offering fulltime, part-time (evening) and external (distance) study programs to a student body of about 36,878 registered students (both undergraduates and post graduates). It has 44.3% female population and 10% of the students from over 10 countries, both from within and outside Africa. The university employs 2,890 staff (1,714 academic staff, 328 administrative staff and 848 support staff) with an annual budget of \$54

million. On the students' side, basic facts show that Makerere University has 36,878 registered students (34,968 undergraduates and 1,910 postgraduates).

In terms of academics and professional training, Makerere University is divided along a number of axes: a) undergraduate study; b) non degree professional studies; and c) post-graduate programmes. As far as undergraduate studies are concerned, the goal is to produce professionals both for academic and labour market careers. These include: 1) two year diplomas; and 2) the undergraduate degree which enables the graduate to exercise a liberal or scientific profession at the first level and is awarded a graduate certificate. The non degree professional studies (or continuing education programmes) are seen as an alternative for those who wish to improve specific skills but do not necessarily need a traditional degree and are awarded only certificates. On the other hand, post graduate work is divided into a) a diploma that covers a study period of one year and a post graduate diploma is awarded; b) a masters degree which covers a minimum of two years with a Masters degree award; c) a doctoral degree which covers 3-4 years. The above qualifications are evaluated based on course and research presented by the student to the academic committees in the university.

1.4 Research problem and questions

Following the above considerations, research questions are formulated with a focus on the problem below:

What is the perception of the university actors (internal and external) on the socio-economic contribution of Makerere University to its surrounding/local community?

With this problem above, the research was guided by the following questions;

1. What is the perception of internal university actors on the role of Makerere University to the socio-economic development of the surrounding community?
2. How do external actors perceive the socio-economic contribution of Makerere University to its surrounding community?
3. In what non academic activities are these perceptions reflected in the local communities in which the university participates?
4. What aspects of the university's contribution to the socio-economic development are seen as difficult or successful?

Chapter Two: Research Methodology

This chapter describes the study design, research strategy, methods used to collect data, reliability issues and limitations of the study.

2.1 Research strategy

In this study, a qualitative approach is employed and is appropriate for the study of the perception of a given group of interest. The use of qualitative strategy is based on its flexibility for the researcher to gather data that are used to examine how individuals interpret and experience their environments. Marshall and Rossman (1999) describe qualitative research as a general means from which to study social phenomena and the uniqueness of the approach helps in “uncovering the unexpected and exploring new avenues” (ibid: 38). In addition, though a number of studies have utilized quantitative methods, they have been criticized for inadequate literature, data and methodological loopholes that make it difficult to explain university influences on the society (Drucker and Goldstein, 2007; Bessette, 2003). Consequently, it seems qualitative information may seem ideal for such studies. Keane & Allison (1999 cited in Drucker and Goldstein, 2007) also combine structured interviews with university data to assess culture, university linkages and the extent of university ‘embeddedness’ within the region (Drucker & Goldstein, 2007:29). The qualitative method in this study also fits well with the design used, that is, a case study as further explained below.

2.2 Research design

Classification of research methodology takes a form of qualitative and quantitative methods which can be used together or separately for a specific study. This study applies a case study approach which provides an in-depth description of one specific case of a university (Makerere University) in analyzing the perceived contribution to socio-economic development and specifically its role in improving the quality of life (general wellbeing) in the community where the university is located (more specifically Kampala city). The selection of a single case study design is supported by Drucker and Goldstein (2007) who suggest that single-case studies generally provide the most complete picture of the activities of a particular university. In addition, the strength of a case study design, according to Yin (1984:20) is “its ability to deal with a full variety of evidence – documents, artifacts, interviews, and observations”. In this regard, this study approach employs varying data sources to increase its

reliability. Instruments such as questionnaires (using open ended questions), document reviews and observation are used to collect data. Additionally, Drucker and Goldstein (2007:28), state that a case study has the ability to collect “primary data on a variety of subjects”, including those not amenable to quantification.

2.3 Focus of the study

This study focuses on four faculties (technology, school of public health, agriculture and social sciences) that are deemed to have a direct impact on the society through service to the community. They are also considered due to the importance with which the government attaches to them as reflected in the increased funding (through public and donor funding) and their focus to the needs of the society. The role played by these faculties in supporting government initiatives and programmes as mentioned in the National Development Plan³ cannot be underestimated. Perhaps, it should be stated though that selection of these faculties was not specifically a reflection of disciplinary classification (as advanced by Becher, 1994) of study but the activities and focus in relation to their development aspect to the society. Notably however, these faculties belong to applied (Public Health, Agriculture and Technology) and both applied and pure (Social Sciences) disciplines as classified by Becher (1994). This is also supported by Clark (1983:29), who states that the academic activities belong to specific disciplinary clusters and are grouped by knowledge domain.

2.4 Data collection methods

Studying the perceptions on socio-economic development requires methods capable of revealing often complex and unpredictable community values. Since it is often difficult to assess every socio-economic aspect associated with a specific development, respondents were asked to refine the scope of their perceptions based on the most important social and economic priorities within the study area (see questions in appendix I). These perceptions were captured through a questionnaire specifically on key themes of the study – teaching and research. The questionnaires were sent through email with selected stakeholders in the community (external) and university (internal) to provide valuable information relevant to this study. What should be noted here though is that whereas questionnaires are quantitative data

³ The National Development Plan (2010/11-2014/15) is a government-formulated plan that outlines a strategy for the socio-economic transformation of Uganda to a modern and prosperous country from a peasant economy within 30 years. This plan replaces a more recently the Poverty Eradication Action Plan (PEAP) that seems to have been limited in scope and results.

collection instruments, in this study they are applied in-so-far as distribution, how they were responded to and data collection are concerned. However, collected data is analysed and presented qualitatively. Note should also be taken that disadvantages of this data collection method are fully considered as they limit face to face communication with respondents. Perhaps what needs to be noted here too is that initially, the proposed data collection method was by use of face to face interviews. However, the decision to use email in communicating with the subjects was a result of the following: a) the researcher was undertaking studies in United Kingdom (University of London) at the same time, b) during the period of data collection, the university was still closed for holidays and getting respondents was difficult. Consequently having failed to use face to face interviews, use of skype was the next option which unfortunately was also unsuccessful due to technical issues. This left the researcher with the option of using questionnaires for collecting data.

To achieve the objectives of this study, the following collection methods were used:

- Document analysis (extended literature review) from university policy documents, annual reports available from faculties of interest as well as National Council of Higher Education (NCHE), the university strategic plan (2008/09 – 2018/19), Makerere University alumni magazine and leading national newspapers, and other publications from partner organizations were used. These were employed to supplement and support data from the questionnaire. The advantage of using these documentary sources is their ability to widen data scope, concretize the understanding of theme of study. In the early stages of the study, the researcher visited libraries, sports facilities and read through documents available to get more information on who uses the facilities; the university sports office to ascertain information concerning sports and games in the university. This was done to get any extra information that would be used to verify what was actually collected through other sources.
- Primarily, data collected by use of open-ended questionnaires through e-mail with selected internal and external stakeholders was employed as a source of information. This method was intended to allow respondents to freely note down whatever is important to them, based on the theme of study, at their own pace hence increasing the understanding of the researcher.

Respondents in this study included academic/administrative staff, students, local/community leadership, NGOs and the business/industry community. Preliminary communication through

emails and telephone was made to create contact with intended respondents about the study underway using the researcher's contacts. This difference in communication was made with a consideration of respondent differences in mind.

2.5 Selection of respondents

Three respondents from each selected faculty were selected as subjects to this study and they included an administrator, academic/teaching staff and a student leader. Student leaders were selected for this study on the assumption that by their leadership positions, they are exposed to more information concerning their specific faculty undertakings in relation to the questions of interest to this study. Furthermore, one subject from each of the selected external actors (NGOs, Local government and industry/business) was chosen, bringing the total number of subjects to 15. These subjects were chosen on the premise that their academic and administrative positions (for internal actors) and university-external relationship (for external actors) would enable them to report on the issues of interest from an informed viewpoint. As Rubin and Rubin (2005:37) argue that "finding people who have had a particular experience or are a members of a specific group whose rules, traditions and values are in line with the theme of study" is the ultimate strategy when carrying out such studies. Other than internal respondents, external responses were important in the study to tally their information with that of internal actors especially information that may seem sensitive to the internal university respondents.

2.6 Ethical issues and challenges faced

Russell (2000:22) states that "the biggest problem in conduct of human behavior is not in selecting the right sample size or making the right measurement – it is doing those things ethically". Each respondent was contacted individually with a request to participate in the study with an explanation of the purpose of the study. In addition, subjects were given assurances of the confidentiality of the information they would provide to the researcher.

Challenges included failure to access documents especially annual reports and those detailing university-private business partnerships. In addition, available documents were insufficient in providing information on all university activities. This is because literature on university and community relationship (especially on the perception of stakeholders in local socio-economic development) and higher institutions in particular in Uganda is hardly available, coupled with difficulty in accessing some documents. However piecing together various information

sources as well as documents provided the crucial information needed for this study. Other than issues above, there was also resistance from some respondents who requested that the questionnaire be reduced to one page since ‘they were not sitting for an exam’, and this eliminated some important information, though some was got from other existent documentary sources. In addition, the failure to have interviews as initially planned probably affected the reliability of the collected data. On a whole, it could be asserted that these issues put together affected the final response rate with 87% returning the questionnaires (with local government respondent and the student in the faculty of agriculture not returning the questionnaires). Likewise, 73% respondents fully responded while the nongovernmental organization respondent only filled issues on teaching and research leaving non-academic activities section unanswered. On the same note, the technology student only responded to questions on teaching and research, leaving non academic activities, successes and difficulties unanswered. Consequently, there are no known reasons why the said respondents never completed their questionnaires but certainly it is true that their responses would have had an additional impact on this study. For instance, they would have provided more information that would have added to the study’s reliability. There were also delays in responses partly due to student and staff strikes at the university. However, after order was restored, requests for responses were intensified and the result was positive.

2.7 Data analysis

Data analysis involves transforming raw data into meaningful interpretations through use of clear ways that provide patterns and meanings within the data. Patton (1990:371) states that “it helps to reduce volumes of information, identify significant patterns, make sense of massive data and construct a framework for communicating the meaning of what data reveal”. The organization of data depended on concepts in the literature on teaching, research and how they influenced service to the community by the university through various activities.

This study took a framework of analysis that included scrutinizing and reducing each response from the questions covered under each theme to make meaning of the responses. In this data analysis, unique and common words were also of importance and related to meanings in statements made by respondents. In addition, a critical look at the responses was done by the researcher to determine any information that may have been left unmentioned, especially information which respondents assumed the researcher already knew – the researcher having attended and worked within the same university. A final presentation of results is made in

chapter four to highlight and enable the reader make a judgment on the study. This is supported by Patton (1990:375) who states that “the discipline and rigor of qualitative analysis depends on presenting solid descriptive data in such a way that others reading the results can understand and draw their own conclusions”.

2.8 Reliability and validity of the study

Reliability of the study results is summarized with the following considerations;

- a) To make collected data unbiased, the researcher depended on the data provided by the respondents. Having been through the same university, the experience enabled the researcher to apply critical analysis with processes and meanings from responses. Following critical ethical underpinnings, caution was taken not to be drawn into various responses in order to satisfy the requirements of this study, given that the researcher studied and worked at the same institution.
- b) Informants were internal and external stakeholders as defined in sub-section 3.1 of chapter three. They included academic, non-academic staff, students, business representative, local government and NGO representatives. Selection of respondents was dependent on their positions in their respective faculties and places of employment. Specific to this study was that data were collected from four faculties (within the university) whose reason for selection was noted in subsection 2.3. This means therefore that their responses are dependable for purposes of this study.
- c) While methods of collection have been mentioned earlier, it cannot be claimed that data collected are 100% perfect but given the focus of the study, it is believed that the methods achieved the stated objective. While the research may not prove whether questionnaires were actually filled by the respondents other than their assistants, the focus may be pointed to the relevance of these responses to the study. On the down side, as compared to other methods like face to face interviews, the questionnaire does not give a chance to the researcher to physically see the respondent’s facial expressions and reactions on (or about) some topics. This is because these interactions may show such things as stress or attitudes which may determine the ease (or complexity) with which the respondent answers the questions. It is important to note therefore that all these challenges faced perhaps affected the reliability of the study. That mentioned, responses were supplemented by other sources as mentioned in subsection 2.4 above which helped to eliminate information that was deemed

exaggerated. On the whole however, due to the need to generate an understanding on the perception of socio-economic contribution of the university, it can be stated that this study is credible.

Patton (2001) suggests that credibility of qualitative research depends on the ability and effort of the researcher and therefore any qualitative researcher ought to consider validity and reliability in the study design, analysis and judging of the study. He further states that although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. There are lots of arguments on the applicability of validity to qualitative studies. Though no study is assumed to be without weakness and limitations since there are no perfectly designed research projects. Marshall and Rossman (2006:42) state that “a discussion of the study’s limitations demonstrates that the researcher understands...that she will make no overweening claims about generalizability or conclusiveness about what she has learned.” Whereas the ability to generalize findings to wider groups is the most common test of validity in quantitative studies, Patton (2001) states generalizability as one of the criteria for quality case studies depending on the case selected and studied. However for this to be applicable in qualitative research, triangulation methods (which include combination of methods) are used. The results from this study, having used Makerere University as a case are context-bound and having applied different methods of data collection may provide an understanding to other universities. Though this study is qualitative, it may attract criticism from the quantitative leaning researchers who may look at it as non representative and this perhaps is its weakness. That said however, there is a potential for any research to make a reference to the results of this study in any subsequent studies. Additionally, to increase internal validity in this study, disciplined subjectivity was catered for. Prior potential biases before data collection were put into consideration and controlled, more specifically during data analysis. This was further done through a controlled feelings, hunches and insights into responses.

Chapter Three: Literature review

3.1 Concepts used in the study

In carrying out this study, the following concepts are in focus: socio-economic development, internal actors, external actors, poverty reduction, socio-economic contribution and wellbeing. ***Socio-economic development***: There is contention on the specific definition of the term socio-economic development. In trying to find a clear understanding of socio-economic concept, Huws (2002:1) explains that drawing clear boundaries between “social and economic aspects is difficult, if not impossible”. She nonetheless states that the word ‘society’ (hence the prefix ‘socio’) applies in its broadest sense to all human activity. Therefore, drawing up a definition should avoid extremes in both cases; not too narrow or too wide. Economic indicators of development look at variables which are associated with the country’s wealth, while according to Streeten and Javed (1978 cited in Tetty, 2005:53) “social aspect of development has to do with raising the standard of living of the population, especially the poor”. However, combining the two arguments above draws us into defining socio-economic development, according to Tetty (2005:53), as an increase in total wealth of a nation and at the same time, improving the quality of life of the people, especially the poor.

In the context of this study, ‘socio-economic’ aspect will focus on university engagement with the community in terms of the difficult-to-quantify aspects. The level to which the university seeks to transform community environments through collaborations with mainstream public or private services such as healthcare, social care, collaborative research (between university and private/public sectors) that benefits community (OECD, 2005) is of interest. To make it more relevant to this study, the concept of socio-economic development includes the general wellbeing and quality of life of the people within the community as perceived by internal and external actors in Makerere University.

Internal and external university actors: Borrowing from Clark’s definition of the concept *system*, he states that when used, “we construct boundaries, arbitrary definitions of relevant actors and structures that fashion insiders and outsiders” (Clark, 1983:4). Of interest here is ‘insiders and outsiders’ as related to internal and external university actors in this study. Clark gives an example of an economic system with “actors engaged in exchange of goods and services, together with the institutional forms they use, but such actors are outside the system

when they are otherwise occupied” (*ibid*:4). The definition of internal actors in this study is borrowed from Clark (1983) who states that the university as an individual institution is comprised of comprehensive grouping that brings together various specialists based on their disciplinary differences as well as differences in their disciplinary cultures. These include professors, administrators (non academic personnel) and students who, according to Clark are custodians of the institutions. External actors on the other hand refer to selected external stakeholders who have a direct or indirect influence on the running of the university or benefit from the university services. For this study they include industry or business, local government and nongovernmental organisations (NGOs) or civil society organisations.

