MAKERERE UNIVERSITY

POST-GRADUATION OUTCOMES AND INSIGHTS:
Tracer Study Report 2024.

Cohort of 2023 Graduates

Dr. Cyprian Misinde
Quality Assurance Directorate (QAD),
Makerere University

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Contents

Conclusions   215

List of Figures

Foreword

The Makerere University Tracer Study represents a significant milestone in our ongoing efforts to understand and enhance the educational experiences and career outcomes of our graduates. As one of the leading institutions of higher learning in Africa, Makerere University is committed to providing a world-class education that equips our students with the knowledge, skills, and competencies necessary to thrive in an increasingly complex and dynamic global environment. This study was initiated to gather comprehensive data on the post-graduation experiences of our alumni, with a particular focus on their employment status, job satisfaction, and the relevance of their academic training to their professional lives. By systematically tracking the trajectories of our graduates, we aim to identify both the strengths of our programs and the areas where improvements are needed.

The findings presented in this report are the result of extensive data collection and analysis, involving the participation of a diverse group of alumni from various academic disciplines. We are deeply grateful to all the graduates who took the time to share their experiences and insights. Their contributions are invaluable in helping us to better understand the impact of our educational programs and to make informed decisions about future developments.

The insights gained from this study will inform our strategic planning and policy-making processes, ensuring that we continue to provide an education that is not only academically rigorous but also practically relevant and responsive to the needs of the job market. We are committed to using this information to enhance our curriculum, improve our support services, and strengthen our partnerships with industry and other stakeholders.

We would like to extend our heartfelt thanks to the research team, The Quality Assurance Directorate staff and the leadership of the Director of Quality Assurance, Dr. Cyprian Misinde, who worked tirelessly to bring this study to fruition. Their dedication and hard work have been instrumental in producing a report that we believe will serve as a valuable resource for the university community and beyond. As we move forward, we remain steadfast in our commitment to excellence in education and to the continuous improvement of our programs. We are confident that the insights from this tracer study will help us to better serve our students and alumni, and to fulfill our mission of contributing to the development of society through education, research, and innovation.

We hope that this report will be of interest to a wide range of stakeholders, including current and prospective students, faculty, employers, policymakers, and the broader community. We invite you to engage with the findings and recommendations, and to join us in our efforts to create a brighter future for all our graduates.

Sincerely,

Professor Barnabas Nawangwe
Vice-Chancellor, Makerere University

Message from the
Director of Quality Assurance

As the Principal Investigator of the Makerere University Tracer Study, I am pleased to present the findings of this comprehensive report. This study provides invaluable insights into the post-graduation experiences of our alumni, shedding light on the effectiveness of our academic programs, the employability of our graduates, and the relevance of the skills and knowledge they acquired during their time at Makerere University.

The evidence gathered through this study is a testament to our commitment to excellence in education and our dedication to continuous improvement. It is imperative that we leverage these insights to make informed decisions that will enhance the quality of education and support services we offer to our students.

Curriculum Development: The feedback on course relevance and the applicability of skills in the workplace underscores the need for ongoing curriculum revisions. By aligning our academic programs with industry needs and technological advancements, we can ensure that our graduates are well-prepared for the challenges of the modern job market.

Learning Environment: The study highlights areas where our learning environment can be improved. Investing in state-of-the-art facilities, modern teaching equipment, and practical learning opportunities will create a more conducive environment for student learning and development.

Student Support Services: The experiences of our alumni in their job search and professional development emphasize the importance of robust student support services. Enhancing our career counselling, job placement services, and internship programs will provide our students with the necessary tools and opportunities to succeed in their careers.

I encourage all stakeholders, including faculty, administrators, and industry partners, to carefully review the findings of this report and collaborate on implementing the recommended changes. Together, we can create a more dynamic, responsive, and supportive educational environment that not only meets the needs of our students but also contributes to the broader goals of national development and global competitiveness. Let us use this evidence to drive positive change and ensure that Makerere University remains a leader in higher education, producing graduates who are not only academically proficient but also equipped with the skills and knowledge to excel in their professional lives.

Thank you.

Dr. Cyprian Misinde,

Director Of Quality Assurance, Makerere University

Executive Summary

The Makerere University Tracer Study aimed to evaluate the experiences and outcomes of its graduates. The study collected data on various aspects of the graduates' academic and professional journeys, providing valuable insights into areas of strength and opportunities for improvement. Below are the key findings and recommendations based on the analysis of the full dataset.

Key Findings

01 | Course and University Choice:

A majority of graduates would choose the same course again, with 37.39% saying 'Absolutely yes' and 27.45% 'Likely'. Similarly, many would choose Makerere University again, with 45.36% saying 'Absolutely yes' and 23.92% 'Likely'.

02 | General Satisfaction:

General satisfaction with the university is relatively high, with 37.78% saying 'Absolutely yes' and 36.21% 'Likely'.

03 | Starting First Job:

Many graduates found their first job before graduation (33.07%). However, a considerable number of graduates have not been employed since graduation (26.80%).

04 | Professional and Personal Development:

Graduates found their education highly useful for professional development (44.71%) and personality development (39.22%). Many also found it useful for economic development (42.88%).

05 | Field Appropriateness:

A significant number of graduates are working in their own or a related field (34.38%) or exclusively in their own field (21.96%).

06 | Best Qualification:

A large portion of graduates believe that a Bachelor's degree (41.70%) or a Master's degree (23.27%) is the best qualification for their career.

07 | Professional Position and Tasks:

Many graduates feel that their education has positioned them highly in their professional roles (29.67%). They also find their professional tasks highly useful (28.10%) and considerably useful (22.75%).

08 | Work Efficiency and Knowledge Utilization:

Graduates feel highly required to work efficiently (48.89%) and utilize their knowledge fully (29.41%).

09 | Employment Search:

A significant number of graduates rated their employment search experience as 'Very bad' (27.19%) or 'Bad' (23.79%), indicating challenges in finding employment post-graduation.

10 | Support for Internships:

Many graduates rated the support for internships as 'Fair' (26.93%) or 'Bad' (23.01%), suggesting a need for enhanced internship programs and support.

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11 | Method of Finding Jobs:

Graduates primarily relied on personal contacts (21.05%) and job ads (12.50%) to find jobs. There is a need to diversify job search methods and provide more structured job placement support.

