



UGANDA MANAGEMENT INSTITUTE

**2<sup>ND</sup> UMI NATIONAL GRADUATE TRACER  
STUDY, EMPLOYERS' EXPECTATIONS,  
AND MARKETING SURVEY**  
(2013/14 – 2019/20 COHORTS)

**REPORT**



April 2024



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BOOKS

PROJECT

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# ACRONYMS AND ABBREVIATIONS

<b>4IR</b>	4 <sup>th</sup> Industrial Revolution
<b>A/D/CAO</b>	Assistant/Deputy/Chief Administrative Officer
<b>ABU</b>	African Bible University
<b>AC</b>	Air Condition
<b>ACORD</b>	Agency for Cooperation in Research and Development
<b>AHF</b>	Health Care Foundation/Uganda Cares
<b>AIDS</b>	Acquired Immuno Deficiency Syndrome
<b>BCE</b>	Bachelor of Civil Engineering
<b>CAO</b>	Chief Administrative Officers
<b>CATS</b>	Credit Accumulation and Transfer Systems
<b>CBOs</b>	Community Based Organisations
<b>CDO</b>	Community Development Officer
<b>CEO</b>	Chief Executive Officer
<b>CFO</b>	Chief Finance Officer
<b>CILT</b>	Chartered Institute of Logistics and Transport
<b>COVID-19</b>	Corona Virus Disease-19
<b>CPA</b>	Certified Public Accountant
<b>CPD</b>	Continuous Professional Development
<b>CRIM</b>	Certificate in Records & Information Management
<b>DCAO</b>	Deputy Chief Administrative Officers
<b>DEOs</b>	District Education Officers
<b>DFA</b>	Director Finance and Administration
<b>DG</b>	Director General
<b>DICT</b>	Diploma in Information & Communications Technology
<b>DLGs</b>	District Local Governments
<b>DLMM</b>	Diploma in Logistics & Materials Management
<b>DPO</b>	District Prisons Officer
<b>DPSA</b>	Directorate of Programs and Students Affairs
<b>DPSCM</b>	Postgraduate Diploma in Procurement & Supply Chain Management
<b>DRIM</b>	Diploma in Records & Information Management
<b>DSS</b>	Diploma in Secretarial Studies
<b>DUGM</b>	Diploma in Urban Governance and Management

<b>EFRIS</b>	Electronic Fiscal Receipting and Invoicing System
<b>FIDA-U</b>	Uganda Association of Women Lawyers
<b>GCC</b>	Gulu City Council
<b>GIMI</b>	Galilee International Management Institute
<b>GIS</b>	Geographic Information Systems
<b>GSS</b>	Geo Spatial Systems
<b>GTS</b>	Graduate Tracer Study
<b>HEIs</b>	Higher Education Institutions
<b>HOCADDO</b>	Hoima Caritas Development Organisation
<b>HR</b>	Human Resource
<b>ICPAU</b>	Institute of Certified Public Accountants
<b>ICT</b>	Information and Communications Technologies
<b>IFMS</b>	Integrated Financial Management System
<b>INGO</b>	International Non-Government Organisation
<b>INT</b>	Institute of National Transformation
<b>IPA</b>	Institute Public Administration
<b>IPPS</b>	Integrated Personnel and Payroll System
<b>ISBAT</b>	International School of Business and Technology
<b>ISO</b>	International Organisation for Standardization
<b>IT</b>	Information Technology
<b>KCCA</b>	Kampala Capital City Authority
<b>LCC</b>	Lira City Council
<b>LED</b>	Local Economic Development
<b>LG</b>	Local Government
<b>LNGO</b>	Local Non-Government Organisation
<b>M&amp;E</b>	Monitoring and Evaluation
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MADVS</b>	Master of Arts in Development Studies
<b>MAT</b>	Management & Accountancy Training
<b>MBA</b>	Master of Business Administration
<b>MBS</b>	Multi-tech Business School
<b>MC</b>	Municipal Council
<b>MDAs</b>	Ministries, Departments, and Agencies
<b>MDI</b>	Management Development Institution
<b>MEAHD</b>	Master of Education Administration & Human Resource Development

<b>MGD</b>	Master of Government & Development
<b>MHEMA</b>	Master of Higher Education Management and Administration
<b>MIML</b>	Master of Institutional Management and Leadership
<b>MIS</b>	Management Information Systems
<b>MMS</b>	Master of Management Studies
<b>MNGOM</b>	Master of Non-Governmental Organisations Management
<b>MoES</b>	Ministry of Education and Sports
<b>MPA</b>	Master of Public Administration
<b>MPDA</b>	Master of Policy Analysis and Development
<b>MPPM</b>	Master of Public Procurement Management
<b>MRU</b>	Muteesa I Royal University
<b>MSc</b>	Master of Science
<b>MSCM</b>	Master of Supply Chain Management
<b>NAADS</b>	National Agricultural Advisory Services
<b>NCHE</b>	National Council for Higher Education
<b>NEMA</b>	National Environment Management Authority
<b>NGOs</b>	Non-Governmental Organisations
<b>NMS</b>	National Medical Stores
<b>NSSF</b>	National Social Security Fund
<b>NTC</b>	National Teachers' College
<b>NURI</b>	Northern Uganda Resilience Initiative
<b>NWSC</b>	National Water and Sewerage Corporation
<b>OCA</b>	Organisation Capacity Assessment
<b>PAS</b>	Principal Assistant Secretary
<b>PBS</b>	Public Broadcasting Services
<b>PGD</b>	Post Graduate Diploma
<b>PGDBA</b>	Post Graduate Diploma in Business Administration
<b>PGDFM</b>	Postgraduate Diploma in Financial Management
<b>PGDGLD</b>	Post Graduate Diploma in Gender & Local Economic Development
<b>PGDHRM&amp;D</b>	Postgraduate Diploma in Human Resource & Development
<b>PGDIMA</b>	Postgraduate Diploma in Management
<b>PGDIT</b>	Postgraduate Diploma in Information Technology
<b>PGDME</b>	Postgraduate Diploma in Monitoring & Evaluation
<b>PGDPAM</b>	Postgraduate Diploma in Public Administration & Management
<b>PGDPPM</b>	Postgraduate Diploma in Project Planning & Management

<b>PGDUGM</b>	Postgraduate Diploma in Urban Governance & Management
<b>PHRO</b>	Principal Human Resource Officer
<b>PI</b>	Principal Investigator
<b>PPO</b>	Principal Personnel Officer
<b>QA</b>	Quality Assurance
<b>QAU</b>	Quality Assurance Unit
<b>ROM</b>	Results-Oriented Management
<b>RWA</b>	Right of Way Certification
<b>SAS</b>	Senior Assistant Secretary
<b>SBM</b>	School of Business and Management
<b>SCDO</b>	Senior Community Development Officer
<b>SCOUL</b>	Sugar Corporation of Uganda Ltd.
<b>SCSPAG</b>	School of Civil Service, Public Administration, and Governance
<b>SDGS</b>	Sustainable Development Goals
<b>SDLIT</b>	School of Distance Learning and Information Technology
<b>SHRO</b>	Senior Human Resource Officer
<b>SIPU</b>	Swedish Institute of Public Administration
<b>SMS</b>	School of Management Science
<b>SPO</b>	Senior Personnel Officer
<b>SPSS</b>	Statistical Program for Social Sciences
<b>TASO</b>	The AIDS Support Organisation
<b>TC</b>	Town Council
<b>TIBM</b>	Team Institute of Business Management
<b>TORs</b>	Terms of Reference
<b>UBOS</b>	Uganda Bureau of Statistics
<b>UCC</b>	Uganda College of Commerce
<b>UMI</b>	Uganda Management Institute
<b>UN</b>	United Nations
<b>UNEB</b>	Uganda National Examinations Board
<b>UNRA</b>	Uganda National Roads Authority
<b>URA</b>	Uganda Revenue Authority
<b>UWONET</b>	Uganda Women's Network
<b>VEDCO</b>	Volunteer Efforts for Development Concerns
<b>WIU</b>	Windle International-Uganda

# ACKNOWLEDGEMENT



Uganda Management Institute (UMI) is a Management Development Institute (MDI) mandated to award degrees in the category of 'Other Degree Awarding Institution,' (UOTIA, 2001; Section 19). The primary function of UMI is to strengthen the management capabilities of the country's public, private, and civil society sectors, and contribute to organisational effectiveness. The Institute envisions being a world-class MDI with a mission to excel in developing practical and sustainable administration, leadership, and management (UMI Strategic Plan 2020–2025, viii). The current Strategic Plan (2020–2025) is built on five pillars: 1) Services (Education, Training, Research, Consultancy & Community Engagement); 2) Human Resources Management; 3) Internationalisation; 4) Financial Sustainability; and 5) Support Structures, Systems and Services. The strategic direction that focuses on transforming UMI into a research and innovations-led Institute has a goal to enhance capacity for administration, leadership, and management in public, private, and NGO sectors. Therefore, this Graduate Tracer Study, Employers' and Marketing Survey aimed to contribute to UMI's Vision, Mission and Strategic direction.

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*The strategic direction that focuses on transforming UMI into a research and innovations-led Institute has a goal to enhance capacity for administration, leadership, and management in public, private, and NGO sectors. Therefore, this Graduate Tracer Study, Employers' and Marketing Survey aimed to contribute to UMI's Vision, Mission and Strategic direction.*



# EXECUTIVE SUMMARY



Uganda Management Institute (UMI) is a Management Development Institute (MDI) mandated to award degrees in the category of 'Other Degree Awarding Institution,' (UOTIA, 2001; Section 19).

The primary function of UMI is to strengthen the management capabilities of the country's public, private and civil society sectors, and contribute to organisational effectiveness. The Institute envisions being a world-class MDI with a mission to excel in developing practical and sustainable administration, leadership and management (UMI Strategic Plan 2020–2025, viii). The Graduate Tracer Study, Employers' and Marketing Survey aimed to contribute to the Institute's Vision, Mission and Strategic direction.

Graduate Tracer Studies (GTS) in Higher Education Institutions (HEIs) are significant for several reasons including: the demand for empirical evidence regarding the professional relevance of study programs, provision of reference material in reviewing study programs in preparation for accreditation; and interest from HEIs for feedback from graduates and employers on the quality of education provided. As per the National Quality Assurance Framework (NCHE, 2014, Subsection 3.2.6) HEIs are required to assess their graduates' quality and alumni's performance in the labour market.

In addition to being a policy requirement by National Council for Higher Education (NCHE), institutionally, GTS are a requirement under the ISO 9001:2015 UMI Quality Management Systems' Manual of 2019 (Subsection 9.1.2: Customer Satisfaction) Framework, and UMI Consolidated Standard Operating Procedures for Data Collection, Analysis and Reporting (QAD, 2019).

The 2nd UMI National Graduate Tracer Study, Employers' and Marketing Survey took place from October to December 2021 and January 2022, focusing on UMI graduates from the 2013/14 to 2019/20 cohorts and their employers. This study aimed to achieve two main objectives. Firstly, it sought to evaluate the relevance of UMI programs by gathering comprehensive data on the labor market outcomes of graduates, their transition from UMI to employment, and their perceptions of the quality and applicability of their training to their current jobs, thereby aiding decision-making. Secondly, it aimed to conduct a nationwide market survey to promote UMI programs. The study was guided by the following specific objectives: –

1. To establish UMI graduates' views on the training they underwent at the Institute;
2. To identify the strong areas of the training programs that can be maintained;
3. To identify the weaknesses in the current UMI training programs that should be resolved;
4. To establish the human resource gaps among UMI graduates;
5. To find out the competencies employers require in the graduates;
6. To identify virgin areas in the field of management and administration where there is a need to develop programs;
7. To survey the labour market; and
8. To market UMI Programs.

The study targeted 18,005 UMI Graduates who completed either their PhD, Master's, or Postgraduate Diplomas, Diplomas or Professional Courses at UMI in the past seven years (2013/14 to 2019/20) and their respective employers from District Local Governments (DLGs), City Councils, Municipality Councils, Public Sector Institutions, Private Sector Institutions/Businesses, and

Non-Governmental Institutions (NGOs).

A descriptive, cross-sectional survey research design was used. The study engaged multi-stage sampling techniques, which involved purposive sampling of UMI Graduates of the 2013/14 to 2019/20 cohorts and their respective Employers; census sampling of all UMI Graduates and respective Employers in the target survey period to target a study sample of 18,005 UMI Graduates as the sampling units in the past seven years, country-wide; and convenience sampling used to sample districts, cities and municipalities and organisations based on Graduates' contacts, level of Graduate and Employer concentration, accessibility and costs. Further, the snowball sampling technique was used in that Graduates and Employers that had been reached referred the Research Team to others, until the saturation point was reached.

Data was collected through a designed online Google Form for graduates [during the COVID-19 lockdown], a physical questionnaire similar to the online one [post-COVID-19 lockdown] for graduates, and an interview guide for employers [post-COVID-19 lockdown]. Out of which 950 graduates submitted the completed questionnaire.

Upon the ease of COVID-19 lockdown, the Research Team allocated a fortnight for fieldwork endeavours aimed at the acquisition of data from Graduates who had not previously completed the online survey. This endeavour encompassed the administration of interviews to a stratified sample of Employers, conduction of a market survey, and promotion of UMI Programs. The questionnaire was physically dispensed during fieldwork operations, resulting in the retrieval of 135 completed questionnaires. Thus, the study included a total of 1085 graduates from diverse regions of Uganda. Additionally, outreach efforts extended to 105 organizations where UMI Graduates are employed, facilitating the execution of 173 interviews with stakeholders from public, private, NGO, and community-based entities. Notably, a subset of these interviewees revealed their status as UMI alumni.

## Below are the key thematic findings: -

### Graduates' current employment status

Findings showed that most of the Graduate respondents were employed at the time the study was carried out. Generally, this implies that the UMI programs offered value to the Graduates. It is also evident from the Participants' Records that many of them are employed at the time they enrol on a UMI Program. This further qualifies UMI as an MDI offering postgraduate hands-on experience in its mission to "Excel in Developing Practical and Sustainable Administration, Leadership and Management Capacity."

### Graduates' Employment Sector

Majority of the Graduate respondents were employed in Private Local Companies/NGOs, followed by those in International Companies/NGOs, Central Government, Local Government, and Community Based Organisations (CBOs). This implies that UMI Programs should continue to ensure that its training programs reflect the competence needs of these three major sectors, which form UMI's major clientele base.

### Number of Graduates employed per Organisation

Majority of the organisations employ less than 5 Graduates, followed by organisations that employ above 10 UMI Graduates, followed by organisations that employ between 6-10 UMI Graduates. Having less than 5 UMI Graduates employed per organisation is still low. UMI needs to undertake more door-to-door marketing to penetrate more organisations. This study made a big attempt to closely engage with various Employers to market UMI countrywide.



*Majority of the organisations employ less than 5 Graduates, followed by organisations that employ above 10 UMI Graduates.*



### Graduates' Assessment of the UMI Learning Environment

The Institute's study provisions and conditions were generally positively rated both quantitatively and qualitatively. The study provisions and conditions rated by graduates arranged from the highest to the lowest were; the quality of facilitators, quality of examinations, the structure of the teaching programs, accessibility to UMI facilities, the opportunity to consult fellow participants, and quality of course work and tests, where about 7 out of every 10 graduate respondents rated these as either good or very good. Among the least rated study provisions and conditions included Internet access and connectivity, inadequate participants' opportunity to influence the Institute's policies, and the quality of the Distance Learning delivery mode.

It is also worth noting that the rating covers a span of the past seven years, and the study provisions and conditions have significantly changed over time for the better.

### Relationship between UMI Training Programs and Employment

The predominant proportion of graduates were already engaged in employment upon initiation of their training at UMI, with a subset maintaining their pre-existing positions after graduation. Additionally, a segment assumed managerial roles within their respective organizations, while others secured employment post-graduation. Instances of immediate promotion following completion of UMI programs were also noted. Conversely, a minority of participants were unemployed at the onset of their UMI training, some pursued self-employment, and others did not secure gainful employment subsequent to graduation. Notably, a significant majority of graduates attained gainful employment within a timeframe of less than one-year post-graduation, contrasting with those whose employment attainment spanned over five years. This trend underscores the positive impact of UMI programs on expediting employment acquisition for majority of graduates, indicative of their competitiveness within the job market.

## Graduates' rating of the extent of using the Knowledge and Skills acquired

Majority of the Graduate respondents use the knowledge and skills acquired during their training at UMI in their current jobs. In rank order, Graduates rated the following as competencies and attributes acquired at the time they completed training at UMI:

- Management Skills, Time Management, Research Skills, Networking, Planning, Personal Etiquette, Leadership Skills, Confidence, Communication Skills, People Management, Presentation Skills, Financial Skills, Emotional Intelligence, and Data Analysis Skills.

Findings also showed a close relationship between the competencies and attributes acquired at UMI and those required in the workplace.

## Strengths of UMI Training Relevant to Graduates' Current Jobs

The Graduate respondents' top 20 strengths of the training at UMI relevant to their jobs in rank order were Management Skills; Project Management; Planning; M&E; Analytical Skills; Research Skills; Communication Skills; Financial Skills; Leadership Skills; Teamwork; People Management; HR Skills; Problem-Solving; Critical Thinking; Decision Making; Accounting; Budgeting; Customer Care; Ethics; and Programming. The results above are also consistent with the Programs offered at UMI, implying that the Programs are relevant.

In terms of course content, the qualitative comments from Graduates recommended more practical/competence-based content, making QA more relevant, allotting more time to practical modules, designing programs after looking at job descriptions both from government, private and non-governmental organisations and in line with global trends, more ICT training on reporting tools used, and more training in digital data management skills.

The findings from Employers were similar to the findings from Graduates [*refer to Section 3.6; Tables 3.10 and 3.11, and Figure 3.6.5*] on

various fronts. For instance, majority of the Employers reported that UMI graduates had acquired knowledge that has enabled them to become competent and successfully carry out tasks using various skills, for instance; management skills, planning, improved research and report writing skills, decision-making skills, communication skills, financial skills, emotional intelligence, creativity and innovativeness, and above all networking skills. Through their networks, most of them initiated at UMI, Graduates' have gained insight into various fields, information on what potential employers look for, and advice on how they can improve professionally. Many of the graduates had formed WhatsApp groups while at UMI, which not only enhanced continuity in learning and skills sharing even when they had finally left UMI but have continued to use such social media to establish SACCOs and consultancy firms and support each other in various ways. Therefore, in addition to the training received at UMI, although not intentionally planned by the Institute, social capital stood out among the findings as another key impact of UMI training.

Employers interviewed also revealed that UMI Graduates were sharing their learning both formally and informally, including through role modelling, mentoring, training, and supervising other staff at their workplaces. Some employers remarked that their organisations had registered an enormous improvement in the management of finances, especially during the COVID-19 lockdown.

The training at UMI was observed to cultivate within graduates the capacity for divergent thinking and the generation of new and inventive resolutions to challenges encountered within their organizational contexts. This suggests that the acquired knowledge and competencies at UMI facilitated the acquisition of multifaceted skills, enhancing both personal development and professional efficacy. Consequently, graduates emerged as change agents for positive transformation within their spheres of influence, thereby serving as advocates and exemplars of UMI's value-added educational ethos.

Findings further revealed opportunities for UMI and its graduates including being ISO 9001-certified, having internationally accredited programs; its local and global networks; quality of programs; employer preferences for UMI graduates due to UMI's quality and reputation as a postgraduate institution, and the technological trends as leverages for the graduates to stand better chances of employment within and beyond Uganda. However, UMI is advised by employers to improve the economic output of their graduates by including entrepreneurial skills and enhancing attitude change to fight corruption.

The employers' anticipated risks for UMI Graduates were that the graduates could face a risk of unemployment or loss of employment because of the growing numbers of graduates from UMI and other institutions of higher learning as they compete for the scarce job opportunities, global pandemics, implementing theoretical programs and theoretical delivery modes, inadequate private sector engagement, poor completion rates, limited job-creation skills and few UMI Branches in the country.

Among the employers' perceived socio-economic impact of UMI Graduates is that UMI training is responsible for the effective and efficient management and leadership of local, national, and international organisations where the graduates are employed. UMI training was noted as saving the country's foreign exchange by training experts internally as opposed to importing experts and sending Ugandans to study abroad.

The weaknesses in the training at UMI highlighted by Graduate respondents from highest to lowest were: – inadequate time, inadequate practical sessions in some modules, accessing research supervisors, theoretical modules, communication gap, delayed release of coursework results, poor internet access, COVID-19, tardiness of facilitators, tuition, balancing work and studies, and less involvement of the Institute in community service/engagement. Management is currently addressing these weaknesses.

There were several areas for improvement arising out of the current study. These have been categorised further into 13 focus areas as summarised in the table below.

SN	Focus Area	Recommendation	Management's Response	Time frame
1.	Lobby for and market UMI Programs	a) Engage the Ministry of Public Service to recognize and make it compulsory for all town clerks and administrators to acquire a UMI PGD in Urban Governance and Management	This should apply to all Programs	Continuous
		b) Liaise with the HROs and CAOs to enable them to support more staff for capacity development at UMI	Communications and Marketing Department to take this up	Continuous
		c) Develop an Employers' Portal/ Database and update it periodically.	This will be customized on the AIMS package	Dec. 2022
		d) Annually provide information to the DLGs, private and NGO sector organisations to update them on UMI programs	Communications and Marketing Department to periodically provide information to Public, Private Sectors and update a website for Sectors to view.	Periodically
		e) Collaborate with the Civil Service College to run tailor-made short courses for improved service delivery	To partner and collaborate with other public training institutions	Continuous

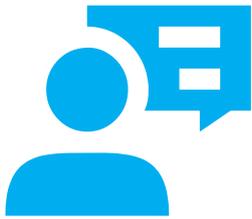
SN	Focus Area	Recommendation	Management's Response	Time frame
2.	UMI Alumni	a) Create an Alumni Portal/database and update it annually to strengthen interactions and networking	i) Work in Progress y Alumni President. ii) Explore ways of having an Alumni Desk Officer under the Alumni Governance structure to maintain the Alumni database	Continuous  -
		b) Involve Alumni in UMI activities including module facilitation.	To be involved in Course Development and Course delivery	Continuous
3.	Programs for unemployed graduates	a) Establish functional placements and support systems to link graduates to the job market	i) To benchmark with Institutions that have done it (e.g., MUBS Entrepreneurship Skill Centre). ii) Projects Department could look out for Internship Placements iii) Have an officer assigned to look out for opportunities for UMI Graduands iv) To use the Alumni Association	FY 2022/24
		b) Establish a Guidance & Counselling Unit to support UMI participants and Graduates	Either to hire a Career Guide & Counsellor or to train one of the UMI Staff	FY 2023/24
		c) Utilize the Business Incubation Center (BIC) to provide researched solutions to societal problems and support Graduates [especially the unemployed] to innovate ideas and roll out their products/services	i) Temporary staff has been recruited to manage the BIC ii) To train full-time staff to manage the Center iii) Team up with other mature centres, e.g., Stanbic and MUBS.	-Sept 2022  -FY 2022/23
4.	UMI training programs	a) Consider the provision of field-based module assignments that foster creativity and innovation	i) Being done on some programs ii) To be rolled out in others	Continuous
		b) Use more case study-based facilitation methods	Will be improved across the board	Continuous
		c) Practical modules should be assessed practically, e.g., 60% Practical Examinations and 40% Theoretical/ Written Examinations	Being done on some programs	Continuous
		d) Improve timelines for the release of results.	Timelines for course works and tests to be improved	-Continuous
		e) Introduce Credit Accumulation and Transfer System (CATS) for Basic modules	i) Already doing CATS on the transition from PGD to MMS ii) To learn from other Institutions who have done it iii) Set up a committee to draft an exemption policy, (each School to nominate two Committee representatives)	FY 2022/23
		f) Customize ICT module to particular programs	To be mainstreamed in the curriculum and case studies, as it is in the Computerized Accounting module.	Continuous
		g) Introduce Continuous Professional Courses (CPDs) to be managed by the respective academic Departments	i) This is under the Alumni umbrella. ii) To run CPD workshops	FY 2023/24

SN	Focus Area	Recommendation	Management's Response	Time frame
		h) Mainstream Resource Mobilization and Anti-corruption as topics in various programs as considered relevant	i) There is a short course on Resource Mobilization. ii) To develop a short course in Anti-Corruption	- -FY 2023/24
		i) Either introduce a basic module on Entrepreneurship and Self-employment or relevantly integrate it into existing modules to curb Graduate unemployment	Incubation Centre to take this up	FY 2022/23
		j) Recruit Associates with rich work-based experience aligned to the modules they are allocated.	To focus on recruiting people already in service who can help deliver practical knowledge to Participants	Next recruitment
		k) Consider arranging with the government to ensure that before UMI participants graduate, they are taken for a mindset change orientation on e.g., anti-corruption and environmental degradation	i) It is not feasible because UMI clients come from different sectors ii) Can be done as part of the Participants' orientation	- Next Intake
5.	UMI IT/DL programs and modules	a) Design IT applications relevant to public service, health management media and broadcasting management, and ICT management with a specific focus on knowledge and skills in IPPS, PBS, IFMS, E-registration, etc.	i) Not in UMI mandate. ii) Some Participants want to come to UMI and study the applications they are using at their workplace (IFMIS, PBS, etc.) iii) To work with respective Ministries to create a learners' stream and take teaching staff through it so that they can be able to transfer knowledge to the Participants.	FY 2023/24
		b) Improve the quality of the DL mode of delivery	Noted	Continuous
		c) Develop more DL programs to reach a wider catchment area	Noted	Continuous
6.	Short Courses	a) Taxation to help Government increase its base b) E-governance c) Behavioural attitude to enhance service delivery d) Performance Management and Appraisal e) ICT Data Management f) Financial Management g) Short courses for District Educational Officers (DEOs), and School Head Teachers	Noted	Continuous
7.	Research and Supervision	a) Conduct community- problem-based research to design local implementable solutions	For the Institute Research Centre to handle.	Continuous
		b) Submit a Status Report on Masters and PhD research supervision with strategies to clear the current backlog and improve completion rates		FY 2022/23
		c) Provide capacity building to improve the quality of supervision and quality of viva voces		October–November 2022

SN	Focus Area	Recommendation	Management's Response	Time frame
		d) Engage NGOs, to carry out research in humanitarian fields since such reports receive great audiences from the UN and other humanitarian organisations.		FY 2022/23
8.	Community Service	Devise strategies for community service/ engagement.	A Committee was set up to develop the Framework	FY 2022/23
9.	UMI Students' Guild	a) Engage the Students' Guild Government more including students' leadership in the Branches	Management is doing this	-Continuous
		b) Consider awarding certificates of recognition to Class Presidents for serving UMI	Noted	Continuous
10.	ICT	a) Improve internet access and connectivity	Ongoing in all Branches	End of 2022
		b) Provide more online learning materials	Noted	Continuous
		c) Improve the number of computers in the ICT labs	i) The BYOD Policy requires participants to come with their laptops ii) To provide more power outlets to cover current lab space gaps iii) To strengthen support to participants to connect them iv) To improve the Internet infrastructure.	Q2, 2022 -Continuous
11.	Policies	Develop a Disability Policy to support Participants with disabilities	To appoint a crosscutting Committee to develop the Policy	2022/23
12.	Learning Environment	a) Improve the learning environment at Mbale Branch [classroom congestion, aeration, quantity of furniture, provision of canteen services]	i) To prioritize online conversion of programs with big numbers ii) To ensure that when a class meets its maximum carrying capacity, the overflow in taught online iii) To fast-track the construction of the proposed multipurpose block at the Mbale Branch	-Continuous -Next intake FY 2023/24
		b) Look into the food prices, provision of canteen and photocopying services in Gulu Branch	i) PDU in the process of re-tendering ii) Photocopy service is currently available	Q2, 2022
		c) Expand library space in all Branches	i) Mbale Library planned for in the proposed structure ii) To explore funding opportunities for Kampala and Gulu iii) Mbarara, until the land is acquired	FY 2023/24
13.	Accessibility to UMI Training Services	Consider establishing a UMI Branch in Jinja, Arua, and Masaka to cater for the growing market and city status	-To conduct a feasibility study	FY 2023/24

The rest of the Report is structured as follows: – Introduction, Methodology, Presentation, Analysis and Discussion of the Findings, Conclusion, and Appendices relevant to this Report.

# 1.0 INTRODUCTION



The Institute was established in 1969 as the Institute of Public Administration (IPA) under the Ministry of Public Service (MPS) responsible for providing in-service training to public servants in Uganda. The enactment of the UMI Statute in 1992 transformed IPA into UMI and granted it a semi-autonomous status to develop its certificate, diploma and degree programs. The Institute remained an agency under the Ministry of Public Service until 2001. The enactment of the 2001 University and Other Tertiary Institutions Act (UOTIA) repealed the UMI Statute of 1992 thereby placing the Institute under the Ministry of Education and Sports (MoES). The UOTIA, as enacted, did not quite capture the UMI mandate; this was amended in 2006 to allow UMI to be classified as an "Other Degree Awarding Institution" (section 19). As such, UMI as a Management Development Institute (MDI) is mandated to award degrees in the category of 'Other Degree Awarding Institution.' According to UMI's mandate, its primary function is to strengthen the management capabilities of the country's public, private and civil society sectors, women and men alike, and contribute to organisational effectiveness.

The Institute strives to fulfill this mandate by offering a rich blend of short and long-term courses for various levels of managers and leaders. It offers this training onsite in the UMI four branches, offsite in the clients' chosen premises and through distance learning services. The Institute also undertakes research and provides consultancy services. Department and other categories of staff as appointed by Council. The current Strategic Plan (2020–2025) of the Institute is built on five pillars: 1) Services (Education, Training, Research, Consultancy & Community Engagement); 2) Human Resources Management; 3) Internationalisation; 4) Financial Sustainability; and 5) Support Structures, Systems and Services. The strategic direction that focuses on transforming UMI into a research and innovations-led Institute has a goal to enhance capacity for administration, leadership and management in public, private, and NGO sectors. The Institute envisions being a world-class Management Development Institute and therefore has a mission to excel in developing practical and sustainable administration, leadership and management (UMI SP, viii). The current Graduate Tracer Study, Employers' and Marketing Survey contributes to the Vision, Mission and Strategic direction of UMI.

In the context of the Strategic Plan (2020–2025), the Institute is structured into four (4) specialized but complementary Schools and three regional study Branches; these are: -

- i. School of Business and Management (SBM);
- ii. School of Civil Service, Public Administration and Governance (SCSPAG);
- iii. School of Distance Learning and Information Technology (SDL&IT);
- iv. School of Management Science (SMS); and
- v. Regional Branches i.e., Mbarara, Gulu and Mbale.

“*The current Strategic Plan (2020–2025) of the Institute is built on five pillars: 1) Services (Education, Training, Research, Consultancy & Community Engagement); 2) Human Resources Management; 3) Internationalisation; 4) Financial Sustainability; and 5) Support Structures, Systems and Services. The strategic direction that focuses on transforming UMI into a research and innovations-led Institute has a goal to enhance capacity for administration, leadership and management in public, private, and NGO sectors.*”

## 1.1 BACKGROUND OF THE STUDY



The inaugural Graduate Tracking Survey (GTS) and Employers' Expectations Survey were conducted during the academic year 2012/13. Notably, these surveys served as pivotal instruments in informing the subsequent curriculum review process. This imperative arose subsequent to the expiration of the blanket accreditation, issued by the National Council for Higher Education (NCHE) in 2007, which encompassed all training programs within Higher Education Institutions (HEIs) and lapsed in 2009.