Poverty reduction: The definition of poverty is as difficult as its measurement and as a result has been a source of controversy (Thorbecke, 2005). This is because understanding poverty is critical to political, policy and academics, yet means different things to different people or countries. In exploring the meaning of poverty, researchers accept that any definition of poverty has to be understood, at least in part, in relation to particular social, cultural and historical contexts. Thorbecke (2005:3) states that “most unsolved issues in poverty analysis are related directly or indirectly to the multi-dimensional nature and dynamics of poverty”.

According to Nolan and Whelan (1996:188), poverty is defined in terms of inability to participate in society due to lack of resources. Sen also provides a comprehensive version of the definition of poverty in the “capabilities and functions” theoretical framework (cited in Thorbecke, 2005:4). He states in the framework that what matters is the freedom to choose individual functionings. The above definitions of poverty are related to King and Palmer (2006b) who state that though there are various dimensions to poverty, the common meaning in political and development cooperation terms is income poverty. Though income is important (as a measure of wellbeing) it does not reflect key poverty aspects like life expectancy, literacy, provision of public goods, freedom or security. In this study, it is anticipated that the contribution of the university to the local community ensures a greater voice for the poor people, expands access to productive assets, social and economic opportunities that link poverty and socio-economic development of the area. Secondly, universities work with the government and other stakeholders, through their various faculties, at the policy and operational levels supporting national poverty eradication strategies which are based on local and national needs and priorities.

Wellbeing: Connected to the quality of life, the definition of the term wellbeing is ambiguous and has been used differently to mean different things. In trying to understand the discourse of the term wellbeing, one should understand how, for what purpose and the effects for which the term is used, though these differ according to the user. According to Ereat & Whiting (2008), wellbeing is constructed as an outcome of personal development. For the purpose of this study, wellbeing includes social, economic and cultural constructs with a collective agreement to ‘good life’ or an acceptable quality of life that covers income and other values of social and economic benefits. The importance of this concept in this study is pre-conceived from the assumption that improved socio-economic status of the people translates into wellbeing of the people, hence reduction in poverty in the area where the university is located.

Contribution of the university to socio-economic development: Regional development has often been thought of in economic terms only with a focus on technology-based development (OECD, 2007). However, a wider interpretation in terms of community engagement of universities can highlight important perceptions, attitudes and practices in relation to social and cultural aspects of development in the surrounding community. Through its basic functions of teaching and research, the university is challenged from various stakeholders (such as government, parents, NGOs, international players, students, to mention a few) to have its impact felt especially in trying to answer the needs of the society in which it is located, both economically and socially. Participation of universities in community activities at various levels is therefore a key aspect in understanding the socio-economic contribution of Makerere University to the surrounding community.

3.2 The contribution of university to socio-economic development

A question in higher education institutions’ expanding role today is;

“What is about higher education which keeps alive our optimism in its socially transformative power and provides the preconditions for any socially transformative project, yet which also pulls in the opposite direction-towards ethos of individual competition and the reproduction of a hierarchy of social advantage”? (Jonathan, cited in Walker, 2009).

In essence, the benefit of the university to its surrounding society is its ability to be linked to that society, being able to tackle the needs of the society with certainty and a flexible adjustment taking into consideration the changing needs of that society. This section looks at literature on functions of the university and how these functions contribute to socio-economic

development. Critical to this study is to analyze perceptions of actors (internal and external) and how these perceptions fit into activities that the university participates in to create a difference in the lives and general wellbeing of the people in the local community.

3.2.1 Socio-economic contribution of the teaching function.

There are differences between universities; those that are research oriented and those that are teaching oriented (Vyrostova and Knezova, 2007). Research-oriented universities contribute through conducting local, national and international research and therefore are able to contribute through research. They do this in cooperation with local businesses by creating spin-off companies. They further argue that universities that are less research oriented emphasise teaching and contribute more to the creation of human capital in the region, increased labour productivity through increased qualification, and life-long learning. CHE (2001:7) argues that “no country has succeeded in generating sustainable socio-economic development without long term investment in human resource development, of which it has been argued that higher education is central and crucial”. Carnoy (2006) further explains that possibilities of growth, both medium and long term depend on utilization for the organization and innovation required in today’s global economy. However, proponents of combined functions of teaching and research in universities do not agree with the above position. For instance, Castells (2009:3) states that currently these functions are “combined in different ways in the entire university system”. He goes on to say that not every university can be a research university, but has to have access to research centers that exist in the university system for specific purposes and may develop a small nucleus of research. In the same vein, most universities in Uganda serve both functions though not to the same level. However, based on the functions of the university contained under Section 24 of the *Universities and Other Tertiary Institutions Act*⁴, Ugandan universities should promote both training and research for transformation and industrialization of the country and can therefore be said to be both teaching and research institutions.

The contribution of the university to its local community is dependent on the nature of education that university offers. In this case, universities are established with various specializations of interest and these to some extent determine the relationship they have with

⁴ The University and Tertiary Institutions Act (2001) was a follow up of the 1992 Education White Paper that was a result of the 1989 Kajubi Commission which was meant to review education in Uganda and make relevant recommendations to the Government of Uganda on the relevance of higher education in accordance with national needs.

their communities. For instance the contribution of technical faculties differs from that of social or human oriented faculties. The underlying assumption, according to Vyrostova and Knezova (2007) is the difference in contribution between and within these types of universities as well as countries. In addition, within institutions are various disciplinary groups organized in form of knowledge that form the basic institutional units.

Further still, universities have a major role in producing a quality labour force which uses the acquired skills and expertise to work in high-tech industries. Castells supports the role the university plays in quality teaching. He explains the fact that in current economies and societies, the key quality of labor force depends on its education (Castells, 2009). He calls the training needed; “learning to learn” which is constant re-programmation of skills in a constantly changing economy, technology and social cultural environment (Castells, 2009:4). Therefore, graduates need skills and training that basically create what Castells terms ‘self programmable ability’ in order to change in many different occupations through their professional lives. This calls for training and continued education, as well as ‘upgrading of professional knowledge and skills’, creation of flexible opportunities for life-long learning for practical education, health, social services and other public sector personnel.

For the purpose of this study, the perceptions of internal and external actors in explaining the socio-economic contribution of Makerere University in terms of the teaching function rotate around the following activities, though not exclusive:

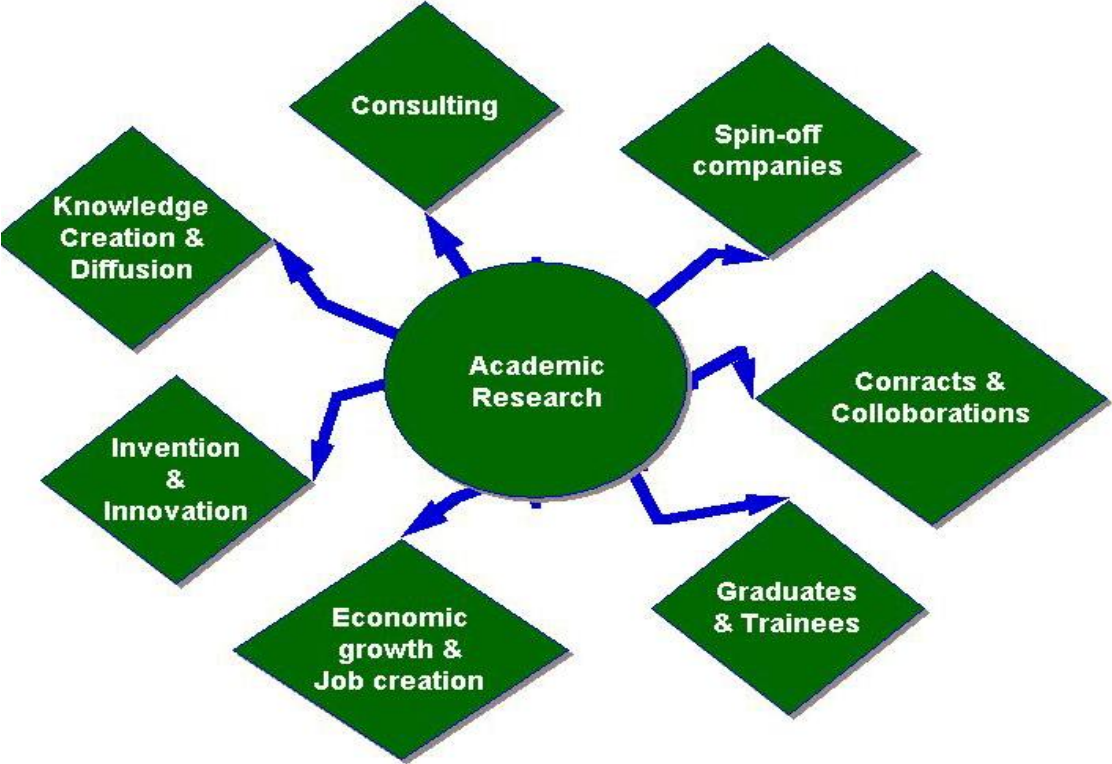
- Whether students are exposed through their course of their studies to the demands and needs of the society
- Adult and lifelong learning which helps to support the development of a regional culture of lifelong learning
- Joint educational activities with primary and secondary schools in the area or region
- Preparing graduates for employment and innovation/entrepreneurship

3.2.2 Socio-economic contribution of the research function

There is growing recognition of the important role of university research in local, regional and state economies. Current studies show that university research is one of the most important contributors to “economic growth, efficiency, and productivity, and to quality of life” (Lynch & Aydin, 2004:3). They further state that university research has been found to contribute to a wide range of qualitative evaluations of quality of life. Technological innovations and

individual graduate researchers rolled out to industries and other sectors are outputs from the university. Yet a considerable socio-economic and quality of life gains (e.g. health care, human services advances, etc) also stem from university labs and research centers (Lynch & Aydin, 2004). For instance, such things as the internet, vaccines, medical drugs, etc all originated through university research or external research collaborations between the universities and industries. Studies that have followed individual graduates of specific universities have found that research skills have led to economic and social innovations, some of them short and long term. Figure 3 (Center for Economic Forecasting and Analysis (CEFA) staff, cited in Lynch and Aydin, 2004) presents some products and activities borne by university research.

Figure 1: University research outcomes



Source: CEFA (in Lynch and Aydin 2004)

Research generated from universities is important in terms of the ideas that sprout within its environment. Being in a global economy, hence a global research system, the idea of a closed university may not be applicable. Knowledge creation has gone beyond being a preserve of universities to creating global networks in knowledge production, research and innovation. Figure 1 represents various products generated by research carried out in an academic setting.

These include: consulting which is a service to organizations and other bodies; knowledge creation and diffusion which is entrenched in the research carried out and disseminated from the university; invention and innovation which may be a result of the research carried out independently within the university or in collaboration with business and industry to create new products; graduates and trainees who take a leading role in creation of new products and provision of expert knowledge on entrepreneurship; economic growth and job creation through consumption and direct expenditure on research items or through graduate recruitment into research firms; contracts and collaborations between research departments and other organizations, government agencies, international organization, local communities etc which may lead to creation of spin-off companies which provide employment hence increasing economic growth and job creation. One important thing to note here however is that all these academic research outputs work with each other and therefore no specific output is regarded as independent from another.

In a nutshell, the colonial type of education has been associated with injustice, inequality and oppression (CHE, 2001: 5) and therefore to overcome this history, social and economic transformations must be on the forefront for African universities. Notwithstanding the above challenges, strategic research output around social and economic policy issues ensure effective delivery of services as well as innovation and new trajectories for development. Therefore, universities must play a pivotal role in the production of knowledge relevant to social needs, socially committed graduates, and service provision focused to pursuance of attainment of social equity, justice and adequate living standards of living for its people. Pivotal to the above is the fact that actors in the affairs of the university, and specifically those in this study were guided through the questionnaire on the pertinent issues that influence research activities for socio-economic development.

In the current world, Benneworth notes, research involves external stakeholders in creation of knowledge. In analyzing this study, the following research related activities which create a more meaningful relationship between the university and the surrounding community according to Benneworth (2009), are considered:

- The university and other organizations doing collaborative research to co-create knowledge that benefits the local community.
- Facilitating knowledge exploitation and transfer.
- Research centers, contracts and collaborations.

- Consultation on technology development for local workers, firms and companies
- Motivation for doing research in the university to accelerate research output.

3.2.3 Institutional values and norms and the new service function.

In trying to look into different perceptions of actors in socio-economic contribution of Makerere University, it is important to note that these internal and external actors have different views that may create obstacles. This is because their perceptions are partly influenced by existing institutional values and norms. Furthermore, “individuals do not operate in a vacuum – the values which motivate attitudes and outcomes are influenced by environmental contexts and by interactions with key individuals” (Bonous-Hammarth, 1997). In analyzing the socio-economic contribution of any institution, it is important to understand the relationship between the values and norms of that institution and the community in which it is located and how change takes place within that network. In order to answer the 4th research question, this section is important. Essentially, the new function of the university and the idea that the university must be relevant to the society is relatively new. This has created questions of whether the underlying institutional values and norms in form of the functions conflict (in any way) with values and norms related to the service function. The university’s decision to participate in non-academic activities with its surrounding community is evidence of the emerging institutional change though the change process is a complex one.

As suggested by several theorists (Clark, 1983), values and norms or forms of beliefs, are enduring characteristics of both people and organizations (Chatman, 1989). It is important to note that the institution’s affiliations and interests as well as the environment determine the values (McClelland, 1985; cited in Bonous-Hammarth, 1997). Additionally, these individual values and norms may be reinforced when shared among group members, and hence become part of the norms and value system of the institution and of subcultures within organization (Wiener, 1988). These values may be used as guidelines to achieve institutional priorities and goals, often stressing activities undertaken by groups within organizations. These values however are not without frictions that develop due to different priorities of various individuals within the institution. Some values which no longer support institutional priorities for instance, no longer represent the sentiments of organizational members. These in essence affect the way institutions carry out the daily business. Clark (1983) disintegrates the academic culture to create difference between self-defining ideas and beliefs generated within the academic system. He notes that “as ideas that steer academic people are identified, they

should be connected to their social foundations” (Clark, 1983:74). Clark further presents an analysis that is more relevant to this section in terms of beliefs within and outside the academic institution. He looks at a way “beliefs interpret outside trends and demands, and hence mediate between other parts of society and the higher education system itself” (Clark, 1983:75). Other than internal beliefs, it should be noted that other groups also press broad values upon the higher education system. These various pressures come from, as Clark states, “business executives, union leaders, church officials, minority representatives, journalists and other stray observers” (Clark, 1983:240). The above mentioned groups do not directly put pressure on the university but do it through the government, since the government still funds public universities. Therefore, this makes the government a crucial part of the environment in which higher education resides.

Therefore the argument that an organization does not exist in a vacuum but has to interact with its environment (Gornitzka, 1999) is not farfetched. Like North (1990) notes, institutional frameworks play an important role in shaping the skills and the kind of knowledge beneficial to the society. In his approach, he looks at the vitality of institutional frameworks which guide varying economic opportunities through knowledge and skill development. Consequently, “universities as organizations depend on their environment for resources, raw materials, personnel and other critical resources, and therefore their actions and choices are limited by various external pressures and demands; hence organizations must be responsive in order to survive” (Gornitzka, 1999:7). Following Olsen’s institutional perspective, universities are also entrenched in their communities in which they exist and therefore radical and rapid change may be difficult to effect (Olsen, 2005). The involvement of society in this argument is an important point for this study. Bleiklie et al (1995) also look at policy change and how policy processes attempt to affect values and beliefs about the nature of higher education and knowledge production and its role in society. It precisely brings out how universities as institutions change but they encounter a lot of pressure or even resistance since their operations go beyond their academic borders.