12 | Work Hours and Contract Type:

The majority of graduates are engaged in full-time employment, with many working 41 and above hours per week. Contract types vary, with a significant number in permanent positions. However, a notable portion of graduates do not have a job (25.49%) or work 31 to 40 hours per week (21.96%). Additionally, 49.54% of graduates do not have a contract, and 23.14% find the contract type not applicable.

Recommendations

Enhance Career Services:
- Provide comprehensive career services to assist graduates in their job search and career development.
- Strengthen partnerships with industries to offer more internship opportunities.
- Provide better support and guidance during internships to ensure meaningful experiences.

Continuous Feedback and Improvement:
- Collect regular feedback from students and graduates to identify areas for improvement.
- Implement changes based on feedback to enhance the overall educational experience.

Curriculum Alignment:
- Regularly update the curriculum to align with industry needs and job market trends.
- Incorporate practical skills and real-world projects into the coursework.

Strengthen Alumni Network:
- Leverage the alumni network to provide mentorship and job opportunities for current students.
- Encourage alumni to participate in career events and share their experiences.

By addressing these insights and implementing the recommendations, Makerere University can better prepare its students for the job market and improve their overall career outcomes.

Quality Assurance System at Makerere University

Institutionalization and Development

Quality assurance at Makerere University was institutionalized in 2007 by the University Council. Since then, the university has developed a formal, integrated Quality Assurance Management System (QAMS) to ensure the highest standards in its academic and administrative functions. This system encompasses several key components:

1. Reliable and Accessible Information Sources:
    -   Ensuring that all stakeholders have access to accurate and timely information is fundamental to the university's operations.
2. Maintenance of High-Quality Academic Programs:
    -   Continuous evaluation and improvement of academic programs to meet international standards and the needs of students and society.
3. High-Quality and Competitive Research:
    -   Promoting and supporting research activities that contribute to knowledge and innovation, positioning Makerere as a leading research institution.
4. Improved Students' Complaints and Appeals System:
    -   Establishing a robust system for addressing student grievances and appeals to enhance their academic experience and satisfaction.
5. Effective Student Admission, Assessment, and Progression Processes:
    -   Streamlining processes to ensure fairness, transparency, and efficiency in student admissions, assessments, and progression.
6. Quality Program Approval, Monitoring, and Review:
    -   Implementing rigorous procedures for the approval, monitoring, and periodic review of academic programs to maintain their relevance and quality.

Structures of Quality Assurance

Makerere University has established a comprehensive structure to oversee and implement quality assurance measures. The University Committee on Quality Assurance and Gender Mainstreaming (UQAG) is responsible for policy-related issues in these areas. The current members of the Quality Assurance, Gender Mainstreaming, and ICT Committee are:

1. Assoc. Prof. Sarah Ssali   - Chairperson
2. Mr. Silas Ngabirano   - Member
3. Mr. Bruce Balaba Kabaasa   - Member
4. Dr. James Nkata   - Member
5. Dr. George Turyamureeba   - Member
6. Mr. Amon Muteganda Kabahima - Member
7. Prof. Buyinza Mukadasi   - Member

8.   Mr. Henry Amanya   - Member
9.   Ms. Margaret Nattabi   - Member
10. Prof. Henry Alinaitwe   - Ex-Officio

Ex-Officio Members:

1.   Ms. Lorna Magara   - Chairperson of the University Council
2.   Prof. Banabas Nawangwe   - Vice Chancellor, Makerere University
3.   Mr. Kiranda Yusufu   - University Secretary

Importance in a Tracer Study

Quality assurance plays a crucial role in tracer studies, which track the progress and outcomes of graduates. The robust quality assurance system at Makerere University ensures that:

- **Reliable Data Collection:**
  Accurate and comprehensive data on graduates' employment status, further studies, and career progression can be collected.

- **Program Improvement:**
  Insights from tracer studies inform the continuous improvement of academic programs, ensuring they meet the evolving needs of the job market and society.

- **Stakeholder Confidence:**
  High standards in education and research enhance the university's reputation, attracting students, faculty, and funding.

- **Policy Development:**
  Data from tracer studies support evidence-based policy-making, helping the university to align its programs with national development goals.

By maintaining a strong quality assurance system, Makerere University not only upholds its commitment to excellence but also contributes significantly to national development through the production of well-prepared graduates who are ready to meet the challenges of the modern world.

Chapter 1:
Introduction and Background

Makerere University, one of Africa's premier institutions of higher learning, has a long-standing commitment to excellence in education, research, and community service. As part of its strategic plan, the university aims to enhance the quality of its academic programs, improve student support services, and strengthen its engagement with alumni and industry partners. The strategic plan emphasizes the importance of aligning academic offerings with the needs of the job market and ensuring that graduates are well-prepared for their professional careers.

In this context, the Makerere University Tracer Study was initiated to gather comprehensive data on the post-graduation experiences of its alumni who graduated in 2023. The study aims to provide valuable insights into the effectiveness of the university's academic programs, the employability of its graduates, and the relevance of the skills and knowledge acquired during their studies. By understanding the career trajectories and professional development of its alumni, Makerere University can make informed decisions to enhance its educational offerings and support services.

1.1 Objectives of the Study

The Makerere University Tracer Study was designed with the following key objectives, aligned with the themes covered in the report:

1	To provide feedback on learning environment and experiences

2.	Assessing Course and University Choices

* To evaluate the satisfaction of graduates with their chosen courses and the university.

* To determine the likelihood of graduates choosing the same course and university again.

3.	Measuring General Satisfaction:

* To gauge the overall satisfaction of graduates with their university experience.

* To identify areas of improvement in academic and support services.

4.	Understanding Employment Outcomes:

* To analyze the employment status of graduates, including the nature of their jobs, work hours, and contract types.
* To assess the time taken by graduates to secure their first job and the methods used to find employment.

5.	Evaluating Professional and Personal Development:

* To assess the impact of the university's education on the professional and personal development of graduates.
* To understand the relevance of the skills and knowledge acquired during their studies to their current jobs.

6. Analyzing the extent of alignment of study field to jobs graduates held

* To determine the appropriateness of the graduates' field of study to their current job roles.
* To identify the qualifications that best support their career advancement.
* To analyze the professional positions held by graduates and the tasks they perform in their jobs.
* To understand the alignment between their academic training and job responsibilities.