Reflection upon the outcomes of the antecedent study revealed salient insights, notably the imperative of enhancing employer engagement through direct, face-to-face interactions, as opposed to reliance on distributed questionnaires, which yielded a notably low response rate, with only 49 organizations participating in the survey.

Consequently, a strategic resolution emerged to integrate the participation of the four School Deans in forthcoming tracer studies. This collaborative endeavor aimed to foster a more robust and enduring relationship with employers, thereby facilitating the acquisition of richer, more comprehensive datasets through the conduct of face-to-face interviews.

The previous Graduate Tracer Study and Employers' Expectations Survey was carried out in November 2012 targeting Graduates who had completed their training at Masters' degrees, Postgraduate Diplomas, Ordinary Diplomas and Certificates level between 2007/8 and 2011/12, and their respective Employers. It was used to inform the curriculum review then after NCHE had 2007 issued a blanket accreditation to all training programs in HEIs which had expired in 2009. The increased demand for management training compels a continuous update of the quality and relevance of UMI's training programs and their delivery. This is in a bid to meet our client's needs and respond to the constantly evolving labour market demands and stiff competition in management training locally, regionally, and globally.

Furthermore, as delineated within the National Quality Assurance (NQA) Framework of 2006, institutions bear primary accountability for ensuring and managing quality standards. Within Higher Education Institutions (HEIs), dedicated Quality Assurance Units are mandated to formulate guidelines for quality assurance and control, with a specific emphasis on continual evaluation of programs, pedagogy, and assessment methods. This iterative process is designed to effectively mitigate the disparity between the skillsets imparted to graduates and those demanded by the contemporary labor market.

Central to these quality assurance efforts is the ongoing review of training programs, with a particular focus on alignment with community needs, market dynamics, and broader societal imperatives. The overarching objective is the provision of quality, relevant, accessible, and market-driven programmes offerings, geared towards equipping graduates with the competencies requisite for navigating prevailing and emergent administrative, managerial, and leadership challenges.

“

*The previous Graduate Tracer Study and Employers' Expectations Survey was carried out in November 2012 targeting Graduates who had completed their training at Masters' degrees, Postgraduate Diplomas, Ordinary Diplomas and Certificates level between 2007/8 and 2011/12, and their respective Employers. It was used to inform the curriculum review then after NCHE had 2007 issued a blanket accreditation to all training programs in HEIs which had expired in 2009.*

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Through the conduct of such inquiries, Higher Education Institutions (HEIs) can ascertain the post-graduation trajectories of their alumni, including their occupational settings, prevailing working conditions, and retrospective evaluations of the academic programs they pursued (Schomburg, 2003). Moreover, such studies yield both qualitative and quantitative data pertaining to employment patterns, career path, occupational characteristics, requisite competencies, and insights into the professional trajectories and experiences of HEI graduates (Yunanto et al., 2021; Sira & Valenciana, 2018; Millington, 2008).

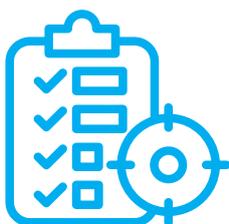
Participation in these investigations also furnishes educational institutions with a platform to scrutinize and promote their academic offerings, thereby enhancing their capacity to align programs with the evolving needs of both students and the wider employment market.

For UMI as a Management Development Institution (MDI) to realize its Vision to be “*a world-class management development institute;*” and Mission “*to excel in developing practical and sustainable administration, leadership and management capacity;*” it has to keep abreast with the current and future trends in the labour market and dynamism in the professional world, to incorporate effective improvements into her programs by collecting and analysing information on Graduate’s study experiences, professional and personal careers to inform program development and review, among others. To achieve this, UMI has to periodically review its positioning in the labour market by involving various stakeholders including its Alumni and Employers.

It is against this background that UMI undertook the 2<sup>nd</sup> UMI National Graduate Tracer Study, Employers’ and Marketing Survey between October and December 2021 and January 2022. The current tracer study was jointly conducted by the Directorate of Programs and Students Affairs (DPSA) and the Corporate Directorate [Communications & Marketing Department and Quality Assurance Department]. The study targeted the 2013/14 to 2019/20 cohorts of UMI graduates and their respective employers. Unlike the previous Tracer Study, this Study had a market survey and marketing component added to it. This was deemed a cost-effective strategy to merge the two crucial activities.

The country-wide Graduate Tracer Study, Employers’ Expectations and Market Survey covered seven (7) Cohorts, i.e., between the academic years 2013/2014 to 2019/2020, and was intended to establish the relevance of UMI’s training programs to the dynamic labour market and interrogate the quality of services and programs provided. It is anticipated that the findings will be useful in reviewing the current training programs, developing new programs, improving the research, consultancy, and community functions, as well as for marketing purposes. Consequently, the operationalisation of the recommendations is expected to improve the UMI Brand name.

## 1.2 AIM OF THE STUDY



The aim of the current study was two-fold. Firstly, the study aimed at assessing the relevance of UMI programs based on the perceptions of the Graduates and Employers by generating comprehensive information on the labour market outcomes of these Graduates, their transition from UMI to the world of work, and their views and perceptions on the quality and relevance of their training to their present jobs to inform decision making. Secondly, the study aimed at undertaking a country-wide market survey and market UMI programs.

## 1.3 SPECIFIC OBJECTIVES OF THE STUDY

The study was guided by the following specific objectives: –

1. to establish UMI graduates' views on the training they underwent at the Institute;
2. to identify the strong areas of the training programs that can be maintained;
3. to identify the weaknesses in the current UMI training programs that should be resolved;
4. to establish the human resource gaps among UMI graduates;
5. to find out the competencies employers need in the graduates;
6. to identify virgin areas in the field of management and administration where there is a need to develop programs;
7. to survey the labour market; and
8. to market UMI Programs.

## 1.4 SIGNIFICANCE OF THE STUDY

It is anticipated that the study will be of importance to diverse categories of stakeholders. For instance;

1. UMI leadership and management may gain further insights to make informed policy decisions and strategies on curriculum development, review, implementation, and evaluation processes; as well as the marketing of UMI programs.
2. UMI Consultants and Lecturers as program reviewers and developers may: –
  - a. obtain information on the strengths and weaknesses of the current programs offered by UMI to inform decision-making;
  - b. identify new areas in their respective academic and practice fields and design programs to capture the current trends in the labour market; and
  - c. benchmark the competencies graduates from other institutions have which UMI graduates are lacking to compete favourably.
3. NCHE and International Accrediting Bodies may use the study findings as a reference for decision-making.
4. Researchers may use the findings to inform future research in the area of curriculum development, review, implementation, and evaluation processes, as well as marketing HEIs programs.



## 2.0 METHODOLOGY

### 2.1 STUDY DESIGN

A descriptive, cross-sectional survey research design was used. The study obtained data from relevant literature, graduates and their current employers using both qualitative and quantitative approaches to research.

#### 2.1.1 Study Area



Both the GTS, Employer Expectations, and Marketing Survey were conducted country-wide based on the placement of Graduates. To ease the process, the country was divided into five (5) regions, that is; Northern, Eastern, Western, Central and Kampala regions. With guidance from the Participants' Class Registers, tallies were made to establish the areas where a majority of UMI Graduates were geographically concentrated. The following Organisations were targeted for the study, District Local Governments (DLGs), City Councils, Municipality Councils, Public Sector Institutions, Private Sector Institutions/Businesses, and Non-Governmental Institutions (NGOs). These were for a representative geographical scope for the tracer study.

#### 2.1.2 Target population



The study targeted all UMI Graduates (Master's, Postgraduate Diploma, Diploma, and Professional Courses) for the past seven years (2013/14 to 2019/20) and their respective Employers. This was based on the assumption that on average 2500 participants graduated from UMI annually. Table 2.1 provides the total number of Graduates who were targeted in the current study.

**Table 2.1: The total number of Graduates in the last seven (7) cohorts**

Academic Year	Graduates
2019/20	2805
2018/19	3,354
2017/18	3,021
2016/17	2,715
2015/16	2,108
2014/15	1,856
2013/14	2,146
<b>Grand Total</b>	<b>18,005</b>

Source: Office of the Institute Registrar, 2021

### 2.1.3 Sample size, Sampling design, and Techniques

The study engaged multi-stage sampling techniques: -

*Stage I:* Purposive sampling of UMI Graduates of the 2013/14 to 2019/20 cohorts and their respective Employers.



*Stage II:* Census sampling of all UMI Graduates and respective Employers in the target survey period was used to target a study sample of 18,005 UMI Graduates as the sampling units in the past seven years, country-wide. This was based on the assumption that there are on average 2,500 Graduates who graduate annually. This sampling technique was preferred since the study aimed at reaching all Graduates within the survey period, as well as limiting potential sampling errors common in selecting only a part of the study population (Kothari & Garg 2019: 54). A census survey was anticipated to guide the Researchers to draw inferences about the entire population under survey. The sampling list or frame of Graduates was drawn from the Participants' Class Registers and Graduates' Records for the targeted survey period. Among others, the sampling frame was limited by challenges of lack of up-to-date Graduates' contacts, accessibility and costs. All Graduates whose emails and/or telephone contacts were in the system were sent the link to complete the online questionnaire. Cost-effectiveness and COVID-19 were key dictating factors for the online option.

*Stage III:* - This was a fieldwork exercise targeting all Graduates who had not completed the online survey and their respective Employers. Sampling at this stage involved dividing the country into five regions, that is; Northern, Eastern, Western, Central, and Kampala. The fieldwork experience generally enabled the Research Team to obtain a general picture of the physical context within which UMI is operating, as well as market the Institutes' programs.

*Stage IV:* - Further division of the five regions into sub-divisions, districts, cities, and municipalities was made (refer to *Appendix III for Sample*). At this stage, convenience sampling was used to sample districts, cities, and municipalities based on Graduates' contacts, level of Graduate and Employer concentration, accessibility, and costs. The COAs and HR Personnel played key roles as entry pointed into the districts, cities, municipalities, and organisations. Further, the snowball sampling technique was used in that Graduates and Employers that had been reached referred the Research Team to others, until the saturation point was reached.

## 2.2 RESEARCH METHODS

Data was collected using questionnaires and face-to-face semi-structured interviews as explained below.

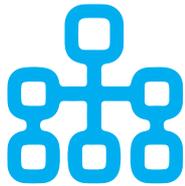
### 2.2.1 Questionnaire survey



The questionnaire used was originally developed and pre-tested by NCHE; adopted and modified in the 1<sup>st</sup> Tracer Study (2012) and further modified for purposes of the current study. The questionnaire was developed to cater to both online and physical data collection from the Graduates. A simple pre-test was done to ensure clarity of thought, sequencing and relevance, and then refined before distribution. The questionnaire had five sections, i.e., Section A: Personal Data, Section B: Assessment of the Learning Environment at UMI; Section C: Relationship between Training Program(s) studied at UMI and Employment; Section D: Contribution of UMI Training to My Job; Section E: Further Training Obtained (*Appendix I*). A 5-point Likert scale was used to establish various parameters such as levels of relevance, confidence, and satisfaction. Apart from their length, all the items were considered relevant, clear, and well-sequenced. The questionnaire was the preferred tool because

it covered a wide geographical scope, saved costs, reached respondents quickly, was flexible, and ensured respondents' anonymity, among others. The tool was distributed in two formats, i.e., online and physical.

### 2.2.2 Semi-structured Interviews



Semi-structured interviews were conducted with UMI Graduate Employers, i.e., District Local Governments (DLGs), City Councils, Municipality Councils, Public Sector Institutions, Private Sector Institutions/Businesses, and Non-Governmental Institutions (NGOs). The semi-structured interviews (*Appendix II*) enabled the Research Team to collect more spontaneous data in real-time and space, as well as market UMI programs. The guide had seven (7) sections with probing questions, i.e., Section A: Relevance of UMI Training; Section B: Impact and Usefulness of UMI Graduates; Section C: Enablers and Constraints to UMI Graduates; Section D: Future Needs; Section E: The Future; Section F: Perceived Broader Social & Economic Impact of UMI; and Section G: Skills Gaps.

## 2.3 DATA COLLECTION PROCEDURE

The data collection procedure involved the following: -

- i. Inception meetings by the Research Team held to review and amend the Graduate Tracer Study Questionnaire and Employers' Interview Guide used in the last exercise, including addition of the marketing component;
- ii. Entering the Graduate Tracer Study Questionnaire into Google Forms;
- iii. Sharing the online link with Graduates using various social media platforms, i.e., UMI Facebook, Twitter, Emails, and WhatsApp for online data collection;
- iv. Identifying and appointing an Institute-Wide Research Team;
- v. Mapping out the Graduates and their Employers based on Participants' Class Registers for the physical fieldwork;
- vi. Meetings to draw a research plan(s) (as a group and in regions) and orient Research Teams with the research tools; namely the interview guide, introductory letters, and questionnaires.
- vii. Field data collection: -
  - scheduling meetings with sampled Graduates and Employers via telephone and emails;
  - obtaining Respondents' consent to participate in the study;
  - holding face-to-face interviews [recorded with permission] with sampled Employers;
  - administering the questionnaire to Graduates who had not completed the online Google Form;
  - taking photographs with permission;
  - where physical meetings failed, the Research Team used other data collection strategies including virtual interviews, emails, and telephone calls; and
  - holding debriefing sessions with employers and distributing UMI marketing literature at the end of fieldwork;
- viii. Data cleaning, coding, and entry; and
- ix. Data analysis and report writing.

**Note:**

For purposes and ease of collecting data from the relevant participants, entry into the identified Organisations was made through the CAOs and either the Human Resource/Personnel Officers or the Public Relations Officers where these existed. A cover letter introducing the Senior Researchers to the various organisations was obtained from the DG.

To capture the participants' voices, it was difficult to note down everything by pen. Therefore, the Researchers requested for Employers' consent to record the interviews using audio devices.

## 2.4 DATA ANALYSIS



Quantitative data from the questionnaires completed by the graduates was cleaned, sorted, edited, coded and entered for accuracy and completeness in preparation for analysis. Thereafter, the data was analysed using descriptive statistics with the aid of SPSS Version 20. The analysis captured both generic and cross-tabulations to allow the analysis of the inter-relationships between one or more sets of questions. Qualitative data (from interviews with Employers and primary documents) was also cleaned, sorted, coded, and transcribed for analysis using content and thematic analysis. Where relevant, triangulation of findings from both data sets was done to reinforce the analysis of the findings.

## 2.5 ETHICAL CONSIDERATIONS



Using the cover letter obtained from the DG introducing the Senior Researchers to the various organisations, all the targeted UMI Graduates and their respective Employers were informed about the study's purpose and its importance. There was a confidentiality statement on the questionnaire and interview guide assuring the respondents that their 'responses will be treated with the utmost confidentiality.' Graduates and their Employers were not required to provide their names. The Graduates were given a choice to respond to the online questionnaire either through email or other media. Follow-up telephone conversations were made with the Graduates who were experiencing challenges during data collection. During the interviews with employers, permission to record and take photographs was sought. Furthermore, the information provided was and still is treated with the utmost confidentiality and only for purposes of the aim and objectives of this study.

## 2.6 CHALLENGES EXPERIENCED DURING DATA COLLECTION



Among the challenges experienced during data collection included the COVID-19 lockdown, the apathy of some UMI Graduates to complete the questionnaire, transport problems in hard-to-reach districts, lack of an active UMI Alumni Portal, lack of an Employers Database/Portal and the low response rates on the on-line graduate questionnaire, which would have reduced the costs and time for fieldwork and analysis of the findings. The study limitations included the following: -

1. UMI being a postgraduate training institution, it was difficult to delineate the knowledge, skills and attitudes obtained because of training at UMI and training undertaken elsewhere including on-the-job training.
2. UMI offers multiple training programs, and consequently, some UMI graduates may have undertaken training on several UMI postgraduate Programs making it challenging to delineate the knowledge, skills, and attitudes acquired from a specific UMI training program.

3. The study covered a span of seven (7) years [Cohorts between 2013/2014 and 2019/2020] and within the period, there have been several transformations in UMI which may not be reflected in some of the Graduates' assessments and comments, especially of earlier cohorts.
4. Although this was earlier planned as a country-wide (national) tracer study and marketing survey, not all districts were covered due to logistical challenges. These included Kyenjojo, Bundibugyo, Bunyangabo, Ntoroko, Katuna, and Karamoja regions, among others.

## 2.7 STUDY LIMITATIONS



UMI being a postgraduate training institution, it was difficult to delineate the knowledge, skills, and attitudes obtained because of training at UMI and training undertaken elsewhere including on-the-job training.

UMI offers multiple training programs, and consequently, many UMI graduates may have undertaken training on several UMI postgraduate Programs making it challenging to delineate the knowledge, skills and attitudes acquired from a specific UMI training program.

Although the census sampling technique is free from sampling errors such as inefficiency of the researcher, non-response, and interview bias, it is subjected to non-sampling errors (Kothari & Garg 2019: 55). However, such errors were reduced by defining the sampling units, frame, and the population correctly, and by employing trained UMI Senior Researchers and Research Assistants during fieldwork.

The study targeted all 18,005 Graduates in the survey period; however, the majority did not participate for unknown reasons. This affected the questionnaire return rate. Measures were made to ensure maximum participation by extending submission deadlines until the Research Team reached a saturation point when no more submissions were made.

The questionnaire was reported to be remarkably lengthy, and this is likely to have caused respondent fatigue.

Researcher bias leading to errors in sampling was reduced by ensuring that the researchers were impartial, oriented, and had the necessary experience to make sound judgments.

The study time scope spans three strategic planning periods and seven academic years [2013/2014 to 2019/2020] which several programs were reviewed for re-accreditation. This implies that some of the findings in this current report may have been overtaken by events. Nonetheless, the study provides a good reflection of what has transpired in terms of gains and losses, and therefore, areas for improvement.

The tracer study only sought employers where UMI graduates worked, hence working-class alumni were covered. In the future, effort should be made to reach out to unemployed and self-employed graduates to appreciate their side of the story.



“The study targeted all 18,005 Graduates in the survey period; however, the majority did not participate for unknown reasons.”

## 3.0 PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

### 3.1 RETURN RATE ON QUESTIONNAIRES AND INTERVIEWS



A total of 1085 Graduates participated in this study out of the anticipated 18,005 Graduates from the seven cohorts. Of these, 950 graduates (88%) completed the online questionnaire, while 135 (12%) completed the physical questionnaire. The breakdown of the response rate is summarised in Table 3.1 below.

**Table 3.1: Graduate's Response Rate**

Target population	Tool	Mode	Freq	Return Rate	Total
18,005 UMI Graduates	Graduates' Questionnaire	Online	950	88%	100%
		Physical	135	12%	
All Graduates' Employers	Employers' Interview	Physical	173 Interviews	--	--
<b>Total</b>				<b>1085</b>	<b>6.03%</b>

Source: Primary Data, 2021

In Table 3.1, out of 1085 Graduate respondents in this study, most of them 950(88%) completed the online questionnaire while 135(12%) completed the physical questionnaire. These results indicate that it was easier to access Graduate respondents online through email, social media and text messages compared to delivering questionnaires to them physically. However, it is noted that online data collection took place over a prolonged time, i.e., during the COVID-19 lockdown, unlike the physical data collection which took place in 2 weeks. The low response rate of 1085(6.03%) could also be due to the fatigue caused by the health pandemic and because physical data collection took place in early December when people were preparing themselves for the festive season. However, based on Morgan and Krejcie's Table of Determining Sample Size from a given population (1970), for a target population between 15,000 and 20,000, a sample between 375 and 377 is a representative statistical sample of the target population in empirical research. Therefore, having 1085 graduates return the completed questionnaire was a fairly good response.

The sampling of Employers was mainly pegged to Graduates' presence within the sampled Organisations. Consequently, 105 Organisations [173 interviewees] participated in the interview. The subsequent sub-sections focus on the presentation, analysis, and interpretation of the findings. This is guided by the structure of the questionnaire and the interview guide.



*The low response rate of 1085(6.03%) could also be due to the fatigue caused by the health pandemic and because physical data collection took place in early December when people were preparing themselves for the festive season.*

## 3.2 ORGANISATIONS/EMPLOYERS WHO PARTICIPATED IN THE STUDY

Table 3.2 provides a summary of the organisations/employers who participated in the study.

**Table 3.2: Organisations/Employers who participated in the Study**

Region: Northern Uganda	
Government Agencies, Districts Cities and Municipalities	CBOs, Local and International Companies/NGOs
Acholi Sub-region: 1. Amuru DLG/City 2. Gulu DLG/City 3. Kitgum DLG/MC 4. Nwoya DLG 5. Omoro DLG Lango sub-region: 1. Lira DLG/City 2. Apac DLG West Nile region: 1. Adjumani DLG 2. Nebbi DLG	1. The AIDS Support Organisations (TASO) 2. Transcultural Support Organisation (TPO) 3. Whitaker Peace Initiative (WPI) 4. Caritas 5. Northern Uganda Resilience Initiative (NURI) 6. Post Bank
Region: Eastern Uganda	
Gov't Agencies, Districts and Cities and Municipalities	CBOs, Local and International Companies/NGOs
1. Amuria DLG 2. Budaka DLG 3. Bududa DLG 4. Bugiri DLG 5. Bukedea DLG 6. Bukedea DLG 7. Bulambuli DLG 8. Busia DLG 9. Busia MC 10. Butaleja DLG 11. Butebo DLG 12. Iganga DLG 13. Kabermaido DLG 14. Kalaki DLG 15. Kapelebyong DLG 16. Katakwi DLG 17. Katakwi TC 18. Kibuku DLG 19. Kumi DLG 20. Manafwa DLG 21. Mbale City 22. Mbale DLG	

Region: Western Uganda	
23. Namayingo DLG 24. Namisindwa DLG 25. Namutumba DLG 26. Ngora DLG 27. Pallisa DLG 28. Serere DLG 29. Shell Kumi – Spike Investments 30. Sironko DLG 31. Soroti City Council 32. Soroti DLG 33. Soroti Regional Referral Hospital 34. Soroti University 35. Tororo DLG	1. Children's Hope Chest – NGO 2. Food For Hungry NGO Namutumba 3. Soroti Catholic Diocese Integrated Development Organisation (SOCADIDO) 4. Teso Anti-Corruption Coalition – NGO 5. UWONET NGO Namutumba 6. Welt Hunger Hilfe Project Katakwi 7. World Vision Uganda – Soroti Cluster Office 8. World Vision–Bugiri 9. World Vision–Busia
Region: Western Uganda	
Gov't Agencies, Districts and Cities and Municipalities	CBOs, Local and International Companies/NGOs
Bunyoro Region: 1. Hoima City 2. Hoima DLG 3. Karuguza TC in Kibale DLG 4. Kibaale District LG 5. Kiryandongo DLG 6. Masindi DLG 7. Muhorro TC in Kagadi DLG 8. Mbarara city 9. Kazo 10. Isingiro 11. Rubirizi 12. Rwampala 13. Kasese 14. Bushenyi 15. Kabale 16. Ntungamo 17. Sheema 18. Fortpotal 19. Kiruhura 20. Ibanda 21. Buhweju 22. Rukiga 23. Ntungamo 24. Kamwengye 25. Kisoro 26. Kabalore	1. Hoima Caritas Development Organisation 2. Hoima Kolping Society, 3. Meeting Point and Hospice Africa

Region: Central Uganda	
Gov't Agencies, Districts and Cities and Municipalities	CBOs, Local and International Companies/NGOs
1. Bukomansimbi DLG	1. Joint Clinical Research Centre (JCRC)
2. Butambala DLG	2. Kayunga (World Vision)
3. Gomba DLG	3. Red Cross Uganda (Rubaga)
4. Gombe TC	4. Mobile CARITAS MADDO–Kitovu Masaka
5. Kajansi TC	5. ACORD
6. Kalungu DLG	6. Mildmay Uganda Hospital
7. Kasanda DLG	7. Mildmay Uganda–Mityana
8. Kayunga district	8. Nsambya Hospital
9. Kayunga DLG	9. Rubaga Division (BUKADEF)
10. Kayunga Referral	
11. Kyankwanzi DLG	
12. Kyazanga MC	
13. Kyotera DLG	
14. Lukaya TC	
15. Lwengo DLG	
16. Luweero DLG	
17. Masaka Butego Division	
18. Masaka City	
19. Masaka DLG (Ssaza)	
20. Masaka Regional Referral Hospital	
21. Mityana DLG	
22. Mpigi DLG	
23. Mubende DLG	
24. Rakai DLG	
25. Sembabule DLG	
26. Wakiso DLG	
27. Wakiso Town	
28. The Uganda Civil Aviation Authority–Entebbe	
29. Nansana MC	
30. National Medical Stores (NMS)– Entebbe	
31. Police Senior Command and Staff College Bwebajja–Entebbe Road	
32. UMEME	

Source: Primary Data, 2021

### 3.3 ACADEMIC PROGRAMS OFFERED AT UMI

The programs listed in Table 3.3 were offered at UMI during the study time scope 2013/14 to 2019/20).

**Table 3.3: Academic Programs Offered at UMI**

School	Academic Programs
School of Civil Service, Public Administration & Governance	1) PGD in Public Admin & Mgt (Evening)
	2) PGD in Public Admin & Mgt (Weekend)
	3) PGD in Public Policy Analysis & Governance (Evening)
	4) PGD in Public Policy Analysis & Governance (Weekend)
	5) PGD in Urban Governance & Management (Weekend)
	6) PGD in Urban Governance & Mgt (Evening)
	7) PGD in Health Services Mgt & Admin (Weekend)
	8) PGD in HE Leadership & Management (Weekend)
	9) PGD in Education Leadership & Mgt (Weekend)
	10) PGD in Journalism & Communication Mgt (Weekend)
School of Business & Management	1) PGD in HR & Organisational Studies (Evening)
	2) PGD in HR & Organisational Studies (Weekend)
	3) PGD in Project Planning and Mgt (Evening)
	4) PGD in Project Planning & Mgt (Weekend)
	5) PGD in Management (Evening)
	6) PGD in Management (Weekend)
	7) Postgraduate Diploma in Monitoring & Evaluation (Evening)
	8) PGD in Monitoring and Evaluation (Weekend)
	9) PGD in Marketing Mgt (Evening)
	10) PGD in Marketing Mgt (Weekend)
	11) PGD in Financial Mgt (Evening)
	12) PGD in Financial Mgt (Weekend)
	13) PGD in Procurement & Supply Chain Mgt (Evening)
	14) PGD in Procurement & Supply Chain Mgt (Weekend)
	15) PGD in Organisational Development (Weekend)
	16) PGD in Logistics & Transport Mgt (Weekend)
	17) PGD in Procurement & Supply Chain Mgt (Evening)
	18) PGD in Business Admin. (Weekend)
	19) PGD in Business Admin. (Evening)
School of Distance Learning & Information Technology	1) PGD in Information Technology (Weekend)
	2) PGD in Information Technology (Evening)
	3) PGD in Business Computing & Mgt (Weekend)
	4) PGD in Information Systems Mgt (Evening)
	5) PGD in Information Security Mgt (Evening)
	6) PGD in Project Planning & Mgt (Distance Learning)
	7) PGD in Monitoring & Evaluation (Distance Learning)

School	Academic Programs
School of Management Science	1) Master of Institutional Management & Leadership (MIML)
	2) Master of HE Mgt & Admin. (MHEMA)
	3) Master of Public Procurement Management (MPPM)
	4) Master of Education Admin. & HR Development (MEAHD)
	5) Master of Non-Governmental Organisations Mgt (MNGOM)
	6) Master of Supply Chain Mgt (MSCM)
	7) Master of Policy Analysis & Development (MPDA)
	8) Master of Public Administration (MPA)
	9) PhD (Administration and Management)
Institute Research Centre	Master of Management Studies (MMS)

Source: Primary Data 2020/21

From Table 3.3; data was obtained on a total of 46 UMI Programs, most of them were postgraduate programs which have over the years registered the highest number of enrolments.

## 3.4 PRESENTATION, ANALYSIS AND DISCUSSION OF THE MAJOR STUDY FINDINGS

### 3.4.1 Introduction



In this section, the Researchers present the data, analyse and discuss the study findings from both the graduate survey tool and interviews conducted with their respective employers. The data was analysed using SPSS 20 and it comprised 950 (Online) and physical (135) totalling 1,085 Graduate respondents. Guided by the structure of the questionnaire, the findings are presented, discussed and analysed in the following subsections: -

1. Personal Data;
2. Assessment of the Learning Environment at UMI;
3. Relationship between Training Program(s) studied at UMI and Employment;
4. Contribution of UMI Training to My Job; and
5. Further Training Obtained.

Additionally, findings from the semi-structured interviews held also complement those from the questionnaire. The interviews had the following themes: -

1. Relevance of UMI Training;
2. Impact & Usefulness of UMI Graduates;
3. Enablers & Constraints to UMI Graduates;
4. Future Needs;
5. The Future;
6. Perceived Broader Social & Economic Impact of UMI; and
7. Skills Gaps.

### 3.4.2 Graduates' Data

This section presents the personal data of the graduates in terms of sex, mode of study, Branch, employment status and previous qualification.

#### 3.4.2.1 Graduates' Distribution by Sex

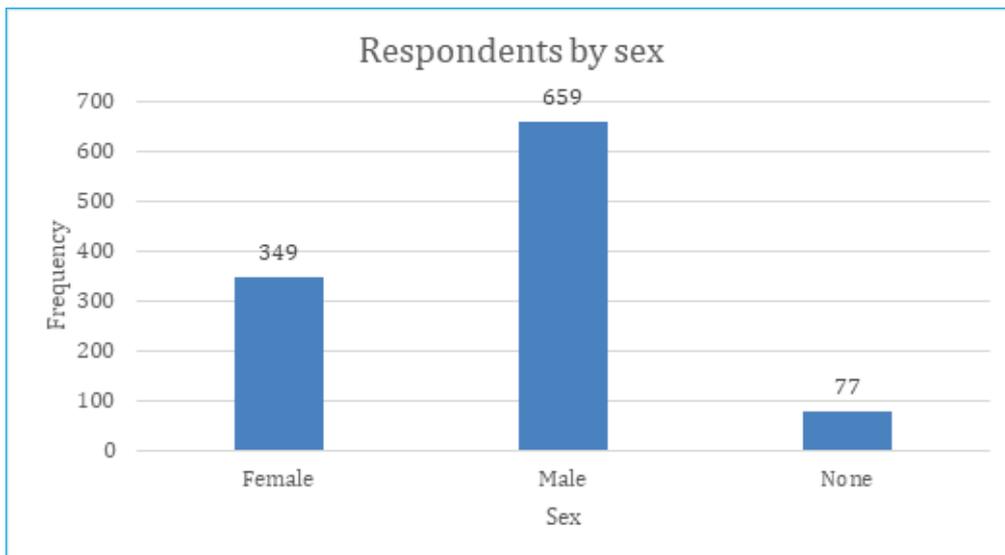


Figure 3.4.2.1: Frequency distribution of Graduates by Sex

Source: Primary Data, 2021

Figure 3.4.2.1 shows that out of the 1,085 Graduate respondents, there were more males 659(65.4%) as compared to female Graduates 349(34.6%) who participated in the study. Those who did not indicate their sex were 77(7.1%).