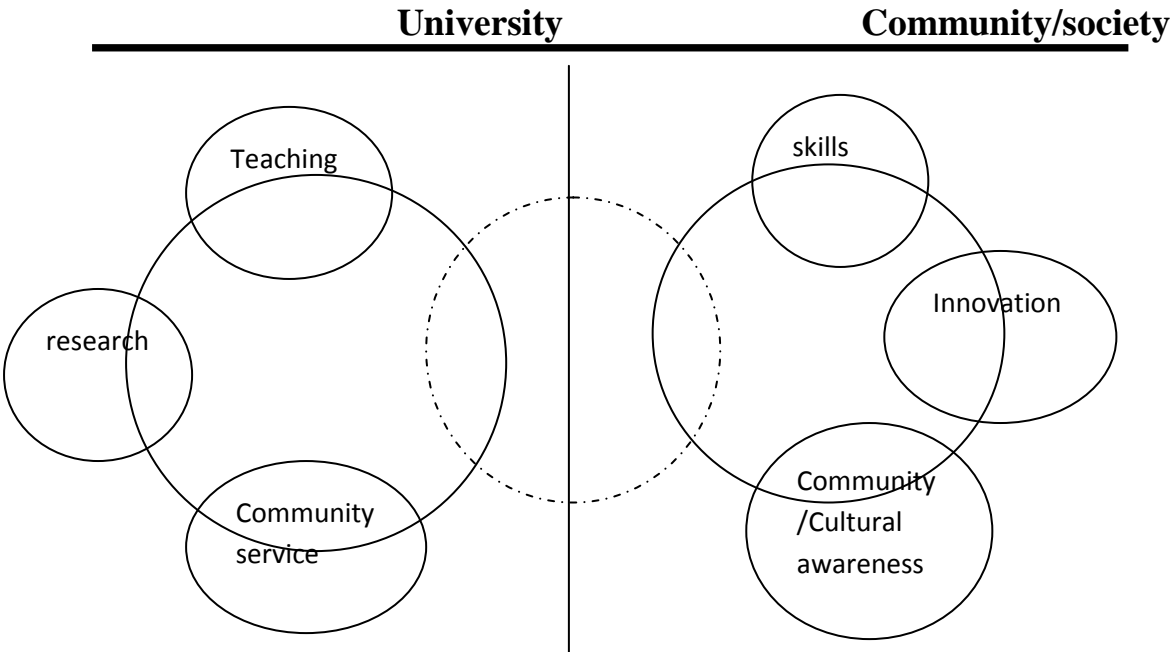
In respect of this study, institutions respond to changes following a set of rules, which shape behaviors of the local community. Although there is a requirement (as a set of rules) for a general understanding about issues and problems to be addressed, it is important to note that both internal resistance and external power can make the process of change difficult. Change in any organization is facilitated by agents who show commitment to openly and willingly

tolerate diverse views, abilities to conceptualise problems and issues beyond the available data, and abilities to take risks (Hamilton, 1988:55). From the perspective of organizational change, organizational culture which results with existent shared values among members of the group to support organizational priorities is very essential in the change process.

3.3 University-society relationship framework

In tackling the question of how the university contributes to the local community in terms of socio-economic development, this research utilized the university-society model as advanced by Goddard (1999). It shows a connection between different functions of the university and how they interact with various aspects in the society hence contributing to socio-economic development. Clark (1983:3) notes that “institutional capacity includes not only the power of groups within the system to shape their immediate work environment but also the power to affect the world”. Loosely stated, the work of the ‘insiders’, as Clark calls them, does not stop within the boundaries of the university but are experienced by the outsiders through, for this study, work within the communities locally, regionally and beyond. There is a widespread impression (Clark, 1983) that Universities exist in a network of other organizations, businesses, industry and the local community, and each plays a role in that network. This framework therefore connects university functions through its activities to the needs of the local community.

Figure 2: University-society relationship



Source: Goddard’s modified model (Kiraly, 2009)

Goddard's approach shows the traditional functions of the university (internal mechanisms) which are connected by their interplay within a higher education institution to produce skills, innovation and create a community culture (external processes) needed for local socio-economic development. At a local level, how the university links its internal roles such as teaching, research in form of community service to respond to the needs of the society is not a simple task. On the other hand the university is externally (within the community) faced with challenges on how to engage in various aspects of community development by contributing to skills enhancement, innovation and cultural/community awareness. The whole process of linkage between internal and external mechanisms is referred to, according to Goddard, as a *harmonizing process*.

Put more operationally, Kiraly (2009:4) explains that a successful university is just "more than the sum of its parts" and that is also reflected in a successful society that has similar dynamics "in which the university plays a key role". The two virtual circles (full circles-one which includes teaching, research and community service and the other which includes skills, innovation and community/cultural awareness) as explained by Kiraly represent the relationship between the university and the community (in this case) with a corresponding interface (dotted circle) showing the relationship between them. Any proper connection between roles within each virtual circle (for instance teaching, research and community service within the university circle; and skills, innovation and community/cultural aspect in the community circle) will enhance effective operation of interface connections between the university and community which increases benefit to both university and community. Consequently, an effective linkage between the university and the community enhances socio-economic advantages that if utilized contribute to the wellbeing and quality of life of the people.

3.3.1 Activities through which the university contributes to the society or community service

For Universities to engage in a meaningful dialogue with their stakeholders, they need to be embedded within effective partnerships. Goddard (1999:1) argues that "for many universities, regional engagement is becoming crucible within which an appropriate response to overall trends within higher education is being forged". He further notes that, "while universities have always contributed to the social and cultural development of the places in which they are located through a sense of civic responsibility, the emerging regional development agenda

requires regional engagement to be formally recognized as a ‘third role’ for universities not only sitting alongside but fully integrated with mainstream teaching and research”. The agreement reached at the World Conference on Higher Education held in 1998 clarifies this assertion by stating that:

“Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues” (WCHE, 1998).

From the statement above, Universities more than ever are including social service (or rather community service) in their missions and strategies through practical activities, that include; short training courses, consultation for local NGOs, open use of university facilities, capacity building courses for external workers, partnerships with primary and secondary schools, use of research results to benefit locals, technological advancement, to mention just a few; which are part of the traditional functions of teaching and research. The requirement for community engagement, as Goddard explains, “embraces many facets of the ‘responsive university’ which are being generated by evolving priorities within higher education system (Goddard, 1999:1).” Kiyohiko (2007) too notes that the service role of the university cannot be distinctive from the traditional functions but it needs to be emphasized through policy and other actions shown by academics. For the case of this study, activities in which Makerere University has engaged in are presented and used as realities on the ground in contributing to socio-economic development of the local community.

Like any other organization, universities need inputs for their operation, yet these inputs translate into university expenditures. This means that the existence of a university in its locality boosts more expenditure, resulting into direct and indirect effects on employment and general development in the region or locality where the university is situated. However, long term effects go beyond university expenditure and are determined by outputs classified into education, research and other services (also to mean community services in this study). University outputs reflected in Table 1 may include human capital formation, knowledge production, public lectures, expert advice and consultancy to the surrounding communities, industry and businesses. There is a further drive for universities (in some cases working together with other stakeholders such as industry and business representatives) to design courses and programmes that focus on the needs of the firms and the general society. These translate into new products for firms and a likely increase in ‘spillovers’ in terms of

employment for graduates, innovation and therefore improves the general quality of life of the people. In addition to this, the existence of a university gives an incentive for firms and other small scale businesses to increase their operations in the area and as a result enhance cultural and economic attractiveness for more businesses and skilled workers to be established in the area. Finally, the network of the university and other organizations in its locality plays an important role in contributing to social and cultural development through provision of other services such as sports facilities, library services, health services, to mention just a few. Vyrostova and Knezova (2007:1136) classified the outputs as follows.

Table 1: Classification of university outputs

Teaching	Research	Other outputs and services
<ul style="list-style-type: none"> • Graduates • PhD students • Courses-number of courses, course hours • Courses for business • Courses for other institutions, e.g. public administration • Life-long learning • Public lectures 	<ul style="list-style-type: none"> • Scientific graduates (associate professors, professors) • Scientific results (scientific publications, patents, innovations, technology development) • Scientific projects • Research (scientific) parks • Research cooperation with government institutions or industry 	<ul style="list-style-type: none"> • Access to university Libraries • Provision of medical services • Sports facilities • Political and democratic debates • Food facilities • Other facilities (e.g. culture) • Expert advice and consulting • Alumni relationships • Business incubators • Capital investments • Support to non-profit organizations • Expert analyses • Spin-off companies.

Source: Vyrostova and Knezova (2007)

In the above classification, long term effects represent both economic effects-through increased productivity and wages due to their higher qualification, creation and transfer of knowledge, new business start-ups, increased supply of qualified workforce and hence quality of life. In addition, social effects are represented by the university’s participation in community support work, sports, cultural, political and democratic debates, and other association activities. Tables 1 and 2 show a breakdown of social and economic contributions by the university through its teaching and research functions. Table 1 shows the classification of a university’s outputs, while Table 2 breaks down and establishes the socio-economic

contributions from the short and long term perspectives. In addition, Table 2 is also important in informing the formulation of the interview questions as well as laying the ground for analysis of this study.

Table 2: Social and economic contributions of the university

	Economic contributions	Social contributions
Short-term contributions	<ul style="list-style-type: none"> - Direct university expenditures in form of taxes, salaries to teachers, other workers, equipment and other services, (backward linkages of the university with the local economy) 	<ul style="list-style-type: none"> - Recreation facilitation - Accessibility to university facilities - Offering creative skills to the community - Provision of medical services to improve people’s health - Delivery of public health initiatives - Lectures on domestic violence, refugee issues and other key issues that affect development - Student participation in community activities - Student volunteers
Long term contributions	<ul style="list-style-type: none"> - Human capital in form of trained graduates that are employable after their studies and earn better wages that if spent in the local areas can benefit the wider society. - Paying of taxes - Production and transfer of knowledge that is used for innovation - Expert advice to local development agencies and institutions - Customisation of courses for firms located in the region - New business start-ups - Increased supply of qualified workforce and quality of life. - Capital investments by the university 	<ul style="list-style-type: none"> - Cultural and economic attractiveness of the local area - Creation of regional developmental networks (international academic network and coordination with government department/agency and funders) - Alumni relationships - Proposals for regional problems - Support to non-profit organisations - Research cooperation and collaborations with government or private institutions. - Teacher training and re-skilling teaching to accommodate changing needs - Community contribution through ICTs for learning - Delivery of public health initiatives

Source: Author

To operationalise concepts in this study, Table 2 creates an understanding of the socio-economic aspects by regrouping social and economic contributions into two perspectives using Benneworth (2009) classification; a) short term contributions of the university are those that happen outside the classroom to serve the society in different capacities – in a way that is meant to constantly enrich the surrounding community. This is by educating people employed in firms and communities directly-through trainings and capacity building programs offered at

the university. b) long term effects represent socio-economic effects of increased productivity, wages of workforce due to higher qualification and transfer of knowledge, business start-ups, as well as increased quality of life. This is by creating professionals with skills to work better with firms and organizations or by contributing to a culture celebrating life-long learning. However, note should be taken that classifying socio-economic contributions into independent social and economic aspects may be difficult. In an ideal situation, these two concepts are looked at as one concept

There are further arguments that the role of university has expanded with a new function in the current context, such as the “production and consolidation of values e.g. ethical values, personal values and the formation of flexible personalities” (Castells, 2009:4). Castells explains that the ever changing world needs to be looked at differently while developing pedagogic models that provide capacity for people to reorganize their lives in the transformation of their living environment. Therefore, students need to be trained to have a few but solid values relevant to their lives after school. However, like Castells notes, training of solid values – which is a fundamental function of the university – is usually neglected though some universities are “starting to think about it particularly in the business schools” that have realized the importance of ethics in business. But it is important to note that whereas it may not be unproblematic for universities to participate actively in the local development process in developing countries, it may not be the task of universities to decide on the values and goals-since there is always political influence (as is highlighted in sub section 3.6).

In this light, Levine (2000 cited in Badat, 2009) asks the question of the role of higher education in society and says that this question should not be abstracted from the ‘fundamental question’-“what is the purpose of higher education?” Badat (2009:3) takes this further to say that “the role that institutions or individuals play in society are shaped by the purposes and goals that they have defined for themselves and/or that have come to be defined for them by society”. In this vein, universities like governments and citizens should actively interact with the dynamic and changing societies to search for answers and challenges they face especially in trying to provide answers to the “fundamental question”-“what is the purpose of higher education?” Bok (1982) provides a way in which universities can influence society. He states that universities can profoundly influence society “either by making discoveries that others could apply to practical uses or by assembling a young elite and helping them to acquire informed and inquiring minds” (Bok, 1982:62). There is increased

realization of the linkage between universities and societies, and therefore confrontation of the realities of today and the national development needs. Through higher education, there is always a silent message of change through graduates since the knowledge and trained manpower produced is needed for a rapid developing society.

In social terms, the academic knowledge, values and professionalism from universities are transferred in practical terms to the society to enhance interactions with the people who are users and recipients of the universities' professional services. The new values generated by universities through their programmes help in fostering these values in society as well as direct participation in the process of cultural change. In addition, changes in the content and style of teaching through programmes offered at university level and relationships between staff, students and other stakeholders are important in influencing cultural change. They furthermore influence the degree to which graduates and other stakeholders might make professional choices that affect human development and wellbeing in order to improve the quality of life for the people. Consequently the linkage of the university to its surrounding community is analyzed by looking at the following;

- Any joint local research carried out by the university in cooperation with local authorities on key local issues.
- Consultation on technology development for local workers, firms and companies
- Use of facilities provided by the university such as library and research equipment by local people.
- University's participation and provision of recreational and other activities to the university community
- Socio-economic contribution of the teaching function

Chapter 4: Presentation and discussion

This section presents findings and discusses important analytical aspects from collected data. Empirically, findings along themes and emerging categories are separated dependent on the analytical framework and the results from the research are discussed in form of the internal and external perceptions on key university functions. Otherwise stated, teaching and research directly or indirectly affect the surrounding/local community creating a ‘third function’ known as community service. It is important to state here that discussion of findings in this study is undertaken concurrently under key mentioned functions of teaching and research. This chapter is divided into two sections; a) section one looks at the opinions and perceptions of the respondents on issues related to definition development (leading to socio-economic development), the relationship of the university to the society, research and teaching contribution; b) section two looks at activities that have been undertaken to make a contribution to the surrounding community.

In the previous chapter, the socio-economic contribution of the university through its functions has been highlighted. To further explore the issue in the case of Makerere University, this section highlights actors’ perceptions as regards the socio-economic contribution of the university. In addition, activities with the aim to demystify the university’s contribution to the surrounding society are discussed.

4.1 Defining development

To avoid generalization likely to be bred by the general public’s view on development, this study only focused on the respondents’ (selected internal and external) perceptions on the concept and how they relate their understanding of the concept with the activities undertaken in the university. Notable here is that defining development and later socio-economic development is difficult as it has a wide range of meanings, and therefore can be used in a variety of ways either individuals or groups of individuals-institutions. It is also imperative to note that understanding development in a socio-economic context is dependent on the concept of development itself. Asking for respondents’ opinions in this study would help create focus later in discussing development from the socio-economic perspective. The researcher asked respondents to state their understanding of the concept development. Various respondents had varying responses but all, from both internal and external respondents, were rotating around

change in the society in various aspects. Some highlight of the definitions of development included:

“What causes change” (Acad. Prof, Public Health),

“Development is generally associated with growth or advancement in different areas, for instance, technology” (Student, Public Health),

“Making positive change in people’s lives, economically, socially, culturally” (Acad. Prof, Social science),

“A leap from poverty though this has lots of connotations” (Acad. Prof, Technology),

“Gradual change for the better” (student, Social sciences)

“Becoming larger or advanced” (industry),

“A situation of changing from poor to better” (NGO).