7. Assessing Work Efficiency and Knowledge Utilization:

* To evaluate the efficiency of graduates in their work and their ability to utilize the knowledge gained during their studies.
* To identify any gaps in skills and knowledge that need to be addressed.

8. Exploring Employment Search and Support for Internships:

* To understand the challenges faced by graduates in their job search and the support provided by the university.
* To assess the effectiveness of internship programs in preparing students for the job market.

9. Identifying Method of Finding Jobs:

* To analyze the methods used by graduates to find jobs and their effectiveness.
* To provide recommendations for improving job placement services.

10. Reviewing Work Hours and Contract Type:

* To examine the work hours and contract types of graduates in their current jobs.
* To understand the work-life balance and job security of graduates.

By addressing these objectives, the Makerere University Tracer Study aims to provide a comprehensive understanding of the post-graduation experiences of its alumni, thereby informing strategic planning and policy-making processes to enhance the quality of education and support services at the university.

Chapter 2:
Methodology

The Makerere University Tracer Study was designed to gather comprehensive data on the post-graduation experiences of its alumni. The methodology employed in this study involved several key steps to ensure the collection of relevant and accurate information. Below is an overview of the methodology used:

2.1 Data Collection

2.1.1 Survey Design:

A detailed questionnaire was developed to capture various aspects of the graduates' experiences, including demographic information, academic background, employment status, job satisfaction, and the relevance of their education to their professional lives. The questionnaire included both closed and open-ended questions to allow for quantitative analysis and qualitative insights.

2.1.2 Participant Recruitment:

Graduates from various academic disciplines were invited to participate in the study. Invitations were sent via email and SMS, and participants were encouraged to complete the survey online.

2.1.3 Data Gathering:

The survey was administered online, allowing graduates to complete it at their convenience. Data collection took place over a specified period (between December 2023 and April 2024) to ensure a sufficient response rate.

2.2 Data Processing and Analysis

2.2.1 Data Cleaning:

The collected data was reviewed and cleaned to remove any incomplete or inconsistent responses. Duplicate entries were identified and removed to ensure the accuracy of the dataset.

Data Coding and Categorization:

Responses to open-ended questions were coded and categorized to facilitate analysis. Quantitative data was organized into relevant categories for statistical analysis.

2.3 Statistical Analysis:

Descriptive statistics were used to summarize the data and identify key trends and patterns. Cross-tabulations and frequency distributions were employed to explore relationships between different variables.

2.3.1 Qualitative Analysis:

Thematic analysis was conducted on the open-ended responses to identify common themes and insights. Qualitative data was used to complement the quantitative findings and provide a deeper understanding of the graduates' experiences.

2.4 Key Metrics and Variables

The study collected data on a wide range of variables, including but not limited to:

Demographic Information:
Age, gender, nationality, and region of birth.

Satisfaction and Recommendations:
General satisfaction with the university, willingness to choose the same course and university again, and recommendations for program improvement.

Academic Background:
College, qualification, CGPA, and class of degree.

Professional Development:
Usefulness of education for professional and personal development, field appropriateness, and best qualification for career.

Employment Status:
Current employment status, job nature, work hours, and contract type.

Job Search Experience:
Methods used to find jobs, duration of job search, and satisfaction with the job search process.

2.5 Ethical Considerations

Informed Consent:
Participants were informed about the purpose of the study and provided their consent to participate.

Confidentiality:
The confidentiality of the participants' responses was maintained throughout the study.

Data Security:
Measures were taken to ensure the security of the collected data and protect it from unauthorized access.

The methodology presented here generated comprehensive data which provide valuable insights into the experiences and outcomes of its graduates, thereby informing future improvements in Makerere University academic programmes and support services.

Chapter 3:
Respondent's Characteristics

The survey explored the respondents' characteristics which included: gender of the respondents, age, religion, nationality, region of birth and region of work, fathers' and mothers' education, disability status, college of the study, leadership participation and the qualifications attained from Makerere. These characteristics were considered for two reasons. First to show the level of diverisity and inclusivity at Makerere University which is one of the core values in the strategic plan 2020-2030. Secondly these characteristics could associate with employment outcomes.

3.1 Gender of the Respondents

Figure 1 shows that out of 765 respondents, 321 were females. The disaggregation of gender by college is shown in Figure 2.

Figure 1: Gender of the respondents

Distribution of Respondents by Gender
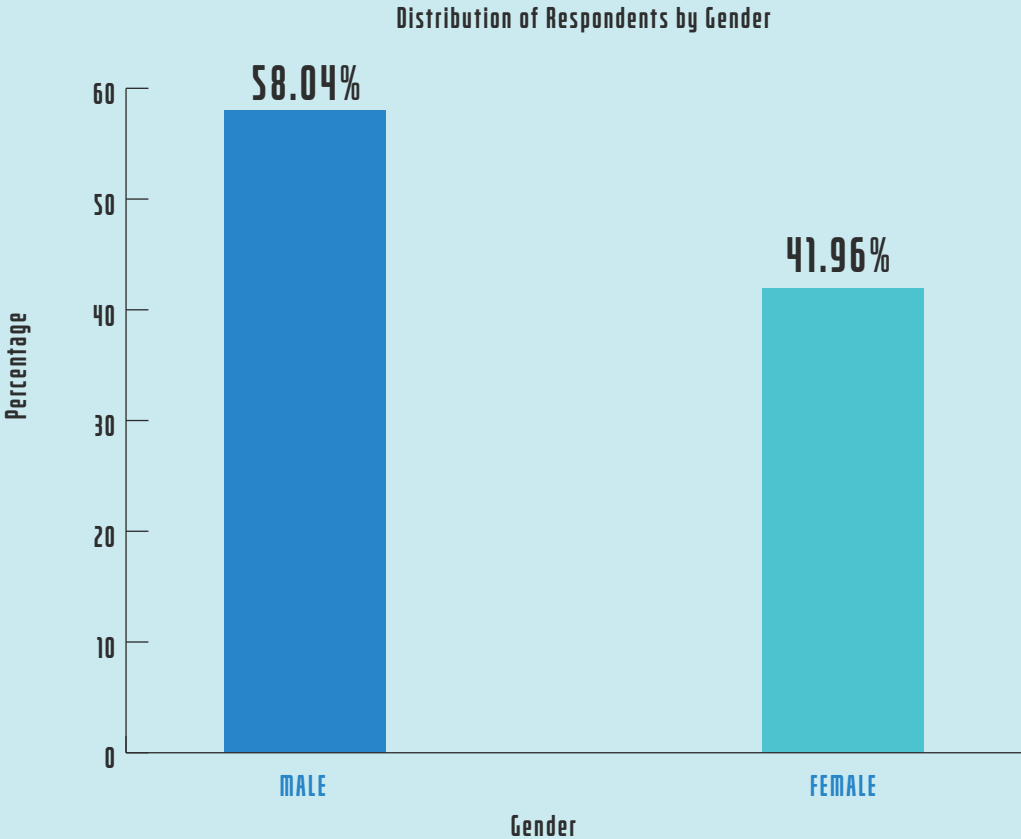
Figure 2, provides a visual representation of the gender distribution among graduates from different colleges at Makerere University. The pie charts reveal the gender balance of respondents from each college. Where as some colleges have more male than females respondended, in others there were more female respondents than male. The gender distribution data provides insights into the diversity and inclusion efforts of the university affirming Makerere University's value of inclusivity.