#### 3.4.3 Graduates' Distribution by Study Mode

Figure 3.4.3 presents the results of the Graduates according to the mode of study; which is either day, evening, weekend, or distance learning.

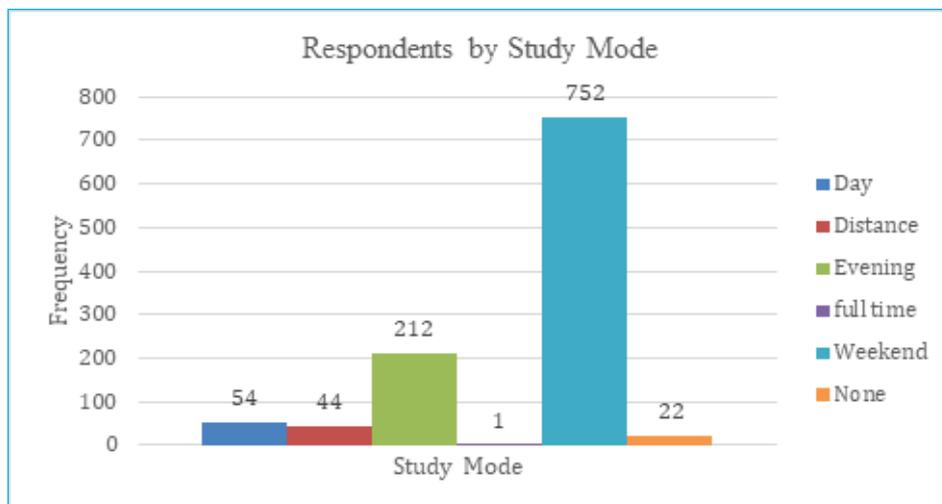


Figure 3.4.3: Graduates by Mode of Study

Source: Primary Data, 2021

The findings depicted in Figure 3.4.3 reveal the program enrolment distribution among 1085 respondents. Notably, the majority participants, constituting 752 (69.30%), were enrolled in weekend programs, followed by those enrolled in evening programs, 212 (19.50%), day programs, 54 (5.00%), and distance learners 44 (4.10%). It is noteworthy that one respondent reported full-time enrolment status, while 22 (2.00%) did not specify their program of study at UMI. The substantial enrolment figures observed in weekend programs may be attributed to the prevalence of daytime employment among participants, indicating a preference for weekend study opportunities. Nevertheless, there exists a discernible need for management intervention to bolster the efficacy of distance learning offerings, given the comparatively modest enrolment figures observed in this mode of study relative to other program modalities. Top of Form

### 3.4.4 Cross tabulation of Study Mode and Sex of Graduates

In Table 3.4, results on the study mode and sex of the Graduates were further analysed using a cross-tabulation.

**Table 3.4: Cross-tabulation of Study Mode and Sex of Graduates**

Study Mode/Sex	Female	Male	None	Total
Day	46.3% (25)	48.1% (26)	5.6% (3)	100.0% (54)
Distance	31.8% (14)	68.2% (30)	0.0% (0)	100.0% (44)
Evening	41.5% (88)	57.1% (121)	1.4% (3)	100.0% (212)
PhD	0% (0)	0% (0)	100% (1)	100% (1)
Weekend	29.4% (221)	63.8% (480)	6.8% (51)	100.0% (752)
None	4.5% (1)	9.1% (2)	86.4% (19)	100.0% (22)
<b>Total</b>	<b>32.2% (349)</b>	<b>60.7% (659)</b>	<b>7.1% (77)</b>	<b>100% (1085)</b>

Source: Primary Data, 2021

**Table 3.4 shows a cross-tabulation of the study mode and sex of the Graduates.**

Findings revealed generally there were more male graduates constituting 659(60.7%) compared to their counterparts the female 349(32.2%). This means that male Graduate respondents had more representation than female ones. However, 7.1% (77) of the respondents did not indicate either their sex or their study mode, or both.



*Notably, the majority participants, constituting 752 (69.30%), were enrolled in weekend programs, followed by those enrolled in evening programs, 212 (19.50%), day programs, 54 (5.00%), and distance learners 44 (4.10%). It is noteworthy that one respondent reported full-time enrolment status, while 22 (2.00%) did not specify their program of study at UMI.*



### 3.4.5 Graduates' distribution by UMI Branch

The study collected data on the Graduates of the UMI Branch. The results are presented in Figure 3.4.5.

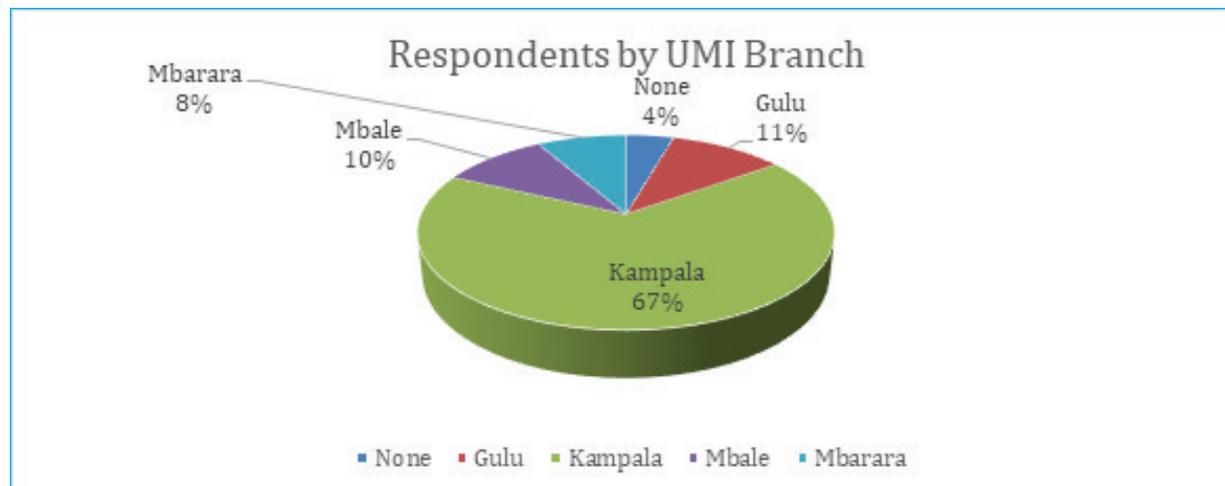


Figure 3.4.5: Graduates at UMI Branches

Source: Primary Data, 2021

Figure 3.4.5 illustrates that out of the 1085 Graduate respondents; Kampala Branch had the majority (66.90%) of the Graduate respondents, followed by Gulu Branch (10.60%); Mbale Branch (9.80%), Mbarara Branch (8.30%) and those who did not respond (4.40%). This implies that the majority [about 7 out of every 10 Graduates] of the Graduate respondents in the survey period preferred studying at the Kampala Branch.

### 3.4.6 Cross-tabulation of UMI Branch and Study Mode

Table 3.5 below provides a cross-tabulation between the UMI branch and study mode.

Table 3.5: Cross-tabulation of UMI Branch and Study Mode

Study Mode/ Branch	Gulu	Kampala	Mbale	Mbarara	None	Total
Day	0% (0)	96% (52)		4% (2)	0% (0)	100% (54)
Distance	0% (0)	100% (44)	0% (0)	0% (0)	0% (0)	100% (44)
Evening	0% (0)	89% (188)	0% (0)	0% (0)	11% (24)	100% (212)
PhD	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	100% (1)
Weekend	15% (114)	59% (441)	14% (104)	12% (88)	1% (5)	100% (752)
None	5% (1)	0% (0)	9% (2)	0% (0)	186% (9)	100% (22)
<b>Total</b>	<b>115</b>	<b>726</b>	<b>106</b>	<b>90</b>	<b>48</b>	<b>1085</b>

Source: Primary Data, 2021

Kampala branch had the overall Graduate respondents, 726(67%) of the total population that responded to the survey. Comparing to the study mode, Day represented by 52(96%), Distance 44(100%), Evening 188(89%), and PhD 1(100%), Weekend 441(59%). This implies that the majority of the graduates from Kampala enrolled on weekend programs because they worked during the week and had access to the Kampala Branch over the weekends.

### 3.4.7 Cross Tabulation of UMI Branch and Sex of Graduates

To further break down the UMI Branch and sex of the Graduates, a cross tabulation in Table 3.6 below was generated.

**Table 3.6: Cross Tabulation of UMI Branch and Sex of the Graduates**

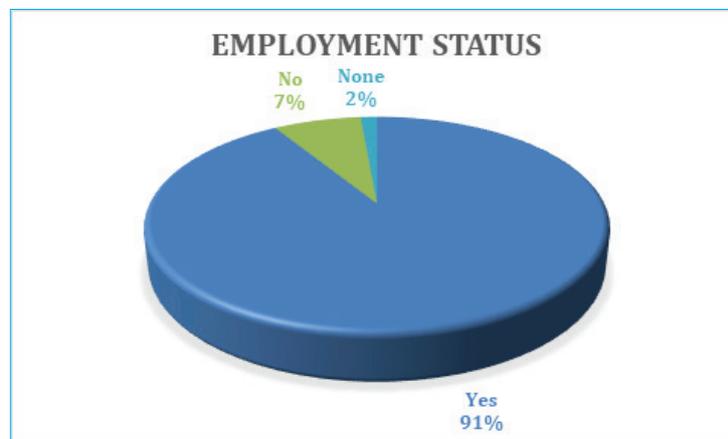
Branch/Sex	Female	Male	None	Total
None	2% (1)	6% (3)	92% (44)	100% (48)
Gulu	24% (28)	59% (68)	7% (19)	100% (115)
Kampala	38% (274)	62% (450)	0% (2)	100% (726)
Mbale	19% (20)	72% (76)	9% (10)	100% (106)
Mbarara	29% (26)	69% (62)	2% (2)	100% (90)
<b>Total</b>	<b>349</b>	<b>659</b>	<b>77</b>	<b>1085</b>

Source: Primary Data, 2021

Table 3.6 above shows that out of the 1085 respondents, most of the Graduates were male; as presented in the following order of frequency: - Mbale 76(72%), Mbarara 62(69%), Kampala 450(62%), and Gulu 68(59%).

### 3.4.8 Graduates by Employment at the Time of Study

Figure 3.4.8 shows Graduates' employment status at the time of the study.



*Figure 3.4.8: Graduates by current Employment Status*

Source: Primary Data, 2021

Figure 3.4.8 illustrates the employment status of Graduate respondents at the time of the study, indicating that a significant proportion (91%) of the sample were engaged in employment, whereas a minority (7%) were not. Additionally, a small subset of respondents (2%) did not provide a response to this inquiry. This distribution suggests that the UMI program conferred tangible benefits upon its graduates, as evidenced by the predominant employment status among them. Furthermore, an examination of Participants' Records reveals that a substantial portion of enrollees were already employed upon their admission to a UMI Programme. This observation underscores the institution's commitment to furnishing postgraduate education that fosters practical skills and sustainable administrative, leadership, and managerial capacities, aligning with its overarching mission statement to excel in these domains.

### 3.4.9 Graduates by Employment Sector

Figure 3.4.9 presents findings on the number of Graduates by employment sector at the time the study was undertaken.

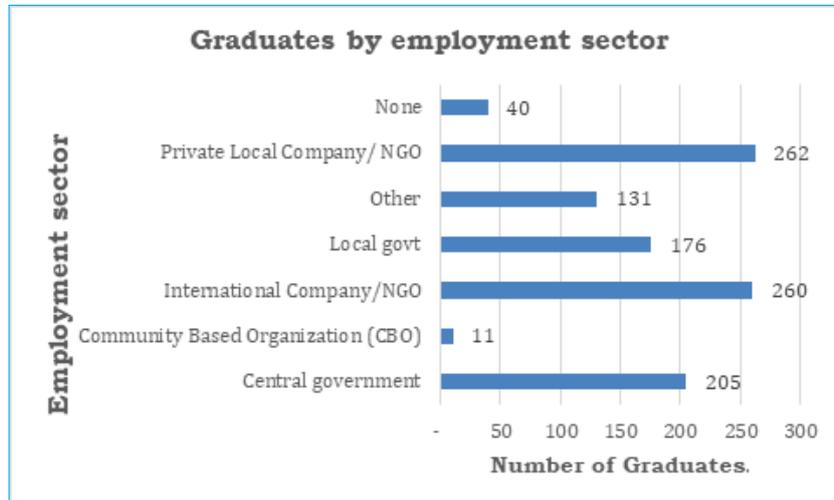


Figure 3.4.9: Graduate by Employment Sector

Source: Primary Data, 2021

The findings in Figure 3.4.9 reveal that out of the 1085 Graduate respondents, majority 262(24.10%) were employed in the Private Local Companies/NGOs, followed by those in International Companies/NGOs 260(24.00%), Central Government 205(18.00%), Local Government 176(16.20%), Others 131(12.10%), None 40(3.70%), and Community Based Organisations (CBO) 11(1.00%). This implies that the majority of the Graduate respondents are employed in the Private, NGO and Government sectors. Therefore, UMI Programs should continue to ensure that the training programs reflect the knowledge and skills needs of these three major sectors, which form UMI’s major clientele base.

### 3.4.10 Number of Graduates Employed per Organisation

Figure 3.4.10 presents findings on the approximate number of UMI Graduates employed per organisation.

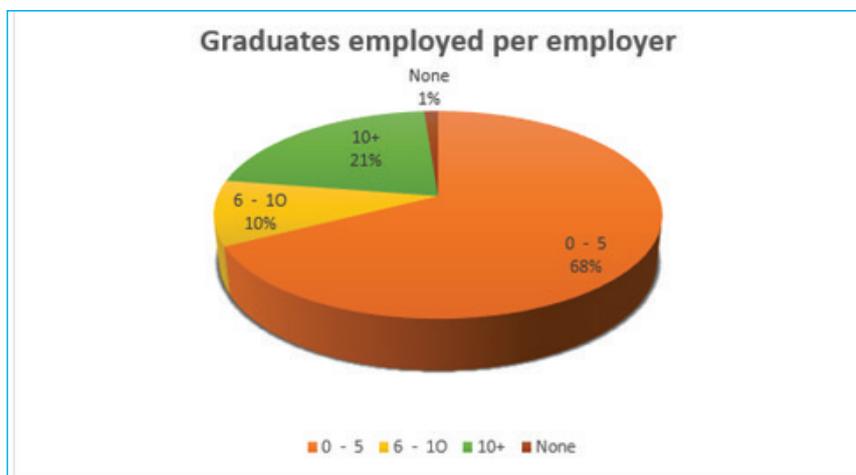


Figure 3.4.10: Number of Graduates Employed per Organisation

Source: Primary Data, 2021

Figure 3.4.10 illustrates that in the sample, most of the organisations employ less than 5 Graduates 67.40%, followed by organisations that employ above 10 UMI Graduates (21.30%), followed by organisations that employ between 6–10 UMI Graduates 110(10.10%). Thirteen respondents (1.20%) did not indicate their employers, a likelihood that they were either self-employed or unemployed. According to the findings above, having less than 5 UMI Graduates employed per organisation is still low. UMI needs to undertake more door-to-door marketing to penetrate more organisations.

### 3.4.11 Graduates' Responses on Previous Qualification

Figure 3.4.11 shows a summary of Graduate respondents by previous qualification.

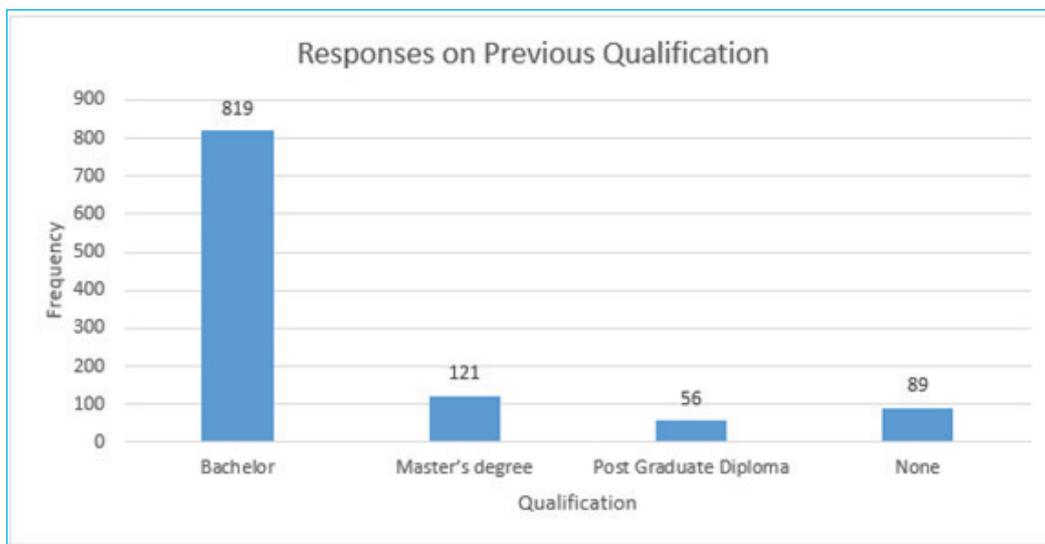


Figure 3.4.11: Graduates Responses on Previous Qualification

Source: Primary Data, 2021

As illustrated in Figure 3.4.11; out of the 1085 Graduate respondents, the highest level of previous qualification attained by the graduates before joining UMI was a Bachelor's degree 819(75.50%) followed by a Master's degree 121(11.20%), and a Postgraduate Diploma 56(5.20%). Some respondents 89(8.20%) did not indicate their previous qualifications before joining UMI. From the above findings, the majority of UMI Graduates enrol at UMI after their Bachelor's degree, which is a minimum requirement to enrol for a Postgraduate Diploma and Master's degree program.



Thirteen respondents (1.20%) did not indicate their employers, a likelihood that they were either self-employed or unemployed. According to the findings above, having less than 5 UMI Graduates employed per organisation is still low. UMI needs to undertake more door-to-door marketing to penetrate more organisations.



### 3.5 GRADUATES' ASSESSMENT OF THE UMI LEARNING ENVIRONMENT

This section provides both quantitative and qualitative findings on Graduate respondents' assessment of the learning environment at UMI based on the study provisions and conditions.

#### 3.5.1 Quantitative Findings on Graduates' Rating of UMI Study Provisions and Conditions

Table 3.7 presents the findings of graduate respondents on pre-determined study provisions and conditions at UMI. This was rated in terms of very good, good, fair, bad, very bad, and not applicable.

**Table 3.7: Graduates' Rating of Study Provisions and Conditions**

SN	Study provision and condition	Very Good	Good	Fair	Bad	Very Bad	NA
B1	Accessibility to UMI facilities	74(31%)	151(42%)	67(22%)	2(3%)	1(2%)	0(0%)
B2	Quality of lecture rooms	47(19%)	152(42%)	95(32%)	4(5%)	1(2%)	0(0%)
B3	Quality of other study space	34(14%)	152(42%)	108(36%)	4(5%)	1(1%)	1(1%)
B4	Quality of library services	40(16%)	138(38%)	101(34%)	6(7%)	1(3%)	1(2%)
B5	Quality of furniture	36(15%)	147(41%)	101(34%)	7(8%)	1(2%)	0(1%)
B6	Adequacy of teaching materials i.e., visual aids, handouts, etc.	65(27%)	141(39%)	76(26%)	5(6%)	1(2%)	1(1%)
B7	Quality of equipment in the computer laboratories	38(16%)	121(34%)	105(35%)	9(11%)	1(3%)	1(2%)
B8	Internet access	30(12%)	88(24%)	98(33%)	17(20%)	3(9%)	1(2%)
B9	Internet connectivity	25(10%)	90(25%)	96(32%)	17(21%)	4(10%)	1(2%)
B10	Textbooks and other reference materials	36(15%)	141(39%)	100(34%)	7(9%)	1(3%)	1(2%)
B11	Structure of the teaching program	82(34%)	142(39%)	62(21%)	2(2%)	1(2%)	1(2%)
B12	Quality of facilitators	98(40%)	133(37%)	50(17%)	1(2%)	1(3%)	1(2%)
B13	Opportunity to interact with consultants and lecturers	79(33%)	131(36%)	67(22%)	3(4%)	1(2%)	2(3%)
B14	Academic advice offered	74(31%)	119(33%)	79(27%)	4(5%)	1(3%)	1(2%)
B15	Opportunity to participate in research projects	35(14%)	104(29%)	92(31%)	13(15%)	2(6%)	3(5%)
B16	Opportunity to consult fellow participants	89(37%)	128(35%)	61(21%)	2(2%)	1(2%)	2(3%)
B17	Testing and examination processes	84(35%)	125(35%)	67(23%)	3(3%)	1(3%)	1(2%)
B18	Quality of course works and tests	87(36%)	130(36%)	61(20%)	2(2%)	1(3%)	2(3%)
B19	Quality of examinations	97(40%)	121(34%)	54(18%)	2(2%)	1(2%)	2(4%)

SN	Study provision and condition	Very Good	Good	Fair	Bad	Very Bad	NA
B20	Grading system	72(30%)	129(36%)	73(24%)	4(5%)	1(3%)	2(3%)
B21	Quality of Distance Learning delivery mode	26(11%)	76(21%)	74(25%)	6(7%)	1(3%)	21(33%)
B22	Quality of supervisors {for Master's Degrees and PhD Graduates}	44(18%)	74(21%)	61(21%)	5(6%)	1(3%)	20(32%)
B23	Quality of supervision {for Master's Degrees and PhD Graduates}	37(15%)	73(20%)	66(22%)	6(8%)	1(3%)	20(32%)
B24	Quality of viva voce {for Master's Degrees and PhD Graduates}	34(14%)	79(22%)	66(22%)	5(6%)	1(3%)	21(33%)
B25	Quality of restroom facilities e.g., toilets and washrooms	49(20%)	119(33%)	93(31%)	7(9%)	2(4%)	1(2%)
B26	Quality of canteens	34(14%)	125(35%)	103(35%)	9(11%)	2(4%)	1(2%)
B27	Customer care by canteens service providers	34(14%)	120(33%)	107(36%)	9(11%)	1(4%)	1(2%)
B28	Customer care by front desk offices (receptionists)	51(21%)	129(36%)	92(31%)	6(8%)	1(2%)	2(2%)
B29	Customer care guards at the gates	47(19%)	141(39%)	85(29%)	7(8%)	1(3%)	1(2%)
B30	Customer care by administrative staff	52(21%)	132(36%)	90(30%)	6(7%)	1(4%)	1(1%)
B31	Customer care by teaching staff	80(33%)	130(36%)	67(23%)	3(4%)	1(3%)	1(2%)
B32	Opportunity to influence Institute's policies	28(12%)	73(20%)	104(35%)	15(18%)	4(10%)	3(5%)

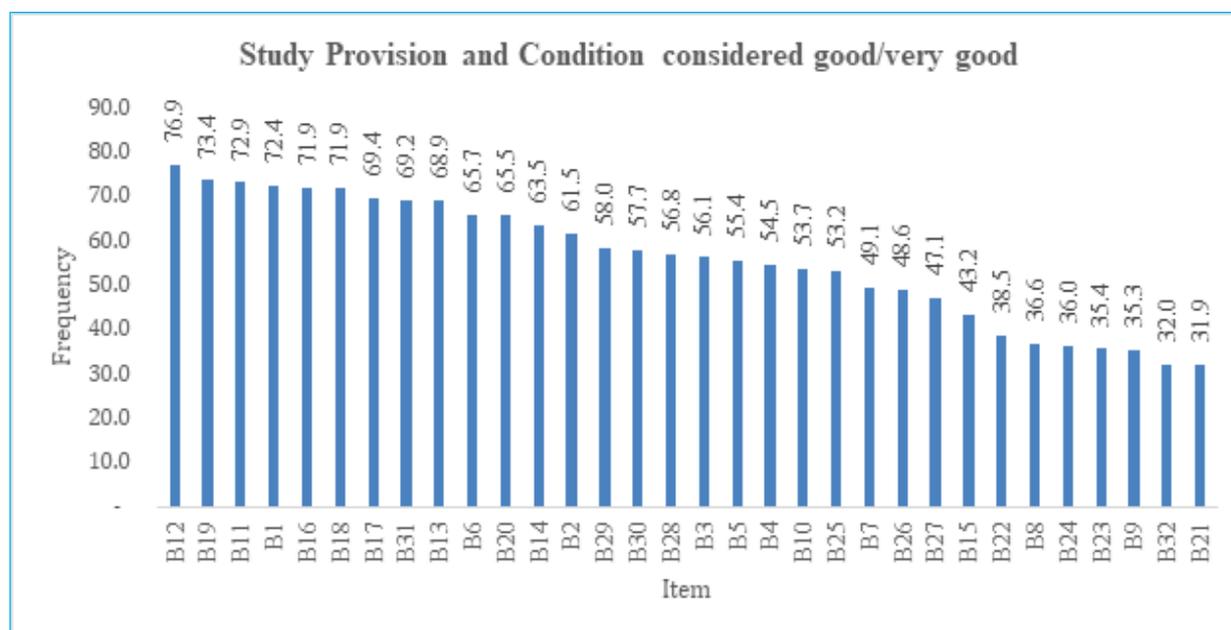
Source: *Primary Data, 2021*

In Table 3.7 out of the 1085 Graduate respondents, the majority (33.3%) rated study provisions and conditions as 'good,' followed by 'fair' (27.5%), 'very good' (22.4%), 'not applicable' (5.9%) and 'bad' (3.4%). Figure 3.5.1 below shows the rating of the study provisions and conditions by Graduate respondents from the highest to the lowest.

1085 Graduate respondents, the majority (33.3%) rated study provisions and conditions as 'good,' followed by 'fair' (27.5%), 'very good' (22.4%), 'not applicable' (5.9%) and 'bad' (3.4%).



Figure 3.5.1: Graduates' Rating of Study Provisions and Conditions



Source: Primary Data, 2021

Figure 3.5.1 above illustrates the study provisions and conditions rated by graduates as good or very good; arranged from the highest rated to the lowest rated. Out of the 1085 Graduate respondents, the highly rated conditions included Quality of facilitators (76.9%), Quality of examinations (73.4%), Structure of the teaching programs (72.9%), Accessibility to UMI facilities (72.4%), Opportunity to consult fellow participants (71.9%) and Quality of course work and tests (71.9%) with about 7 out of every 10 graduates rating these as either good or very good. The least rated study provisions and conditions included among others the following: the Quality of supervisors on Master's and PhD Programs (38.5%), Quality of *viva voces* on Master's and PhD Programs (36.5%), Internet access (36.5%), Internet connectivity (35.3%), Quality of supervision on Master's and PhD Programs (35.4%), Opportunity to influence Institute's policies (32.0%), and Quality of Distance Learning delivery mode (31.9%). Overall, study provisions and conditions were well-rated. It is worth noting that the rating covers a span of the past years, and the study provisions and conditions have significantly changed over time for the better.

Additional comments were provided by the Graduate respondents from the open-ended question items in the questionnaire concerning the learning environment at UMI. The following categories emerged, facilitators, module content, classroom facilities, internet and library, canteen, leadership, toilet facilities, customer care and others. The detailed comments on each of the following categories are provided below.

### 3.5.2 Graduates' Sampled Qualitative Comments on Facilitators

Positive comments: -

- i. "UMI has quality facilitators who are highly knowledgeable, experienced, and exhibit a high level of professionalism".
- ii. "90% of facilitators could impart skills and knowledge."