“Change for the better through improved quality of life of the people”. (Acad. Prof, agric).

All the above definitions show a common aspect of change which respondents thought is important if development is to be realized. From the above, the definition is the same across various disciplines, though the industry respondent and public health student respondent introduce rather an interesting concept – advancement. The concept means a gradual improvement or growth or an act of moving forward toward a goal. Ultimately, one can argue that the context of such a term is in line with the existent mission and objectives of the university in relation to its role in the surrounding society. Other responses that are critical to this study included one from a social science professor who mentioned that development is “making a positive change in people’s lives ...” This definition is shared by an academic respondent from faculty of agriculture who defines development as ‘a change for the better through improved quality of life of the people’. The above positions are in tandem with the United Nations’ perspective on ‘human development’ (HDR, 1996) which is measured by life expectancy, adult literacy and accessibility to all levels of education – which is taken to be a necessary condition of people’s freedom of choice. This notion of making a positive change in people’s lives as defined above probably covers all aspects of the individual’s wellbeing – from their health to economic wellbeing and other freedoms. Related to this was a response from the technology academic professor who defined development as a “leap from poverty”

though he further noted that the concept “poverty has lots of connotations”, as had earlier been highlighted in the previous chapter (chapter three). These two responses provide the underpinning interest in this study which seeks to find the connection between the university and the local community in terms of improving people’s wellbeing and quality of life. In addition to this, it could be used to highlight the focus in their respective faculties – towards poverty reduction and improvements in the quality of life of the local people through projects they undertake with the communities. This however would depend on whether their definitions reflect any need to improve the wellbeing of the population, ensuring people’s freedoms etc.

To make more meaning between the opinions and the activity carried out in the university, respondents were asked in which aspects they think Makerere University is contributing to development. This question was asked to generate views on how respondents understood development particularly in the context of what the university participates in within its surroundings. In addition, this question laid a ground for consideration of the key aspect in this study – socio-economic development. Like the definition, it is also interesting to note that responses were focused on specific yet related aspects from most respondents. Some of these responses included:

“Classification of development can be in form of economic, social and political aspects” (Student, public health)

“Politically, economically, socially and technologically” (acad. Prof, technology)

“All aspects of development” (admin, social science)

“Economically, politically, culturally and socially” (admin, technology)

“Has contributed to structural development” (acad Prof, public health)

“It covers many economic aspects as well as social, political and technological” (acad Prof, agric)

“I would look at development in various forms, for instance, economic terms, social terms, political terms, cultural terms, and now technologically”(NGO respondent)

“Development can be social, economic, political and cultural. This can also be on an individual or community basis” (student, social science).

One realization is the fact that respondents answered this question with respect to the fields they belong to but were pointing to the same fact – that development covers a number of aspects; from social, economic, cultural, technological to political aspects. Most importantly, social and economic terms of development which are of interest to this study (by literally combining them to make the socio-economic aspect) are mentioned and this lays a ground for further analysis in this study.

Having highlighted aspects in which respondents classify (or identify aspects of) development, they were further asked to give their opinions and perceptions on the relationship between the university and the local community. This was to identify whether there are anticipated or known connections between the university and the local community. Most respondents stated that the relationship is a symbiotic one with either side greatly benefiting from the other. Responses included:

“The relationship is a symbiotic one – they benefit from us and we benefit from them” (Acad. Prof, health sciences; Acad. Prof, technology; student, public health).

“It is one in which the university fulfills the labour demands and the local community supports the university in one way or another” (student, health sciences).

“It is a more or less interdependent relationship because each plays a part in the existent of another” (admin, technology).

“Makerere through various faculties works with local government, city authorities, regional and local business and non-governmental organizations in an amicable way” (acad. Prof, agric).

“A university is like a power-generating plant, generating intellectual power which feeds all sectors of the country including industries, business, education, health and indeed all other sectors”(acad. Prof, public health).

“I think as university, Makerere has a fair connection with various bodies and the community specifically. I think both Makerere and those external to it benefit from each other in terms of sponsorships, consultancies etc” (NGO)

“There is increased partnership than has been the case. This is in form of consultancies, partnerships and other activities deemed beneficial to both the university and the business community” (Industry and business).

From the above responses, it is evident that the connection between the university and its local society (at least according to respondents’ opinions) makes the university embedded within its own community through its contribution to socio-economic development. Though the extent of its embeddness cannot fully be generated in this study, the existence and

realization of the relationship with the society in which it is located manifests a better ground for better participation and involvement locally. One interesting response here is from a student who states that the university fulfills ‘labour demands’ to the community and the country at large while the community fulfills (or contributes) ‘in one way or the other’. While this statement assumes that the university fulfills labour demands in terms of providing the required skills for business and other sectors, it is worth noting that other universities do just the same (as they produce similar graduates with the same degree qualification). Therefore what makes a difference between the graduates in these universities is the quality of the products (graduates) which would enhance employability of these graduates in local areas and beyond (more about quality will be discussed later in subsection 4.2). The student’s assertion is supported by the public health respondent who provides an interesting analogy in view of the relationship between the university and the community. The respondent looks at a university as a power generating plant which instead generates knowledge (through teaching and research) to produce graduates needed by the societal sectors. This is what industry and business deems to be ideal for a functional system between the university and its wider community. Such things as partnerships, consultancies as well as other activities between the university and the business community are imperative in creating a cordial relationship in which either group benefits (more will be discussed under activities in section 4.4). Interestingly, all these statements cannot be qualified unless: a) activities in which the university participates are delved into, and b) statistics to prove these assertions are provided (though not provided in this study). On a general note however, respondents agree of an existent relationship between the university and its society through teaching, research and participation in the community. All this in essence reflects a contribution to socio-economic development shown by activities in which the university has taken part (as is discussed later in this study).

From a different perspective, student respondents were asked to give their perceptions on ways in which the university focuses on improving the socio-economic wellbeing of the local people.

“In various studies under each faculty” (student, technology)

“These include health status and raising of awareness among the community” (student, social sciences)

“Makerere supports and offers community service in education. It also provides social incentives like roads” (student, public health)

Students noted their concerns in line with infrastructure, health, education and various contributions determined under each faculty. However, there seems to be some insufficient in information provided in this respect. For instance, the public health student respondent does not explain under what circumstances and for whom the university constructs roads, let alone how the university provides community service in education. It is however true that a number of road works within the university are undertaken by the faculty of technology in which students are also integrated for practical purposes within such projects. It is important to note that the faculty of technology is contracted for renovations within the university “in order to reduce the cost of hiring external contractors” (Vice Chancellor, July, 2010). This together with other contributions defines the university’s relationship with its surrounding society. On the other hand, the university deals with various educational institutions through partnerships. As noted earlier, more actions and activities in which the university relates with its society are discussed in section 4.4.

In summary, the definition of development and its related aspects have been highlighted in this section and the understanding is that it involves social, political, economic as well as technological perspectives has been confirmed. Since the main focus of this study is specifically socio-economic aspect of development in which such things as wellbeing and quality of life of the people are a focus, it is important then to state that what has been mentioned in the definition and aspects by the respondents clearly covers this. However brief the responses may seem to be, they imply a situation in which human capital is developed to improve the socio-economic future and the quality of life of the people through such things as employment and structural development. Fitting the above suggestions of development within the higher education context, one can conclude that the development process involves key university functions and their related service to the community/society in which they exist.

4.2 Perceptions on the contribution of teaching and learning to socio-economic development

In this study, perceptions ranged from general administrative concerns within the university such as those concerning student delays in registration to major socio-economic problems such as those concerning industry and the community participation in university affairs. Worth asking here is how much the university should participate in certain activities since it is

not the only player (or actor) in the society. However, what can be noted is that the community has its own expectations from the university which are supposed to be unique and consequently different from those of other organizations while they answer society puzzles and problems. Likewise the university, through its functions, expects to fulfill its stated mission and objectives to the local society and wider community.

4.2.1 Student integration into the community and localization of the learning process

This sub section looks at how students would be (are) locally integrated into the community in terms of placements, voluntary activities, employment etc. This is also taken together with the relevancy of the courses and programmes offered within the university. Likewise, the belief that the university and employers engage students and graduates - directly or indirectly, through employment, voluntary activities, internships, business start-ups, is of interest here. Perhaps this subsection touches the perceptions of respondents on the relevancy of offered university programmes and whether they provide the relevant skills needed in the society.

To begin with, the issue of relevance of university programmes to the needs of the society has been (and still is) important to various university education stakeholders as reflected in local media reports (such as The New Vision, The Observer, The Daily Monitor, etc) and therefore should not be taken lightly. The argument that the existing curriculum does not offer the graduate enough skills needed in the society is still debated. This is reflected in the speech by the Chancellor on the 61st graduation from 17th – 21st January 2011⁵. Yet knowledge and skills acquired through quality education have become crucial determinants of a person's and nation's productivity, employability and relevance to the society. Several responses in this effect included the following;

"Public health is a general concern and our courses are trying to address such concerns directly" (acad. Prof, public health)

"As a university we give what we think is relevant to the societal needs" (admin, technology)

"The curriculum revolves around community and national needs. Courses offered within the curriculum are important in creating a focused future to the students" (admin, agric).

"Most of the course units taught at the university are in line with the local needs/situation" (student, social sciences).

⁵ Chancellor's graduation speech (Jan 2011, pg 4), accessed from http://mak.ac.ug/index.php?option=com_content&task=view&id=395&Itemid=219, on 19th Feb 2011.

The issue of relevance of the curriculum and programmes in university education is important in; i) answering the needs of the local society through provision of the right education for the type of society in which the university is located, and ii) providing the ideal skills and knowledge relevant to the local society. This issue has been a concern to the public, with arguments that the curriculum offered is outdated and therefore does not reflect current changes in the society. Due to reduced public funding to universities, faculties resorted to increased student recruitment to generate more income to run their faculties, a thing that increasingly strained the rather insufficient resources. Within the university, there is realization that some offered courses are not relevant to the needs of the society and the country at large. This is mentioned by the public health academic respondent who gives faculty of arts as an example where some courses are irrelevant. This is further evidenced by the Vice Chancellor's statement on formulation of courses in which he recently stated that due to lack of quality assurance policy in the period before 2006, "lecturers could previously conjure up a new course and have it approved without a proper analysis of its content" (Monitor, June 2010⁶). In light of the above therefore, business respondent concurred and confirmed non participation of business and industry in the design of what is termed relevant. Additionally, the NGO respondent noted that organizations are not directly involved curriculum designs. The respondent states that

"Not directly but we receive interns in our organizations which shows how connected the offered courses are with our line of service in organisations" (NGO)

To organizations, the fact that they accept interns from the university shows the relevancy of offered programmes in their line of operation. This is also confirmed in a recent academic programme restructuring exercise at the university, in which a committee comprising of academics was constituted by the vice chancellor to look into various academic programmes. Whereas curriculum irrelevancy may be a common argument among individuals in the public, it may not represent a general picture though, as there seem to be differences in operation in difference faculties.

For instance, a former education commissioner supported the university's initiative to "take the right direction and stick to the courses that provide economic and social development

⁶ Monitor, Posted Monday, June 21 2010 at 00:00 , <http://www.monitor.co.ug/News/Education/-/688336/942830/-/11ipw5w/-/index.html>

internationally”. Further responses as presented show how various faculties are offering programmes that are relevant to the society.

“Programmes are now designed dependent on the market. This was first driven by commercialization of curriculum that precipitated the introduction of new programs and courses” (admin, public health).

“Secondly, students from the school of public health undertake community health based activities and visits to have real life exposure and participation. Under the two courses in their curriculum; Community health and Disease control and environmental health, students participate and add up 5 week block” (admin, public health).

The importance and relevancy of programmes the university offers as reflected above cannot be overstated. How related to the society these programmes are is key to the university and the society at large. On a whole, respondents generally agree that the offered courses and programmes are relevant but more questions arise on the connection with employment. This question will further be discussed under graduate employability in the next paragraph.

On the issue of retention, integration and student placements, respondents stated that there are various ways in which students are given opportunities locally to practice what they have done in school through internships and participation in various voluntary activities. Some of the responses included;

“Through attachment and internship (industrial training) arrangements between the faculty of technology, Gatsby Trust and other enterprises. During this industrial training, students are supervised by both the entrepreneur and the university staff. This enables the students to appreciate the problems and potentials in the world of work.....” (acad, prof, technology)

“There is now a degree of student involvement in local situations through internships and attachments. Under the school of public health and school of medicine, students participate in activities like immunizations and other primary healthcare related activities. This includes taking care of terminally ill in an NGO called Hospice Uganda which offers intensive community based training” (admin, public health)

Needless to repeat what is stated above, there is a clear picture that one of the ways businesses and Non Governmental Organizations interact and provide opportunities for students is through internships and attachments. The benefits to these bodies are two-fold; a) retaining some interns as full time employees after their studies and b) cooperating with the university according to the public private partnership as stipulated in the MoU. Worth noting is that internships are part of the academic requirements that must be fulfilled before the student is

awarded a degree certificate at the end of his studies. Illustratively, public health school engages students in a more practical way especially in activities that enhance their knowledge and skills in their field of work for a period of not less than 8 weeks. Different from this, some faculties include their students in their research activities, for instance in agriculture and technology. Though there are no specific examples of enterprises set up by the student, information from the technology faculty reports a number of projects that have been set up due to micro finance provided by Gatsby Trust (more of this is discussed under activities being done)

In connection with the above is the debate on the employability of graduates and its relationship with the quality and relevancy of the curriculum and education acquired from the university. While there seems to be missing information on graduate employment and placement, there is also a question of whether the issue of employment is in a way connected to the relevance of the studies and programmes one undertakes at university level. For instance an academic public health respondent commented thus;

“We are doing great especially in terms of service provision, our graduates are employed in many health sectors but of course the university has some other courses that seem irrelevant to me in our country especially those in the field of arts” (acad. Prof, public health).

This in essence is a reflection of views and opinions from internal respondents. Perhaps this normative statement cannot fully represent the views of all but highlights the feeling that whereas some programmes are marketable and their graduates easily get employed, there are on the other hand programmes that are not marketable and so do not offer similar opportunities. Whether this view suggests that employment prospects are connected to the programme one offers at university, according to the university respondent, is open for further investigation. However, this study did not gather other information which would be more useful in the exploration of this aspect and therefore this claim cannot be confirmed or denied. In addition, other than the curriculum, looking at any existing training and enterprise initiatives by the university and other organizations is important. While no records of graduate employment are available other than graduation records, plans to put in place a system that tracks former students with their employment profiles is underway. Be that as it may, a respondent from public health noted that there are efforts currently instituted by the university

“to revive the alumni association through which the university will track its former students and collect information including making updates on their profiles” (admin, public health).

Collecting data on the graduate profiles and placements is important because it determines the graduate retention within the local community in which the university exists. This could be through employment or business start-ups. This is much related to advantages attached to employment, productivity and related private and public economic and social benefits. As a way of supporting graduate enterprise, one respondent suggested that

“private as well as government organizations need to offer business and entrepreneurial training to graduates to enable them be enterprising and self sustaining” (admin, public health).

It is also worth noting, as mentioned earlier, that some respondents think that the university already offers programmes that are enterprising. In the school of public health for instance, this is

“reflected through content of graduates’ education programmes which are extremely and heavily oriented towards solving problems especially on prevailing infectious disease like malaria, HIV/Aids, TB and common childhood illnesses” (admin, public health).

“Most courses now teach students to be more enterprising. For instance our students are involved in a number of projects within the faculty that give them practical knowledge” (acad. Prof, technology)

The above suggests a change in focus to more entrepreneurial and enterprising programmes though how practical this is and whether this is a question of the future is of interest too. In his recent graduation speech the chancellor stated that, “.....we are going to incorporate training and internship in more courses so that the youth can have basic training that they might need to start their own businesses”⁷. Two things here can be mentioned; i) that through entrepreneurial training and hands on training through internships, the shift will be towards entrepreneurial skills, creativity and flexibility; ii) that though entrepreneurship courses are already in place, they have not been fully integrated into all courses and therefore need to be planned for the future. From the respondents, students are given an opportunity to participate in projects within the faculty that offer them practical knowledge that can be transferred to their work places after studies. Partially, a range of faculties in science fields have managed to achieve this practical training, yet a few others assign students internships. These efforts together with other attachment and internship initiatives help students to participate fully in a community they later join as employers or employees.