Figure 2: Respondents by gender across colleges

Gender of Respondents by College
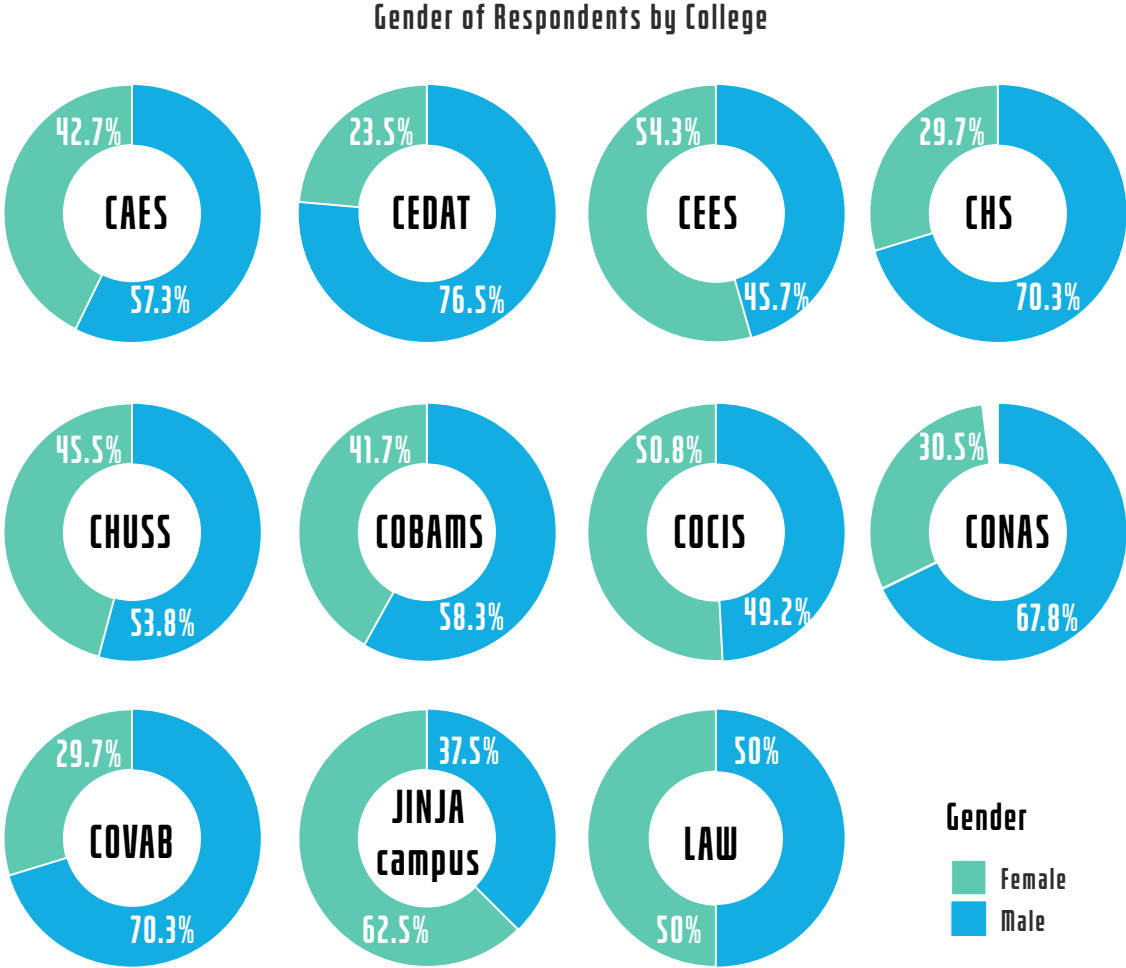
3.2 Respondents by College

Makerere University operates a college system with 10 colleges. Therefore, the Respondents were drawn from all the colleges of Makerere University and the distribution of respondents by college are shown in Figure 3 below. The figure represents a proportionate distribution of students by college where college of Humanities and Social Science (CHUSS) has the highest population of students and the School of Law has the lowest. Though Jinja Campus is not a college, it was included in this study independently to understand the dynamics of graduates who studied at Jinja.