The areas for improvement focused on timetabling, and pedagogical skills including the level of online engagement, time management and communication, as highlighted in the sampled excerpts below: –

- i. *"Normally facilitators are tired by 5 pm and maybe should end early so that learners get one hour of interaction with their facilitators."*
- ii. *"Over splitting the teaching of each course unit amongst several facilitators."*
- iii. *"More interaction online platforms to encourage interaction between students and facilitators."*
- iv. *"Facilitators should develop platforms where discussions can be made easily on a remote basis."*
- v. *"Facilitators only attend to students' queries when they are in lecture rooms but while in the office, compound or phone call or email, they have no time for students."*
- vi. *"Facilitators should always be on time."*
- vii. *"Facilitators should be assigned to participants to improve engagement, especially for distance."*
- viii. *"Some lectures get caught up teaching morals and not the academic content at the end of the day no value for money in the lectures."*

### 3.5.3 Graduates' Sample Qualitative Comments on Module Content

Positive remarks:

- i. *"Project design & implementation is the best model in DPPM class because it adds a practical skill to participants, therefore, design more models that add practical skills to participants."*
- ii. *"...the practice of bringing in practical personnel who were in the field to give lectures, e.g. Asubo on financial intelligence, I found it enriching."*

The areas for improvement focused on examination management including scheduling end of module examinations and keeping examination records; setting practical instead of theoretical examinations; timetabling; the need for more practical/hands-on training; time allocation; research supervision; program structure; and involvement of Alumni as expert module facilitators, as highlighted in the sampled excerpts below: –

- i. *"Provide enough time for peer learning; provide field study in real-world situations per study module; make it compulsory for students' research work to be published online; provide a forum for learners' voice to be heard by government."*
- ii. *"More time should be given while teaching mathematical modules since most of the participants in my course are social scientists, therefore they need to concentrate on those modules. But at times time is less and that is why many retakes are registered, especially in quantitative methods."*
- iii. *"Monitoring and Evaluation is evolving subject to donor interests. The course [program] should be streamlined to address the confusion regarding Monitoring and Evaluation and Learning."*
- iv. *"Monitoring and Evaluation, Accountability, and Research if I can remember during my academic year, these were standalone modules but, in the field, I had to learn to streamline everything."*
- v. *"The time to start Research should be early at the beginning of the course [program]. Maybe it changed now, modules should be aligned to market trends of human & business management both private and public sector."*

- vi. *"Time given to complete some of the modules was limited to two weeks, for example, Management Information Systems. We only had a weekend to learn the theory part yet there was a lot to cover."*
- vii. *"UMI accommodates people with different backgrounds professionally, for example, social workers, engineers, accountants, and development workers. All students had to study the same modules, even in cases where some were irrelevant to a particular profession, which may lead to a lack of concentration by participants, leading to failure. Therefore, I would suggest some modules be merged to minimize redundancies."*
- viii. *"We never had enough time to discuss, especially practical modules like MIS lacked enough computers in the laboratory."*
- ix. *"Compensation should begin from 50 - 59."*
- x. *"Mode of tests and coursework should change and encourage participants to do research and present in class to avoid cram work."*
- xi. *"UMI should study the module content and allocate time according to the importance of the module. I would suggest that modules such as Quantitative Methods are more practical and important to an MBA student than the Public-Private-Partnerships module. I noticed some lecturers struggling to cover the modules more than others because the content and the time allocated did not allow for completion of teaching'."*
- xii. *"Administration should allow alumni to come back and facilitate modules they are practising. For instance, let an Insurer facilitate the Risk Management module instead of only allowing academic professors to facilitate a subject they have no experience in but only theory."*
- xiii. *"Monitoring and evaluation should be made more analytical through the introduction of more numerical and analytics modules, than the narration modules that occupy more space on this course [program]."*
- xiv. *"At the end of the module, both tests coursework and examination of that module be undertaken so that one's concentration is observed."*
- xv. *"Exams should be done at every end of the module."*
- xvi. *"I appreciate the modular approach but suggest that exams are done immediately after the module just like tests are done and the tests shift to the middle of the module thanks."*
- xvii. *"Module examination results should be sent in time not after the start of second-semester exams."*
- xviii. *"Use more classroom presentation in testing participants."*
- xix. *"Consideration of recording lectures, this can benefit the long-distance learners."*

### 3.5.4 Graduates' Sampled Qualitative Comments on Classroom Facilities

The areas for improvement focused on classroom congestion, aeration, the quantity of furniture, and the overall learning environment at Mbale Branch, as highlighted in the sampled excerpts below: –

- i. *"The number of students in each class is high. A class of 50 a room is too congested."*
- ii. *"During our time the lecture rooms for DPPM were poorly ventilated and would be extremely hot in the afternoon in a limited space hence a lot of crowding owing to the admission of several participants UMI needs to put better and more spacious infrastructures."*
- iii. *"The classrooms are sometimes so congested especially when some participants are retaking a module [you find yourself with nowhere to sit. At times [you] get surprised to see someone for the first time in class when doing tests and exams, meaning there is a gap in monitoring since the aim is for people to get knowledge and skills other than just passing exams."*
- iv. *"Study rooms are kind of small, so at least more classes should be added to avoid crowds with its associated risks and also the amount of furniture should be increased more so during tests and exams."*
- v. *"The learning environment in Mbale Branch is not good at all. There is always noise from the primary school children. The classroom space is small, and there is always a struggle for good seats."*

### 3.5.5 Graduates' Sampled Qualitative Comments on the Internet and Library

The areas for improvement focused on improved internet connection and access, provision of more online learning materials, library space, the number of computers, and development and use of a student data portal system, as highlighted in the sampled excerpts below: –

- i. *"More internet connectivity."*
- ii. *"At Mbale campus there is need for Air Conditioning, expansion of class space, Internet, a library with reference books."*
- iii. *"UMI could benefit more by making the internet accessible and providing more online learning resources and opportunities."*
- iv. *"Availing Wi-Fi to all students to ease access to the internet."*
- v. *"Awesome but internet access should be improved."*
- vi. *"Better internet connectivity and access are required since most learning is done virtually and using online platforms."*
- vii. *"Mbale Branch internet Wi-Fi was weak."*
- viii. *"Ease access to online library facilities, avail adequate internet."*
- ix. *"Enhance the internet availability."*
- x. *"I believe being a graduate institution, internet availability and accessibility is important to participants to provide an opportunity for real-time research on areas of learning and to facilitate greater discussions between consultants and participants."*
- xi. *"I wish the library was bigger, able to access the internet in all the lecture rooms."*
- xii. *"Improve internet connectivity, increase number of computers."*
- xiii. *"A student data portal system should be developed so that students can access their grades and progress online rather than manually printing them and hanging them on the wall."*

### 3.5.6 Graduates' Sampled Qualitative Comments on the Canteens

The areas for improvement focused on customer care, food prices, provision of canteen and photocopying services in the Gulu Branch, and provision of canteen services in the Mbale Branch, as highlighted in the sampled excerpts below: –

- i. *"Canteen services and prices should be worked on."*
- ii. *"Improve customer care at the canteen."*
- iii. *"For Gulu Branch particularly, there is a need for canteen and photocopying services."*
- iv. *"Provision of a canteen at UMI Mbale."*
- v. *"Reduce the costs of food items at the canteen."*
- vi. *"Students should be given more than one person to operate the canteen because it will avoid monopoly."*
- vii. *"Exploitation at the canteens needs to be checked, hiking prices do not auger well with some students; need to regulate their pricing."*

### 3.5.7 Graduates' Sampled Qualitative Comments on Student Leadership

The areas for improvement focused on the motivation of class presidents and the improvement of the UMI Guild Government, as highlighted in the sampled excerpts below: –

- i. *"Class president be motivated with a certificate."*
- ii. *"Participants' leadership structure for every study centre."*
- iii. *"UMI guild government is existent in name! They cannot influence policies at the Institute the guild government constitution put by the management of UMI makes guild government just a rubber stamp."*

### 3.5.8 Graduates' Sampled Qualitative Comments on the Restrooms

The areas for improvement mainly focused on cleanliness and supplies in the restrooms, as highlighted in the excerpts below: –

- i. *"Provide sufficient toilet tissue."*
- ii. *"Students washrooms especially the ones at administration block need to be frequently cleaned."*
- iii. *"Toilets and washrooms at the DIMA side are made for small-size people and not convenient for the plus-sizes."*
- iv. *"Regular cleaning of the toilet should be given priority."*
- v. *"Toilet facilities in the old administration block require great improvement."*

### 3.5.9 Graduates' Qualitative Comments on Customer Care

From the findings, generally, UMI did not score well in providing a good customer experience during the period, implying a need for refresher training. A Graduate also noted the lack of a disability policy. The detailed comments are highlighted in the excerpts below: –

- i. *"Attitudes of the administrative staff should be improved to tailor towards good customer care, especially the Academic Registrar's need to improve in client care. We even feared going to their office at Madhivani."*
- ii. *"Improve on the reception in terms of customer care."*

- iii. *"Library customer care needs huge improvement."*
- iv. *"The support staff too (receptionists, people who receive our documents in administration, guards) need training in customer care. This is because they are the first people we interact with as we apply for courses."*
- v. *"UMI puts students under so much pressure, the logic seems to be in having many students enrolled at PGD level, for Master's – I think UMI does not value the MMS program, supervisors are rude, uncommitted and seem to concentrate more at wasting students time than the work, especially in Gulu where I have been, I am considering dropping off the UMI program due to the un-seriousness of my supervisors – the same applies to a good number of our fellow students who carry the same complaint, we came with the momentum of the PGD but have been severely disappointed especially with our Kampala-based supervisors who never respond to our works– sad indeed and a shame ."*
- vi. *"A disability policy needs to be developed."*

### 3.5.10 Graduates' Sampled Qualitative Comments on Infrastructure and Security

Regarding infrastructure and security, the following were highlighted: –

- i. *"Good, but security at the parking lot should be improved."*
- ii. *"Need for better access gates and parking spaces for students need to operationalize the main gate alongside the existing small gates."*
- iii. *"At the time I was in UMI, there was ongoing construction that occupied parking space that inconvenienced learning."*

Overall, UMI provides quality study provisions and conditions that support participants' learning. The findings indicate areas that need further improvement to provide a conducive learning environment befitting of a 21<sup>st</sup> Century World Class MDI.



### 3.6 RELATIONSHIP BETWEEN UMI TRAINING PROGRAMS AND EMPLOYMENT



This Section presents, analyses and discusses findings on the relationship between UMI training programs and Graduate respondents' employment. Table 3.8 shows Graduate respondents' responses on their employment status before enrolment at UMI. This was a multiple-choice response, and the respondents were required to give more than one response, as applicable to them.

**Table 3.8: Graduates' Responses on Employment Status Before enrolment to UMI**

Graduate respondents' employment status	Freq	Per cent
I was employed by the time I enrolled at UMI	854	29.9%
I continued on the same job after graduating from UMI	578	20.2%
I got a job after graduating from UMI	255	8.9%
I am employed in a managerial position in my organisation	440	15.4%
I was promoted immediately after I graduated from UMI	218	7.6%
I was not employed by the time I enrolled at UMI	98	3.4%
I enrolled at UMI right after my first degree	120	4.2%
I am doing a job I did not train for at UMI	136	4.8%
I am self-employed	64	2.2%
I am not gainfully employed after UMI	93	3.3%

Source: Primary Data, 2021

In reference to employment status, Table 3.8 reveals various categories among graduates. Primarily, a notable portion of graduates 854 (29.90%) were already employed at the onset of their training at UMI. Subsequent categories include individuals who retained their pre-existing employment post-graduation from UMI 578 (20.20%), those occupying managerial roles within their respective organizations 440(15.40%), and those who secured employment after completing their UMI education 255(8.90%). Additionally, a proportion of graduates experienced immediate post-graduation promotions 218(7.60%), while others found themselves employed in roles unrelated to their UMI training 136 (4.80%). Furthermore, a subset of respondents commenced their UMI training immediately following their first degree 120 (4.20%), while a minority entered UMI without concurrent employment 98 (3.40%). Notably, a fraction of graduates failed to secure gainful employment following their UMI training 93 (3.30%), while others pursued self-employment endeavours 64 (2.20%).

The findings suggest a tangible alignment between UMI training and the prevailing job market demands. Nonetheless, a comprehensive examination is warranted to elucidate the underlying reasons contributing to the unemployment status among certain UMI graduates, thereby facilitating targeted interventions to address this phenomenon.

The Human Resource Department personnel at Nakaseke District Local Government expressed gratitude towards UMI for the caliber of educational programs provided, acknowledging their substantial impact on staff performance enhancement. Specifically, they highlighted that 21 staff members within Nakaseke DLG had undergone promotion attributed to their UMI education and subsequent career advancement. This sentiment was further reinforced by feedback from Nakaseke DLG alumni, who credited UMI for instilling a strong work ethic characterized by meeting deadlines in

the workplace. They underscored the rigorous adherence to assignment submission deadlines during their UMI coursework as a practice they have seamlessly integrated into their professional lives. Moreover, alumni reported leveraging the knowledge acquired from UMI programs to initiate and lead various projects, serving as focal points for collaborative endeavors across local government entities, corporate bodies, and non-governmental organizations. Notably, alumni received support from Public-Private Partnerships to fund urban development initiatives, including the establishment of abattoirs, market kiosks, and stalls. Additionally, they engaged in urban landscaping agriculture to beautify town streets, with some alumni implementing classroom discussion formats in workplace management meetings. Furthermore, alumni highlighted instances where their UMI network facilitated obtaining grants for city projects, exemplifying the tangible benefits derived from UMI's educational network in fostering community development initiatives and securing external funding opportunities.

A respondent representing an employer entity within Luwero District Local Government indicated that more than 20 personnel possessing UMI qualifications had been recruited, resulting in a higher impact in service provision. Many of these recruited individuals were assigned to town councils, with additional placements observed within certain sub-county administrative units.

Figure 3.6.1 presents findings on how long it took graduates to obtain gainful employment after graduating from UMI.

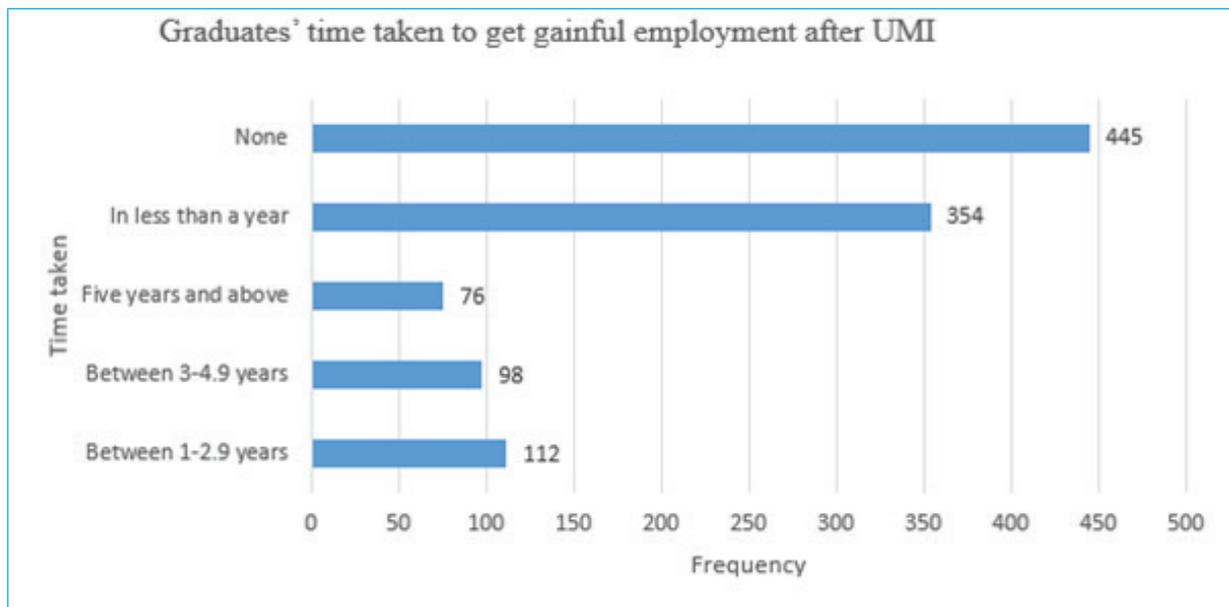


Figure 3.6.1: Time taken to get gainful employment after UMI

Source: Primary Data, 2021

Based on the insights gleaned from Figure 3.6.1, among the 1085 respondents surveyed, a predominant cohort 354 (32.60%) secured gainful employment within a timeframe of less than one year after their graduation from UMI. Conversely, a portion of respondents required varying durations to obtain employment, with 112 (10.30%) attaining employment between 1.0 to 2.9 years, 98 (9.0%) within the timeframe of 3.0 to 4.9 years, and 76 (7.00%) after a span of 5 or more years. Notably, a sizable subset of respondents 445 (41.0%) did not provide responses to this inquiry. This distribution pattern serves as an indicative measure suggesting that the educational programs offered by UMI significantly contribute to expediting the attainment of gainful employment among most graduates, underscoring the relevance of the knowledge and skills imparted by UMI in the contemporary job market landscape.

Additionally, Figure 3.6.2 portrays the evaluation of graduate respondents' utilization of acquired knowledge and skills from their UMI training within their present employment contexts.



Figure 3.6.2: Extent of using Knowledge and Skills acquired

Source: Primary Data, 2021

Figure 3.6.2 shows that majority [465(42.90%)] of the Graduate respondents use the knowledge and skills acquired during their training at UMI in their current job to a high extent, 267(24.60%) use the knowledge and skills acquired to a very high extent, 208(19.20%) use it to some extent, 50(4.60%) use it to a limited extent; and 20(1.80%) do not use it at all. However, 75(6.90%) did not respond. This is a good indicator showing that the knowledge and skills acquired during training at UMI are relevant and applicable to the Graduates in their current jobs; implying that UMI Programs are aligned to the job requirements and expectations.

Graduate respondents characterized the relationship between their field of study at UMI and their current job. The findings are presented in Figure 3.6.3 below.

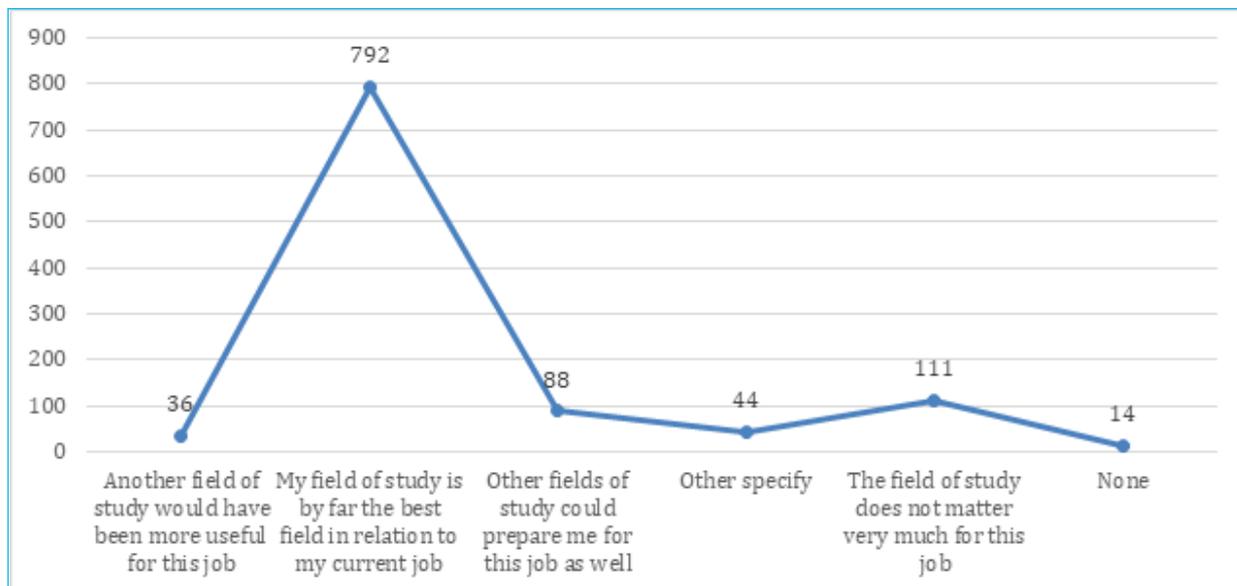


Figure 3.6.3: Relationship between Field of Study at UMI and Current Job

Source: Primary Data, 2021

The survey findings indicate that majority of the graduates 792(73.0%) perceive their field of study as highly relevant to their current job roles. However, a minority view exists, with 111(10.2%) believing that their field of study has little significance to their job. Additionally, 88(8.1%) feel that alternative fields of study could have adequately prepared them for their current roles, while 36(3.3%) express the sentiment that a different field of study would have been more useful. These findings suggest that UMI's educational content is generally applicable in the workplace. Therefore, it is recommended that UMI continues to provide relevant content and adapts to changing industry trends, while also ensuring careful consideration during the admission process to maximize the holistic benefits for applicants.

Table 3.9 shows findings on the reasons why graduates took up their jobs despite the job not matching the training acquired at UMI. The reasons were provided in the questionnaire for the graduate respondents to rate.

**Table 3.9: Reasons why Graduates' current Job do not match their training at UMI**

Reasons	Freq	Percentage
It is the only job I got	117	8.6%
In doing this job I have better career prospects	168	12.3%
I prefer a job that is not closely connected to my studies	19	1.4%
I can get a higher income in my current job	65	4.8%
My current job offers me more security	70	5.1%
My current job is more interesting	69	5.0%
My current job is flexible	98	7.2%
My current job enables me to work in a locality which I prefer	73	5.3%
My current job takes into account my family's needs	81	5.9%
To get offers and attractive packages	58	4.2%
I consider my job closely linked to my training at UMI	541	39.5%
Other	9	0.7%
<b>Total</b>	<b>1368</b>	<b>100.0%</b>

Source: Primary Data, 2021

Table 3.9 illustrates the perceptions of 1368 responses regarding to the alignment between their employment and the training received at UMI. Majority graduates consider their job was closely linked to their training at UMI representing 541(39.5%). Furthermore, 168(12.3%) highlighted improved career prospects resulting from their current job, while 117(8.6%) reported it as their sole employment opportunity. Noteworthy aspects of the current employment scenarios included flexibility 98(7.2%), accommodation of family needs 81(5.90%), preferred geographical locality 173(5.3%), enhanced job security 70(5.1%), increased job interest 69(5.0%), augmented income 65(4.8%), attractive job offers 58(4.2%), a preference of roles not directly related to academic studies 19(1.40%), and other reasons 9(0.7%). These findings underscore the relevance of UMI programs in equipping graduates for the professional realm, thereby fostering a perceived connection between their employment and educational experiences at UMI. Such insights validate the efficacy of UMI's educational initiatives in facilitating graduates' transition into the workforce, as attested to by a respondent;

*"My biggest achievement is nurturing my subordinates and consultancy networks, since I completed at UMI I have been approached by many entities to support their procurement teams. (Senior Procurement Officer, Kayunga DLG)".*

Figure 3.6.4 presents findings on the extent to which the current work situation of the graduates met their expectations at the time of starting training at UMI.

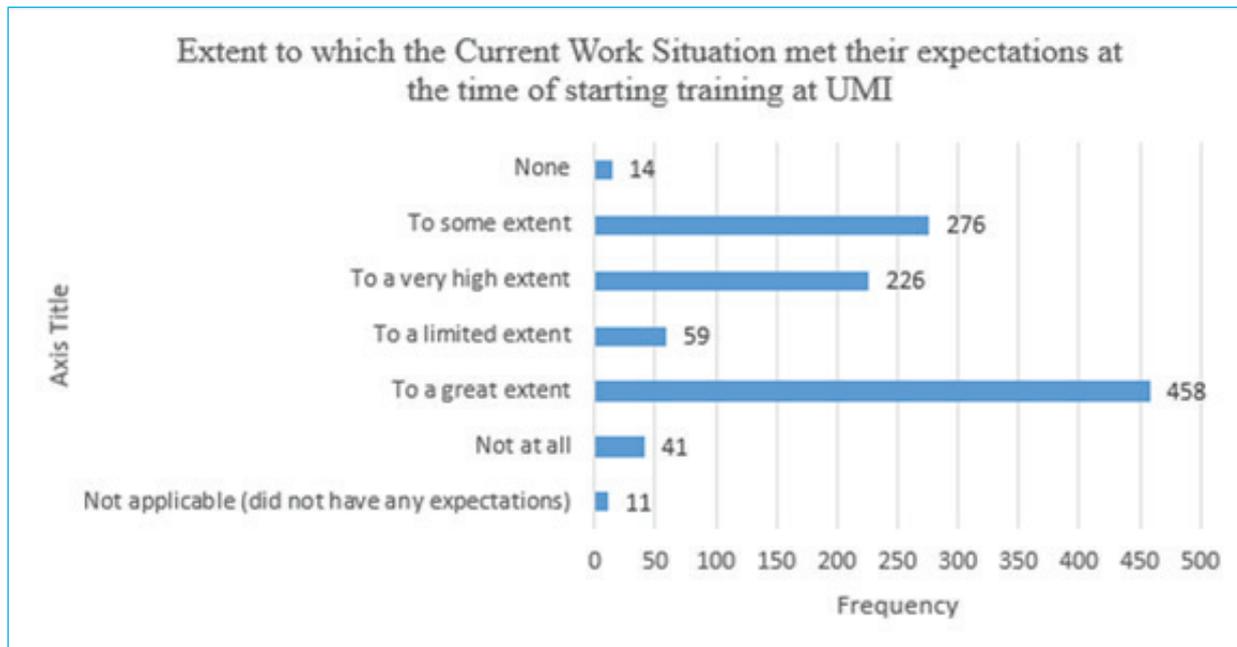


Figure 3.6.4: Graduates' rating of the extent to which the Current Work Situation met their expectations at the time of starting training at UMI

Source: Primary Data, 2021

Figure 3.6.4 presents data indicating the extent to which their work situations aligned with the initial expectations they had upon commencing their training at UMI. Notably a significant proportion totalling 458(42.2%) reported that their work situation largely conformed to their initial anticipation. Conversely, 276(25.4%) noted a partial alignment between their expectation and actual work circumstances while 226(20.8%) reported a high degree of congruence. Relatively, 59(5.40%) to a limited extent, 41(3.80%) not at all, and 14(1.30%) indicated no expectations were met. An additional 11(1.00%) marked their responses as "not applicable," signifying the absence of initial expectations. While this latter proportion may appear minor, it underscored the necessity for careful delineation of expectations at the outset of each academic program and subsequent alignment of these expectations with the content and objectives of the course delivered. Such attention to detail is imperative to ensure that educational endeavours effectively prepare students for the realities of their chosen professional paths.



Notably a significant proportion totaling 458 (42.2%) reported that their work situation largely conformed to their initial anticipation. Conversely, 276 (25.4%) noted a partial alignment between their expectation and actual work circumstances while 226(20.8%) reported a high degree of congruence.

Figure 3.6.5 shows the results of the rating of graduate respondents of the extent to which 28 pre-determined competencies and attributes are required at their current jobs. The following competencies were rated: -

SN	Competence
D1	Field-specific theoretical knowledge
D2	Field-specific practical knowledge/skills
D3	Attitudinal change and perception to work
D4	ICT skills
D5	Critical thinking skills
D6	Creativity
D7	Collaboration
D8	Communication skills
D9	Leadership skills
D10	Social (Influencing) skills
D11	Analytical skills
D12	Problem-solving ability
D13	Ability to take initiative
D14	Entrepreneurial skills
D15	Team building/working skills
D16	People management skills
D17	Customer orientation skills
D18	Assertiveness, decisiveness, persistence
D19	Accuracy, attention to detail
D20	Planning, coordinating and organizing
D21	Applying rules and regulations
D22	Loyalty and integrity
D23	Getting personally involved
D24	Adaptability
D25	Work ethics and integrity
D26	Applying rules and regulations
D27	Providing professional solutions to workplace challenges

Source: Graduates' Questionnaire, 2021

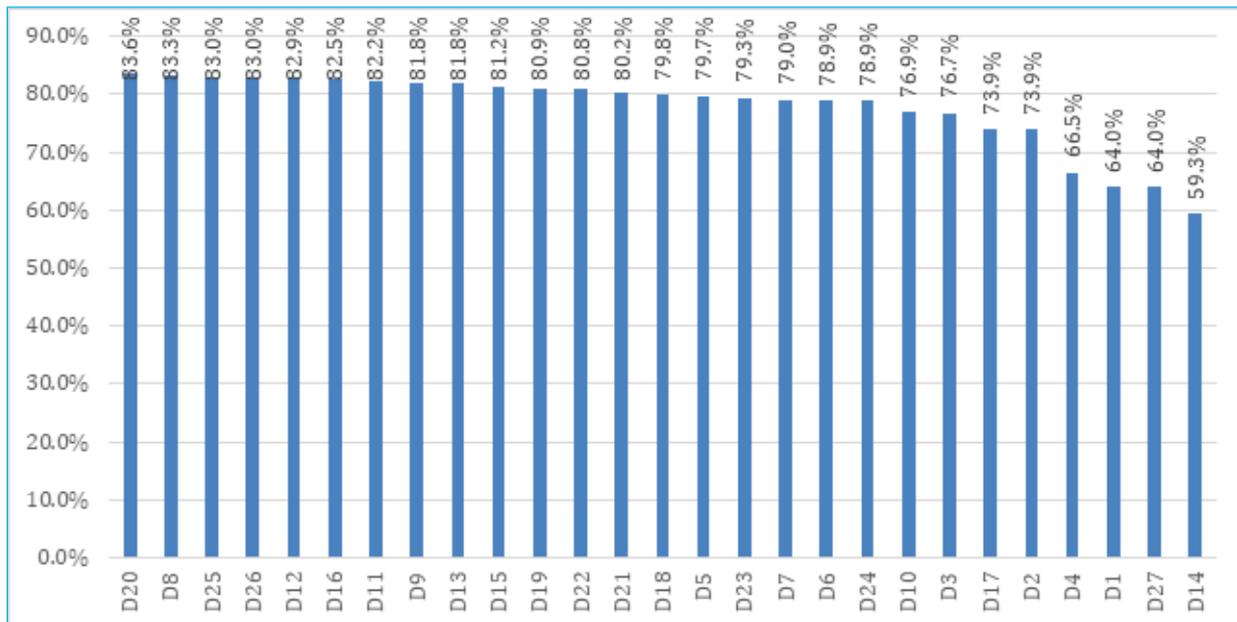


Figure 3.6.5: Rating of the extent to which competencies and attributes are required at their current jobs

Source: Primary Data 2021

In discerning the competencies and attributes requisite in graduates' current professional environments, the outcomes depicted in Figure 3.6.5 illustrate that a substantial majority of these competencies and attributes were assessed as being of either a 'high' or 'very high' extent. These encompassed the following: Planning, coordinating, and organizing 907(83.6%); Communication skills 904, (83.3%); Work ethics and integrity 901(83.0%); Application of rules and regulations 901(83.0%); Problem-solving ability 899(82.9%); People management skills 895(82.5%); Analytical skills 892(82.2%); Leadership skills 888(81.8%); Initiative-taking ability 888(81.8%); Team building/working skills 881(81.2%); Accuracy and attention to detail 878,(80.9%); Loyalty and integrity 877,(80.8%); Application of rules and regulations 870(80.2%); Assertiveness, decisiveness, and persistence 86(79.8%); Critical thinking skills 865(79.7%); Personal involvement 860(79.3%); Collaboration 857(79.0%); Creativity 856(78.9%); Adaptability 856, (78.9%); Social (Influencing) skills 834(76.9%); Attitudinal change and perception of work 832(76.7%); Customer orientation skills 802, (73.9%); Field-specific practical knowledge/skills 802, (73.9%); ICT skills 722, (66.5%); Field-specific theoretical knowledge 694, (64.0%); Provision of professional solutions to workplace challenges 694, (64.0%); and Entrepreneurial skills 643, (59.3%). These findings signify that the training content afforded to graduates aligns with their anticipations and is deemed highly pertinent to their respective occupational domains. Nevertheless, it is advisable to address areas of lesser prioritization for enhanced planning endeavors.

In addition to graduate respondents' rating of the extent to which pre-determined competencies and attributes are required at their current job (Fig. 3.6.7), Table 3.10 presents findings on other competencies and attributes Graduates listed as acquired at the time of completing training at UMI and those required at the workplace.