⁷ Chancellor’s speech on the 61st graduation ceremony (Jan 2011, pg7) accessed from http://mak.ac.ug/index.php?option=com_content&task=view&id=395&Itemid=219, on 19th Feb 2011.

From the business angle, the business respondent was asked how he would describe the quality of students from the university and whether he would employ them. The respondent noted that though there are debates on the quality of the graduates from Makerere University by various employers, it should be noted that

“the university admits the cream from high school and that means that its products are suitable enough to successfully pass through the system and acquire relevant skilled labour” (business).

The respondent also added that

“being the oldest and most respected university in the land, it is anticipated that it produces better products than its counterpart ” (business).

This argument sounds too simplistic, like the respondent states ‘it is anticipated’ makes the point more clear that it is not always the case and therefore is more of an assumption. As earlier stated, there have been (and still are) debates on the quality of graduates from Makerere University. The statement assumes that graduates who complete Makerere are marketable. Understandably, statements from respondents such as the one below cannot be a basis for any conclusion about graduate employability and placements but it is important that the student, like the public health professor, realize the fact that one’s discipline may determine the degree to which they are faced with employment opportunities. One student states that

“graduates of Makerere are easily acceptable around the world especially in certain disciplines” (student, social sciences).

There is need to consider however that whereas graduate placement is the ideal situation for every graduate after university, the fact on the ground is different. Consequently, the above assertion has been a source of a heated debate among the public with a section alleging that existent poor university education does not equip the students with the necessary skills to perform in the market. In this vein, a student respondent stated that while graduates are absorbed in the job market,

“the community has its own ‘issues’ regarding standards of this institution” (student, public health)

This makes the community retain the right to absorb graduates in terms of employment. Perhaps issues as mentioned by the student may include several factors other than the quality of the education graduates have acquired – such things as the students’ socio-economic

backgrounds, social networks, etc which also highly determine graduate placement especially in a country faced with a highly private sector. She continues to say that the university

“is rather a marketer of its new programmes”

This, it is alleged, is at the expense of quality university education. From another perspective, a recent high education commentator noted that ‘employers today feel cheated employing all these naïve fresh young men and women’ (New Vision, 17th Nov 2009). The commentator further claims that ‘the biggest percentage of the country’s prospective employers prefer to recruit mature personnel with vast experience than fresh graduates. They cannot afford taking someone who will not deliver straight away upon recruitment’ (New Vision, 17th Nov 2009).

While some respondents argue that graduates are absorbed after university with the required skills for the labour market, it is also true that the economy cannot absorb all of them due to limited jobs. Unofficial records show that graduate unemployment stands at 36% most of whom stay in urban areas and towns where unemployment is high. In a recent statement, Uganda’s Labour minister said that there is nothing his ministry can do about unemployment problem. He stated that “creating jobs is a multi-sectoral responsibility. There is nothing my department can do, unemployment is high but I do not create jobs” (Daily Monitor, 30th June, 2010). Despite the above arguments, various companies and organizations currently carry out graduate recruitment and training programmes so as to provide the much needed on-the-job training at the workplace. Some of these include Telecommunication companies, banks, environmental organizations, research organizations, hospitals and health centers, to mention but a few. For instance some organizations that carry out graduate recruitment include PricewaterhouseCoopers, Mobile Telecommunication Network (MTN), KPMG, Crane Bank, Standard Chartered Bank, Uganda Telecom, Shell Uganda, Warid telecom, Barclays Bank, United Nations, Ernst & Young among others.

By and large, the availability of these graduate recruiting companies is on one hand proof of the quality of students from Makerere University, as well as the surging business-university relationship. These graduate placements help in retaining skilled workers in the community and hence contributing to the socio-economic development through payment of taxes, direct and indirect private and social benefits to the society at large. On the contrary though, these organizations employ just a smaller percentage of the total number of graduates that complete their university education every year. For instance PwC absorbs only 10 brightest graduate students (through their degree classes and interviews) per year from various universities, yet

over 10,000 students graduate from Makerere University alone per year. As compared to the total number of those who complete their studies, this is rather a very small number. According to statistics from Uganda bureau of Statistics (UBOS, 2009), only 80,000 graduates get placements in some sort of employment in public or private enterprises out of 400,000 students that graduate per year. In a nutshell, whichever challenges faced, the ability of universities to produce graduates able to be innovative and entrepreneurial with the required management capabilities is important in explaining their role in the communities in which they exist.

4.2.2 Promoting lifelong learning, continuing professional development and training

This sub section looks at the respondents' perceptions towards the university's contribution to promoting lifelong learning, continued professional development and training. It further looks into how this lifelong learning initiative enhances a regional system of education as well as how it can change (or has changed) forms of educational provision to a wider audience within the society and beyond. The importance of this question is in view of how respondents think that the university's supposed contribution can be spread beyond its locality to a wider area. In view of how they think education can be provided to a wider audience, responses included;

“aligning itself with other local, regional and international policy frameworks in provision of higher education through creation of networks and partnerships with other universities – locally, regionally and beyond” (admin, public health).

This, it is argued, is important in helping the institution

“improve its structures so as to accommodate an increased number of students interested in attending higher education” (acad. Prof, technology)

through reduced pressure on the university. These responses suggest that the connection created between the university and other universities or institutions is key in creating public confidence in the university/tertiary system. For instance, institutions with which Makerere has established partnerships either through exchanges or research have had the number of their students increased overtime. This suggests therefore that these partnerships encourage fair student distribution among institutions, hence reducing pressure on the rather existing inadequate structures in Makerere University. In turn, this would increase enrollment and attendance and avail a chance to minority groups acquire higher education.

Other than suggestions on extensions of higher education learning through e-learning and establishment of regional campuses, other initiatives to increase accessibility to various

groups have been through scholarships from government, private companies, international organizations, local organizations, to mention just a few. Further still, increased demand for higher education has increased pressure on the traditional institutions, including Makerere University. Consequently, these demands necessitate the university to look for alternative forms of education while looking up to other institutions to supplement university efforts in provision of the skills and knowledge required for national development. Some respondents think that the university

'should offer flexible programmes that are suitable for all kinds of people' (admin, technology).

This is not to mean however that offered programmes are not relevant but they should cover a wider perspective of interests of the diverse population. In this way, a different focus is increasingly towards courses that emphasise skills and outcomes which can be achieved through non-degree and professional programmes the university offers. It is in this vein that some respondents stated that

"short courses in such areas as technology, computer science, statistics, social sciences, languages, veterinary medicine, public health etc should be emphasized" (admin, technology).

These in essence are meant to improve the skills of the people hence availing them opportunities for employment, leading to direct and indirect benefits to individuals and the society as a whole. Furthermore, as a mechanism of extending opportunities for lifelong learning within and beyond the community, one respondent suggested that there should be emphasis on

"part-time programmes as well as e-learning and distance programmes" (acad. Prof, social sciences).

From the faculty of technology, an

"e-laboratory program which can substitute physical laboratories especially in instances in which physical infrastructure is limited is already in use" (acad. Prof, technology).

This helps to reduce physical pressure on existent structures at the university as well as availing alternative laboratory services to neighbouring schools where infrastructure is lacking. Related to the above suggestions, another respondent noted that

"creating regional university partnerships as well as collaborating with other colleges, private and public companies to provide the much needed education"

may be an ideal situation to respond to the need to provide lifelong learning. The above suggestions enhance and emphasise provision of educational services in different locations, yet covering needs of all those who cannot attend fulltime programmes. The above statements assume two things; i) that education provided will be useful to those who acquire it, and ii) that the cost of education will be manageable by those who attend. It is partly on such grounds therefore that efforts are being improvised to create centers for education as well as partnerships between Makerere and other institutions of learning. Therefore, extending these services to the surrounding community and beyond enhances capabilities and increases chances of all those who acquire the education to be employed, hence propelling productivity and increasing individual and social welfare. Therefore alternative effort has been directed to distance learning by establishing off campus centers, non-degree courses, e-learning and looking up to other institutions that offer similar programmes is emphasised.

4.2.3 What has been achieved in teaching and learning

Perceptions of both internal and external respondents on how they think Makerere University contributes to socio-economic development through the teaching function (as discussed above) are a reflection of what should be an ideal situation. In addition, they provided practical areas in which the university has worked to achieve its stated objectives through the teaching function. In terms of curriculum and academic programme relevance, there have been changes through reviews across the university to weed out duplication in courses and introduce those that are more relevant to the needs of the society. For instance, in a recent academic programmes review, a total of 46 courses, both graduate and undergraduate were either merged (to make them more meaningful to the local needs) or phased out to stamp out course duplication (Daily Monitor, 20th June 2010, Chancellor's speech, 17th-21st Jan 2011).

In terms of teaching and training for life long learning, schools, faculties and institutes have in place programmes and short courses that enhance knowledge and skills for both professionals and non professionals. For instance, the school of public health provides HIV fellowships for post graduate students and trains personnel with necessary skills to provide the much needed stewardship in HIV programme leadership and management especially in rural areas where sustainability of various HIV/AIDS programmes is a big problem (Public health annual report, 2008). There are also short courses offered in technology, computer science, social sciences, veterinary medicine, statistics, public health, to mention just a few. All these enhance skills and acquaint beneficiaries with current information in respective areas. More

relevant are the short courses offered in the faculty of social sciences are in areas of ICT training, refugee and conflict resolution, etc given Uganda's political situation. All these are meant to better people's lives through peace and reconciliation and easy information access. As a way of supplementing university education, other institutions have sprung up, mostly to absorb students unable to join the university.

A key contribution to both students and locals has come from the department of food science and technology under the faculty of agriculture. These are involved in the projects such as production of high quality fruit juices, cholesterol-free smoked meat and omulondo (wild root liquor). Using local raw materials, these projects are aimed at developing local products and this is within the university's efforts to develop knowledge and products that are relevant to local needs yet can fetch better prices for the local people. In addition, faculty of agriculture offers internal training programmes which enhance skills and lifelong learning. A respondent noted that;

“The agriculture faculty offers a number of tailor made short courses to locals in the areas such as daily hygiene, dairy science and technology, fruit and vegetable processing, food safety and hygiene for food service establishments, food and nutrition security for field extension workers” (acad, prof agric)

Given the ever increasing number of students and businesses in the surrounding community, this contribution cannot be under looked. All these are done to improve the health and nutritional needs of the society, in addition, in the direction of helping locals to create sustainable business to improve their wellbeing and quality of life.

Illustratively, the faculty of technology leads innovative drives to help students use their knowledge and skills to make affordable products suitable for local consumption, hence providing employment and supporting local development. A case in point is a sanitary pads project supported by the Rockefeller Foundation to produce low cost pads (also known as makapads). This was noted by a respondent who stated that:

“There has been a local innovation from the faculty of technology of producing cheap sanitary pads (trademarked makapads) from available local materials”
(acad. Prof, technology).

A research carried out by Makerere University Institute of Social Research found that many urban and rural disadvantaged primary and secondary school girls absent themselves during menstrual periods. Those who attend do so under stigma and tension for fear of soiling

themselves. It was further established during field trials that about 90% of the urban poor women and girls do not use off-the-shelf sanitary pads but improvise with pieces of cloth, paper, toilet paper, among other things (UNHCR report, 2010). A school girl who has benefited from this innovation testified that;

“Makapads have improved our lives. Before, I was using banana leaves and would stay at home from school. Now, I can study and play. I feel very free” (t4t Africa⁸, 2010)

It should also be noted that sanitary pads on the market cost more than 2,000 shillings (\$1), money that primary and secondary school girls especially the poor and in rural areas cannot afford. Yet these cheap and efficient sanitary pads are made from local materials – papyrus and waste paper – and cost a maximum of US Cents 50 (Ug shs 1000) for a packet of 10. This project provides employment and skills development opportunities to women, girls and men who work at those different sub-processes of making the pads. A beneficiary from the project notes that

“I was idle for about two years with nothing to do here in Kyaka. Fortunately, I got employed in June 2009 by Makapad where I am now the quality controller. I get a monthly salary of 80,000 shillings [US\$40] which I use to sustain my family; where would I have gotten such money without Makapads?” (UNHCR report, 2010).

Others such as incubation centers, meant to nurture budding and youthful entrepreneurs who can be job creators, have been established. The two incubation centers already operational in Makerere are housed in faculty of computer science and information technology, and the department of food science and technology in the faculty of agriculture. These centers have been set up to nurture business start-ups for continuing students as well as graduates. An academic professor in agriculture stated that;

“We want to facilitate commercialisation of research and knowledge. Under this initiative, an incubator centre was created for nurturing start-ups” (acad. Prof agric)

As an incentive to churn out different ideas, the faculty of agriculture has engaged students in competition in which experts are involved in evaluating students’ products and then awarding

⁸ T4t africa, 2010; <http://t4tafrica.com/Page1Pads.html>

marks. Under this competition, the winners are given money to market, test and report where the product has been sold and the level of capacity. The efforts of the incubation initiative have helped students have a smooth transition into the market, most of them at a small level. This has in turn created 50 jobs while it is anticipated that more than 200 jobs will be created annually (New Vision, Sept, 2010). With support from the government, the department is looking forward to undertaking joint education and research initiatives that will precipitate local technology, entrepreneurship, productivity and competitiveness in the local communities and beyond.

4.3 Respondents' perception of the university's research contribution of socio-economic development

One of the most critical factors affecting a university's contribution to a community's economy is how effectively the university, local entrepreneurs, and the broader community support the transaction of new knowledge into new products, new businesses and new jobs mostly through research generated from the university. Some of the respondents' views on university research included;

“Health is a broad area embracing physical, social, mental and economic wellbeing of an individual. I therefore feel that the existent research activities influence socio-economic development” (Student, public health).

“Through research around issues that affect local society, for instance, in agriculture, technology, health, education, forestry, and food science and technology” (Acad Prof, Health sciences).

“Researchers should carry out quality research that can lead to the development of good policies for the country's social and economic development” (Admin, public health)

From the above selected responses, it is evident that the opinions of respondents on issues of research are guided and directed towards socio-economic development of the local society. Research in the key areas as identified by respondents is typical of the university's current efforts to rebrand the university and be more responsive to society and the nation's demands. For instance, given the fact that more than 80% of the country's population is actively involved in the agricultural sector, research into how it can be improved to produce more food for an increasing population is imperative. Consequently, research into crop resistant varieties is key to increased productivity and quality of agricultural products amidst changing climatic

conditions. This, together with improved value addition methods, enhances marketability of these products hence leading to improvement in individual welfare and general economic development. The resultant positive effect of these improvements is a general wellbeing and improved welfare of the people in the society. Other responses included the following;

“However, there is one thing to note; in terms of research Makerere needs to: a) invest in research because for a country to lead in anything, it must invest in research, otherwise it becomes depend on other people’s knowledge. B) Makerere needs to put more emphasis on post graduate studies, especially PhD programmes” (admin, Public health)

“Knowledge is not only what you read in books.... for research to contribute to development, it must be from knowledge within (local circumstances) because knowledge based on (carried out in) other countries only looks at (considers) problems of those countries not specifically those in Uganda”(admin, public health).