Percentage Distribution of Students Across Colleges
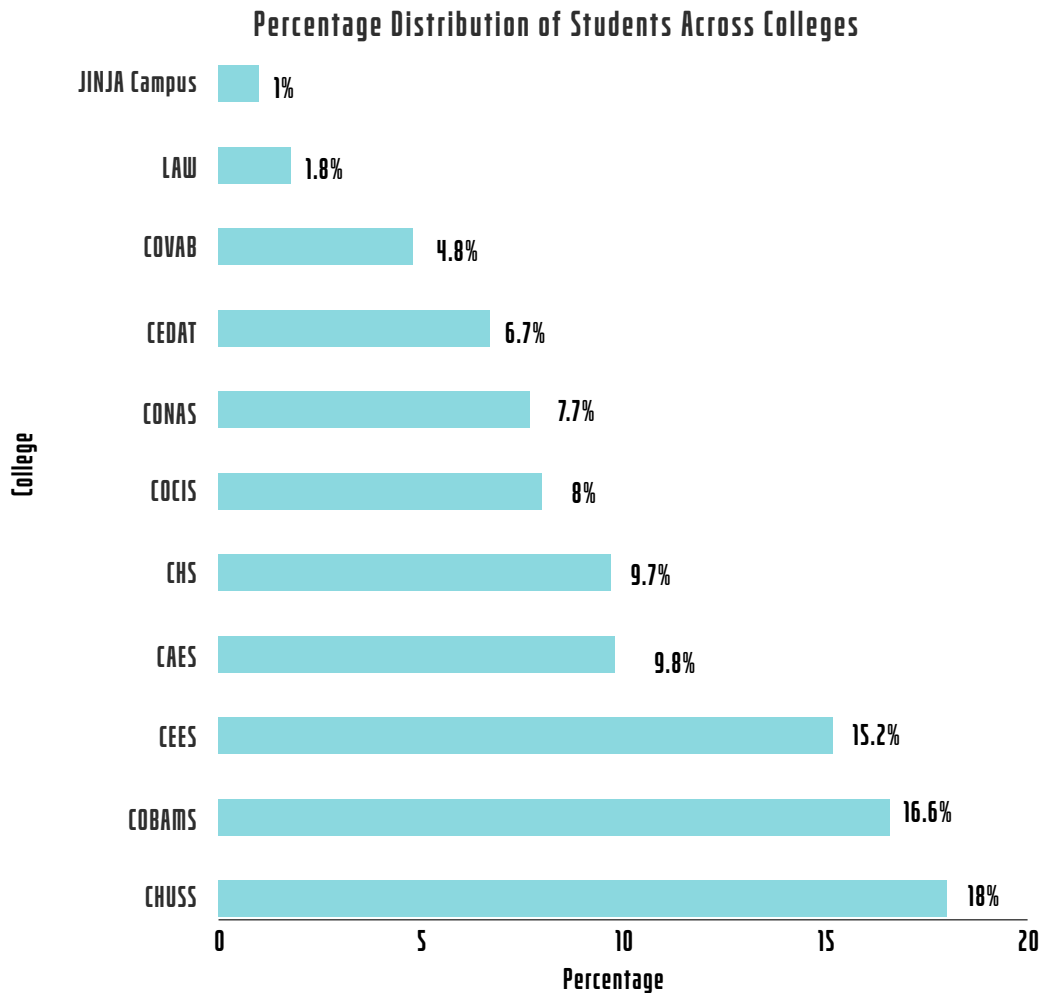
3.3 Disability Status of the Respondents

Figure 4 illustrates the comparison of students with and without disabilities at the university. The key observations from the chart are:

No Disability: A significant majority of students, approximately 94%, reported having no disabilities. This indicates that the vast majority of the student population does not face any known disability-related challenges.

Disability: The remaining 6% of students reported having some form of disability. This category includes various types of disabilities such as difficulty seeing, hearing, speaking, walking, and remembering.

The chart highlights the disparity between the number of students with and without disabilities, showing that students without disabilities overwhelmingly outnumber those with disabilities. This information is crucial for university administration and policymakers to understand the needs and support required for students with disabilities to ensure an inclusive and supportive educational environment.

Figure 4: Disability status in the University

Comparison of Students with and without Disabilities
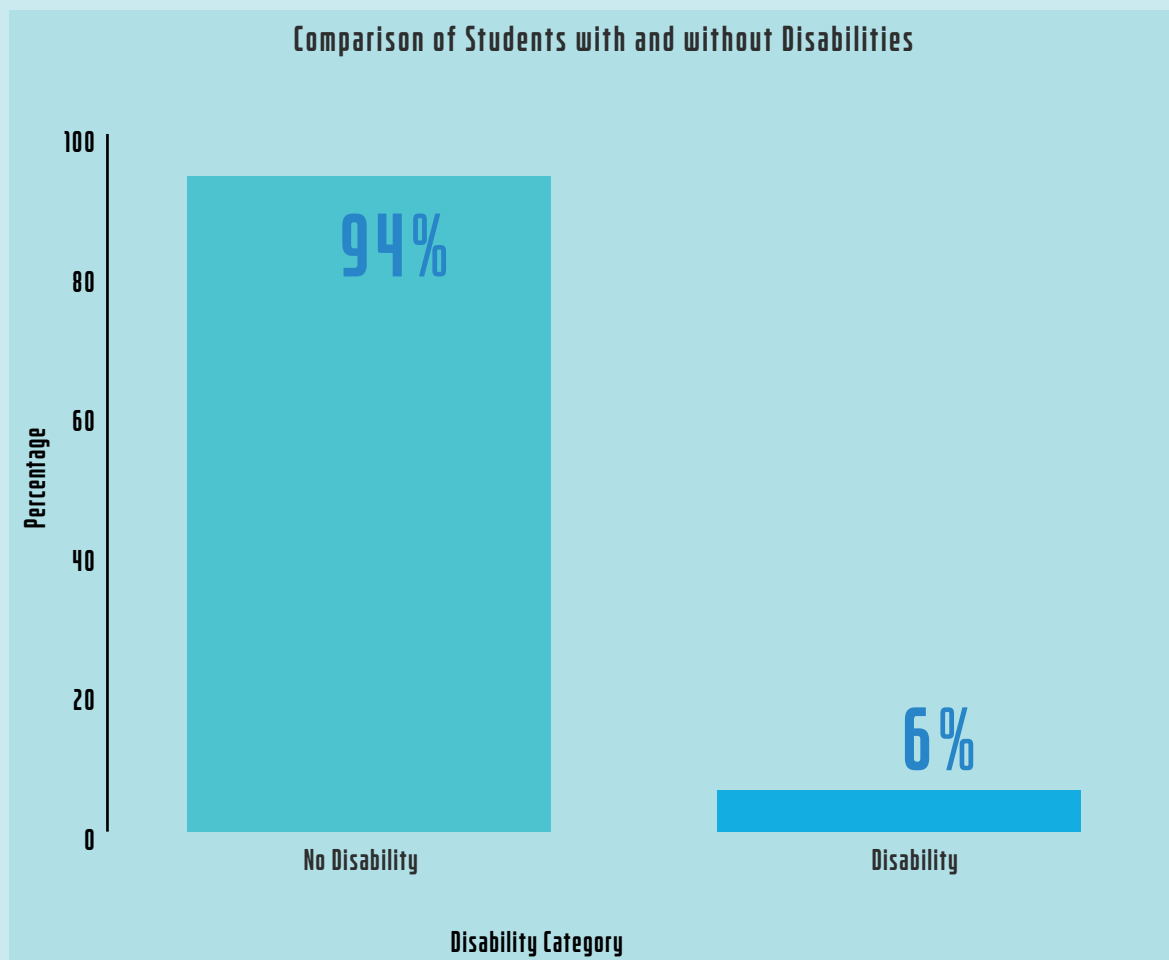
Figure 5 provides a detailed view of the distribution of disability status among respondents from different colleges at Makerere University. From the graph, we observed the following:

* The majority of respondents in most colleges fall under the "no disability" category. This category includes respondents who indicated back pain as disability.

* There are noticeable differences in the percentage of respondents with specific types of disabilities across different colleges.

* Some colleges have a higher percentage of respondents with certain types of disabilities compared to others.

This visualization highlights the diversity and inclusivity within different colleges at Makerere University. It underscores the importance of providing tailored support and resources for students with disabilities to ensure they have equal opportunities and a supportive learning environment. The graph serves as a valuable tool for university administrators, policymakers and academicians to identify areas where additional support may be needed and to promote a more inclusive educational experience for all students.

Figure 5: disability status of respondents by colleges

Disability status of respondents by college
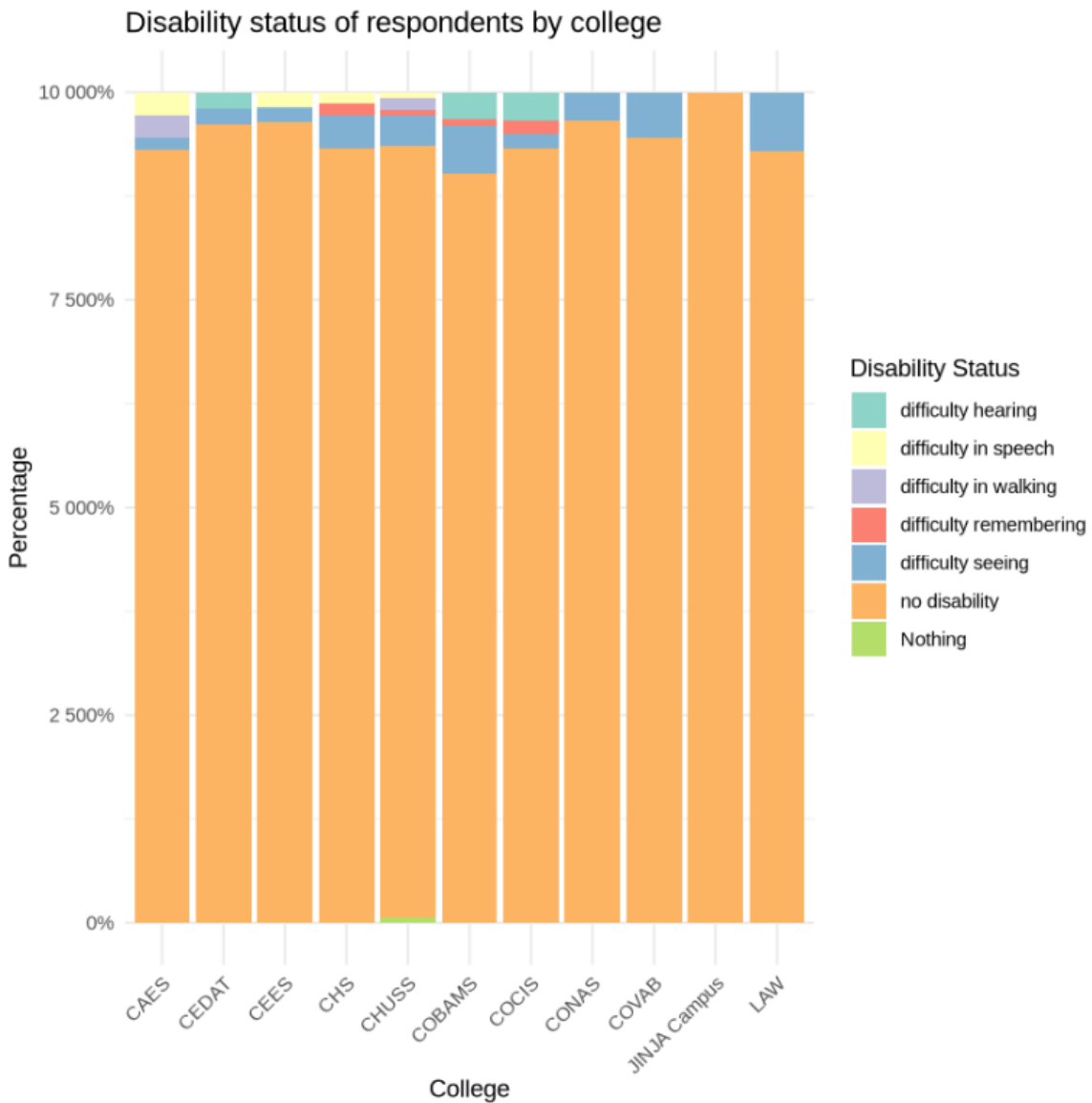
3.4 Religious Affiliation of the Respondents

Figure 6 shows the distribution of respondents' religions in the survey. Here are the key points:

Catholic:	The largest group, making up approximately 37% of the respondents.
Protestant:	The second largest group, comprising around 34% of the respondents.
Pentecostal:	This group accounts for about 16% of the respondents.
Islam:	Approximately 7% of the respondents identify as Muslim.
Others:	The smallest group, making up about 6% of the respondents.

This distribution indicates that the majority of the respondents are either Catholic or Protestant, with smaller proportions identifying as Pentecostal, Muslim, or other religions.