**Table 3.10: Other competencies and attributes acquired at the time of completing training at UMI and those required at the workplace**

SN	Competence Acquired At UMI	Freq/%	Competence Required At Workplace	Freq/%
1.	Management Skills	197(17.5%)	Time Keeping	96(7.9%)
2.	Time Management	126(11.2%)	Management Skills	92(7.5%)
3.	Research Skills	64(5.7%)	Financial Management	64(5.2%)
4.	Networking	58(5.1%)	Data Analysis	56(4.6%)
5.	Planning	58(5.1%)	Reporting	44(3.6%)
6.	Personal	50(4.4%)	Research	44(3.6%)
7.	Leadership Skills	44(3.9%)	Innovation	42(3.4%)
8.	Confidence	40(3.5%)	Emotional Intelligence	34(2.8%)
9.	Communication Skills	34(3.0%)	Accountability	32(2.6%)
10.	People Management	34(3.0%)	Decision Making	32(2.6%)
11.	Presentation	28(2.5%)	M&E	32(2.6%)
12.	Financial Skills	27(2.4%)	Negotiation	30(2.5%)
13.	Emotional Intelligence	26(2.3%)	Teamwork	28(2.3%)
14.	Data Analysis Skills	24(2.1%)	Project Planning	26(2.1%)
15.	Critical Thinking	22(2.0%)	Proposal	24(2.0%)
16.	Problem-Solving	22(2.0%)	Negotiation Skills	22(1.8%)
17.	Decision	21(1.9%)	Budget	22(1.8%)
18.	Negotiation	20(1.8%)	Self	22(1.8%)
19.	Stress Management	18(1.6%)	Marketing	20(1.6%)
20.	Report Writing Skills	16(1.4%)	Multitasking	20(1.6%)
21.	Human Resource Skills	14(1.2%)	Training Skills	20(1.6%)
22.	Interpersonal Skills	14(1.2%)	Creativity	18(1.5%)
23.	Proposal Writing	14(1.2%)	Flexibility	18(1.5%)
24.	Budgeting	12(1.1%)	Motivation	18(1.5%)
25.	Consultancy Skills	11(1.0%)	Planning	18(1.5%)
26.	Conflict Handling	9(0.8%)	Leadership	16(1.3%)
27.	Accountability	7(0.6%)	Problem-Solving	16(1.3%)
28.	M&E Skills	7(0.6%)	Professional skills	16(1.3%)
29.	Organisational Skills	7(0.6%)	Stress Management	16(1.3%)
30.	Motivation Skills	7(0.6%)	Capacity	14(1.1%)
31.	Accounting Skills	6(0.5%)	Counselling	14(1.1%)
32.	Change Management	6(0.5%)	Presentation	14(1.1%)
33.	Coordination	6(0.5%)	Policy Analysis	12(1.0%)
34.	Self Esteem	6(0.5%)	Quality	12(1.0%)
35.	Integrity	6(0.5%)	Resource Mobilization	12(1.0%)
36.	ICT	5(0.4%)	Working Skills	12(1.0%)
37.	Listening Skills	5(0.4%)	Change Management	10(0.8%)
38.	Professionalism	5(0.4%)	Comm Skills	10(0.8%)
39.	Public Speaking	5(0.4%)	Transparency	10(0.8%)

SN	Competence Acquired At UMI	Freq/%	Competence Required At Workplace	Freq/%
40.	Resilience	5(0.4%)	Customer Care	9(0.7%)
41.	Ethics	4(0.4%)	Assertiveness	8(0.7%)
42.	Flexibility	4(0.4%)	Listening	8(0.7%)
43.	Creativity	4(0.4%)	Pro-activity	8(0.7%)
44.	Collaboration Skills	3(0.3%)	Resilience	8(0.7%)
45.	Customer Care	3(0.3%)	Technical Skills	8(0.7%)
46.	Risk Management	3(0.3%)	Writing Skills	8(0.7%)
47.	Marketing	3(0.3%)	Networking	6(0.5%)
48.	Multi-Tasking	3(0.3%)	Interpersonal Skills	5(0.4%)
49.	Transparency	3(0.3%)	Critical Thinking	5(0.4%)
50.	Facilitation	3(0.3%)	Interpersonal	5(0.4%)
51.	Adaptability	2(0.2%)	Laws	5(0.4%)
52.	Project Planning Skills	2(0.2%)	Social Skills	5(0.4%)
53.	Empowerment	2(0.2%)	Agility	4(0.3%)
54.	Fundraising	2(0.2%)	Business Management	4(0.3%)
55.	Fraud	1(0.1%)	Clinical	4(0.3%)
56.	--	--	Coaching	4(0.3%)
57.	--	--	Collaboration	4(0.3%)
58.	--	--	Computer	4(0.3%)
59.	--	--	Confidentiality	4(0.3%)
60.	--	--	Consultancy	4(0.3%)
61.	--	--	Fundraising	4(0.3%)
62.	--	--	Working Under Pressure	3(0.2%)
63.	--	--	Adaptability	3(0.2%)
64.	--	--	Advocacy	3(0.2%)
65.	--	--	Digital	3(0.2%)
66.	--	--	Conflict Resolution	3(0.2%)
67.	--	--	Digital	3(0.2%)
68.	--	--	Diversity	3(0.2%)
69.	--	--	Excellence	3(0.2%)
70.	--	--	HR	2(0.2%)
71.	--	--	Commitment	2(0.2%)
72.	--	--	Crisis Management	2(0.2%)
73.	--	--	Curriculum Development	2(0.2%)
74.	--	--	Delegation	2(0.2%)
75.	--	--	Administrative	1(0.1%)
76.	--	--	Anger Management	1(0.1%)
77.	--	--	Commercial	1(0.1%)
78.	--	--	Compliance	1(0.1%)
<b>Total {Multiple} Entries</b>		<b>1128(100.0%)</b>	<b>Total {Multiple} Entries</b>	<b>1220(100%)</b>

Source: Primary Data, 2021

Table 3.10 reveals that out of the 1128 responses by Graduates on the competencies acquired at UMI, the following competencies and attributes (from highest to lowest frequency) were acquired at the time they completed training at UMI; Management Skills 197(17.50%), Time Management 126(11.20%), Research Skills 64(5.70%), Networking 58(5.10%), Planning 58(5.10%), Personal 50(4.40%), Leadership Skills 44(3.90%), Confidence 40(3.50%), Communication Skills; 34(3.00%), People Management 34(3.00%), Presentation 28(2.50%), Financial Skills 27(2.40%), Emotional Intelligence 26(2.30%) And Data Analysis Skills 24(2.10%).

Other competencies currently required at the workplace that stood out for the Graduates as reflected in the 1220 multiple entries in Table 3.10 were: - Time Keeping 96(7.9%), Management Skills 92(7.5%), Financial Management 64(5.2%), Data Analysis, 56(4.6%), Report writing 44(3.6%),

Research 44(3.6%), Innovation 42(3.4%), Emotional Intelligence 34(2.8%), Accountability 32(2.6%), Decision Making 32(2.6%), M&E 32(2.6%) and Negotiation 30(2.5%). Both findings reveal that several competencies acquired at UMI were required at the workplace. These skills are relevant to the world of work, and most employees pay attention to such competencies before awarding jobs. Therefore, UMI managed to prepare its Graduates by providing the necessary competencies required to compete and be gainfully employed.

Table 3.11 shows graduate respondents' ratings of the strengths of UMI training and job relevance. This was a multiple choice and respondents provided more than one response.

**Table 3.11: Graduates' Rating of the Strengths of UMI Training and Job Relevance**

SN	Strength	Frequency	Percentage
1.	Management Skills	441	21.1%
2.	Project Management	156	7.4%
3.	Planning	143	6.8%
4.	Monitoring Evaluation	131	6.3%
5.	Analytical Skills	116	5.5%
6.	Research Skills	85	4.1%
7.	Communication Skills	84	4.0%
8.	Financial Skills	80	3.8%
9.	Leadership Skills	64	3.1%
10.	Teamwork	59	2.8%
11.	People Management	55	2.6%
12.	HR Skills	49	2.3%
13.	Problem-Solving	49	2.3%
14.	Critical Thinking	41	2.0%
15.	Decision Making	39	1.9%
16.	Accounting	34	1.6%
17.	Budgeting	33	1.6%
18.	Customer Care	25	1.2%
19.	Ethics	25	1.2%
20.	Programming	25	1.2%
21.	Data Analysis	24	1.1%
22.	Time Management	21	1.0%

SN	Strength	Frequency	Percentage
23.	Integrity	20	1.0%
24.	Proposal Writing	18	0.9%
25.	Emotional Intelligence	15	0.7%
26.	Coordination	13	0.6%
27.	ICT Skills	13	0.6%
28.	Business Skills	12	0.6%
29.	Creativity	10	0.5%
30.	Employee Management	10	0.5%
31.	Marketing	10	0.5%
32.	Assertiveness	9	0.4%
33.	Delegation	9	0.4%
34.	Interpersonal Skills	9	0.4%
35.	Designing Tools	8	0.4%
36.	Capacity Building	7	0.3%
37.	Change Management	6	0.3%
38.	Accountability	5	0.2%
39.	Entrepreneurship Skills	5	0.2%
40.	Impact Assessment	5	0.2%
41.	Adaptability	4	0.2%
42.	Conflict Management	4	0.2%
43.	Administration	3	0.1%
44.	Bank Reconciliation	3	0.1%
45.	Listening Skills	3	0.1%
46.	Data Collection	2	0.1%
47.	Flexibility	2	0.1%
<b>Total {Multiple} Entries</b>		<b>2094</b>	<b>100.0%</b>

Source: Primary Data, 2021

The top 10 strengths of the training at UMI relevant to the job indicated in Table 3.11 were Management Skills 441(21.1%), Project Management 156(7.4%), Planning 143(6.8%), M&E 131(6.3%), Analytical Skills 116(5.5%), Research Skills 85(4.1%), Communication Skills 84(4.0%), Financial Skills 80(3.8%), Leadership Skills 64(3.1%) and Teamwork 59(2.8%).

The next top 10 were: - People Management 55(2.6%), HR Skills 49(2.3%), Problem Solving 49(2.3%), Critical Thinking 41(2.0%), Decision Making 39(1.9%), Accounting 34(1.6%), Budgeting 33(1.6%), Customer Care 25(1.2%), Ethics 25(1.2%); and Programming 25(1.2%). The results above are also consistent with the Programs offered at UMI; implying that the Programs are relevant.

Table 3.12 provides findings on the modules relevant to the sector/job for which the Graduates trained at UMI.

**Table 3.12: Modules rated relevant to the Sector/Job for which the Graduate trained at UMI**

SN	Module	Frequency	Percentage
1.	Quantitative Methods	187	15.1%
2.	Research Methods	135	10.9%
3.	Management Improvement Skills	132	10.6%
4.	Auditing	70	5.6%
5.	HRM	69	5.6%
6.	Management Information Systems	66	5.3%
7.	Project Cost Management	64	5.2%
8.	Taxation	64	5.2%
9.	Financial Management	61	4.9%
10.	Consultancy Skills Development	60	4.8%
11.	Data Analysis	57	4.6%
12.	Financial Accounting	49	3.9%
13.	Administrative Law	26	2.1%
14.	Project Planning and Management	25	2.0%
15.	Results Oriented Management	22	1.8%
16.	M&E Principals and Perspectives	19	1.5%
17.	Public Policy	17	1.4%
18.	Project Design and Implementation	16	1.3%
19.	Ethics	13	1.0%
20.	Public Sector	13	1.0%
21.	Job Analysis	11	0.9%
22.	Project Quality Management	11	0.9%
23.	Business Legal Framework	10	0.8%
24.	Management Accounting	9	0.7%
25.	Strategic Management	9	0.7%
26.	Entrepreneurship	8	0.6%
27.	Supply Chain Management	6	0.5%
28.	Transportation & Fleet Management	6	0.5%
29.	Digital Marketing	3	0.2%
30.	Project Planning and ICT	2	0.2%
31.	Project Planning and Implementation	1	0.1%
<b>Total {Multiple} Entries</b>		<b>1241</b>	<b>100%</b>

Source: Primary Data, 2021

In Table 3.12, comprising responses from 1241 participants, the foremost modules perceived as pertinent to the sector or occupation in which the Graduates underwent training at UMI are as follows: Quantitative Methods 187(15.1%); Research Methods 135(10.9%); Management Improvement Skills 132(10.6%); Auditing 70(5.6%); HRM 69(5.6%); Management Information Systems 66(5.3%); Project Cost Management 64(5.2%); Taxation 64(5.2%); Financial Management [61(4.9%)]; and Consultancy Skills Development 60(4.8%). This indicates that all four fundamental modules of the Postgraduate Diploma Programmes are pertinent to the respective occupations of the Graduates. Noteworthy is the prevalence of modules deemed relevant by the graduates in the domains of Finance and Project Planning and Management.

Table 3.14 presents findings on the modules irrelevant to the sector/job for which the participant was trained at UMI.

**Table 3.13: Modules rated irrelevant to the sector/job for which the participant was trained at UMI**

SN	Module	Frequency	Percentage
1.	Quantitative Methods	103	32.8%
2.	Impact Evaluations	45	14.3%
3.	Research Methods	38	12.1%
4.	Management Information System	25	8.0%
5.	Public Sector	22	7.0%
6.	Project Planning	19	6.1%
7.	Sustainable Development Strategies	17	5.4%
8.	Business Legal Framework	9	2.9%
9.	Management Skills	8	2.5%
10.	Decentralization	5	1.6%
11.	Project Cost Management	3	1.0%
12.	Project Quality Management	3	1.0%
13.	Training Of Trainers	3	1.0%
14.	Auditing	2	0.6%
15.	PPM	2	0.6%
16.	PPP	2	0.6%
17.	Project Design	2	0.6%
18.	Management Accounting	1	0.3%
19.	Land, Housing & Settlement Management	1	0.3%
20.	Human Resource Planning	1	0.3%
21.	Human Resources Management	1	0.3%
22.	International Logistics Management	1	0.3%
23.	M & E In Public Sector	1	0.3%
	Total	314	100.0%

Source: Primary Data, 2021

In Table 3.13, which encompasses responses from 314 participants, modules perceived as irrelevant by the graduates are delineated. Among these responses, Quantitative Methods 103(32.8%) emerged as the most frequently cited as irrelevant, followed by Impact Evaluations 45(14.3%), Research Methods 38(12.1%), Management Information System 25(8.0%), Public Sector 22(7.0%), Project Planning 19(6.1%), and Sustainable Development Strategies 17(5.4%). This underscores a notable discrepancy in perception, where modules deemed relevant by some graduates, such as Quantitative Methods [187(15.1%)] and Research Methods 135(10.9%), are regarded as irrelevant by others. However, it is important to note that the responses for these modules constitute a minority, with the majority falling below the 5% threshold.

From the qualitative comments, one of the Alumnus and Employer remarked:

... some course units were not user-friendly to people at times who had not grasped mathematics in their earlier stages. So those areas were not very... like QM...I do not know how it can be improved so that people can get to appreciate its usefulness in the way we do our work and people do business. But it's a good subject but people finding it there, it was a shock to them. (Chief Finance Officer (CFO), Mpigi DLG)

Table 3.14 responds to topical areas considered vital for the sector/job for which the Graduate was trained but were not covered during the training at UMI.

**Table 3.14: Topical areas considered vital for the job for which the Graduates were trained, but were not covered during UMI training**

SN	Module	Frequency	Percentage
1.	Data Analysis	71	21.30%
2.	Accounting	27	8.10%
3.	Practical	24	7.20%
4.	GIS	21	6.30%
5.	Marketing	21	6.30%
6.	Entrepreneurship	14	4.20%
7.	Financial Management	14	4.20%
8.	Digital Skills	13	3.90%
9.	Communication	11	3.30%
10.	Computer Skills	11	3.30%
11.	Monitoring & Evaluation	11	3.30%
12.	Consultancy Skills	10	3.00%
13.	Administrative Law	9	2.70%
14.	Advanced Excel	9	2.70%
15.	Community Dynamics	9	2.70%
16.	Taxation	8	2.40%
17.	Programming	7	2.10%
18.	Emotional Intelligence	7	2.10%
19.	Financial Analysis	7	2.10%
20.	Ethics	6	1.80%
21.	Auditing	5	1.50%
22.	Human Resources Management	5	1.50%
23.	Database Management	4	1.20%
24.	Cultural Diversity	3	0.90%
25.	Human Resource Information Systems	2	0.60%
26.	Climate Change	2	0.60%
27.	Fleet Management	2	0.60%
28.	Electronic Fiscal Receipting and Invoicing System (EFRIS)	1	0.30%
<b>Total</b>		<b>334</b>	<b>100</b>

Source: Primary Data 2021

Table 3.14 shows that out of the 334 Graduates' responses on topical areas considered vital for the sector/job but were not covered as identified in Table 3.16 above, Data Analysis 71(21.3%), Accounting 27(8.1%), Practical 24(7.2%), GIS 21(6.3%), Marketing 21(6.3%), Entrepreneurship 14(4.2%), Financial Management 14(4.2%) and Digital Skills 13(3.9%), Communication Skills 11(3.30%) and Computer Skills 11(3.30%) emerged the top ten in ranked order. Although the above topical areas are covered in most postgraduate programs due to the periodic program reviews, they were possibly not covered in others. However, care should be taken to ensure that the listed topical areas are catered for in the relevant programs.

### 3.7 FURTHER TRAINING OBTAINED BY UMI GRADUATES

This Section presents findings on further training obtained, proposals on how to improve UMI programs as well as any other suggestions from Graduate respondents useful to UMI. Figure 3.7.1 shows whether graduate respondents undertook additional training since graduating from UMI.

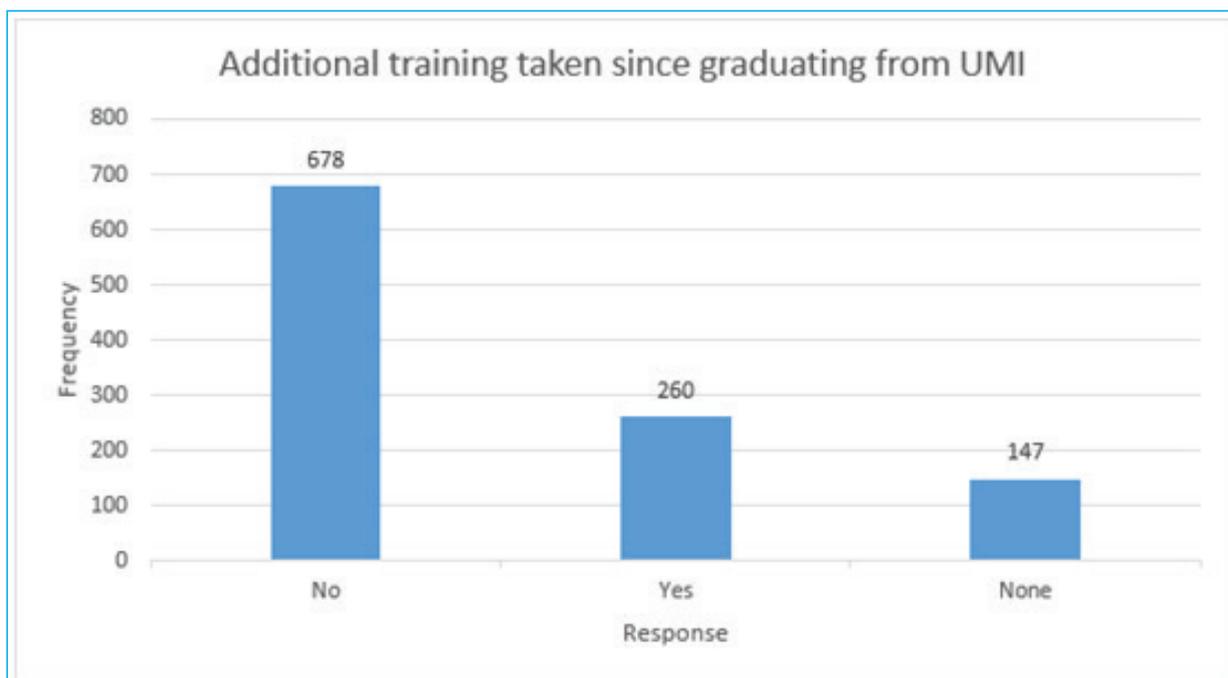


Figure 3.7.1: Graduate respondents' response on additional training taken since graduating from

Source: Primary Data, 2021

Figure 3.7.1 indicates that out of the 1085 respondents, a majority have not taken further training since graduating from UMI represented by 678(62.5%). Only 260(24.0%) have undertaken additional training while 147(13.5%) did not respond. These results could mean that the graduates could have obtained the required competencies from the training at UMI, not necessitating additional training. However, it would be advantageous to find out why no additional training was attained by the graduates.

Graduates further proposed ways in which the UMI training program graduated in could be improved to make it more relevant to the labour market. From the qualitative comments, the following themes emerged, i.e., Course Content, Delivery, Learning Environment, Facilities and Facilitators.

### 3.7.1 Course Content

Below is a sample of excerpts from the graduate respondents: –

- i. *" All contents are relevant except Quantitative Methods which looks like a money-making course unit given the number of students that get retake in it every academic year."*
- ii. *"All current course content is relevant just a little more time needs to be spent on monitoring and evaluation and project planning and programming both require good monitoring and evaluation skills which most people do not have this time should also be spent in ICT training the course timeline can be extended to accommodate these changes."*
- iii. *"Content good, more ICT training needed on reporting tools used."*
- iv. *"Content has to be widened, learning environment to be strengthened, improved ICT."*
- v. *"Much more of practicals in Information Systems office equipment, management of corruption ought to be to be a topic because it is prevalent in every aspect of management in politics and every office."*
- vi. *"Include some practical content on digital data management as is the case with say SPSS."*
- vii. *"Broaden data management by including more software on the list and teach them satisfactorily because students have no time to go for other studies on that software, yet they are very important."*
- viii. *"Course content should be designed after looking at job descriptions both for government and private organisations."*
- ix. *"The content should be more focused on the issues that happen in the business world for the business students, for instance, the world is going digital meaning most aspects while teaching should focus on it."*
- x. *"Introduce attachment to learner Organisations for the tutors to help tailor-make content- based on real needs."*
- xi. *"Enriching the content with up-to-date examples and projects, relating every subject to projects, engaging in practical projects."*
- xii. *"Broaden content in Insurance."*
- xiii. *"By being innovative and continuously adjusting to emerging needs."*
- xiv. *"By employing their best and brightest students after completion at all levels to teach at UMI, not outsiders."*
- xv. *"By extending module period to at least weeks."*
- xvi. *"During data analysis practice more time should be given to that module it is extremely vital but we had limited time to learn more."*
- xvii. *"For SME and sustainable Development modules could consider the inclusion of Market system development as one of the topics."*
- xviii. *"Courses like monitoring and Evaluation face a lot of competition from graduates of statistics, perhaps statistical related modules like R, STATA, EPI info, vivo should be added as options for those who can enrol for them on the side."*
- xix. *"More courses need to be brought to the Gulu study centre, especially Master's courses."*
- xx. *"More courses should be introduced in Mbarara."*

- xxi. *"I was disappointed that the Master's in Management Studies was a day program and there was no room for flexibility to weekends or evenings. Such study times do not favour participants with full-time jobs who are a bigger percentage of your target market. Introduction of new Master's programs like public health, statistics will be much appreciated. Right now Master's courses are so limited and yet this was the one University I found value for money. Please introduce more courses."*
- xxii. *"More programs for example professional courses (CILT) need to be introduced over the weekend."*
- xxiii. *"Most importantly, please introduce Master of Monitoring and Evaluation instead of offering students of PGD monitoring and evaluation, Master of Management Studies (MMS)."*
- xxiv. *"Include labour psychology in modules to be covered by HR participants."*
- xxv. *"Incorporate modules of occupational health and safety in the teaching syllabus."*
- xxvi. *"Please modules should be updated to the current situation."*
- xxvii. *"Please never change the modular teaching system. It is the best for adult learning."*
- xxviii. *"Instructors were always present and willing to help out participants. I hope it is still the case."*

Most of the above comments were areas for improvement: including having practical/competence-based content, making QA more relevant, allotting more time to some modules, designing programs after looking at job descriptions both from government and private organisation and in line with global trends, more ICT training needed on reporting tools used, and more training in digital data management skills. Most the concerns raised have been overtaken by events, they are currently the norm of UMI.

### 3.7.2 Content delivery approaches

- i. *"Delivery approaches should become more interactive and collaborative, to generate knowledge rather than just giving information."*
- ii. *"Make online study part of the delivery."*
- iii. *"Online delivery of classes should be improved because it limits participants to have a feel of the practical modules."*
- i. *"Include more practicals in the content."*

### 3.7.3 Examinations and Examination Processing

- i. *"Improve on the marking process, please... the high pass mark is too high" (DPPM Graduate, 2020).*
- ii. *"Improve time management of examinations process from sitting of exams to release of results and graduation list." (DHOS Graduate, 2020).*

### 3.7.4 Research Supervision and Consultancy

- i. *"Improve on the supervision of research projects for participants some supervisors are too busy and delay the participants to graduate" (MMS Graduate, 2018).*
- ii. *"[Participants with] Incomplete Master's degrees should be recalled and the concerned be encouraged to complete or given the option of postgraduate diploma" (MIML Graduate, n.d.).*
- iii. *"Engage the graduates in the provision of short courses to colleagues and help to create a strong UMI Alumni." (MIML Graduate, n.d.).*

### 3.7.5 Facilitators

- i. *"Employed resident facilitator."*
- ii. *"Facilitators should respond to students' questions especially those on long distance learning."*
- iii. *"Maintain the employment of facilitators with real field experience."*
- iv. *"Providing senior facilitators in upcountry learning centres."*
- v. *"Full-time consultants be based in regional centres for consultation during weekdays, not Kampala based."*
- vi. *"I believe this Institution greatly contributes to both professional and personal growth majority of participants, my conclusion comes from the interactive nature of the consultants who promoted wide discussions and a greater understanding of participants on how to practically approach various working scenarios in the field."*

### 3.7.6 Overall UMI Study Environment

- i. *"The learning environment should be equipped with the relevant technologies and spaces to facilitate relentless cooperation and interaction among staff and participants to develop superior knowledge that is relevant to the dynamic world."*
- ii. *"It should be more of assignments to enhance learner engagement."*
- iii. *"More learning materials should be uploaded online Library."*
- iv. *"It would be convenient for a flyover to be built over the busy Jinja Road that serves the campus ."*
- v. *"Better canteen services are required and internet connection and more access to computers as well."*
- vi. *"The canteens are limited and far apart spread more additional canteens needed for proper time management."*
- vii. *"More parking space and labelling of buildings more maps better website, thanks."*
- viii. *"The parking section for students needs to be constructed with concrete pavers."*
- ix. *"Parking should be made accessible through all gates to avoid jams at the back entrance".*

Again, as highlighted earlier, most of the above concerns were raised by earlier cohorts. There have been a lot of improvements since then, making UMI have a conducive learning environment.



## 4.0 FINDINGS FROM EMPLOYERS



Data from 105 organisations [173 interviewees] was collected using face-to-face interviews. As highlighted earlier in Table 3.2, several Organisations/Employers participated in the country-wide Study including Government Agencies, District Local Governments and Cities and Municipalities, CBOs, Local and International Companies/NGOs in Northern, Eastern, Western, and Central regions (*refer to Appendix IV and Appendix V*). Interviews were held with various employers including COAs, Principle/Senior Human Resource/Personnel Officers, Planners, Town Clerks, NGO Executive Directors, Program Managers, Project Officers, Secretary District Service Commission, Principal Assistant Secretaries, Principal Hospital Administrators, CDOs, University Chancellors, University Secretaries, District Education Officers, District Commercial Officers, Headteachers, Bank Managers, Private Business Owners,

During the interviews, the research team also established the number of UMI Graduates employed in the various sectors/organisations and the programs they studied at UMI. From the data obtained from the interviewees, the District Local Governments with over 50 UMI Graduates included Bukedea DLG (60+) Soroti (50+), Kumi DLG (50+), Bulambuli DLG (50). The DLGs that employed between 20 and 49 UMI Graduates included Kabermaido DLG (25+), Amuria DLG (30+), Kapelebyong DLG (25+), Katakwi DLG (30+), Ngora DLG (30+), Serere DLG (25+), Budaka DLG (20+), Kibuku DLG (25+), Butaleja DLG (24+), Bugiri DLG (40+), Namayingo DLG (20+), Mbale DLG (20) +, Sironko DLG (30+), Kasanda DLG (20+), Mubende DLG (20+), Mubende DLG (28+), among others. UMI Graduates work in several local and international NGOs including World Vision, Food For Hungry, Uganda Women's Network (UWONET), The AIDS Support Organisation (TASO), Uganda Kolping Society, Meeting Point, Caritas Uganda, Agency for Cooperation in Research and Development Uganda (ACORD), Mildmay, JLOS. From the over 105 Institutions visited, over 1,274 UMI Graduates who graduated from UMI in the last seven years were employed. However, the whole number of UMI graduates employed by these organisations was not captured. Most of the data provided by the Employers on UMI graduates employed were estimates.



Postgraduate Diplomas are featured as the most common programs of UMI graduates cited by employers, most especially DPAM, DHRM, DPPM, DME, DFM and DUGM. This could be attributed to the fact that most of these are UMI's Postgraduate Flagship Programs that continue to attract high enrolments at UMI. Based on the findings, UMI graduates are employed in various organisations like Central and local government, private, public and international organisations (NGOs, CBOs, etc.).

The findings from interviews with employers are presented, analysed and discussed in the subsequent six sections as guided by the objectives and interview guide (*refer to Appendix II*), i.e.:

- i. The relevance of the UMI programs to your organisation.
- ii. The impact/ contribution of UMI graduates to your organisation.
- iii. The political, social and economic enablers and barriers facing UMI graduates in your organisation.
- iv. Knowledge, skills, attitudes and values UMI graduates need to be successful in the future; and to ensure organisational success.
- v. Changes likely to impact the future of the knowledge, skills, attitudes and values of graduates in Uganda and beyond.
- vi. The perceived political, social-economic impacts of UMI training in Uganda and beyond.
- vii. The emerging themes under each subsection were networking skills, service delivery, promotion, and practical skills. These guided the presentation, analysis and interpretation of the findings.

## 4.1 RELEVANCE OF UMI PROGRAMS TO ORGANISATIONS



Employers were requested to comment on the relevance of the UMI programs guided by the kind of knowledge, skills, networks and values UMI graduates bring back to their organisations after the UMI training and how the graduates have shared their learning with colleagues and made use of the lessons learnt upon completion of training. Employers reported that UMI graduates made use of the lessons learnt after completion of their training at UMI and this has enabled them to share their skills with colleagues at their workplaces. The following themes emerged in terms of the relevance of UMI Programs; knowledge, skills and attitudes; service delivery; and placement and promotion.

### 4.1.1 Skills



Employers from various organisations reported that UMI graduates had acquired knowledge which has enabled them to become competent and successfully carry out their tasks using various skills, for instance; improved research skills, decision-making skills, communication skills, report writing skills, and above all the skill of building networks. The UMI Graduates are more focused on the goals and objectives of their organisations, properly articulating organisational issues. These skills have allowed UMI Graduates to access opportunities they were not able to find on their own. Their networks have the potential to provide them with insight into different fields, information on what potential employers look for and advice on how they can improve professionally. This has greatly improved their performance as confirmed to us in the sample field extracts below;

Employees [Graduates] from UMI are different, their competence is higher compared to graduates from other institutions. They excel in performance and other staff have picked interest in joining



UMI. Networking contributes to your social well-being. Their networking skills have enabled them to exchange and bring on board new ideas. These skills have helped them to meet people at all professional levels as well as boost their professional confidence. Their management skills are also at a higher level compared to other graduates. Mentorship is taking place and skills attained at UMI are shared among the entire staff. Therefore, employees received hands-on training. I advise that NCHE should adopt UMI training. (Paraphrased from Employer, Mityana DLG)

Programs are relevant as they equip employees with relevant skills, knowledge and attitudes required to deliver the services the organisation is meant e.g., in financial management, public administration and community development work in government. (CAO, Ngora DLG)

I feel empowered after recently graduating from UMI. The training empowers one to perform beyond and above the expectations of the organisation. I feel underutilised and limited by position and hierarchy when I could do more. (PHRO, Kalaki DLG/UMI Alumnus)

Similar observations were echoed by the Senior Human Resource Officer (SHRO) from Gomba District, and the Principal Personnel Officer (PPO) from Kyankwanzi in Gulu City. In addition, employers pointed out that networks which graduates established while at UMI have been gainful to both individuals and organisations. Individually through such networks, graduates have managed to obtain consultancy jobs for instance in M&E and capacity development, permanent work, and promotions, among others. On the other hand, employers have benefitted from the graduates' competencies. Some of these included the Principal Human Resource Officer (PHRO) in Amuru District, PPO from Nansana, a Monitoring and Evaluation (M&E) Specialist from Mildmay Uganda-Mityana, and an employer from Kitgum DLG. A case in point is where the CEO – of Uganda Kolping Society, Wakiso DLG, Hoima City asserted;

Studying at UMI is like going for a Training of Trainer (TOT) program, UMI graduates form resource pools where they are concentrated including forming consultancy companies. Groups formed while studying at UMI are grooming sites for better workplace behaviours. In areas of management, UMI is still a star that everyone would like to employ its products.