To put the above responses in context, two things can be outlined here; i) that for quality research to be carried out, it needs well trained people; ii) that if that research has to be meaningful, it must be carried out with a view to contribute to the body of knowledge relevant to the local situations and circumstances. For all these to be done however, there is need to increase investment in research and reduce dependence on research done in circumstances different from the local ones. Certainly, the big impediment to research is limited funding due to reduced government funding to public universities. Perhaps with the university’ change in focus on research and innovation, the government’s position is also changing towards funding support in key areas in science and technology. Subsequently, the university has concentrated its efforts on acquiring different funding sources – a positive step towards active local research. Other respondents stated that;

“Since research means knowing the society you live in and knowing yourself, sustainable development requires research that leads to long lasting solutions, which are not clearly evident in the university” (acad, public health)

“University should teach for the society. Students are taught what they ought to do after university – something that is more relevant if it has to be a basis for Uganda’s development since agriculture is the main stay of the economy” (acad, Prof agric)

The connection between the above responses is shown in the role of the researcher and how he understands the society in which he works. Internal respondents perceive relevant research

to development to be related to the researcher's own knowledge to his surroundings, which on the other hand seems to be the missing link in the case of Makerere. This perhaps explains why there is a gap in operationalisation of the research carried out within the university and consequently calls for post graduate studies especially at PhD level where research is emphasized. It is this knowledge of surroundings that researchers use to carry out studies that are relevant for the society which in the long run create solutions for local problems. Whether more PhDs will deliver research relevant to the society is debatable since currently Makerere University boasts of 1, 212 lecturers with PhDs while approximately 400 are undergoing their PhDs studies (The Observer, Sept 2010).

However, as the respondent above notes, research for development (that which leads to long lasting solutions) is lacking in Makerere. The university-community relationship is sometimes a source of tensions since external stakeholders have their own perceptions of failures within the university. This research also revealed, from external respondents, that Makerere University has for a long time worked in isolation and lacked the institutional framework to link with its clients. This isolation was connected to the failure of existent research carried out within the university to trickle down to create a difference in the community. In this respect he noted that:

“As a result of the poor linkage between the university and community, most research work that would benefit the public has remained on the shelves and producing graduates that are highly qualified but not suitable for the job market” (business)

The above response is supported by one of the academics from the faculty of technology who highlighted the missing link in Makerere's failure to fully become a hub of a fledging driven economy. He argued that the whole philosophy about research needs to change from abstract to demand-driven research with emphasis put on and success measured by a commercializable end product. He further continues that resources are wasted on a lot of research that goes to the shelves, yet one end-product is worth a thousand publications⁹. This is from the fact that institutional (and intellectual) approach to research in Makerere University puts research publications above end-products. It is important to state the fact that projects from inception to operationalisation are driven by individual initiatives while very few are initiated by faculties or departments. However, together with the need to revamp its glory and regain its academic ranks, the university seems to be more emphatic on the best practices to create a scientific body of knowledge. While 'best practices' may mean different things, the

⁹ IDRC project Report (2009) on Knowledge for development: University-firm interactions in sub-Sahara Africa.

assumption is that quality research carried out should lead to the countries socio-economic development.

4.3.1 What has been achieved in research

Since the establishment of School of Graduate Studies (SGS) in 1994, it has been mandated to manage and coordinate research as well as mobilization of funds for research. Critical to the university's contribution to a community is the effectiveness of the university, local entrepreneurs and the community to support the transaction of new knowledge into new products, spin-off businesses and employment creation. Makerere University has, through local government, private, public and international partnerships, invested in collaboration with the wider public service especially in the areas of health, agriculture, technology and education. Critical to society is the issue of health in which several collaborations are evidenced.

There is a close link between the college of health sciences, social sciences, agriculture and the health sector in programmes towards malaria and HIV/AIDS vaccine research. A number of health-related research projects are carried out in conjunction with faculty of agriculture to provide medicinal solutions to such killer diseases like Malaria. Additionally, the school of Fine Art together with other partners has been involved in capacity building projects for cultural enterprises through promoting an integrated and symbiotic approach to health education and economic advancement. As mentioned in one of the Vice Chancellor's press briefings¹⁰, it was reported that this project aimed at strengthening and enhancing capacity of women post test club members' knowledge on HIV/AIDS. From the faculty of social sciences, an administrator noted that;

“The Faculty is involved in several internationally funded research projects in the areas of HIV/AIDS, STIs, Poverty Alleviation, Land Use Management, Malaria, Food Security, Good Governance and Conflict Conciliation”(admin, social sciences)

All these research programmes play a vital role in providing better health for the community within and beyond the city borders. There are further inter-faculty collaborations on disease and nutrition. For instance, an academic professor in social sciences informed this study that;

¹⁰ The sixth Vice Chancellor's monthly press briefing held on Monday 7th June 2010.

“The Department of Sociology continues to play a significant role in research on emergent diseases and on food security and livelihood issues. In addition, a number of members of staff are publishing in this regard” (acad, prof-social sciences)

It should be remembered that health and nutrition are key aspects for the Ugandan government. And therefore research which provides solutions to development problems in form of improving the general wellbeing of the society is of utmost importance. Certainly, for productivity to increase, the population must be healthy and free from disease.

Through their core strengths, a number of faculties have established research and business support centers in recent years that have, to some degree, focused on collaborations with local industry or stimulation and development of local enterprises. For instance the faculty of technology holds the university’s flagship for research and knowledge transfer partnerships (or community outreach) in the country. This is in consideration that knowledge transfer involves transferring ideas, research results and skills between universities, other research organizations, businesses and the wider community if innovation, new products and services are to be developed. Some of the key research projects in the faculty of technology include;

- Technology Development and Transfer Center (TDTC): This project focuses on development and application of innovative technology, research and technology transfer with the aim of uplifting socio-economic development of Uganda. This ultimately plays a role as a linkage between the faculty, community and industry. The focus of this project is based on the local basic needs of water supply, housing and poverty alleviation and is achieved through research in materials and manufacturing processes.
- In the same vein, the faculty of technology in collaboration with the Italian Cooperation has stepped up the drive to reduce green-house gas emissions. They did this through a survey on the use of paraffin (kerosene) in households that does not have access to electricity. This is based on the fact that about 70% of the population uses paraffin for lighting with less than 10% of the population having access to electricity and more than 85% depending on biogas based fuels (charcoal and firewood) for cooking in households. Additionally, a simple technology which uses less wood to produce charcoal has been developed. Related to this is that additional training has been designed to enable the local community to use better and most effective kilns to produce charcoal of higher energy value. In this respect, a respondent stated that:

“The charcoal is of higher energy that instead of using one whole sack for one meal, you can use 1/10 sack for the meal” (acad, prof - technology)

This in effect has many facets in which it has contributed to socio-economic development of the area. For instance; a) it has helped the local communities in saving energy; b) reduced their expenditure on cooking fuels hence saving the money for other uses; c) reduced exploitation of existing forests for cooking fuels. From this, it is certain that the university plays a role in the context of making a much needed socio-economic contribution to the society.

4.3.2 Motivation for carrying out research in the university

The generation, use, application and exploitation of knowledge outside academic environment is highly regarded as a role for a university. Makerere University's research output to the community has been made possible through a number of dissemination paths. This dissemination partly answers the need to utilize local research findings to create solutions for local society problems. Currently, the university is starting to institutionally inventorise research output either as refereed or non-refereed journals. In view of research and publications, most of the respondents stated that their research is published in journals both local and international. Some notable and internationally recognized journals in Makerere include; *'The Makerere University Medical Journal'*; *'The Makerere University Research Journal'*, *'The African Journal of Crop Science'*, *International Journal of Computing and ICT Research'*, *'The African Journal of Animal and Biomedical Sciences'* and *'The Uganda Journal of Health Sciences'*. Others noted that with current reforms, the research is published on faculty websites and School of Graduate research repository. One respondent stated, for instance, that;

“Few reforms are already embarked upon, such as the regular updating and placement of research activity on the university's website and a revamped public relations office....” (acad, prof-social science)

The importance of dissemination through these paths is to avail the wider community (both public and private) to utilize the results of the research for the wider benefit of the society. Being driven by this need therefore, this research revealed that satisfaction through winning academic awards was a motivation to academic staff to actively be involved in research. In relation to this, it was reported in recent media reports that Makerere University took a lion's share of the science awards in Africa and displayed 90 research innovations in 2009 (The

Observer, Nov 2009¹¹). Other than the above mentioned dissemination paths, respondents present and publish papers in international conferences, print materials like books, magazines etc. It must be emphasized that the university holds annual dissemination conferences in which stakeholders are appraised on the type of research outputs that have impact on people's livelihoods and national development.

A summary of the above suggests a reinforcement of the new research policy in which all activities being undertaken through various academic and research units are guided, managed and coordinated by the university's Board of Research and Publications. In this new initiative, all academic units are encouraged to establish Professional Research Chairs while staff are required to spend 20% of their time on research and dissemination. Research on research however should be based on the mission of the university – which must contribute to the needs of the country.

4.4 Non academic activities that impact people's lives in which the university participates.

Makerere University portrays itself as a reservoir of the country's intellectual elite with the obligation to champion social, political and economic change in society through professional extension services and influencing policy through research¹². This section briefly examines non academic activities undertaken by the university to benefit the surrounding community as well as achieving their stated objectives. Non academic activities are those undertaken to directly benefit the community and achieve the 'third role' which is community service. It may involve university-community initiatives, university-business initiatives and other public private partnerships with the university. Perhaps what needs to be understood is that making a distinction between these activities may not be straight forward and therefore overlaps may exist as in a bid to classify what may seem academic or non academic.

4.4.1 University-industry (and organization) interactions

Makerere University through its teaching and research functions fulfills the 'third role'-community service or outreach. The university's contribution to the economic growth through knowledge transfer is seen through creating a strong linkage with industry. In recent years,

¹¹ The Observer, 08th November, 2009; accessed from http://www.observer.ug/index.php?option=com_content&view=article&id=5880:makerere-university-displays-90-research-innovations

¹² Makerere University Strategic Plan 2000/01-2006/07:24

there has been a steady increase in the focus given to industrial and community collaborations with public, donor and private research support. This knowledge and ideas generated through research is made available for local, national and international use through innovations, consultations, transfers of expertise or inventions to the private sector to enhance growth opportunities, contracts and through direct establishment of companies to perceived to exploit ideas emerging from the university. Key examples of university-industry relations include the following;

i) Makerere University Faculty of Technology/Uganda Gatsby Trust and SESACO Ltd

SESACO is a medium sized firm specializing in cereal food processing and employs about 70 workers and has an annual turnover of about US\$60,000. In linkage with Uganda Gatsby Trust (UGT), a local chapter of Gatsby Charitable Foundation (UK), SESACO was to obtain knowledge and financial credit to expand production and marketing capacity. Based in the faculty of technology, UGT creates linkages that a) develop a network of small scale industries linked to the faculty of technology; b) introduce university students to the opportunities and potential of the small scale industrial sector and assisting them to develop technologies appropriate to it; c) to assist Small Scale Enterprises to overcome their problems through extension services and mentorship; and d) to enable Small Scale Enterprises access credit for their growth. It should be said that UGT has worked under these conditions underpinning its establishment to make change within the local communities and beyond as will be discussed later. It is also important to state that their interaction is by provision of engineering and consultancy services, design and development of student prototypes for marketing firms. It also develops appropriate technology on demand from the firms and organizing training courses for managers and workers to boost their managerial technical skills, though no known appropriate technology has been recorded yet.

Their linkage has also enabled faculty to send over 50 students for placement over the last three years. Perhaps the main advantages from this interaction is; improved human resources through existing training, student development through placements, financial support through Gatsby Trust and marketing expansion for SESACO products. This was also stated by an academic respondent that:

“Through the faculty’s outreach programmes, courses such as training on managerial and technical skills; provision of a specification of machines or technology, and linkage of entrepreneurs to financial institutions and other credit schemes have been offered to some SMEs inform of Knowledge Transfer Partnerships” (acad, prof-technology).

This interaction however, does not come with a string of short comings like low finances for expansion. However, no contribution has been made directly by staff or students in development or design of new local and appropriate technologies.

ii) Makerere University/Makerere University Walter Reed Project and Kampala/Kayunga trial project.

In the field of health, Makerere University through Makerere University Walter Reed Project¹³ (MUWRP), a non-governmental not-for-profit HIV research organization, focuses on finding a safe and effective HIV vaccine. Uganda has been on the forefront of HIV prevention and treatment in the region and therefore initiatives that support reduction in infection rates as well as finding solutions to the problem have been established. Since its inception, the project has worked with locals to carry out several trials and other activities, as a public health academic respondent stated that:

“The communities in Kampala and Kayunga districts have been actively engaged through general community sensitization on HIV and HIV vaccine research, media trainings, policy markers’ dialogue sessions, and working with Community Advisory Boards (CAB)” (acad, prof-public health).

Vaccine trials have also been carried out in these two districts. This is from the fact that the project’s primary mission is to develop an HIV vaccine and build a vaccine testing capability in Uganda. Its main objective is to actively engage communities in the different stages of research process right from trial protocol development/design, through implementation to dissemination of research findings. To further share information with other players and locals, the project has formed a network (HIV/AIDS Prevention Research Cross-CAB Network) which holds an annual forum to discuss issues relating to HIV prevention trials in Uganda, share experiences and provide recommendations to researchers¹⁴. This has drawn other players like school of public health and John Hopkins University to join in some projects such

¹³ The Makerere University Walter Reed Project is a collaboration of: Makerere University, The US Military HIV Research Program, The Henry M. Jackson Foundation, The Walter Reed Army Institute of Research and Department of Defence – Global Emerging Infectious Surveillance and Response System (DoD-GEIS). The partners in the project include Ministry of Health-Uganda, Uganda Aids Commission, Uganda National Council of Science and Technology, UNAIDS, Center for Disease Control, Protection and Prevention, Mbeya Medical Research Program, International AIDS Vaccines Initiative and others

¹⁴ <http://www.muwrp.org/community.php>

as involved safe motherhood delivery projects within and outside Kampala, among other projects. All these projects have been (and are being) operationalised to improve health and wealth of the people in Uganda as a whole.

iii) Makerere University/Faculty of Agriculture and Kampala City Council

Collaboration with the local city authorities is key for forging solutions to immediate problems. Of interest here is the extent to which research output in Makerere has drawn new ideas to catalyse socio-economic development in the local community. For a long time, Kampala City has faced problems of garbage control and cleanliness. Finding a solution to the garbage has therefore put both City Council authorities as well as the government in the spotlight. The final success of these efforts has been realized through faculties of Agriculture and Technology in Makerere University in which collaboration to carry out a joint research resulted into a solution to recycle garbage and churn out bio-gas. An administrator in agriculture – who happened to be part of the project stated that:

“Makerere University is in advanced stages of recycling garbage collected in Kampala and nearby urban centres into bio-gas. The research for the project has been going on for the last four years and is now in the final stages at the Kabanyolo Agricultural Training Centre, under the faculty of agriculture” (admin, agric)

The research revealed that other than bio-gas, garbage will be used to make animal feeds and fertilizers. These products will be instrumental given the fact that out of five divisions that make up the city, four divisions use 25% of their area for agricultural purposes. In addition, 35% of the city’s population practices some form of agriculture. With agriculture being the priority sector in Uganda’s development, mechanization that translates into agro-processing and value addition to agricultural products for the ever increasing population is a welcome adventure.

Other than agricultural innovations mentioned in subsection 4.2.3, another project called Amate Gaitu (our milk) between the faculty of agriculture and directorate of information and communication technology (ICT) was initiated. This project is a partnership between commercial farmers, students, staff, input suppliers, processors, distributors, consultants, investors and other service providers to create, share and apply scientific knowledge and technological innovations. This is mainly through supplying high quality, value added dairy, grain and fruit products for nutritional purposes of the local communities, and beyond.

iv) Other University-Community enterprise interactions

There are further interfaces between the university, NGOs, local governments and the community in terms of commercial relationships, trade shows, continuing education, participatory research, seminars and workshops etc. Some of these include interfaces between the faculty of agriculture and the community or in partnership with Makerere University Agricultural Research Institute, Kabanyolo (MUARIK), local governments, to mention just a few. Latest products from the faculty of agriculture include a) Soil Test Kit (STK) which was developed in response to farmers' demand for simple, quick and low cost field diagnostic tools for easy decision making, b) Biofertilizer technology which produces fertilizers to solve the constraints of lack of nitrogen in the soil that affects crop productivity, c) improvement of soy bean which carries high protein and oil content yet resistant to soy bean disease. This also gives high yields per small unit area.