Figure 7 represents the disaggregation of religious affliations by college. The most represented religions across the colleges are Catholic, Protestant, and Pentecostal. These three groups occupy the largest segments in most colleges. Catholic and Protestant students are particularly. The result highlights the religious diversity within Makerere University, which is essential for fostering an inclusive academic environment. Understanding the religious composition can help in tailoring support services and activities that cater to the diverse student body. In conclusion, the visualization provides valuable insights into the religious landscape of Makerere University, highlighting the need for inclusive practices and policies that respect and accommodate the diverse religious affiliations of its students.

Figure 7: disaggregation of religious affliations by college
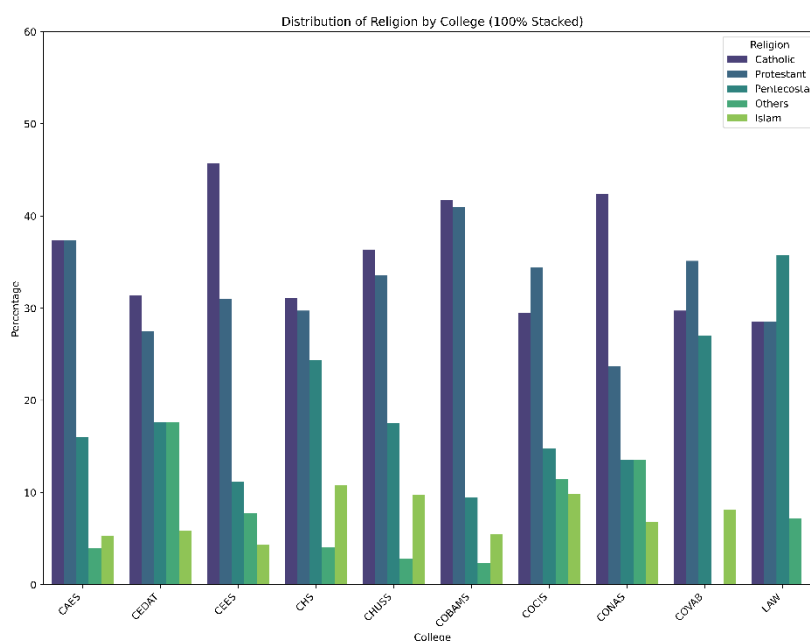
3.5 Participation in Leadership Role while at Makerere

Figure 8 shows the distribution of leadership roles among respondents while at Makerere University. The Key observations were:

*   The most common leadership role is "Club/Association membership/leader." Followed by class representatives.

*   A significant portion of students (around 40%) reported having no leadership role ("None at all").

This visualization helps in understanding the distribution and prevalence of various leadership roles among the students, which is very useful for university administration and student organizations to identify areas for improvement and encourage more student participation in leadership activities.

Figure 8: distribution of leadership roles among respondents

Distribution of Leadership Roles at Makerere University
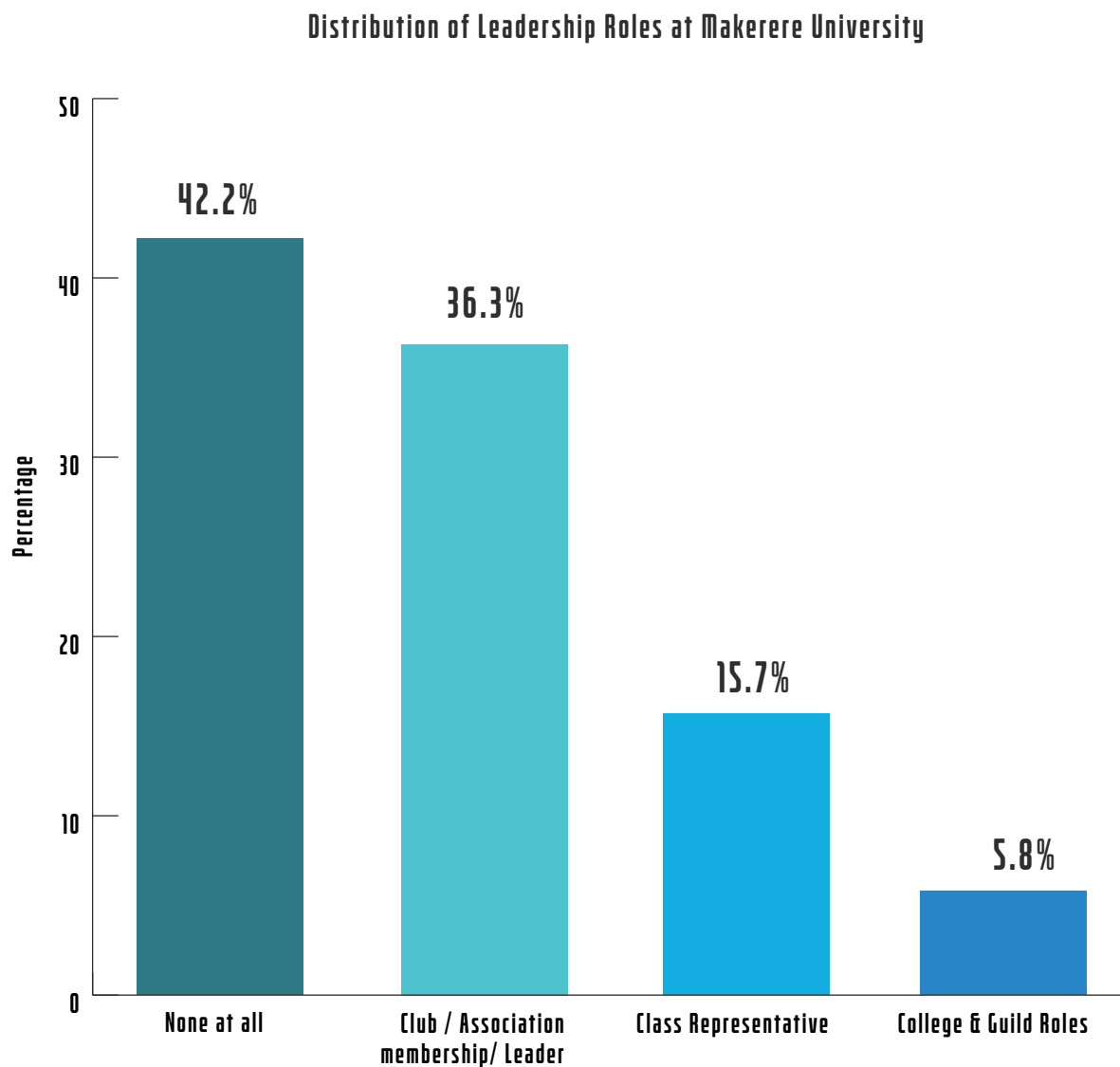
Participation in university student leadership roles is important for several reasons:

Personal Development:

Leadership Skills: Students develop essential leadership skills such as decision-making, problem-solving, and conflict resolution.