With regards to sharing knowledge acquired from UMI, an Employer in Mubende DLG observed;

Though there is no structured way of sharing knowledge and skills from UMI among the employees, a lot of knowledge is shared through mentoring, training workshops, benchmarking, coaching, inductions, meetings and WhatsApp groups where experiences are shared.

An employer observed that the group work activities engaged in while studying at UMI are grooming sites for better workplace behaviours. While another observed: *"Graduating from UMI is like being baptized or receiving confirmation in the church. You become a changed person."* (Hope Susan – CDO Hoima City)

The knowledge and values graduates brought back to their various organisations are quite diverse. Employers (PHRO–Mubende DLG, & Centre Manager–TASO) reported that graduates' management skills were improved as a result of training from UMI, they noted that UMI training had boosted graduates' managerial skills and they were provided with technical skills that have enhanced their performance. The knowledge and skills of the graduates have been broadened. Some of the other skills acquired included governance of organisations, financial management, human resource management and positive attitude change.

According to other employers, after completion of their training at UMI, graduates brought back other skills and put them to use in several ways. An employer from Kitgum DLG remarked;

Institutional learning and documentation have been improved. UMI graduates are applying the skills and knowledge they acquired from UMI to improve record keeping and documentation. Related to this, filing systems have also improved. There has been a tremendous reduction in court cases related to management and conflicts.

There was also a common response from employers in the NGOs or CSO sector. They remarked that Program development and design had improved leading to perfection of performance and achievement of organisational goals, especially since the training at UMI is tailor-made. Further, some LGs' performance assessment rankings improved as a result of better management and organisational skills attained from UMI. For instance, the employer in Kitgum DLG noted; *"Kitgum District was the best in last year's assessment under World Bank because of the system and control measures employees from UMI put in place"*. He attributed this largely to the introduction of new skills and values by UMI graduates to the DLG. Some public institutions reported that their entities were being run effectively and efficiently. A case in point is the Chief Administrative Officer (CAO) from Kayunga who stated; *"The quality of reports written, the effectiveness of accountability issues and management of salary matters have greatly improved our organisations."*

The CDO Gulu City noted, *"Most UMI graduates are using their skills to a large extent in improving supervision and conflict management. These skills are applied daily."* The District Prisons Officer, Gulu also noted; *"One of the ways UMI graduates are deploying the skills they learnt and acquired is through developing vital organisational documents that would have otherwise required the services of paid consultants."* In one of the Local Governments, a SHRO was happy to note that the staff who had trained at UMI drafted the district Client Charter using skills they acquired from UMI. In some other instances, employers have invested the skills acquired in building the capacity of staff in neighbouring LGs, hence improving service delivery. Several employers affirmed that *UMI graduates were hired as consultants in some districts to carry on certain roles like proposal writing, which was earlier done by external people.* (Employers from Amuru DLG, Wakiso DLG, Kitgum DLG, Nansana Town Council, Uganda Kolping Society, Mildmay). An employer from one of the LGs in the northern region stated;

The aspect of emotional intelligence and attitude change is also worth pointing out especially since these skills and values are normally not imparted in conventional formal education at the institutional level in Uganda. UMI came in handy to bridge this skills gap. Graduates from UMI have practically exhibited these skills in their organisations.

Succession planning which entails practical skills transfer, and delegation, among others were recurrent themes among the employers we interacted with. Practical work experience teaches valuable soft skills, such as discipline, perseverance, teamwork, leadership, communication and problem-solving skills. An Officer in charge of Uganda Prisons Service – Gulu City Council noted that as employers look for these graduates, they are always interested in those with practical skills. An employer from an LG in Northern Region confirmed that;

The programs offered at UMI are significant given the fact that they are delivered by experienced Consultants from a practical point of view. This rigorous training along with the interactions between and amongst employers from different entities sharing practical experiences, raised the confidence levels of employees and further enhanced their understanding of policy issues across private, public and NGO spheres.

Such practical skills are self-help and life-saving skills and lessons that one can learn (often easily), teach to others, and practice every day to prepare and protect one's and others' health. Practical skills given by UMI training have also yielded the spirit of teamwork and supervisory skills. Employers reported that their employees' teamwork and supervisory skills had improved. UMI's training provides 360-degree training for its employees. Employers from Gulu City Council noted;

The results of the training at UMI begin to manifest in three (3) weeks. The training emphasizes the functionality of management systems in organisations because of the practical touch given. That knowledge-sharing aspects such as performance management plans, as well as skills transfer, were taking place in various contexts – both formally and informally as well as the aspect of team spirit had improved. [Interviewee Employer from Gulu City Council]

UMI graduates carried out supervision bringing the appropriate skills and requirements sometimes in challenging work contexts. [Employer, Gulu]



UMI graduates' training in IT at UMI has also been of great importance in supporting them in managing data electronically. Poor managers are sent to UMI as rehab and return as better managers. They have been helped to solicit donor funds using proposal writing but also networking is the way to go. Quality reports are also produced and this has improved the image of our Organisation. We have received better stakeholder management, especially in procurement and recruitment- acquisitions. They have been helped to use PowerPoint presentations and this is a big deal.

Findings also revealed that employees [UMI Graduates] were sharing their learning in two major ways, which is: formally and informally. Formally, employees shared knowledge they acquired directly with supervisors through mentorship. Skills such as management skills were imparted to employees through mentorship. Some organisations mentioned that they would set up sessions for mentoring from where topics like managing change, setting targets and conducting appraisals would be discussed in safe spaces.

Financial management has also improved. Employers attributed this to the training that their staff obtained from UMI. Employers remarked that their organisations had registered an enormous improvement in the management of finances. The skills acquired by the employees from UMI helped them to take financial decisions. The Graduates had also been prepared to ensure guidelines for earning maximum profits with minimum costs. This has increased the organisations' wealth and the financial aspects have been controlled. Such skills are essential in the management of resources, hence resulting in cost reduction for organisations. Coaching was another pathway through which learning was fostered among our employees. This helped new staff to adapt and cope with the new work environment and deliver to the organisational expectations.

Many of the organisations noted that they did not have formal avenues for sharing their learning and imparting skills to colleagues, especially during the COVID-19 lockdown. Social media was an avenue through which learning was taking place among employees. In their accounts of how this was taking place, respondents singled out WhatsApp as a significant avenue. Many of the graduates had formed WhatsApp groups. These groups enhanced continuity in learning and practical skills sharing even when they had finally left UMI. Role modelling was also highlighted as one of the ways practical learning was taking place in organisations. Some interviewees argued that this was an effective way of learning using practical skills, especially in some settings where employees felt shy to consult and share ideas. These quietly observed their role models and emulated work skills. For example, one interviewee said, *"During meetings and team assignments, we work together and, in some contexts, live together, for example in Amuru District."* This engenders a sense of togetherness and teamwork with a resultant impact of practical skills transfer.

However, the employers noted the need for UMI to improve on practical issues, especially in data analysis in research methods and M&E modules. This was observed by the Town Clerk from Kasambya Town Council and another respondent from ACORD, NGO Mityana District observed; Graduates' capacity would be built in the use of different soft wares and exposure to comprehensive training in data analysis using different data analysis systems like Excel and not only SPSS because most data systems are designed from Excel. In addition, they noted that UMI is falling short of IT. This is because UMI training begins from a high pitch in ICT with an assumption that all people have this prior knowledge. UMI IT module should be revised (computer illiterate).

This implies that the practical skills gained from UMI's training largely resulted in a better appreciation and understanding of their basic work environment as attested to by various employers from the private, public and NGO sectors.

The findings from the employers on the skills of UMI Graduates are similar to those highly rated by Graduates in Section 3.6 (*refer to Tables 3.10 and 3.11, and Figure 3.6.5*) including Networking; Management Skills; Research Skills, Planning Communication Skills; Financial Skills, Emotional Intelligence; Innovation Accountability; Budgeting; Decision Making; M&E; Negotiation; Critical Thinking; Problem-Solving; Project Management; Leadership Skills; Programming; Teamwork and Customer Care. This implies that the knowledge and skills provided at UMI enable the graduates to obtain multiple skills that add value to their work and organisations.

#### 4.1.2 Service Delivery

The key contributions of UMI graduates to various organisations were also noted in the work they do in terms of the support they provide their respective organisations to achieve the organisations' goals and objectives and to improve service delivery in both government and non-government sectors. Findings showed that UMI graduates have been able to develop project proposals, some of which have attracted funding from the Local Government. Below are a few excerpts alluding to this finding: -

The strategic, technical and/or operational changes that have happened in the various organisations because of having UMI graduates in such organisations have enabled them to write proposals for resource mobilization, and through collaborations and partnerships, the UMI graduates have brought LGs together under the United Cities of Africa arrangement. They are more efficient in the production of development plans, physical development plans, and planning and budgeting and have brought on board project management knowledge. (CAO, Kayunga)

We have managed to provide sufficient, affordable and quality basic services which are considered a core function in urban governance. Delivery of services (water, sanitation, waste management and housing) has blended well with the health and well-being of urban residents. (Town Clerk, Kasambya - Mubende District)

UMI graduates were also described as results-oriented and commended for the timely accomplishment of their assigned tasks. Due to the results-oriented management skills, some employers remark that various approaches are being undertaken by the unit leaders who have attended UMI training, as evident in the excerpts below: -

A change in handling affairs at work attributed to UMI training. For example, the number of customer care and daily cases resolved in the HR section has greatly improved and is being appreciated by their clients. The development of a client charter by the Lira District Local Government to enhance service delivery is attributed to UMI training. (CAO, Kitgum DLG)

The quality of oversight in projects has tremendously improved with UMI graduates employed in almost all key positions in the organisation. In effect, their planned interventions are being achieved. This improved service delivery has also led to community development in the case of Nwoya DLG. (HRO at Windle International Uganda, Nwoya DLG)

This implies that UMI Graduates have met the expectations of their employers in delivering a high standard of service, are positive change agents, and are therefore ambassadors of UMI's Vision: "To Excel in Developing Practical and Sustainable Administration, Leadership and Management Capacity."

### 4.1.3 Placement and Promotion



Placement and promotional efforts act as powerful tools of competition among employees. To attest to the relevance of UMI Programs, several Graduates from UMI have been either placed or promoted due to their competitiveness and exceptional performance resulting from the acquisition of practical skills and knowledge from UMI. Employers such as the PPO – Kyankwanzi DLG, SHRO – Gomba DLG, PHRO – Lira DLG and the PS – Kasanda DLG shared similar sentiments. An employer remarked as follows;

UMI graduates enjoy goodwill in the job market especially when it comes to working for government Institutions and other agencies and as such, they easily get placements because of their skills. The nature of the training provided by UMI is unique as it emphasizes sharing work experiences and finding practical solutions to these challenges in addition to imparting relevant skills for the job market.

Findings show that after the organisations have encouraged their staff to go back for further studies at UMI, their employees have gained promotions, in the DLGs and elsewhere. Unlike in many of the corporate agencies we visited, the majority of the heads of department and HRMs at local governments we encountered are UMI graduates; and having studied at UMI is mandatory when a junior staff requires a promotion.

The PPO, Kyankwanzi sums it up as follows: –

Almost all section heads at Kyankwanzi DLG are UMI graduates and their promotion is based on the attainment of higher qualifications and training. UMI products are good. Unfortunately, there is structural rigidity in local government. Chances of career growth are limited, particularly in management. Therefore, as many have attained these academic papers, not all of them are promoted.



UMI training is translated into improved performance, and positive change in attitude, leading to promotion for her graduates at various workplaces. In TASO – Gulu for example, when asked how this worked, the Centre Manager said, *"In terms of attitude, the training has changed the way people work for the better"*. Another respondent said, *"The training provides the final icing on the cake for employees at local government and this automatically yields into promotion."*

Employers' observations were in sync with the findings from the graduates in terms of whether they were promoted after training at UMI. Findings in Section 3, Table 3.8 showed that [218(7.60%)] Graduates were promoted immediately after graduating.

Employee promotion plays a big role in employee satisfaction, it aids employee engagement, boosts morale, reduces absenteeism, and ultimately increases productivity. Employee promotion is helpful in salary enhancement, reducing attrition, and retention. It also increases confidence; being offered career elevation is hugely flattering.

There was a shared understanding among the employers about performance management and appraisal. To this end, the promotion of staff was key to yielding significant improvement in record keeping, financial management and productivity in organisations. In several LGs, it was reported that the promotion of staff in public administration has improved the work of Sub-County Chiefs. Graduates from UMI after getting promotions at different levels, can use all the skills acquired from UMI to improve record keeping in their entities. This underlined the value and aspect of keeping records as a vital aspect of organisational development and growth. Employees [Graduates] were also trained on aspects of accountability, leadership and service delivery and all these values added to the productivity of organisations.

This implies that after attaining knowledge, skills, networks and values from UMI training, employees [Graduates] gained higher chances of being promoted, which accorded them job satisfaction, motivation and enhanced their esteem, loyalty, authority, responsibility and ability to influence broader organisational decision making.

However, while most employers observed that they would give priority to UMI graduates followed by Makerere University, some pointed out that UMI being at the rather later stage of most worker's study life, it is sometimes not possible to attribute performance solely to UMI or also consider other places they went to. An officer added:

When I became secretary to District Service Committee and later Principal Human Resource manager, I reduced litigations related to Human Resource Management to zero. They were so rampant before I joined with my DHRM qualification from UMI. (Kibale DLG).

Another interviewee observed that in an NGO environment where UMI graduates are less common, UMI Alumni tend to be rather proud with a sense of entitlement for promotion or such rewards. This means that the promotion of UMI Graduates in NGOs does not come easily.

## 4.2 CONTRIBUTION OF UMI GRADUATES TO ORGANISATIONS

Employers were requested to comment on the impact/contribution of UMI graduates to their organisations guided by the strategic, technical and/ or operational changes that have happened in their organisations because of having the UMI graduates, examples of lasting changes in their organisations, and whether once given the opportunity, they would hire UMI graduates with a management qualification compared to graduates from other institutions. The following themes emerged; creativity and innovation, time management and induction.

### 4.2.1 Creativity and Innovation



Employees from various organisations reported that UMI graduates have contributed positively to their work organisations by demonstrating high-performance levels compared to graduates from other Institutions. This is reflected in their ability to be creative and innovative at work as illustrated in the following sample excerpts: –

UMI training has given our employees the ability to creatively think outside of the box, our employees are now coming up with unique and innovative solutions to obstacles they encounter in our organisation. For example, they have designed tools for support supervision, developed log frames and terms of reference for the different requirements. This eagerness to solve problems has led them to new ways of accomplishing tasks and this has set in lasting changes and adds to a more efficiently run organisation. (M&E specialist, Mildmay Uganda-Mityana District)

UMI graduates are more creative, and this has helped them to develop new ways of improving existing products and services to enhance productivity in our organisation, hence bringing a positive change. For instance, in Local Governments their creativity and innovation have been used to boost revenue collection. This has enabled them to think outside the box and beyond the traditional solutions. Through such opportunities, new, interesting, potential yet versatile ideas have come up. (Town Clerk from Kasambya)

UMI training has positively impacted lasting changes in our employees. Our employees are more innovative than before. Unless one has a problem as an individual, but the way UMI teaches, I cannot express it, but people start at UMI knowing so little, but by the time they finish the course they have knowledgeably evolved. When our employees attend the Institute, they are given knowledge and skills to handle things creatively. I have observed a great improvement in their input, and this is impressive. (Senior Human Resource Officer from Gomba DLG)

Our employees from UMI are impressive! They have become innovative which has resulted in operational changes in our organisation. For example, they have introduced beneficiary feedback tools, set weekly targets based on organisational targets (data review checklists), developed trackers to replace work plans, come up with data review checklists based on knowledge obtained after training from UMI and ably virtually engage with the community using IT skills. (Kitgum DLG) This implies that after getting a management qualification from UMI, graduates have positively contributed to various organisations by coming up with new ideas and practices that bring about lasting changes. Their creativity and innovation have enabled them to improve existing services and encouraged them to steadily think outside the box.

### 4.2.2 Time Management



Employers also pointed out that UMI graduates manage their time well and are more productive, more efficient, and meet deadlines. They focus on the most important and time-sensitive tasks and limit the amount of time wasted on non-essential duties as evident in the following sampled excerpts: –

UMI graduates are good at sticking to deadlines for submission of assignments and this is a core value they carry to their workplace when dealing with work-related time requirements. They got this practice from UMI. For example, they used to start lectures on time even when only 2-3 people are present. So, they have carried on that practice to respect workplace deadlines. I have observed UMI graduates are good at timekeeping, meeting deadlines and setting goals that are achievable and measurable, prioritising wisely and prioritising tasks based on importance and urgency, and good examples are our Engineer, Physical Planner and Senior Procurement Officer. (PPO, Nansana TC)

Practical solutions and aspects of work like timekeeping, keeping deadlines and handling a diverse workforce are vivid among UMI graduates. Such skills are used to manage subordinates from diverse backgrounds such as medicine, accounting and social work as well as support staff and interns. (SHRM at Gulu Referral Hospital)

Employers further observed that UMI graduates are using skills and knowledge gained in their respective programs at UMI and have initiated lasting changes in their organisation. They have even become focal persons in their respective workplaces as observed by the TC from Nansana and HR, Hoima City;

UMI graduates have used the knowledge and skills to manage their activities timely. They set time limits to complete specific tasks and they even take breaks between those tasks in an organised way. They prioritize, by planning for the essential tasks and removing non-essential tasks/activities. For example, they managed to use Public Private Partnerships to finance urban development projects such as abattoirs, market kiosks and stalls. Others included the beautification of streets in towns by incorporating urban landscaping. All these were well planned for, time was set to accomplish them and they were able to meet the deadlines. In some places, the format of group discussions in class was carried to the workplace for management meetings. (PPO, Nansana TC)

This implies that UMI graduates' ability to manage time using the skills and knowledge attained from UMI has enabled them to register high-performance levels and productivity of their organisations, hence bringing lasting change. It has helped them to cope with stress, conflicts and pressure more efficiently as they maintain a healthy work-life balance which keeps them motivated.



### 4.2.3 Induction



Employers informed us that UMI graduates are gifted and willing to share the knowledge and skills attained from UMI with other staff members. They have helped to induct others to ensure that all employees integrate well into, and across, their organisation. This is beneficial to employers, because it reduces turnover and absenteeism, and increases employee commitment and job satisfaction, hence creating a lasting change in the organisation. Sample field extracts illustrate this;

UMI graduates have been able to enter resource pools for inducting new employees into their entities or organisations. In some cases, UMI graduates have been hired to carry out induction training for local government units. The monitoring and evaluation roles of organisations in the region have been immensely improved through training from UMI. This training is holistic and provides new insights into a wide array of organisation management aspects which bears positive change on the skills level of employees in organisations. (Employer, Kibale DLG)

Change has been made in our organisation. Graduates from UMI have inducted our new employees and this has helped the new employees to feel welcome and remove their anxieties and confusion. In the end, we have benefitted immensely from a well-thought-out induction process, hence enhanced job satisfaction, improved performance, and increased employee retention. (Principal Human Resource Officer from Amuru DLG)

Graduates from UMI are unique in their operations. They have shared the knowledge from their training through induction. They have welcomed newly recruited employees by supporting them to adjust to their new roles and working environments. For example, they have a good induction process, where recruits are informed of the company's history, services, culture and values, physical orientation (where things are), organisational orientation (how the employee's role fits into the organisation), meetings with key senior employees, benefits and policies. This is a great contribution to our organisation. (Transcultural Support Organisation -TPO, Gulu City)

UMI graduates have engaged in the necessary training of co-workers formally and informally and as a result, trainees and mentees had acquired similar skills from UMI graduates in the process. This led to the building of capacities of staff in such organisations and an increase in the pool of expertise. Employees from UMI have contributed greatly to our organisation. Their mentorship skills most especially on the job have been realized effectively. UMI training has empowered them to facilitate training in other small units in the organisation. They have streamlined their communication channels and even gained delegation powers. In other words, their management skills especially in resolving and handling management issues have changed the newly recruited employees' attitude towards the organisation. (CAO, Adjumani DLG)

After training our staff at UMI, Uganda Kolping Society is a membership-based faith-based organisation our membership drastically grew. Our funding has also grown as a sign of confidence from our funders on how we manage the funds (CEO).

I managed to get a grant for the city from the UMI class network which has benefited the city, and more proposals are being written for funding from the same entity. (PPO, Employer/Graduate, Hoima TC)

My biggest achievement is nurturing my subordinates and consultancy networks, since I completed at UMI I have been approached by many entities to support their procurement teams. (SPO, Employer/Graduate, Hoima TC)

Managing the procurement function and contract Administration, I saved Hoima TC from litigation and delayed project completion because of my skill from UMI concerning contract administration.

(Employer/Graduate, Hoima TC)

This implies that UMI graduates have contributed positively to their organisation by contributing to building lasting changes through good induction programs which have increased productivity and reduced staff turnover. Such programs have played a critical role in the organisation in terms of performance, attitudes and organisational commitment.

The training provided to UMI graduates has had a multiplier effect in the public, private and NGO sectors where the graduates are employed. The study revealed that there were strategic, technical and operational changes that had taken place in various organisations as highlighted below: -

- a) A case in point was provided by an employer from one in Gulu who pointed remarked; *"the district no longer hires consultants to carry on some skills since we now have a pool of consultants with skills attained at UMI. We are saving a lot of funds from budgets allocated to such functions."*
- b) It was also observed that M&E was seen as a strategic, technical and operational change that positively impacted organisations. The M&E units in organisations have greatly improved thereby improving the planning, monitoring and evaluation functions of various organisations across the country. Graduates from UMI are positively impacting the monitoring and evaluation functions of the organisations.
- c) Dedication and time management at the operational levels have improved. UMI graduates under the training acquired from UMI can use these values to positively impact our organisations thereby ushering in changes in the delivery of services.
- d) UMI training also promoted professionalism at the strategic, technical and operational levels. This was exhibited through an improvement in customer care. In addition, employers appreciated the value of work which was a result of the effective management displayed by the UMI graduates.
- e) Budgeting systems were also pointed out to have improved and the wastage of resources in organisations was reduced. Graduates emphasised the budgeting function and linked this function to the proper functioning of the organisation.

#### **4.2.4 Socio-economic changes Employers noticed among UMI graduates**

Other socioeconomic changes employers noticed with UMI graduates can be broadly categorized into five areas here below discussed.

##### **4.2.4.1 Optimum Use of the available resources by UMI Graduates**

A few examples were sampled here: -

- a) Wastage is minimized and mismanagement of resources is limited according to Uganda Prisons Service-Gulu (UPS) and Windle International Uganda (WIU) respectively. In using the optimum resources available to organisations, UMI graduates are reported to be keen on sustainable development and sustainability of projects. As a result, the graduates integrated issues of SDGs such as the environment as key components of their annual plans in line with local, national and international development needs. This was attributed to accountability and integrity lessons at UMI.
- b) UMI graduates were praised for streamlining organisational cultures. In Whitaker

Peace Initiative (WPI) in Gulu. For example, the Director who is a UMI alumnus is credited for promoting teamwork, good and clear communication skills, and time management. Through her leadership, WPI boasts of a conducive work environment and has been declared the best performer within northern Uganda by both NSSF and URA due to improved compliance arising from her tenure in office.

- c) Changes in interpersonal relationships, dress- code and general behaviour in society were said to have improved for UMI graduates in Kitgum DLG.
- d) Most UMI graduates are in highly placed positions in government, private for-profit and private not-for-profit organisations. In effect, they earn high salaries, have built, are employed and are candidates for additional work assignments such as membership to school management committees and promotions. As a result, they are economically empowered, which improves their standard of living. They can engage in additional income-generating (economic) activities such as savings, lending, mobile money businesses, and schools among others.
- e) An interviewee from Kitgum Municipal Council summarized this by affirming that UMI graduates favourably compete for jobs at both national and global levels. In effect, *“UMI graduates are the “Drivers” of most organisations as always affirmed by the UMI Director General. Organisations are now able to plan on a longer time basis and to conceive and craft directions and plans for their organisations.”*
- f) UMI graduates have been observed to be socially empowered. In Amuru DLG, it was reported that UMI graduates have good interaction with community members while in the Finnish Refugee Council, the graduates were described as possessing the mastery of keeping relationships with various stakeholders.

In summary, UMI alumni have uniqueness and maturity in managing social, economic and political factors in communities where they live and work, with a sense of better planning because of the training from UMI.



## 4.3 ENABLERS AND CONSTRAINTS TO UMI GRADUATES

Employers commented on the enablers and constraints to UMI graduates in their organisations guided by the factors that have enabled them to perform their duties (rewards and recognitions to UMI graduates because of their excellent services) and challenges of UMI graduates as well as global phenomena.

### 4.3.1 Enablers to UMI Graduates

Findings indicated that UMI graduates had various factors that enabled them to perform their duties at their respective organisations, including a Positive organisational climate, good working environment, exceptional supervision, excellent interpersonal relationships, an outstanding reputation, and the Real world of work.

#### 4.3.1.1 Positive Governance and Organisational Climate

Employers informed us that there is a positive organisational climate in the workplace motivates UMI graduates/employees, boost their morale, improves the organisations' profiles and attracts new talent. This had a powerful effect on every aspect of the workplace, from productivity to interpersonal relationships. An employer from the local government commented on how this has

benefitted the organisation; *"Positive organisational climate has helped our employees find a comfortable work environment, conduct regular check-ins, encourage team collaboration and communication, develop a strong workplace culture and facilitate opportunities for learning."* It was noted that organisational climate is important. After all, it largely influences the performance of their employees because it has a major impact on the motivation and job satisfaction of individual employees. Another employer also noted that; *"Organisational climate determines the work environment in which the employee feels satisfied or dissatisfied."*

#### 4.3.1.2 Good Working Environment

According to the study findings, some employers pointed out good work environment as enabling UMI graduates to perform their duties;

UMI graduates have excelled in their performance due to the positive work environments where there is trust, cooperation, safety, risk-taking support, accountability, and equity. This has greatly improved their productivity, helped retain their talent, and most important of all: it is good for the company's overall mental health. No job is perfect, not even those which have an amazing office, a high salary, or the tasks are completely vocational.

A healthy workplace is one where employees thrive in their work projects and feel fulfilled while also staying physically and mentally healthy. They are productive and feel supported, which leads to reduced absenteeism, illness, conflict, and, ultimately, turnover. Signs of a healthy work environment: flexibility. Practical approaches which make it easy for graduates to fit in, good well-furnished offices, improved infrastructure-roads, Mobile phones, and computers were highlighted among the enablers to UMI Graduates.

#### 4.3.1.3 Good Supervision

Findings suggested that good supervision of employees in their work, providing emotional support and developing positive working relationships as explained in the extracts below;

UMI graduates have been able to perform their duties because of good supervision from us.



Through supervision, we have been able to know our employees better, make effort to understand them, treat them as people and be a person back to them. Believing in ourselves as leaders has enabled our employees to put their trust and confidence in us because we sit back and listen to them and give friendly feedback.

In our organisation, the supervisory relationship is built on trust, confidentiality, support, and empathic experiences. UMI graduates have stood out in their performance because of the good Apart from the supervisory relationship that is in place, we mind the constructive feedback, safety, respect, and self-care of our employees. (SHRO, Gulu DLG)

Good supervision has offered our employees a vital channel of communication between management and themselves (staff). They can now use it to share useful information and discuss any challenges or issues. This has ensured that our employees feel confident to do their roles and can access the support that they need to manage difficult situations. However, the most challenging part of being a supervisor may be applying the right amount of leadership. You may want to give your team strong, clear guidance, but without obliterating their independence. Other challenges for us supervisors are finding some practical ways to deal with how to communicate with employees, resolve conflict, manage performance, handle protected employees, and administer policies fairly and consistently. (CAO, Mubende DLG)

#### 4.3.1.4 Good Interpersonal Relationships

Employers noted that being able to maintain strong interpersonal relationships plays a critical role in both the physical and emotional well-being of their employees. The qualities that the employees valued the most were trust, respect, friendship, kindness, and honesty; and they were able to show others the same virtues as amplified in the sample field extracts below: -

Graduates from UMI can perform their duties well due to their awareness (of themselves and others), caring about other people, collaborating and working well together with others, comforting other people when they need it, clear communication skills and conflict management and resolution skills. (SHRO, Gomba DLG)

In Local Government, good interpersonal communication drives more employee recognition. UMI graduates have good interpersonal relationships with each other and their managers, they recognize each other's good work and give constructive feedback. This has enabled them to associate, connect, interact and bond with other people and through this, their performance has excelled. This is a credit to UMI training. (CAO, Masaka DLG)

#### 4.3.1.5 Good Reputation

From the study findings, organisations with strong positive reputations attract UMI graduates. Such organisations are perceived as providing more value, which often allows them to charge a premium. Employers commented on this in the following ways;

If I can summarize in one statement, if there is an institution that I have ever attended, UMI is an institution for administrators. That one I will say it categorically. And if one has not gone to UMI, I believe one has missed something. (SHRO, Gomba DLG/UMI Alumnus)

I enjoyed my stay at UMI. The course units were practical. But also, what I noted was the attendance issue, it enhanced us. You see teaching adults is not an easy task and the only way to make them adhere to the system was through attendance. And the instructors there, I would say are right to the point. They are knowledgeable and it was a good experience. (Chief Finance Officer, Mpigi DLG)

Our reputation is one of our most important assets. A positive reputation has opened new opportunities for new jobs or even promotions for UMI graduates due to the respect and values attached to UMI training. This has instilled a sense of confidence to do their work, participatory planning and decision-making. A good reputation matters. (Employer, Eastern Region)

A reputable employer will target to attract Graduates from reputable training institutions to grow its business. This implies that UMI and its Graduates are rated as good brands by employers. Further, by maintaining a good reputation, Graduates market the Institute.

#### 4.3.1.6 Real World of Work

Employers informed us that when graduates have an opportunity to experience real-world work situations, it allows them to practice the skills they learn about and truly understand the task at hand as evident in the following sample field excerpts;

When I talk about the real world of work, I am referring to the world and life in general, in contrast to a particular employee's own life, experience, and ideas, which may seem untypical and unrealistic. To determine employment personalities, the real world of work today has not only given UMI graduates a chance to learn about many careers but also helped them to determine which career fits their personality, strengths, values and skills like communication and interpersonal skills, decision-making and problem-solving, creative thinking and critical thinking, self-awareness and empathy, which are two key parts of emotional intelligence, assertiveness or self-control. (SHRO, Lugazi)

The political, social and economic factors that have enabled UMI graduates to perform their duties at the various organisation, include rewards and recognition to UMI graduates because of their excellent service at work. There have been changes in terms of the attitudes of staff towards work. Employees are self-driven and results-oriented. These are critical values necessary to improve the productivity of organisations and institutions. Respondents pointed out that UMI ingrained in them a protestant work ethic. Some of the local government entities went the extra mile in developing client charters.