Furthermore, the university-community relationship has been witnessed through cross sectoral public private partnerships. This has been in form of Makerere University Private Sector Forum (MUPSF). This forum moves to fill the gaps existent within the university, public sector and the private sector¹⁵. This is done to encourage private sector participation in university activities, promote the development of demand driven skills at the university, and enhance research technology development. It is also meant to transfer technology to address private sector needs, strengthen student field attachments and internships, and encourage in robust policy analysis, research and advocacy.

4.5 Successes and difficulties facing the university

4.5.1 Established incentives between business and the university

Makerere University is forging a way in transferring ideas and technologies to the marketplace and the community, and the ability to foster innovation is even greater in the future judging from the responses. This study revealed that involvement in business-related activities with small and medium enterprises was indeed common, sometimes by provision of premises (for instance for the case of Gatsby trust) and more often providing consultancy services, training and advice. Some organizations are even involved in a number of local employment drives and financial support initiatives aimed at empowering local community

¹⁵ MUPSF has been established to enhance University/Public sector interface in the promotion of Education, training, Research and Innovation as a business as one of the main goals.

activities. One important thing to note is that a number of these projects involve students and staff, in addition to volunteering initiatives aimed at supporting mostly socially excluded groups in the local communities. As one respondent from the faculty of technology stated:

“The cooperation between Gatsby Trust and the faculty of technology has supported manufacturing and value adding business with an increasing potential of growth” (acad, prof-technology)

For instance, Uganda Gatsby Trust has contributed in the following areas: student attachment slots; boasts of 22 functioning clubs with over 1500 members; plays a bigger role in attraction of development partners such as DFID and Kilimo Trust through its activities; carries out exhibitions and trade fairs for local businesses etc. All this shows a cordial relationship between the university and the business sector which, through its various arms, enhances to employment opportunities, improves incomes of the poor through accessibility to microfinance, training and support to local entrepreneurs and the community at large. This in turn has increased the general socio-economic wellbeing in the communities and the nation at large. Furthermore, provision and accessibility of small loans (with favourable terms through Gatsby Trust) to Small and Medium Entrepreneurs (SMEs) with a negotiable collateral security and loans up to \$20, 000 is a step towards creating start-up businesses, employment and alleviating poverty. It is important to note that these loans are given at lower interest rates manageable by the borrowers, as opposed to what banks and other microfinance institutions used to give.

The web of collaborative and partnership relations among university researchers and local companies already discussed illustrate the importance of these connections, and a way through which Makerere encourages the use of its intellectual capital to benefit the local community. As already mentioned above, this research revealed a number of private sector partnerships through the Makerere University Private Sector Forum (MUPSF), a deliberate strategy and a centred means for stakeholders’ collaboration in addressing the private sector needs.¹⁶ It is further reported that the Forum has so far reached out and signed 13 Memoranda of Understandings with the public and private sector institutions for collaboration and cooperation in research, training, innovations and technology transfer especially for SMEs development. These partnerships offer academic staff the opportunity to gain commercial expertise to business problems. In addition, research revealed that these partnerships boost

¹⁶ MUPSF has been established to enhance University/Public sector interface in the promotion of Education, training, Research and Innovation as a business as one of the main goals.

technology transfer activities to recipients such as businesses, civic and non profit organisations, government agencies as well as individual citizens. The argument is that the private sector is an engine of growth for Uganda's economy and benefits from university's products, though it has not been at the forefront of influencing policy agenda and practice with respect to changing market dynamics.

The importance of this partnership is in line with the need to link university departments with the private sector in information dissemination, socio-economic development, initiate demand driven joint research and practice to influence development policy, curriculum review and technological innovation. In addition, these partnerships are to connect the significant power of the university – physical, economic, political, technical and intellectual – to the assets and capacities of the most-needy neighbourhoods in which both are strengthened. The activities of the MUPSF are in line with the university strategic plan (2009-2018) - to transform Makerere into a research lead university in Africa. Of the six components under focus in the partnership is students' field attachment and marketing which has been spread in some units of the university.

More so, in a memorandum of understanding signed between Makerere University Private Sector Forum and RYTHM Foundation¹⁷, a partnership was established which will have a holistic programme to help equip Makerere University graduates with tools to take their place in society through entrepreneurship, development of small and medium enterprises (SMEs) with incubation centres to help create a value chain and self sustainability platform. At the same forum, the vice chancellor stated that “the forum provides an avenue for private sector to participate in the university academic programmes like training and research and stands to benefit from technological innovations generated by academia. He also stated that the forum agenda is driven by the need for employment-focused student training, problem-oriented and demand-driven research and policy research at the national and regional level¹⁸.”

A further success at university level has been the endorsement of the university investment policy in a bid to make the university finally self-sustaining through various investments. This is headed by the Investment Advisory committee with an independent Investment Department

¹⁷ A Philippine based organisation that helps the public turn their ideas and their potentials into reality to help MUSPF tap synergies of university-private sector partnership.

¹⁸ Monitor Newspaper, December 17, 2008

in place. In one of the Vice Chancellor's media briefings¹⁹, it was noted that already investments have been realised in terms of infrastructure in faculties of Economics, Technology and Computing and Information Technology. Other investment ventures such as setting up apartments, hotels, hostels and super markets are underway. In this, the university is a key actor in the socio-economic development agenda of the local area and the country as a whole.

4.5.2 Difficulties, tensions and barriers to progress

The increased involvement of universities in community as well as regional services has led to new demands which require increased resources and new forms of management. Linking teaching, research and community service roles in universities involves both internal and external mechanisms. Internal mechanisms include funding, staff development, incentives and rewards and communications; while external mechanisms involve the university and the community or region in the development process through skills enhancement, technological development and innovation, and cultural awareness. In this vein, Makerere University has faced internal troubles pertaining to the relationship between the university administration, teaching staff, students and external stakeholders, for instance government. Subsequent to these tensions is the failure to achieve the stated objectives of the university which clearly stipulate the university's focus on teaching and carrying out research for local needs and beyond.

In light of the above, the most common tensions or barriers in the university and the community noted in the study were those related to lack of resources, and inadequate dictated funding from the government. Recent local media reports show that since the 1990s, Makerere's funding from the government has consistently fallen short of the institution's core needs²⁰. Further reports show that during the 2000/2001 academic year, Makerere only got US\$11m (38%) from the government, of the US\$ 30m it had budgeted for. This forced Makerere to depend more on donors to undertake its core activities. Further still, it must be stated that for several years, the university has been running on a deficit budget and has accumulated arrears of more than US\$12m. This is worsened by gross mismanagement of

¹⁹ 4th Vice Chancellor Media press briefings, April 6th 2010.

²⁰ The New Vision, 27th October 2009, accessed from <http://www.newvision.co.ug/D/8/13/699167>

internally generated funds from private students at the university²¹. This insufficiency of funds for instance affects all functions in the university – from materials for use in teaching and learning to less research or no research. On the issue of internally generated income one external respondent noted that:

“The government has always questioned the spending of money generated under private schemes in Makerere citing lack of accountability on its use” (business)

Not only is it the concern of the government but the general public feels that given the amount of money paid in tuition and other fees (by private students), they feel students should get better education than the university actually offers. Subscribing therefore to the belief that better education will translate into knowledge and skills much needed by the society. The current vice chancellor in his business plan for the university also noted that Makerere university’s challenges emanate from lack of control structures and systems as well as running the university as an expenditure entity (The New Vision, 27th October, 2009²²). The respondent further states that:

“One of the university’s main challenges whose roots stretch into the system is financial mismanagement. The inability of the university authorities to handle finances efficiently is a symptom of administrative loopholes” (business)

This is reflected in the recent media reports that since 2005 the academic staff association, Makerere University Academic Staff Association (MUASA) moved a vote of no confidence in the then Vice Chancellor, his two deputies, university bursar and the secretary²³. Poor management practices are likely to contribute to lack of productivity on the part of employees.

The confusion between the formal and informal structures in the University makes it difficult to monitor actual output against the expected ones. One internal respondent seemed to have confirmed fears suggested by external respondents that:

“Informal working methods, channels of communication and mechanisms of operation seem to be overtaking the formal, institutionalized machinery” (acad, prof-social sciences)

These views are also supported by one of the most respected scholars, Mamdani, who, in his critical book; *Scholars in the Market Place: The Dilemmas of Neo-Liberal Reform at*

²¹ These were contained in the Cabinet White Paper of December 5, 2008 from the recommendations by the Visitation Committee to public Universities appointed by the president in March 2006.

²² The New Vision of 27th October 2009, accessed from <http://www.newvision.co.ug/D/8/13/699167>

²³ Ibid

Makerere University 1989-2005 (2007) noted that the university administration has been willing to tolerate informal arrangements within its operations to avoid any costs attributed to courses offered especially after privatization took effect. He further reports that due to lack of sufficient funding to the university, “the University shut its eyes to any informal arrangement devised by dean, boards and programmes directors, provided it involved no additional cost to the central administration” (Mamdani, 2007:101). This is important in explaining the unmentioned complexity of the relationship between the university and the community from an outsider’s point of view.

There are further barriers and complexities that exist within the university setting and ultimately affect the relation between the university and local community. These barriers no wonder could potentially affect the effectiveness of their engagement. For instance, there are coordination difficulties including limited commitment by staff and insufficient resources. Whereas government health, education, social and science and technology sectors advocate for close collaboration between academia and industry, it provides very little funds committed to realize these policy objectives. These complexities in the long run affect the university’s focus in dealing with the local community in a way that encourages coexistence. In this view, a respondent stated that:

“Makerere University has 22 academic units which are directly administered by the Vice Chancellor and they are too many for one VC to manage efficiently” (acad, prof-social sciences)

The above in essence reflects the focus of the university-internal challenges which divert the university’s attention to the needs of the community. Consequently, this in essence may be important in explaining the reason for institutional change to a college system which is now under implementation. The respondent further noted that:

“Internal struggles between the administration and the academics (or academics themselves) are killing the morale of teaching staff hence forcing them to moonlight in other universities leading to reduced focus on teaching and research” (acad, prof- social sciences).

The latest tales of intrigue were in 2009 when the then vice chancellor clashed with his second deputy over the management of the approximately US\$15m academic reform’s project

funded by Swedish International Development Agency (SIDA)²⁴. An NGO respondent observed that

“Today the university has been engulfed by intrigue and government manipulations which are turning the university into a boiling pot of political drama” (NGO)

The respondent further states that

“Makerere has a long history of being the proving ground for opposition political forces to make their mark ahead of national political contests. For instance, former presidents Dr Apollo Milton Obote and Idi Amin tested the mettle using student politics as a proxy” (NGO)

In addition, poor relationship, mistrust and suspicion between academic staff and the top management has led to more than five staff strikes and four student strikes in a period of four years. It is not farfetched to stress therefore that from the lowest unit within the university to the topmost administration, the university is divided into cliques fighting each other. This in part is attributed to laxity in coherent policy frameworks that create ineffective systems. Furthermore, internal (and/or external) challenges that the university faces have for long been rooted in its organizational context, legal framework, mandates, roles and responsibilities. Existent overlaps have created management gaps that have affected, directly or indirectly, the relationship between the university and the local community. For instance one internal respondent noted that:

“Given the historical background of the present governance structures, there were overlaps, unclear demarcation roles, mandate demarcations and responsibilities at many levels” (acad, prof-social sciences)

This lack of clarity in roles contributes to conflict and inefficiency in the implementation of the university activities, dragging full implementation of the objectives and mission of the university. There have been administrative issues within the university that while some officers may be overloaded in terms of workload, others who by default are assigned similar tasks tend to be redundant. Consequently, Makerere’s reputation has been put in balance due to the challenges it faces and all these are still regarded as constraining factors in the university’s activities.

²⁴ The New Vision of 27th October 2009, accessed from <http://www.newvision.co.ug/D/8/13/699167>

In a concluding remark, whereas concrete action not only requires an institutional coherent policy framework, it also necessitates an effective institutional organization. Changing educational demands require institutional changes from the traditional centralized and bureaucratic modes of organization to respond flexibly to the ever increasing unpredictable environmental changes within which universities operate. Note should be taken therefore that the existence of such challenges spell a collapsed relationship between the university and its surroundings. And consequently this severs and retards the activities of the university in trying to achieve their visions and mission. In addition, research also seemed to suggest a very vulnerable funding regime that focuses more on the market oriented activities. This eliminates the importance of social and ultimately cultural activities which receives less funding. Thus the stated objectives of the university may not be achieved.

4.5.3 Overcoming barriers

With the barriers identified in the above subsection, it would seem that the university is on the verge of collapse. However, the respondents are confident that plans underway will not only answer the above issues raised mainly by critics, but will elevate the university to reclaim its 'glory' in the region, Africa and the world at large. For instance, in its strategic plan (2008/9-2018), the university clearly recognizes collaborations as key in its progress through research, teaching on the local community and the bigger society. To further respond to professional human resource issues, the university recently released human resources manual that among others addresses ethical issues such as drunkenness, absenteeism and trading marks for sex by lecturers. This, together with strengthening the public relations office, is expected to improve the image of the university and perhaps make it one of the best in the region and Africa. In addition, for the last one year since a new management came into leadership, restructuring committees have been put into place and they are working on ensuring that barriers to university success are addressed. These committees have tackled issues from the lowest university unit to top management and governance level. In his business plan, the new vice chancellor noted that the solution to Makerere university's problems lies in cutting university expenditure and generating more money. On the issue of reforms within the university, one of the heads of the Administrative and Finance committee noted that current reforms are on schedule, at 50% as of now²⁵. He added that the university is further making improvements in

²⁵ 3rd Vice Chancellor's monthly press briefings

the Directorate of Planning and Development to ensure faster monitoring and implementation at the centre. The respondent further noted that

“Efforts are now concentrated on achieving the strategic objective of making the relevant academic, administrative and financial reforms that will make the university more efficient and a research-led and learner-centred institution” (acad, prof-technology)

Subject to conflicts in governance and leadership within the university, the new leadership has put in place a constituent college system as a way of decentralizing service delivery and harmonization of academic programmes. This system becomes effective on July 1, 2011. A university official explained that “colleges will be self governing and accounting and will be headed by a principal”²⁶. To limit course duplication under this arrangement, some courses have been phased out, while others were merged to create a coherent academic and administrative system within university units. Further still, it is believed that the college system created and well sustained will go beyond individuals and focus on sharing and working together in the future.

On the financial front, documents show that reforms have been made in the way budgets are made and presented for approval. There is an assertion that traditional delays in budget approvals seem to be coming to an end, given the focus which the new management has given to this critical aspect. Further document analysis revealed that previously, budget approvals were delayed and they would be approved at least three months into the new financial year. In addition to timely budgets, the university is expanding its source of funding from the reliance on government funds to partnerships with donors, independent government agencies, private sectors and the alumni association. Due to a lukewarm relationship between the new university management and the government, it was revealed that the government has promised to finance specific projects that make a direct impact on the society. For instance, the government has committed, in the coming financial year (2010/2011), Shs 5 billion (\$2.5m) to the Faculty of Technology, Shs 5 billion (\$2.5m) to Department of Food Science & Technology, and Shs 2 billion (\$1m) as start-up fund for AFRISA, a project under the Faculty of Veterinary Medicine²⁷.

²⁶ The New Vision, December 6th, 2010, accessed from <http://www.newvision.co.ug/D/8/13/740388>

²⁷ The Seventh Vice Chancellor’s monthly press briefing held on 5th July 2010.