Improved customer care was another lasting change that was ushered in through training acquired from UMI. There was consensus that organisations began to appreciate their clients much better and accorded them better services. Closely linked to customer care is the improved relations between partners and sub-counties. Local government entities reported greatly improved relations among intra- and inter-institutional, departmental and local government. A case in point is the relations between the district and sub-county units in the districts that we studied.

Finally, through training at UMI, networks that have impacted organisations have emerged. These networks are both formal and informal and have been a reference point for many graduates who seek support in capacity building. These networks included social media groups and associations where close working relations have been fostered and nurtured through UMI training.

When asked whether they would hire UMI graduates with management qualifications compared to graduates from other institutions, most of the interviewed employers mentioned that they would prefer UMI graduates. UMI's ISO certification was noted as one of the factors giving UMI graduates a cutting edge over other graduates.

Other factors included good performance, skills, knowledge and attitudes of UMI graduates. Overall, UMI graduates were found to be more articulate, more refined and action-oriented. Their

recruitment was based on a strong recognition of an urgent need for efficient delivery of services and achievement of organisational goals and objectives. The graduates were applauded for being practical. One of the employers from Gulu City Council said, *"I would have a positive bias towards UMI graduates for the values they espouse."*

The PHRO Lira DLG indicated, *"UMI graduates are liked by their immediate supervisor because they do not only deliver results, but they set a pace for the rest of workers,"* and this is one of the key factors which facilitate UMI graduates to perform effectively at the workplace.

In addition, the PHRO Amuru DLG who is also an alumnus of UMI indicated that he has been promoted from the post of Senior to Principal Human Resource Officer after attaining a Post Graduate Diploma qualification from UMI, and this motivated him to perform his duty effectively. The District Prisons Officer – Gulu, Uganda Prisons Service (UPS) also remarked as follows;

The practical nature of UMI education, sharing of practical examples and knowledge by both participants and consultants during the sessions polishes work practices of those attending, because practical experiences shared are used to better the work environment.

The other key political, social and economic enablers to UMI graduates identified during the study include the acquisition of relevant and necessary skills during the training and these skills help graduates to have good relations with the management. In addition, good management skills possessed by UMI graduates enable them to manage resources for greater impact and this mitigates the wastage of resources and promotes career progression including promotions at workplace. One of the employers from the Transcultural Support Organisation (TPO) in Gulu City noted;

The availability of UMI graduates in the organisation supplements us and makes easy the implementation of skills obtained. The availability of supporting policies such as Human Resources, Procurement, Child Protection, and Financial policies, among others, facilitate UMI graduates to execute their functions effectively.

The supportive legal and regulatory frameworks in organisations were also considered an enabler as attested by an employer; *"Government has well laid out systems, structures and guidelines that help graduates in their work e.g., government standing orders."* (Director, Soroti City)

The general impression was that the training offered to UMI graduates was comprehensive and suited the needs of a modern-day workforce in the organisations we visited. The findings indicated some key political, social and economic factors that have enabled UMI graduates to perform their duties at the various organisations, including promotion and assignment to higher positions, effective performance of UMI graduates due to their practical nature of work, support by their supervisors, capacity building of UMI graduates at their workplaces, availability of resources for activity implementation, good remuneration and other financial support, which motivates them to perform their work effectively, and the favourable political environment from top to the bottom.

### 4.3.2 Constraints to UMI Graduates

When asked about the constraints that affect the performance of UMI graduates, the graduates and their employers noted several challenges which were not necessarily related to the training they obtained in UMI but rather institutional, including structural, policies, political leadership, resources and their flow, innovation, and work facilities. In terms of UMI, the challenges mentioned were related to UMI coverage, program schedules and graduates not studying UMI program that are related to their work. The following work-related challenges to UMI Graduates were observed: –

1. Structural rigidity in the public service structure does not give room for one with skills to explore his/her abilities, and the chances of career growth are limited particularly in management.
2. Inadequate facilities, resources and tools to support the Graduates put into practice what they studied.
3. Big disparities in salary structures demotivate those in Local Governments compared to other government entities.
4. The impact of COVID-19, which has affected all operations and created a need for new ICT skills.
5. Lack of innovativeness in some employing organisations.
6. Unsupportive political leadership and political interference in the LGs.
7. Limited funding of LGs.
8. Resources that come in the form of conditional grants.
9. The late release of funds from the central government.
10. Abolition of most sources for local revenue collection.
11. Limited funding for study programs by employer organisations.
12. Unavailability of scholarships.
13. Unavailability of time to do the courses.
14. Inadequate and restrictive Government policies to support the graduates to perform, such as remunerating scientists.
15. High cost of living with a high inflation rate.
16. Failure to practice the knowledge and skills acquired by UMI graduates.
17. Some UMI graduates choose courses which do not add value to their work.
18. Other staff not trained at the level of UMI graduates, not same level of thinking.
19. Lack of promotion for UMI Graduates.
20. Capacity building programs are lacking in most districts, and this makes most of those who train from UMI pay the fee for themselves and when they choose to change jobs and the employers cannot hold them back since they would have invested in themselves. UMI should offer scholarships to help the district grow its capacity.
21. The dynamic environment in which our Graduates operate which requires constant retooling of the participants.

**Below are some sample field excerpts regarding work-related challenges faced by UMI graduates;**

After going through UMI you face challenges fitting within systems that do not work effectively. (CAO/UMI Alumnus, Adjumani DLG)

Peers/subordinates are stuck in the old thinking compared to the new ways of doing things that the graduates have learnt and this affects teamwork and effective execution of work. There are

also issues related to tight work regimes at the unit level, creating time for workshops to share new knowledge is practically difficult, hence a challenge in skilling subordinates with newly acquired knowledge. UMI graduates “run at top speed” that people stuck in the old system/culture fail to match. Since no one is above the work system, the challenge is to bring the system to a new level, especially with rigidity from subordinates and the subordinates who are stuck in bureaucratic systems and old thinking see UMI graduates as a problem. (PHRO, Gulu DLG)

The unfavourable political environment and resistance to change in some organisations hinder the performance of UMI graduates in the long run. The respondents also requested UMI to train and/or sensitize political leaders on their oversight roles in serving with the technical staff at the local government level, sensitize them about the Local Economic Development (LED) policies and design more short courses on various ICT skills required in the new normal operations. UMI could think of how best to make virtual interactions easy.

The above challenges were mostly experienced in local governments where the majority of UMI graduates work. These challenges were observed as demotivating UMI graduates since UMI programs are expensive and graduates’ expectations are so high.

However, both graduates and employers submitted some challenges directly related to UMI as highlighted below: –

- i. There is a need to adopt the cohort model of research where participants in the program are grouped to carry out evidence-based research in their area of specialization to improve on completion rates. (UMI Alumnus, 2018)
- ii. Alumni do not get the relevance of doing 6 Postgraduate Diplomas without getting exemptions. It means UMI does not appreciate their qualification. (UMI Alumnus, 2019)
- iii. The rigidity of UMI in many of its operations is a deterring factor to many who would wish to apply for the UMI programs. The rigidity has been observed at the Institute Registrar’s office, the fee payment, the proposal and dissertation submission stages and the security. (UMI Alumnus, 2020)
- iv. Some UMI Graduates lack creativity and innovativeness.
- v. Several programs are only restricted to Kampala.
- vi. Few branches of UMI for those that are upcountry.



## 4.4 Future Needs Expected by Employers among UMI Graduates

Employers commented on the knowledge, skills, attitudes and values they anticipate seeing in future UMI graduates working in their organisations, the kind of managers they required, future opportunities in organisations, risks for UMI graduates in Uganda and beyond, and how these risks could be mitigated. From the findings, the following themes emerged: leadership and management skills, as well as operational skills as presented below.

### 4.4.1 The knowledge, skills, attitudes and values

The knowledge, skills, attitudes and values employers anticipate seeing in future UMI graduates in their organisations in the broader context of technology and security issues in the environment, including the context of the 4<sup>th</sup> Industrial Revolution (4IR) and disruptions (epidemics) such as COVID-19 were;

- a. Knowledge in strategic management;
- b. Conflict management skills;
- c. Research and innovativeness;
- d. Problem analysis and problem-solving;
- e. ICT compliance with the evolving technologies; and
- f. Employees with multitasking capabilities.

Fortunately, the above set of competencies are in the UMI programs, and through periodic reviews, the new competencies required on the market keep being updated in the various programs.

### 4.4.2 The kind of Manager Required in The Job Market

The requirements of managers in terms of knowledge, skills, competencies, attitudes and values are reflected in the following;

- a. ICT knowledge and skills
- b. Management Information Technology
- c. Computerized auditing, forensic audit and audit investigations
- d. Asset management
- e. E-governance
- f. Managing work in a virtual environment. delivering result
- g. Management in the context of the 4IR
- h. E-governance amidst the emerging pandemics
- i. Creative visionary managers for both local government and civil society organisations
- j. Effective communication and e-decision-making skills and effective people handlers as well as self-driven
- k. Working without close supervision
- l. Working in a virtual environment as well as improved skills in the technology of managing projects
- m. Knowledge in financial and human resource management, people-centred
- n. Feedback seekers, team leaders, solution-orientation and quick decision makers to address emerging problems.
- o. Able to use data to predict the behaviour of staff or customers.
- p. Business intelligence skills and data analytics

- q. Skills in monitoring and evaluation, project management and writing of fundable projects.
- r. Results-oriented managers proficient in government national assessment guidelines and those who perform to the guidelines of national assessments with good leadership skills.
- s. Soft skills in dealing with human beings.
- t. Conceptual skills, professional qualifications, transformational, change-oriented, innovative and problem solvers
- u. Human rights centred with an eye for diversity and legalities.
- v. High integrity, accountability, good time, multi-skilled, with the ability to handle diversity at workplaces and those who focus on change management.

The Director of SOCADIDO, Soroti underscored the importance of skills in carrying out problem-based research, he said:

...there is a gap in skills to conduct meaningful research and decipher problems affecting communities and design local solutions based on problems studied” and he wishes to see future managers with those set of skills.

Concerning skills required by a manager in future, in addition to the program-specific competencies, the skills needed by future manager needs can be summarized into three categories of the 21<sup>st</sup> Century skills, i.e.

1. Learning and innovation skills: critical thinking and problem-solving, communication and collaboration; creativity and innovation.
2. Digital literacy skills: information literacy, media literacy, information and communication technologies (ICT) literacy.
3. Career and life skills: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability.

#### 4.4.3 Future Opportunities for UMI Graduates

Findings from the study revealed some key opportunities for UMI graduates and beyond. The opportunities revolved around UMI being ISO 9001-certified, having internationally accredited programs; her local and global networks; quality of programs; research capacity; employer preferences for UMI graduates due to UMI quality and reputation as a postgraduate institutional and ICTs as leverages for her graduates to have better chances of employment and venturing into consultancy within and beyond Uganda. These opportunities included;

1. The value attached to UMI degrees since they are ISO-certified and UMI is noticeably practical in delivering the sessions compared to other Universities.
2. UMI graduates can compete for international jobs since some of the courses are internationally recognized and they can be employed in any organisation within and outside Uganda.
3. UMI graduates have huge opportunities because of the practical skills obtained and most UMI graduates are taking over leadership in both local and international organisations. The Institute should therefore venture into humanitarian research as many humanitarian actors (including the UN) would be willing to use UMI reports as advocacy and resource mobilization tools.
4. If UMI continues to network and partner with other overseas institutions, its graduates will be better positioned to get opportunities in Uganda and beyond.

5. Future opportunities for UMI are enormous in the field of M&E, since health facilities, schools and DLGs require M&E officers.  
Employers have identified operational gaps that require filling especially in monitoring government interventions and thus express the need for the introduction of functional M&E departments in all districts and government departments to help track government interventions (DCAO Katakwi).
6. There are opportunities for UMI graduates to be absorbed in the East African wider market. This is in addition to available higher positions in government, career development, and opportunities for job promotion.
7. Job creation skills through the formation of consultancy firms and writing fundable project proposals for organisations.
8. Industrial records management and government job opportunities.
9. UMI graduates are problem solvers and innovators.
10. ICT compliance as technology evolves, graduates capable of multi-tasking and capable of working away from traditional offices with limited supervision.

However, UMI is reminded by several employers to improve the economic output of their graduates by including entrepreneurial skills and enhancing attitude changes to fight corruption.

## 4.5 RISKS FOR UMI GRADUATES IN UGANDA AND BEYOND



The employers were asked about the anticipated future risks for UMI Graduates in Uganda and beyond and how these risks could be mitigated. The findings indicated that UMI graduates could face a risk of unemployment or loss of employment because of the growing numbers of graduates from both UMI and other institutions of higher learning as they compete for scarce job opportunities, global pandemics, theoretical programs, inadequate private sector engagement, poor completion rates, limited job-creation skills and few UMI training branches in the country as evident in the excerpts below: -

- a. UMI runs a risk of training like any other university if it does not go back to the philosophical foundations of its establishment. This should define her research output and teaching philosophy. Given the shrinking public sector that cannot take all graduates, they should be trained to be more innovative. (Employer, Nsambya Hospital).
- b. Loss of jobs is another risk for UMI graduates, and this can be related to other natural calamities like COVID-19.
- c. The delay in the completion of the MMS Master's program was said to be a risk to UMI graduates since they do not achieve their planned target.
- d. UMI graduates are zealous and distort the equilibrium in the system, hence may be suffocated by supervisors who are not UMI graduates. This is because they (UMI graduates) look outside the current norms (think outside the box) at the workplaces.
- e. Other risks are related to limited commercial and entrepreneurial skills which limit jobs opportunities.
- f. Employers hinted at the failure of UMI to take its courses to far districts where other universities have taken theirs as one of the risks that UMI will encounter if it completely ignores those districts. (e.g., SHRO, Lira DLG)

Employers recommended the following strategies to mitigate the above risks: –  
 UMI should review its training programs to take care of the new dynamics; for instance:–

- a. Teach about the use of trackers instead of work plans, since tracking work weekly is now the order.
- b. in this era of virtual working environments, there is a need to beef up and improve the contents of the Management Information Systems (MIS) module seriously by moving it from the basics to more advanced technology such that its graduates are more technology user-friendly, otherwise if there comes another institution which does it better it will not be good for UMI.
- c. Emphasise and expand the training on project planning and management and monitoring and evaluation, international relations programs for the graduates to work in other countries since they [programs] are ISO-certified.
- d. Focus on IT application which is applicable in public service due to a lot of changes coming up in public service, health management, media & broadcasting management, information communication & technology management with a specific focus on knowledge on IPPS, PPBS, IFMS, E-registration, which requires relevant knowledge and skills for public officers.
- e. Introduce integrated management information systems to help public officers.
- f. ROM and Administrative Law and Ethics, Financial Management, Data Analysis and Management, and Management Skills should be strictly practical even in examinations.
- g. focus on modules like Governance and E-management, Managing Diversity in the era of sectarianism and nepotism, Management of Medium and Small-Scale Enterprises, and Financial and Business Management, since currently, business companies are one the major employers.
- h. Training UMI graduates on entrepreneurship skills so they to start and manage their businesses after graduation for them to create their jobs.
- i. Inclusion of Geographical Information Systems (GIS) and Geo-Spatial Systems (GSS) as key tools used now in data analysis and E-business. Data has moved from just being on paper into systems. These new trends should be emphasized in the review of curriculum across all programs.
- j. Improving the delivery of practical sessions for UMI graduates.
- k. UMI needs to go back to the experience-based approaches of teaching using practical case studies. This will help in the improvement of quality. Resources should be put aside for the procurement of case studies.
- l. The staff should also be involved in the development of case study materials. Case studies are different from articles.
- m. IT skills specifically tailored toward the new normal, industrialization skills, supply chain management and records keeping.
- n. Education Leadership and Management values such as ethics in the workplace.
- o. Skills in professional courses like CPA, as well as in Public Administration and Accounting, Counseling and Guidance, Mentoring Skills and Public Relations and Communication Skills.

- p. Some risks could be mitigated by improving on supervision of MMS and other Master's participants to improve the completion rate.
- q. Consider taking UMI courses in every district or near enough where participants can easily access them.
- r. Consider being flexible in some of their policies, especially registration and tuition policies.
- s. Ensure that recruitment of associates to teach in different programs upholds a blend of facilitators from academia and practice not the unemployed who bring no real work experience as before. Experience-based learning is not just about possessing academic qualifications.
- t. Promote research projects that generate solutions to address private sector concerns. Come up with models of engagement with the private sector.
- u. Given the diminishing public sector, the incubation centre should be used to come
- v.
- w. up with business ideas that can create employment.

Other skills proposed for inclusion by both employers and graduates either as long prospectus or short courses included: –

- a. Knowledge and skills in oil and gas management.
- b. Child protection care and management with bias on early childhood development.
- c. Certificate course in customer care.
- d. Managing council business for politicians, planning and budgeting skills for Parish Chiefs.
- e. Financial management skills for health centre in-charges and school management.
- f. Performance management training for head teachers.
- g. Training on the development of fundable proposals and concept papers.
- h. Conflict management skills, especially now that the government is looking towards having disputes, grievance and arbitration handling committees in each district.
- i. Vocational, agricultural and business management skills for youths.
- j. Skills in financial management and business intelligence.
- k. UMI needs to design Information Technology (IT) courses for even junior District Local Government staff because they are the ones who handle most of the communications, so if they are not IT compliant, the entire district can be let down.
- l. The Bank needs more Information Communication Technology (ICT) experts because of digitalization. This has ushered in changes in the way operations are undertaken in the bank. UMI in this era should design ICT tailor-made courses for the banking sector to serve the public better.
- m. The need for skills in records management at a lower level to help in the handling of the records of the government more professionally since records are the heart of the Institutions.
- n. The information management system should be practical and focus on agricultural value addition.

- o. Ethics and values in doing work, integrity, effective communication, e-procurement and market, understanding how international markets operate and an understanding of international treaties.
- p. UMI should upgrade on issues of professionalism with a specific focus on Certified Project Management and others. Attitudes towards fighting corruption and refocusing future generations in this direction need to be emphasized. This should go hand in hand with training on the management and conservation of natural resources particularly forest resources management that are being destroyed in the region.
- q. The focus should be on governance with a bias of supporting communities to demand service delivery, improve leadership skills/styles, and have the skills of gender equality by ensuring gender mainstreaming during the execution of their work.
- r. Need for human resource capital development, mindset change, business, and entrepreneurship and project management skills.

From the above, although majority of the proposed strategies to mitigate risks and the skills proposed for inclusion in UMI curricula are already embedded, employers are proposing to UMI to continuously be aware of the risks and mitigate against them, as well as review UMI curricula in tandem with the emerging trends in technology to improve Graduates' competences in general management and leadership; addition of entrepreneurship skills to the UMI curriculum menu to train job creators; develop more customized courses [long and/or short] make use of the business incubation centre to provide researched solutions to societal problems; use of practical experience and case study-based facilitation methods; improve completion rates on MMS and direct Master's programs; expand UMI Study Centres; flexibility on registration and tuition policies; recruit associate consultants who have rich work experience in academia and practice; and develop models of UMI engagement with the private sector.

An employer also proposed that UMI Management could work out an arrangement with the government to ensure that before UMI participants graduate, they are taken for a month's training on the above issues (like a retreat in Kyankwanzi for mindset change, orientation and training on anti- corruption and environmental degradation). The employers have great expectations of UMI in terms of responding to their needs and serving the country best.



## 4.6 PERCEIVED BROADER SOCIAL AND ECONOMIC IMPACT OF UMI

In the context of perceived political, and social-economic impacts, UMI training in Uganda and beyond was noted to be excellent most especially in the performance of management studies. Sample employers remarked as follows;

UMI is a national icon in practical management and tries to fully address management needs in the country. It offers direction and relevance in the Uganda public service and builds Uganda's workforce capacity to meet challenging tasks on various fronts. UMI produces reliable leaders in the field of management studies. UMI graduates out compete peers who have not attended UMI courses. (Employer, Mbale DLG)

There is an improvement in the way UMI graduates offer service – timely, improved reporting and work ethics. Their ability to perceive issues in the right political, social, economic and environmental direction is incredible. There is an increase in their creativity and thinking outside the box. UMI graduates are reliable and helpful in building the capacity of others, especially subordinates. There is a change in their skills, attitudes and general outlook for better performance. UMI training has enabled our employees to gain wider networks through a professional association, improve service delivery, improved reports from staff and the ability to deliver on deadlines. It has also given way to capacity building of Uganda's civil service as well as career improvement of staff within and outside Uganda. (Employer, Mbale DLG)

Findings revealed that UMI Graduates have developed economically through undertaking more income-generating activities other than their jobs. For instance, UMI training equipped them to do consultancies, especially in M&E, and in organisational capacity development. The Graduates also had direct social and economic capital that they attained while studying such as a promotion at work, connections to new job opportunities, formation of investment clubs and NGOs, membership to UMI M&E group which created many connections, as well as cash rounds and engagement in SACCOS. Therefore, in addition to the training received at UMI, although not intentionally planned by the Institute, social capital stood out in the findings as another key impact of UMI training.

UMI graduates have contributed to great change and created a lot of influence in development in Uganda and beyond. Most NGOs attributed the prominence of M&E and M&E systems in the nation and beyond to UMI. A key respondent categorically put it that,

The issues of M&E and M&E systems are now everywhere in this country because of UMI. Every organisation is now talking about impact rather than the interventions conducted. This is because of the M&E of UMI that emphasizes quality in reports and related items of monitoring and evaluation in DPPM and DME modules (Employer, Northern Region).

This argument was supported by Caritas Gulu, NURI Kitgum and WIU who attest that the M&E function in their organisations has become more distinct and embedded in informing and transforming their organisation under the stewardship of UMI graduates. In Windle International Uganda (WIU) for example, an organisational capacity assessment (OCA) was carried out to streamline structures and reinvent operations.

UMI training is responsible for the effective and efficient management and leadership of local, national and international organisations where the graduates are employed. This is made possible by positive changes made in the organisations courtesy of the attainment of practical skills from

UMI. This is possible by training others on the job and through the innovative skills of UMI graduates. Because of these shrewd/smart management and leadership skills, it is correct to say that UMI graduates are making great changes in their spheres, hence the recognition of UMI as a lead MDI. One employer said, *"In most workshops/seminars that I have attended, the sessions do not end without a facilitator recognizing UMI's role in management and leadership capacity building."* (Gulu DLG)

UMI graduates were described as ably managing organisations and contributing to the development of the country. Social welfare improvement and community benefit were according to the employers visible in communities served by UMI graduates, both at personal and organisational levels. For example, upon graduating from UMI, the Officer in charge of Lugore Prisons Farm, Gulu undertook it upon himself to develop an estate plan for the facility. He transformed the housing units from temporary grass-thatched shelters to permanent shelters and increased land usage from 50 acres to 2,000 acres. This has greatly increased food and nutritional sustainability in UPS. He attributes this to the additional practical knowledge and skills gained at UMI.

It was further noted that UMI training is saving the country's foreign exchange by training experts internally as opposed to importing experts and sending Ugandans to study abroad. Likewise, the programs are earning the country foreign exchange when non-Ugandans come and enrol on UMI programs.

Related to the above, UMI training that has been decentralized to regions has increased opportunities in real estate and related businesses. This is because students rent accommodation, utilize transport services and must eat, hence improving the economic benefits to such service providers.

Despite the above significant contributions of UMI training to the national and global arena, the employers interviewed also commented on UMI's current "no-show" in community service/engagement. Caritas Gulu and WIU Adjumani for example requested that the Institute would through its community service mandate collaborate with NGOs to offer specialized services such as M&E of selected projects at zero cost.

Likewise, there is a need for UMI to become a household name by marketing regionally and abroad, and most importantly making visible research/publications, especially by academic staff. WIU further encouraged UMI to carry out research in humanitarian fields as well, as opposed to mainly the government sphere, saying such reports would be given a great audience by the UN and other related humanitarian organisations.



## 5.0 CONCLUSION



The findings from the tracer study indicated that UMI programs are still relevant to the market needs, since they are practical, consequently making UMI graduates more superior in terms of job performance. UMI enjoys goodwill in the job market, especially regarding MDAs, and as such UMI Graduates easily get placement because of their skill set. UMI is reported to have quality facilitators who are highly knowledgeable, and experienced and exhibit a high-level of professionalism. UMI training programs were reported to have a multiplier effect in the public, private and NGO sectors. Its graduates are considered performers and are appreciated within their organisational settings. As an MDI, UMI has positively impacted the socio-economic status of organisations within Uganda and beyond. UMI graduates are reported to use resources optimally for better service delivery. Therefore, UMI saves the country billions of shillings that would be taken out of the country for career training.

In terms of impact, UMI has built its brand name in contributing to the employment sector, and to the overall economic growth of the country. The Alumni observed that the training rigour at the Institute has a direct impact on their delivery at their workplaces. Because of its good reputation, many participants join the Institute by way of good referrals.

Among the enablers at the workplaces are the supportive legal and regulatory frameworks such as government standing orders. On the other hand, political interference, intrigue, meagre and mismatched pay, and ill-facilitated organisations are some of the constraints. Further, most organisations do not fund their workers for capacity building, this is left to individuals to fund their studies despite the harsh economic environment. Consequently, organisations are likely to lose such staff after graduating.

Although generally, UMI provides quality study provisions and conditions that support participants' learning, and although UMI graduates are described as superior to other graduates, and her facilitators are considered top-notch, there are institutional constraints including a lack of stable and reliable ICT infrastructure for online teaching and learning, a leaning of UMI programs towards more theoretical than practical training, and towards the public sector rather than towards the private and NGO sectors, and few UMI Branches across the country.

There was a call by employers to UMI to embrace the current critical changing times where virtual learning and digitalization are the trends. Employers noted a gap in skills to conduct meaningful research and decipher problems affecting communities and design work-based solutions based on problems faced and desired such qualities in the future graduates. Further, the Institute should



continuously liaise with the HROs and CAOs about its programs, to enable them to support more staff for capacity development. Findings from the current study show that many of the organisations employ less than 5 UMI graduates, which is still low. This necessitates more rigorous marketing of UMI programs.

Findings also point to the need of a Disability Policy.

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## 7.0 APPENDICES

### APPENDIX I: UMI GRADUATES SURVEY QUESTIONNAIRE



UGANDA MANAGEMENT INSTITUTE

ISO 9001:2015

Questionnaire Code

#### Introduction

Uganda Management Institute (UMI) is undertaking a Graduate Tracer Study. On behalf of UMI Management, I am administering this questionnaire to UMI Graduates for the Cohorts between 2013/2014 and 2019/2020. The Institute is interested in tracing your employment and career status following your completion and graduation from UMI. This is intended to establish the relevance of the Course(s) you studied in terms of the knowledge, skills and attitudes required on the job market. The information you provide will enable UMI to review its curricula to continuously respond to the human resource trends and needs in Uganda and beyond. Your responses will be treated with the utmost confidentiality. Your cooperation is highly appreciated.

**NOTE: DO NOT COMPLETE THIS QUESTIONNAIRE IN CASE YOU COMPLETED THE UMI ONLINE GRADUATE TRACER SURVEY**

#### SECTION A: PERSONAL DATA

Sex (✓)	Male		Female	
<u>Program(s)</u> studied (indicate all programs you studied at UMI)	<u>Name of Program</u>	<u>Academic year</u>	<u>Mode of study</u> [Day, Evening, Weekend, Distance]	<u>UMI Branch</u> where you studied (for each program) [Kampala, Mbarara, Mbale, Gulu]
1 <sup>st</sup> Program				
2 <sup>nd</sup> Program				
3 <sup>rd</sup> Program				
4 <sup>th</sup> Program				
Your employment history since graduating from UMI	<u>Designation</u>	<u>Duration</u>	<u>Location</u>	

Where are you currently employed? (√)	Central Gov't/Gov't Agency	Local Gov't	CBO	Private Local Company/ NGO	International Company/NGO	Other please specify
Name and address of your current employer (Institution)						
Approximate Number of UMI graduates employed by the above employer						
Level of the previous qualification, where and when it was obtained (not at UMI)	Level	Institution			Academic Year	
	Master's Degree					
	Postgraduate Diploma					
	Bachelor's degree					
	Diploma					
	Advanced level					
	Others (please specify)					

## SECTION B: ASSESSMENT OF THE LEARNING ENVIRONMENT AT UMI

Please rate the following conditions of the learning environment at UMI

*Use the Likert scale to rate each of the aspects below as applicable to you:*

5. Very Good	4. Good	3. Fair	2. Bad	1. Very Bad
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Rate the following study provisions and conditions during your training at the Institute. *Use the above Likert scale to rate each of the aspects below:*

SN	Study Provisions and Conditions	5	4	3	2	1
B1	Accessibility to UMI facilities	5	4	3	2	1
B2	Quality of lecture rooms	5	4	3	2	1
B3	Quality of other study space	5	4	3	2	1
B4	Quality of library services	5	4	3	2	1
B5	Quality of furniture	5	4	3	2	1
B6	Adequacy of teaching materials {visual aids, handouts, etc.}	5	4	3	2	1
B7	Quality of equipment in the computer laboratories	5	4	3	2	1
B8	Internet access	5	4	3	2	1
B9	Internet connectivity	5	4	3	2	1
B10	Availability of textbooks and other reference materials	5	4	3	2	1
B11	Structure of the training program (e.g., arrangement of modules as Basic, Core and Electives)	5	4	3	2	1
B12	Quality of facilitators	5	4	3	2	1
B13	Opportunity to interact with facilitators	5	4	3	2	1
B14	Academic advice offered	5	4	3	2	1
B15	Opportunity to participate in research projects	5	4	3	2	1
B16	Opportunity to consult fellow participants	5	4	3	2	1
B17	Testing and examination processes	5	4	3	2	1
B18	Quality of course works and tests	5	4	3	2	1

B19	Quality of examinations	5	4	3	2	1
B20	Grading system	5	4	3	2	1
B21	Quality of Distance Learning delivery mode <i>{for DL Graduates}</i>	5	4	3	2	1
B22	Quality of supervisors <i>{for Master's Degrees and PhD Graduates}</i>	5	4	3	2	1
B23	Quality of supervision <i>{for Master's Degrees and PhD Graduates}</i>	5	4	3	2	1
B24	Quality of viva voce <i>{for Master's Degrees and PhD Graduates}</i>	5	4	3	2	1
B25	Quality of restroom facilities i.e., toilets and washrooms	5	4	3	2	1
B26	Quality of Canteens	5	4	3	2	1
B27	Customer care by the Canteen service providers	5	4	3	2	1
B28	Customer care by front desk offices (receptionists)	5	4	3	2	1
B29	Customer care by guards at the gates	5	4	3	2	1
B30	Customer care by administrative staff	5	4	3	2	1
B31	Customer care by teaching staff	5	4	3	2	1
B32	Opportunity to influence Institute's policies	5	4	3	2	1

B33. Kindly provide other comments on the learning environment and how it can be improved:

.....

.....

## SECTION C: RELATIONSHIP BETWEEN TRAINING PROGRAM(S) STUDIED AT UMI AND EMPLOYMENT

Either tick (✓) or write Y (Yes)/ N (No) where applicable to you.

C1. Employment (*Multiple responses are possible*)

- i. I was employed by the time I enrolled for training at UMI
- ii. I continued on the same job after graduating from UMI
- iii. I got a job after graduating from UMI.
- iv. I am employed in a managerial position in my organisation
- v. I was promoted immediately after I graduated from UMI
- vi. I was not employed by the time I enrolled for training at UMI
- vii. I enrolled for training at UMI right after my first degree
- viii. I am doing a job I did not train for at UMI
- ix. I am self-employed
- x. I am not gainfully employed after my training at UMI

*In case you have positively responded to (ii) and (ix) above, skip C2.*

C2. How long did it take to get gainful employment after you graduated from UMI?

- i. In less than a year
- ii. Between 1-2.9 years
- iii. Between 3-4.9 years
- iv. Five years and above

C3. To what extent do you use the knowledge and skills acquired during your training at UMI in your current job?

5. Very High Extent	4. High Extent	3. Some Extent	2. Limited Extent	1. Not at all
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C4. How would you characterize the relationship between your field of study at UMI and your current job?

- i. My field of study is by far the best in relation to my current job
- ii. Other fields of study could prepare me for this job as well
- iii. Another field of study would have been more useful for this job
- iv. The field of study does not matter very much for this job
- v. Others(specify).....

C5. If you consider your current job does not match your training at UMI, why did you take up that job? (Multiple responses are possible)

- i. It is the only job I got
- ii. In doing this job I have better career prospects
- iii. I prefer a job which is not closely connected to my studies
- iv. I can get a higher income in my current job
- v. My current job offers me more security
- vi. My current job is more interesting
- vii. My current job is flexible
- viii. My current job enables me to work in a locality which I prefer
- ix. My current job takes into account my family's needs
- x. To get offers and attractive packages
- xi. I consider my job closely linked to my training at UMI
- xii. Others specify).....

C6. To what extent does your current work situation meet the expectations you had when you started your training at UMI?

- i. To a very high extent
- ii. To a great extent
- iii. To some extent
- iv. To a limited extent
- v. Not at all
- vi. Not applicable (did not have any expectations)

## SECTION D: CONTRIBUTION OF UMI TRAINING TO MY JOB

Please rate the extent to which you acquired the following competencies and attributes at the time you completed your training at UMI. *Use the Likert scale to rate each of the aspects below:*

5. Very High Extent	4. High Extent	3. Some Extent	2. Limited Extent	1. Not at all
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SN	Contribution of UMI Training	5	4	3	2	1
D1	Field-specific theoretical knowledge	5	4	3	2	1
D2	Field-specific practical knowledge/skills	5	4	3	2	1
D3	Attitudinal change and perception to work	5	4	3	2	1
D4	ICT skills	5	4	3	2	1
D5	Critical thinking skills	5	4	3	2	1
D6	Creativity	5	4	3	2	1
D7	Collaboration	5	4	3	2	1
D8	Communication skills	5	4	3	2	1
D9	Leadership skills	5	4	3	2	1
D10	Social (Influencing) skills	5	4	3	2	1
D11	Analytical skills	5	4	3	2	1
D12	Problem-solving ability	5	4	3	2	1
D13	Ability to take initiative	5	4	3	2	1
D14	Entrepreneurial skills	5	4	3	2	1
D15	Team building/working skills	5	4	3	2	1
D16	Communication skills	5	4	3	2	1
D17	People management skills	5	4	3	2	1
D18	Customer orientation skills	5	4	3	2	1
D19	Assertiveness, decisiveness, persistence	5	4	3	2	1
D20	Accuracy, attention to detail	5	4	3	2	1
D21	Planning, coordinating and organizing	5	4	3	2	1
D22	Applying rules and regulations	5	4	3	2	1
D23	Loyalty and integrity	5	4	3	2	1
D24	Getting personally involved	5	4	3	2	1
D25	Adaptability	5	4	3	2	1
D26	Work ethics and integrity	5	4	3	2	1
D27	Applying rules and regulations	5	4	3	2	1
D28	Providing professional solutions to workplace challenges	5	4	3	2	1

D29 Kindly specify other competencies and attributes you acquired at the time you completed your training at UMI

.....

.....

D30. If not employed skip to D31. If employed, please state the extent to which the following attributes and competencies are required in your current work. Tick (✓) most applicable to you.

5. Very High Extent	4. High Extent	3. Some Extent	2. Limited Extent	1. Not at all
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SN	Contribution of UMI Training	5	4	3	2	1
D30.1	Field-specific theoretical knowledge	5	4	3	2	1
D30.2	Field-specific practical knowledge/skills	5	4	3	2	1
D30.3	Attitudinal change and perception to work	5	4	3	2	1
D30.4	ICT skills	5	4	3	2	1
D30.5	Critical thinking skills	5	4	3	2	1
D30.6	Creativity	5	4	3	2	1
D30.7	Collaboration	5	4	3	2	1
D30.8	Communication skills	5	4	3	2	1
D30.9	Leadership skills	5	4	3	2	1
D30.10	Social (Influencing) skills	5	4	3	2	1
D30.11	Analytical skills	5	4	3	2	1
D30.12	Problem-solving ability	5	4	3	2	1
D30.13	Ability to take initiative	5	4	3	2	1
D30.14	Entrepreneurial skills	5	4	3	2	1
D30.15	Team building/working skills	5	4	3	2	1
D30.16	Communication skills	5	4	3	2	1
D30.17	People management skills	5	4	3	2	1
D30.18	Customer orientation skills	5	4	3	2	1
D30.19	Assertiveness, decisiveness, persistence	5	4	3	2	1
D30.20	Accuracy, attention to detail	5	4	3	2	1
D30.21	Planning, coordinating and organizing	5	4	3	2	1
D30.22	Applying rules and regulations	5	4	3	2	1
D30.23	Loyalty and integrity	5	4	3	2	1
D30.24	Getting personally involved	5	4	3	2	1
D30.25	Adaptability	5	4	3	2	1
D30.26	Work ethics and integrity	5	4	3	2	1
D30.27	Applying rules and regulations	5	4	3	2	1
D30.28	Providing professional solutions to workplace challenges	5	4	3	2	1

D31. Please indicate other competencies currently required at your workplace, which are not listed above.

.....  
 .....

D32. What were the major strengths of your training at UMI that are relevant to the job for which you were trained? (Please list some components in your study program relevant to your job and career?)

.....  
 .....

D33. Highlight the major weaknesses in your training at UMI

.....

.....

D34. What modules are **relevant** to the sector/job for which you were trained at UMI?

.....

.....

D35. What modules are **irrelevant** to the sector/job for which you were trained at UMI?

.....

.....

D36. State the topical areas you consider **vital** for the sector/job for which you were trained, but were **not covered** during your training at UMI.

.....

.....

**SECTION E: FURTHER TRAINING OBTAINED**

E1. Have you undertaken additional training since you graduated from UMI?

Yes  No

*If yes, kindly complete this table. If no, skip to E2*

Program/ Course name	Duration of the training in months/ years	Award given	Name of Training Institution	Purpose of the training	Who initiated the training	To what extent is the training relevant to your current job
		0-None 1-Certificate 2-Diplom 3-Bachelor 4-PGD 5-Master's 6-PhD 7- Others		1-Necessary to get a professional qualification 2. Required by the employer 3. Personal interest 4. Others	1-Self 2-Current employer 3-Potential employer 4-Relative / friend	1-Very Great Extent 2-Great Extent 3-Some Extent 4-Limited Extent 5-Not at all

E2. Suggest ways in which the UMI training program(s) you graduated in could be improved (e.g., content, delivery, learning environment, etc.) to make it/them more relevant to the labour market.

.....

.....

E3. Kindly provide any other comments useful to UMI as a training institution:

.....

.....

We thank you for your time and fondness for UMI!

## 7.1 APPENDIX II: UMI GRADUATE EMPLOYERS' INTERVIEW AND MARKETING GUIDE



UGANDA MANAGEMENT INSTITUTE  
ISO 9001:2015

Interview Code

### Introduction

We are a team of Senior Researchers from the Uganda Management Institute (UMI) conducting a tracer study of UMI graduates on behalf of the Institute. The purpose of the study is to establish the relevance of the training programs offered by the Institute to the job market, the required knowledge, skills and attitudes on the market, and the knowledge, skills and attitude gaps among UMI graduates. The focus of the study is on graduates who completed their degrees or diplomas/professional programs and courses in the last seven years (2013/14 to 2019/20 cohorts). The data obtained will enable the Institute to review its programs in line with the current human resource needs and trends. Your cooperation is highly appreciated. Your responses will be treated with the utmost confidentiality.

We seek your consent to participate in this study: Consent sought

#### FOR OFFICIAL USE BY SENIOR RESEARCHER

##### PROFILE OF THE ORGANISATION

Name of Employing Institution/Organisation		
Type of Institution/Organisation: [Central Gov't/Gov't Agency, Local Gov't., Private Local/International, NGO, CBO (Public, Private, NGO)]		
The sector of institution/organisation [Public Administration; ICT; Agriculture (fishery, forestry, animal industry, environment); Construction; Health; Education; Finance/Banking/Audit/Accounts; Security; Hotels; Tourism; Manufacturing; Social work (NGO); Media & Broadcasting; Trade; Transport; Marketing; Judiciary; Law; Insurance, etc.]		
Address of the Institution/Organisation		
Respondent's Details	Position/Title	Sex of Respondent
Number of UMI Graduates employed		
Year(s) in which the UMI Graduate(s) was/were employed		
Program(s) the Graduate(s) studied at UMI		

MAIN QUESTIONS	PROBING QUESTIONS
<p>RELEVANCE OF UMI TRAINING</p> <p>1. What is the relevance of the UMI programs to your organisation?</p>	<p>1.1. What kind of knowledge, skills, networks and values did your employee bring back to your organisation as a result of attending the UMI programs/courses?</p> <p>1.2. To what extent have the employee(s) made use of the lessons learnt after completion of training?</p> <p>1.3. What did the employee(s) do to share their learning with colleagues/workers? E.g., training, mentoring, etc.</p>
<p>IMPACT &amp; USEFULNESS OF UMI GRADUATES</p> <p>2. What is the impact/ contribution of UMI graduates to your organisation?</p>	<p>2.1. What are the key contributions of UMI graduates to your organisation? Please provide examples...</p> <p>2.2. What can you say are the strategic, technical and/or operational changes that have happened in the organisation as a result of having the UMI graduate in your organisation?</p> <p>2.3. Are there examples of lasting changes in your organisation as a result of ideas or new practices introduced by UMI graduates?</p> <p>2.4. Given an opportunity, would you hire a UMI graduate with a management qualification compared to graduates from other institutions with management qualifications, and why?</p>
<p>ENABLERS &amp; CONSTRAINTS TO UMI GRADUATES</p> <p>3. What are the political, social and economic enablers and barriers facing UMI graduates in your organisation?</p>	<p>3.1. What factors (PSE) have enabled UMI graduates to perform their duties at your organisation? ... (<i>rewards and recognition to UMI graduates as a result of their excellent service</i>)</p> <p>3.2. What do you think are the PSE challenges of UMI graduates in your organisation? [<i>probe for COVID-19 and other global phenomena as challenges</i>]</p>
<p>FUTURE NEEDS</p> <p>4. What knowledge, skills, attitudes and values will UMI graduates need to be successful in the future; and to ensure that your organisation is successful?</p>	<p>4.1. What knowledge, skills, attitudes and values would you wish to see in future UMI graduates in the broader context of technology and security issues in the environment? [<i>probe this also in the context of the 4<sup>th</sup> Industrial Revolution</i>]</p> <p>4.2. Considering the future of your organisation, what kind of manager you would require in terms of knowledge, skills, competencies, attitudes and values, and why?</p>
<p>THE FUTURE</p> <p>5. What changes are likely to impact the future of the knowledge, skills, attitudes and values of graduates in Uganda and beyond?</p>	<p>5.1. What do you anticipate to be future opportunities for UMI graduates in Uganda and beyond?</p> <p>5.2. What do you anticipate to be the future risks for UMI graduates in Uganda and beyond? [<i>Probe further how the risks could be mitigated?</i>]</p> <p>5.3. Given the demands of the global, regional and national labour market, what management areas should UMI emphasize in its management training programs?</p>
<p>PERCEIVED BROADER SOCIAL &amp; ECONOMIC IMPACT OF UMI</p> <p>6. What are the perceived political, and social-economic impacts of UMI training in Uganda and beyond?</p>	<p>6.1. What socio-economic changes do you notice in UMI graduates in Uganda and beyond?</p> <p>6.2. What national socio-economic changes would you attribute to UMI training in Uganda and beyond?</p>
<p>SKILLS GAPS</p> <p>7. Leadership and Operational gaps required in modern Work for leadership and Operational gaps required in the modern workforce</p>	<p>7.1. What leadership and management skills gaps do you wish the staff to possess in the near future? (<i>idea is to identify management courses required in future</i>)</p> <p>7.2. Are there any operational skill sets that you would want your staff to possess promptly? (<i>Probe around consultancy and short courses</i>)</p>

## 7.2 APPENDIX III: Mapped Regions Allocated to Researchers

Chairperson: Assoc. Prof. Gerald K. Karyeija

Secretary: Assoc. Prof. Proscovia N. Ssentamu

SN	Central Region	Senior Leader	Research Assistants
01	Greater Mukono	Dr. Wilberforce Turyasingura	Mr. Isaac Kalyango Mr. James Busingye
02	Greater Mpigi	Dr. Jenipher Aduwo	Mr. Julius Kimuli Dr. Innocent Baguma
03	Greater Masaka Region	Ms. Maria K. Namugga	Ms Jane Muddu Mr. Ivan Kiwanuka
04	Greater Kampala Region (Kayunga)	Mr. Peter Kibazo	Mr. Steven Ssaku Mr. Phiona Kintu
05	Greater Luwero region	Mr. Geoffrey Nsamba	Ms Justine Namusoke Mr. Nicholas Kizza
06	Greater Mubende Region	Ms Christine Kedi	Sr. Dr. Justine Namaganda Ms Margaret Nakasaka
07	Greater Hoima	Dr. Sylvester Kugonza	Mr. Hannington Businge Mr. Abraham Kule
<b>UMI Branches</b>			
01	Western Region	Dr. Juliet Atwebembeire	Dr. Paul Malunda Mr. Patrick Kashajja
02	Eastern Region	Dr. Aidah Lubwama	Mr. Peter Ronnie Gidudu Mr. Job Isaac Obwalet Mr. Baker Lyadda Mr. Peter Wakwale
03	Northern Region	Dr. Gladys Muhama	Mr. Samuel Ocan Mr. Paterson Guma Mr. Richard Lukumoi

### 7.3 APPENDIX IV: Employer Organisations, Interviewees & Number Of Graduates Employed

S/N	Institution Visited	Position of Interviewee	No. of UMI Graduates Employed	Year of graduation	Programs studied at UMI
<b>EASTERN REGION</b>					
1	Soroti University	<ul style="list-style-type: none"> <li>Acting US (delegated to Director HR)</li> </ul>	6	<ul style="list-style-type: none"> <li>2015/2016</li> <li>-2017/2018</li> </ul>	DPPM, DFM, DHRM
2	Kabermaido DLG	<ul style="list-style-type: none"> <li>CAO</li> <li>Principal HR</li> <li>Senior Planner</li> </ul>	25+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>-2019/2020</li> </ul>	DPAM, DPPM, DHRM, DFM
3	Soroti DLG	<ul style="list-style-type: none"> <li>DCAO</li> <li>CFO</li> <li>Principal Planner</li> </ul>	50+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>-2019/2020</li> </ul>	DUGM, MBA, DPAM, DPPM, DFM, DHRM
4	Soroti City Council	<ul style="list-style-type: none"> <li>Town Clerk</li> <li>SHRO</li> </ul>	15+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>-2019/2020</li> </ul>	MBA, DUGM, DHRM, DPAM, DPPM
5	Teso Anti-Corruption Coalition - NGO	<ul style="list-style-type: none"> <li>Executive Director</li> </ul>	5+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>2016/2017</li> <li>2017/2018</li> </ul>	DME, DPPM
6	Children's Hope Chest - NGO	<ul style="list-style-type: none"> <li>Programs Manager</li> <li>Sponsorship officer</li> <li>Project officer</li> </ul>	3	<ul style="list-style-type: none"> <li>2017/2018</li> <li>2018/2019</li> </ul>	DPPM, DME
7	Soroti Regional Referral Hospital	<ul style="list-style-type: none"> <li>Principal Hospital Administrator</li> </ul>	5+	<ul style="list-style-type: none"> <li>2019/2020</li> </ul>	DPAM, DHRM, DHOS
8	Soroti Catholic Diocese Integrated Development Organisation (SOCADIDO)	<ul style="list-style-type: none"> <li>Executive Director</li> </ul>	7+	<ul style="list-style-type: none"> <li>2016/2017</li> <li>-2019/2020</li> </ul>	DPPM, DME
9	World Vision Uganda-Soroti Cluster Officer	<ul style="list-style-type: none"> <li>Program Manager</li> </ul>	8+	<ul style="list-style-type: none"> <li>2017/2018</li> </ul>	DME, DPPM
10	Shell Kumi-Spike Investments	<ul style="list-style-type: none"> <li>Director</li> </ul>	1	<ul style="list-style-type: none"> <li>2019/2020</li> </ul>	DPAM
11	Kumi DLG	<ul style="list-style-type: none"> <li>DCAO</li> <li>Principal HRO</li> </ul>	50	<ul style="list-style-type: none"> <li>2013/2014</li> <li>-2019/2020</li> </ul>	MMS, DUGM, DPAM, DPPM, DHRM, DME
12	Bukedea DLG	<ul style="list-style-type: none"> <li>Principal Human Resource Officer</li> </ul>	60+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>- 2019/2020</li> </ul>	MMS, DUGM, DPAM, DPPM, DHRM, DME
13	Bukedea DLG	<ul style="list-style-type: none"> <li>Supervisor Banking</li> </ul>	2	<ul style="list-style-type: none"> <li>2014/2015</li> </ul>	DME
14	Amuria DLG	<ul style="list-style-type: none"> <li>Deputy CAO</li> <li>Principal HRO</li> </ul>	30+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>- 2019/2020</li> </ul>	MMS, DUGM, DPAM, DPPM
15	Kapelebyong DLG	<ul style="list-style-type: none"> <li>Acting Principal</li> <li>HRO</li> </ul>	25+	<ul style="list-style-type: none"> <li>2013/2014</li> <li>-</li> <li>2019/2020</li> </ul>	DHRM, DFM, DPPM, DPAM
16	Katakwi DLG	<ul style="list-style-type: none"> <li>Deputy CAO</li> <li>Production Officer</li> <li>Principal HRO</li> <li>Acting District Planner</li> </ul>	30+	<ul style="list-style-type: none"> <li>2013/2014 - 2019/2020</li> </ul>	DPPM, MMS, DPAM, DFM, DHRM

S/N	Institution Visited	Position of Interviewee	No. of UMI Graduates Employed	Year of graduation	Programs studied at UMI
17	Welt Hunger Hilfe Project, Katakwi	• Project Manager	3	• 2016/2017 • 2017/2018	DFM, DPPM
18	Katakwi TC	• Town Clerk	2	• 2014/2015	DPAM
19	Ngora DLG	• CAO	30+	• 2013/2014 • - 2019/2020	DUGM, DPAM, DHRM, DFM, DPPM
20	Serere DLG	• Principal HRO • Sen. CDO	25+	• 2013/2014 • -2019/2020	DME, DUGM, DPAM, DHRM, DFM, DPPM
21	Kalaki DLG	• DCAO • Acting Principal HRO • LCV	20+	• 2018/2019 • 2019/2020	DME, DUGM, DPAM, DHRM, DFM, DPPM
22	Budaka DLG	• PHRO	20	• 2013-2020	DHRM, DFM DPAM, DME
23	Butebo DLG	• CAO	11	• 2015-2020	DHRM, DFM, DPAM, DME
24	Kibuku DLG	• CAO	25	• 2014-2020	DPPM, DHRM, DPAM, DME
25	Pallisa DLG	• CAO	10	• 2013-2020	DFM, DHRM, DPAM, DME
26	Butaleja DLG	• CAO	24	• 2014-2020	DFM, DHRM, DPAM, DME
27	Namutumba DLG	• PAS	14	• 2016-2020	DFM, DHRM, DPAM, DME
28	Iganga DLG	• DCAO	17	• 2016-2020	DFM DHRM DPPM DME
29	Bugiri DLG	• CAO	40	• 2013-2020	DFM, DHRM, DPPM, DME
30	Namayingo DLG	• CAO	20	• 2013-2020	DFM, DHRM, DPAM, DME
31	Busia DLG	• CAO	18	• 2013-2020	DFM, DHRM, DPAM, DME
32	Busia Municipality	• TOWN CLERK	3	• 2016-2020	DFM, DHRM, DPAM, DME
33	Tororo DLG	• CAO	15	• 2013-2020	DFM, DHRM., DPAM, DME
34	Manafwa DLG	• DCAO	-	• 2016-2020	DFM, DHRM, DPAM, DME
35	Namisindwa DLG	• DCAO	10	• 2016-2020	DFM, DHRM, DPAM, DPPM
36	Bududa DLG	• CAO	17	• 2015-2020	DFM, DHRM, DPAM, DPPM
37	Mbale DLG	• CAO	20	• 2013-2020	DFM, DHRM, DPAM, DPPM
38	Mbale City	• DCC	10	• 2013-2020	DFM, DHRM, DPAM, DME, DUGM
39	Sironko DLG	• ACAO	30	• 2013-2020	DFM, DHRM, DPAM, DPPM
40	Bulambuli DLG	• SHRO	50	• 2016-2020	DFM, DHRM, DPAM, DPPM

S/N	Institution Visited	Position of Interviewee	No. of UMI Graduates Employed	Year of graduation	Programs studied at UMI
41	Food For Hungry NGO Namutumba	• Program Manager	12	• 2019	DHRM, DPPM
42	Uwonet NGO Namutumba	• Program Manager	5	• 2020	DPPM
43	World Vision-Bugiri	• Area Program Manager	6+	• 2019	DHRM, DPPM
44	World Vision-Busia	• Area Program Manager	3+	• 2018-2020	DPPM, DME, DPAM
45	Jinja City	• Deputy Town Clerk • Senior HH Officer	15	• 2000 to 2020	DPAM, DHRM, DIMA, DME, DUGM
46	Jinja DLG	• HRO	15	• 2000 to date	DFM, DPAM, MMS, DME
<b>HOIMA REGION</b>					
47	Hoima City	• Deputy Town Clerk/ PPO	12	• 2021	DUGM, DHRM, MMS
48	Hoima DLG	• CAO/PPO	9	• 2016	DHRM
49	Uganda Kolping Society	• CEO	2	• 2017	MBA
50	Meeting point	• Program Manager	3	• 2019	DPPM
51	Hoima Caritas Development Organisation(HO-CADEO)	• Program Manager	2	• 2016	DPPM, DPAM
<b>CENTRAL REGION</b>					
52	Kyankwanzi DLG	• Principal Personnel	15	• 2015 to date	DHRM
53	Kyankwanzi Town Council	• Personnel Officer	4	• 2018	DHRM
54	Kiboga Town Council	• Town Clerk	3	• 2017	DUGM
55	Kiboga DLG	• Ass. CAO	8	• 2014	DPAM
56	Njeru Municipal Council	• Principal Education Officer (PEO)	7	• 2000 to 2020	DPAM, DUGM, DME
57	Mukono DLG	• PHRO	13	• -	DHRM
58	Lukaya LC	• Town Clerk	-	• 2014	DPAM, MMS
59	Masaka Butego Division	• Division Town Clerk	7	• -	DUGM, MPA
60	Masaka DLG	• Principal Town Clerk	-	• -	-
61	Masaka DLG (Ssaza)	• Principal Town Clerk	-	• -	-
62	Masaka Regional Referral Hospital	• Principal HRM	-	• -	-
63	Kitovu Mobile	• Chief Executive	-	• -	-
64	Caritas Maddo – Kitovu Masaka	• Chief Executive Officer	5	• 2009 – 2019	-
65	Kalungu DLG	• CAO	13	• -	DPAM, DFM, DPPM, M&E, DPPG
66	Kyazanga Municipal Council	• Principal Town Clerk	-	• -	-
67	Lwengo DLG	• Principal HRM	-	• -	-
68	Sembabule DLC	• Deputy CAO	-	• -	-

S/N	Institution Visited	Position of Interviewee	No. of UMI Graduates Employed	Year of graduation	Programs studied at UMI
69	Bukomansimbi DLG	• PHRM	9	• 1997–2019	DHRM
70	Kyotera DLG	• PHRM			
71	Rakai DLG	• PHRO			
72	Mityana DLG	• Deputy CAO	18 and ongoing	• 2007 to date	DPAM, DPPM, DUGM, DHRM, MMS
73	ACORD (NGO)	• Personnel Officer	9	• 2012 to date	DME, DPPM
74	MILDMAY Uganda –Mityana	• M&E Specialist	14 and ongoing	• 2015 to date	DME
75	Kasanda DLG	• Principal Secretary	20 and ongoing	• 2011 to date	DPAM, DPPM, DUGM, DHRM
76	Mubende DLG	• Principal HRO	21 and ongoing	• 1997 to date	IPA, DPAM, DPPM, DUGM & DHRM
77	Mubende LG	• CAO	28 and ongoing	• 2001 to date	DPAM, DPPM, DUGM, DHRM
78	Kasambya Town Council	• Town Clerk	8 and ongoing	• 2007 to date	DHRM, DUGM, DPAM, DPPM, Procurement
79	Nsambya Hospital	• PHRM	5	• 1992 to date	DHRM, DHOS, MMS
80	Mbarara City Rwampala Isingiro Kasese	• 4 CAOs	42	• 2006 to date	DPPM, DPAM, DHRM, DUGM MMS
81	Ntungamo Bukweju	• 2 Deputy CAOs	11	• 2006 to date	DPPM, MMS DPAM, DHRM DUGM
82	Kazo Kiruhura Fortportal Mbarara City	• 5 Principal Assistant Secretaries	15+	-	DPAM, DHRM, MMS
83	Mbarara DLG	• 1 Secretary District • Service Commission	10+		DPAM
84	Mbarara Fortportal Kabaale	• 3 from Law and Justice Sector	6+	-	DPAM, MMS
85	Mbarara City Kabaale City Ntungamo Buhweju	• 4 District Education Officers	17	-	DPAM, DHRM, DPPM, MMS
86	Sheema	• 1 District commercial officer	8	-	DPPM, DPAM, DHRM
87	Mbarara 2 Kiruhura Isingiro Kasese	• 6 District Planners	17	-	DME, DPAM, DPPM, MMS
88	Mbarara 2 Ntungamo 1 Kabaale 1 Kasese 1	• 5 Head teachers	10+	-	DPAM, DHRM, MMS

S/N	Institution Visited	Position of Interviewee	No. of UMI Graduates Employed	Year of graduation	Programs studied at UMI
89	Mbarara City Kamwenge Bushenyi Isingiro	<ul style="list-style-type: none"> <li>• 4 from The Directorate of Public Prosecution</li> </ul>	16+		DPAM, MMS
90	Isingiro Kisoro Kabaale Kiruhura Mbarara City Rubirizi Ntungamo	<ul style="list-style-type: none"> <li>• 6 Town Clerks</li> </ul>	12+	-	MMS, DPAM, DHRM
91	Mbarara MUST	<ul style="list-style-type: none"> <li>• 1 University Vice Chancellor</li> </ul>	14+	-	DHRM
92	1SNV 1 TASO	<ul style="list-style-type: none"> <li>• 2 Directors of NGOs</li> </ul>	9+	-	DME, DPPM, DPAM
93	Mbarara Hospital	<ul style="list-style-type: none"> <li>• 1 Hospital Administrator</li> </ul>	3	-	DPAM
94	Rubirizi	<ul style="list-style-type: none"> <li>• 1 Community Development Officer</li> </ul>	2	-	DPAM
95	Mbarara Joint Medical Stores	<ul style="list-style-type: none"> <li>• 1 Manager Joint Medical Stores</li> </ul>	2	-	DPSCM
96	Sheema Isingiro Kiruhura	<ul style="list-style-type: none"> <li>• from Cooperative Unions</li> </ul>	8	-	DPPM
97	West Ankole University St. Joseph University Bishop Stuart	<ul style="list-style-type: none"> <li>• 4 from Private Higher Education Institutions</li> </ul>	12	-	DPAM, DHRM
98	Absa Mbarara Centenary Kabaale Centenary Kasese	<ul style="list-style-type: none"> <li>• 3 Bank Managers</li> </ul>	15+	-	DFM, DHRM
99	TV West 2 Radio Rukungiri Endigito Radio FM	<ul style="list-style-type: none"> <li>• 3 Media &amp; Broadcasting Managers</li> </ul>	7	-	DME, DPPM
100	Sheema 1 Ntungamo 1 Kiruhura 2 Kazo 1 Buhweju 2	<ul style="list-style-type: none"> <li>• 9 Private Business Owners</li> </ul>	22	-	DFM, DHRM, DPPM
101	Nakivaale Refugee Camp Isingiro	<ul style="list-style-type: none"> <li>• 2 M&amp;E Officers from Refugee Camps</li> </ul>	3	-	DME
102	Isingiro Nakivaale Refugee Camp	<ul style="list-style-type: none"> <li>• Project Team Managers – Refugee Council</li> </ul>	4	-	DPPM
103	Mbarara City	<ul style="list-style-type: none"> <li>• 1 from Government Agency (NWSC)</li> </ul>	2	-	DHRM

Source: Field Data, 2021

## 7.4 APPENDIX V: CHALLENGES EXPERIENCED BY THE RESEARCH TEAM DURING DATA COLLECTION

The main challenges experienced were;

- i. The questionnaire tool was too long, hence most respondents did not complete it despite its distribution a day in advance during physical fieldwork.
- ii. Some of the respondents were not able to return the questionnaires within the stipulated time.
- iii. The shared questionnaire link could not be opened by some respondents. Unfortunately, such feedback was received after data collection.
- iv. Restricted access to organisations due to the COVID-19 pandemic.
- v. Due to budget constraints, field visits were limited. Therefore, some districts and Karamoja Region were not considered due to increased fuel pump prices and insurgency reported in some Karamoja districts.
- vi. Facilitation for airtime and data was not considered yet it was key in mobilization and field communication. The team had to incur such expenses.
- vii. The timing of the study was not convenient. The study was done in December, which is a rush month when people are in meetings and are busy closing up for the festive season. Therefore, some of the employers, especially the personnel/human resource officers were difficult to access.
- viii. Some Graduates were unwilling to participate in the survey.
- ix. Lack of an active UMI Alumni Portal which would have reduced the costs and time it took to collect and analyze the data.

The following are recommendations by the researchers in undertaking similar studies in future to mitigate some of the challenges: -

- i. Alumni Portal/database should be created and annually updated.
- ii. The Institute should develop an Employers' Portal/Database and keep the Employers' periodically engaged.
- iii. UMI Alumni should be made aware and sensitized about the relevance of the tracer studies to avoid any kind of resistance.
- iv. The entire activity should be well budgeted to enable researchers to cover a broader geographical scope.



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