In addition, the university has continued to source for more funds through signing memoranda of understanding with international donor agencies. For instance, the memorandum of understanding that was signed between the university and the Swedish International Development Agency (SIDA) amounting to \$25m. Furthermore, the university has concretized public private partnerships under the Build Operate Transfer (BOT) arrangement that will ensure investment, development and use of the university resources like land. This, it was reported, will include construction of a 5-star hotel, Medical plaza, data centres, hostels and residential flats. Other investments will include construction of shopping malls, banking facilities, a day care center, parking yards, petrol stations, departmental stores, apartments and office blocks on its various plots of land. Economically, this will increase employment for professionals and non professionals in the respective areas, reducing dependency on government funds hence increasing internally generated funds.

Seen from the above, it can be asserted that the general public may not fully understand critical activities the university undertakes considering a wave of changes the university has passed through over the past period. This is because a handful of representatives directly take part on the committees of the university. External and local partners still identify shortcomings associated with university activities and areas where they would prefer to see greater changes. However, evidence shown by the new management recognizes the importance of greater dialogue to improve the university. In addition, there is a ray of hope in the new university management to improve its standing in the community through partnerships that are now working better than before.

In a nutshell, with various stakeholders in university education, there are various expectations in terms of university contributions to the needs of the surrounding community. In the case of Makerere University, there seems to be no formal planning responsibilities by the community for (or over) the university. Therefore, the university is not subjected to formal objectives or targets set by the society or community in which it is located. However, one area in which formal relationships take precedence is where the university and the community enter into partnership projects supported by other agencies or by those within the area where the university is located. Such projects may include action research carried out to solve a society problem or to create solutions to existing problems. This observation is supported by David et al (2005) who explain that universities, being independent organizations make their own decisions on the extent to which they wish to engage with the community or society.

Further still, in the context of increasing presence of the university in its locality (or engagement), a number of incentives must be provided. These among others include taking decisions that are ultimately based on the interests of the community and would collectively result into optimal outcomes for both the university and the community. Finally, the highest decision making body in the university – the University Council – comprises various representatives both internal and external to the university. External representatives include three representatives from various ministries, local council representative and two members appointed by the government. It is asserted that regular open channels of communication at both strategic and operational levels of the university have been put in place to drive these changes.

Chapter 5: Conclusions and recommendations

5.1 Conclusion

This case study has revealed that going by its vision and mission objectives, Makerere University is grappling with the challenges of finding new directions of developmental relevance in the context of teaching and research. This brings into question whether the full range of university activities is well understood by the locals. Perhaps, this has something to do with the way the university communicates with stakeholders outside its physical gates and whether university gates are open for the society to actively take part. It can also be argued from the responses that the extent of involvement by the community in the university affairs is minimal, though there are no clear guidelines under which such involvement should be measured. In all this, stronger participation of the community requires greater dialogue to improve the relationship and understanding between the university and the community. Perhaps what is often misunderstood by most stakeholders is that the university is not required through its policies to engage in community development but they (university) undertake this as a public good. Amidst all these issues however is a general view of hope sounded by various respondents that the situation is improving and partnership is working better than before especially now that the university is under a new management. Looked from a different angle, one can be tempted to say that the political leaning of the management determines whether the university is supported or not. This political involvement in the affairs of the university therefore determines whether the university gets support for its activities and vice versa.

Makerere University, through various partners, looks to be on the path to strengthening capacity within its borders so as to be in position to work with the local community. The research projects and outreach activities carried out in faculties and schools illustrates the commitments by the university to achieve its vision and mission. However, it can be asserted that most of the partnership projects highlighted are not internally initiated but seem to be driven by funders who dictate the terms of operation. This is because other than those few faculties that have been supported externally, there seems to be no outreach activities in other faculties. Perhaps, short of external funding, few activities within the community would be evidenced. Consequent to the university-community relations is the increased participation of students in the local society through voluntary activities and learning related to community needs and engagement initiated by respective faculties. Certainly, interactions between the

university and industry or community have changed over the past years. And with increased engagement between the university and business, solutions for the long standing barriers are being devised. Perhaps the creation of an investment department in the university is evidence of improved infrastructure for managing community engagement and changing direction of operation. That is, from the Mode 1 perspective that placed the university as a 'pure researcher' to Mode 2 perspective in which relations emphasise networking between disciplines, industry, communities as well as government using inclusive and innovative processes.

There exist differences between internal and external perceptions on the socio-economic contribution. For instance, whereas internal stakeholders approach the socio-economic contribution of Makerere University positively and defensively (as expected), external respondents view it in line with its shortcomings. External respondents also view suggestions in line with how the university can be more useful to the society. To some internal and external respondents, the university continues to adopt a reductionist paradigm which fails to account for indigenous knowledge that is widely needed and used by peasants and the society, though current efforts seem to be directed towards local knowledge. External respondents though are more concerned about the perceived failure of the university to create spin-offs and produce employable graduates, and these issues are highly polarized within the business community. Perhaps, Makerere University is not the only university that faces this problem. It is probable that lack of information of the spin-offs precipitates such criticism, and given the state of the Ugandan economy, unemployment can be explained. Important to note is that government innovation policy is weak and hence remains scattered and uncoordinated. This makes interactions between the university, firms and the community more peripheral despite the prominence of the existent university strategic plans. Lack of coordination in government policy is also seen in the incoherent relations between faculties and departments, lack of funding to research and development activities in the university. As stated earlier, most of the activities are funded either by donors (or development partners), private partners as well as internal funding sources like fees.

Conclusively, it should be noted that there is a paradox about the university local, regional socio-economic contribution. Being a public institution, Makerere pledges its allegiance to multiple territories rather than a particular region, and therefore addressing all issues within its locality and beyond is a slower process. For socio-economic development to be achieved,

combined efforts between the community and the university through increased partnerships are crucial. In addition, barriers to university cultural changes and policies involving partners must be dealt with.

5.2 Recommendations

First, this study mainly utilized a qualitative research strategy. This however left out a number of key aspects that would otherwise have been picked using quantitative research methodology. Carrying out a study that contains quantitative data collection methods as well as qualitative data would be ideal since it would involve a lot of measurable and dependable information. Consequently, the evidence base to assess wider socio-economic contributions of the university in its locality leaves some gaps that need to be filled. Respondents' perceptions in this study provide an understanding of socio-economic contribution of the university though a combination of more appropriate data collection methods such as face to face interviews would have provided critical data for this study. Therefore, need for extensive indicators and mixed methods to eliminate any existent gaps that may have arisen due to methodological oversights should be applied. As such, this necessitates a mix of designs (or inclusion of more than one case) in order to produce robust yet balanced findings on the socio-economic contribution from various universities. Consequently while the framework applied suits the study, it is imperative to note that this study perhaps could have addressed more issues than it actually did. In themselves, university functions are far wider than was actually discussed in this study and therefore looking at each function independently would provide more information and create more understanding of the socio-economic contribution to the surrounding community than is actually provided here.

Notwithstanding the above, internal respondents appreciate the effort the university is putting to achieve its mission and vision as a one stop academic centre, nationally and beyond. In addition, internal actors believe that current increased participation of the university in its surroundings through a number of non academic activities is evidence of its need to be embedded within its locality and beyond. Interesting though is that internal actors also highlight the gaps in university functions which affect its functionality and contribution to the community. On the other hand, external actors seem to be detached from the day to day activities of the university though they appreciate current partnerships which call for public-private involvement in the affairs of the university. Positively, external actors have been more

critical of the university by highlighting its shortcomings and this has in turn forced the university to take steps to be responsive to the needs of the society.

From the above challenges, the following areas may be explored further

- This study revealed existing gaps in the data, for instance, there is lack of statistics on graduate employment numbers, number of spin-offs and related data on students that have completed university. It was revealed that data existent on such aspects is incomplete and insufficient for complete studies. Therefore, a full survey on these issues is imperative so as to document a complete statistical picture on which future decisions can be based.
- Connected to the above, it would also be important for studies on the effect of disciplinary differences and their relevance to societal needs to be carried out. These studies would therefore contribute to the existent stock of knowledge on socio-economic contribution and how universities review their curriculum to match societal needs.
- In search for answers on the socio-economic contribution of the university to its surrounding area or region, issues of autonomy and funding need to be critically analysed. Therefore, a full study on university funding and how it affects university operations, as well as how a university makes independent decisions dependent on its mission and objectives is important.
- Lastly, a study that applies a different (or combination of) design and strategy would be handy in providing results for easy generalization.

In conclusion, existing internal struggles and conflicts, inadequate funding, financial mismanagement and university-community tensions have been highlighted and these affect the effectiveness and focus of the university in execution of its functions. Finally, new developments under plan by the university will further strengthen its ability to contribute to the vitality of the local economy in form of facility provision, attraction of highly educated faculty, researchers and students who will have an impact in the community. For this to be achieved though, streamlining management structures with an accountability system through an operational strategic plan would be ideal.

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Appendix I

University staff respondents

How do internal stakeholders perceive the socioeconomic contribution of Makerere University to the local community?

- a) How do you define development (what is your view about the term development)
- b) In which aspects would you say Makerere University is contributing to development?
- c) What is the relationship between Makerere University and the surrounding community?

A. Research contribution

1. To what extent does Makerere University draw upon the characteristics of its locality to develop research activity?
2. What mechanisms exist to reward and acknowledge locally or regionally-based research
3. What structures are in place to enable the University to more widely disseminate its research output and innovation initiatives beyond its contractual industry partners?

B. Teaching and learning to labour market and skills

Localizing the learning process

1. How do the programmes offered meet local and regional needs?
2. How does Makerere draw upon the specific characteristics of the local community or region to aid learning and teaching?
3. To what extent is postgraduate activity - which can be an effective tool of technology transfer to the region and a way of embedding highly skilled graduates in the regional economy -geared towards meeting local or regional needs?

Promoting lifelong learning, continuing professional development and training

1. How have external or independent enterprises been established in Makerere to extend professional education provision to the community and the region at large?
2. What mechanisms are in place to increase access to learners in the community who have been traditionally under-represented in higher education?

Changing forms of educational provision

1. How would (or does) Makerere maintain institutional coherence in the light of this educational provision to diverse population?
2. What mechanisms exist for promoting flexible education provision?

Enhancing the regional learning system

1. How Does Makerere University acknowledge the need to develop education on a regional basis?
2. What data analysis has been performed to establish the demand and supply of different types of higher education 'product' within the region?
3. Which procedures are in place to support local or regional collaboration with Makerere University in this respect?

Employability of graduates

1. To what extent is labour market information gathered to monitor the flow of graduates into the labour market?

2. Are there any specific initiatives or practice to support graduate enterprise in an effort to retain graduates in the local society and recruit alumni to return to the local community?

C. Other activities in which the university participates

1. How does the university organize events for the community in terms
2. How does the university organize its work outside academia

D. Successes and difficulties

1. What incentives exist between the university and industry or business? And which barriers exist in the university-industry relationships?
2. How do you think these barriers can be overcome? What are the university plans in that respect?
3. Who determines university's participation in university-industry or university community relationship?
4. Which university policies exist to encourage co-operative research between university and industry/community or the exchange of research staff between them? How are decisions made about acceptance or rejection of university-community action?

Industry/Business respondents

How do external actors perceive the socioeconomic contribution of Makerere University to its surrounding community?

- i. How do you define development (how do you understand the term development)
- ii. In which ways can you classify the term development?
- iii. What is the relationship between industry and Makerere University (if any)

A. Research contribution of the university

Interfaces facilitating knowledge exploitation and transfer

1. What mechanisms have been developed to promote the research base of the university?
2. In what aspects is the university dealing with businesses and industry?
3. How do (have) businesses and industries promote (d) or been promoting these mechanisms described above?
4. Are there structures in place in the area that enable the University to more widely disseminate its research output and innovation initiatives?
5. In what aspects is research utilized to improve or influence development

B. Contribution of Teaching and learning to labour market and skills

Localizing the learning process

1. In what ways are learning programs tied to reflecting and finding creative solutions on local/regional issues?
2. What, in your opinion are the University's learning programs that enhance the capacity of students to be enterprising with the skills?.
3. To what extent have you participated in university course design that meet your/local/regional needs?
4. How are students integrated locally?

Employment and graduate recruitment

1. How would you describe the quality of graduates from Makerere University and what would drive you to employ them?
2. What drives business/industry concerning local/regional employment recruitment of students from Makerere University?
3. What mechanism exists to create pathways between Makerere University and local/regional firms, especially SMEs?

C. Other activities in which the university participates

- 1) How does the university organize events for the community especially for business and industry?
- 2) How have business and industrial sectors supported non academic activities in Makerere University?

D. Difficulties and successes

- 1) What incentives exist between the university and industry or business? And which barriers exist in the university-industry relationships?
- 2) How do you think that the difficulties can be overcome?
- 3) Which policies or funding programmes do exist to encourage co-operative research between Makerere University and industry or the exchange of research staff between the two?

Non-Governmental Organization/Local Government respondent

How do external actors perceive the socioeconomic contribution of Makerere University to its surrounding community?

- a) How do you define development (what is your view about the term development)
- b) In which ways can you classify the term development?
- c) What is the relationship between Makerere University and the surrounding community
- d) What aspects do you think Makerere University is focusing on to improve the socioeconomic relationship in its locality?

A. Research contribution

- 1) What are the respective roles of the NGOs/ Local government, in creating mechanisms for better research output in partnership with the university?
- 2) How do you benefit from Makerere University's research output?
- 3) In what aspects does the university partner with NGOs/Local government to carry out research relevant to the local communities?

B. Contribution of Teaching and learning to labour market and skills

Localizing the learning process

- 1) In what ways are learning programs tied to reflecting and finding creative solutions on local issues over the medium to long term?
- 2) Which learning programs within Makerere University enhances the capacity of students to be enterprising?
- 3) How are NGOs/ Local government involved in curriculum designs of courses at Makerere University?
- 4) What specific initiatives or practice to support graduate enterprise in an effort to retain graduates in the community does local government participate in?

C. Non academic activities of the university

- 1) How does the university organize events for the community in terms of (e.g. cultural events?)

D. Successes and difficulties

- 1) Does the national legal framework (e.g. Intellectual property law) support the role of the university in research and innovation
- 2) What incentives exist between the university and local government? And which barriers exist in the university-government relationships?

- 3) How do you think that these barriers can be overcome?
- 4) Who determines university's participation in university-community relationship? Do national or internal university policies exist to encourage the university to play such a role? How do they do that?
- 5) Which university policies exist to encourage co-operative research between university and community or the exchange of research staff between them? How are decisions made about acceptance or rejection of university-community action?

Student respondent

How do internal stakeholders perceive the socioeconomic contribution of Makerere University to the local community?

- a) How do you define development (what is your view about the term development)
- b) In which ways would you classify the term development?
- c) What do you think is the relationship between Makerere University and the surrounding community (students, local government, NGOs, Industry and business, etc)
- d) What aspects do you think Makerere University is focusing on to improve the socioeconomic relationship in its locality?

A. Research contribution

- 1) What kind of research do you participate in at the university?
- 2) To what extent do you think that research activities in which you participate have any influence on socioeconomic development.
- 3) How does the university stimulate entrepreneurship, internships or incubation programs for its students through research?

B. Contribution of Teaching and learning to labour market and skills

Localizing the learning process

1. How do the programmes offered meet local and regional needs?
2. Which learning programs within Makerere University enhance the capacity of students to be enterprising
3. What is the role of the university careers service in the process of localizing learning?
4. How are students locally integrated, in terms of course placements, accommodation, volunteering activities? What is your experience from this?
5. What mechanisms exist to monitor/accredit extra-curricular activities for students?
6. How does Makerere University facilitate local voluntary associations and coalitions of local expertise and knowledge around key strategic priorities?
7. How easily acceptable are Makerere university graduates in the world of work and how do they cope with the world of work (as an aspect of quality transfer of knowledge and skills)

C. Non academic activities undertaken by the university

How does the university organize events for the community in terms of (e.g. cultural events?)

D. Successes and difficulties

1. How is the student body involved in policy making in the university priorities? Who determines university's participation in university-industry or university community relationship?
2. Which university policies exist to encourage co-operative research between university and industry/community or the exchange of research staff between them?
3. How are decisions made about acceptance or rejection of university-community action?