Communication Skills: Engaging in leadership roles enhances public speaking, negotiation, and interpersonal communication skills.

Confidence Building: Taking on responsibilities and leading peers boosts self-confidence and self-esteem.

Professional Growth:

Resume Enhancement: Leadership experience is highly valued by employers and can significantly enhance a student's resume.

Networking Opportunities: Leadership roles provide opportunities to network with faculty, alumni, and industry professionals.

Career Readiness: Students gain practical experience that prepares them for future professional roles and responsibilities.

Academic Benefits:

Time Management: Balancing leadership roles with academic responsibilities teaches effective time management.

Engagement and Motivation: Active participation in university life can increase engagement and motivation, leading to better academic performance.

Community Building:

Sense of Belonging: Leadership roles foster a sense of belonging and community among students.

Peer Support: Leaders often serve as mentors and role models, providing support and guidance to their peers.

Cultural and Social Awareness: Engaging with diverse groups and organizing events promotes cultural and social awareness.

Institutional Impact:

Student Voice: Student leaders represent the student body and can influence university policies and decisions.

Improved Campus Life: Leadership roles contribute to a vibrant campus life through organizing events, activities, and initiatives.

Feedback and Improvement: Student leaders provide valuable feedback to the administration, leading to improvements in university services and facilities.

Civic Engagement:

Community Service: Many leadership roles involve community service, fostering a sense of civic responsibility.

Advocacy and Activism: Student leaders often advocate for important causes, driving positive change within and beyond the university.

In summary, participation in university student leadership roles is crucial for holistic development, providing students with valuable skills, experiences, and opportunities that benefit them personally, academically, and professionally. It also contributes to a more dynamic and inclusive university environment. Therefore students should be encouraged to take up voluntary leadership roles while at the university, and the University administrators and policy makers should endeavor to open up more spaces and opportunities for students to participate in leadership.

3.6 Distribution of Respondents by CGPA Across College

From the data, the median CGPA of graduates who participated in the survey was 3.78 and the average CGPA was 4.14.

Figure 9, the box and scatter plot provide a detailed view of the CGPA distribution across different colleges at Makerere University. Each box plot represents the interquartile range (IQR) of CGPA values for a specific college, with the horizontal line inside the box indicating the median CGPA. The scatter plot overlays individual CGPA values, providing a sense of the data's spread and density.

Figure 9: CGPA distribution across different colleges

Distribution of CGPA across Colleges (Box and Scatter Plots)
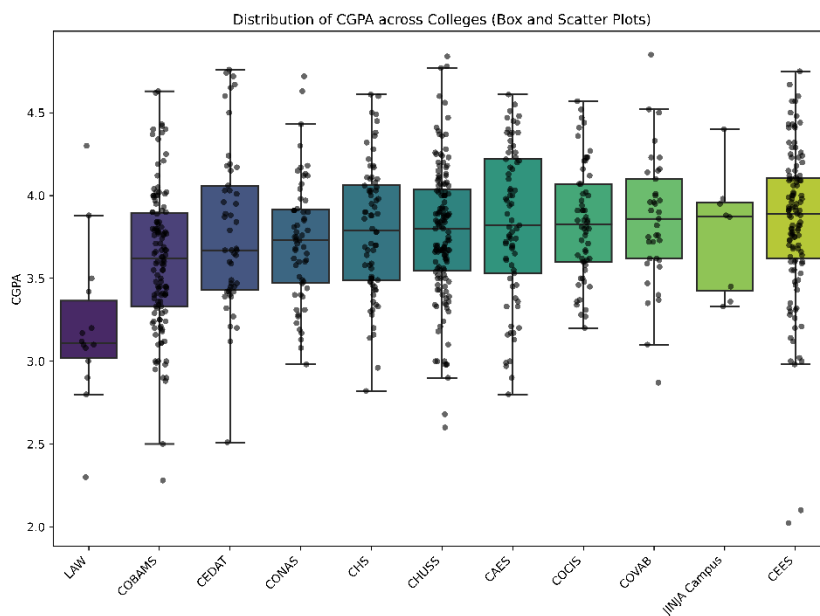
Key Observations:

Median CGPA:	The line inside each box represents the median CGPA for that college. The colleges are arranged from left to right in ascending order of their median CGPA.
Median CGPA:	The median CGPA for each college is relatively high, indicating that most students perform well academically.
Interquartile Range (IQR):	The IQRs are relatively narrow, suggesting that the majority of students' CGPAs are clustered around the median.
College Comparisons:	• CEES and COVAB have slightly higher median CGPAs compared to other colleges. • COBAMS shows a slightly lower median CGPA and a wider spread, indicating more variability in student performance. • School of law has the lowest median CGPA compared to all colleges.

This visualization helps in understanding the academic performance distribution across different colleges and it is useful that all colleges take keen interest in monitoring and setting goals to improve students performance.

What implication does a high or low median CGPA has for Makerere University? From the data, the median CGPA of graduates who participated in the survey was 3.78, which is lower than the highest CGPA of 5.0. This has several implications:

01 | Areas for Improvement:

Identify Gaps: While the median CGPA is high, it is important to identify and support students who may be struggling to ensure that all students have the opportunity to succeed.

Continuous Improvement: The university can use this data to continuously improve academic programs, support services, and teaching methods to maintain and enhance academic performan

02 | Academic Performance:

High Academic Standards: A median CGPA of 3.78 indicates that the majority of students are performing well academically, suggesting high academic standards at the university.

Consistency: The median CGPA is a measure of central tendency that is less affected by outliers, indicating consistent academic performance among students.

03 | Student Competitiveness:

Graduate Opportunities: A high median CGPA can enhance the competitiveness of graduates in the job market and for further studies, as it reflects strong academic credentials.

Scholarships and Awards: Students with high CGPAs are more likely to qualify for scholarships, awards, and other academic recognitions.

05 | Student Support and Resources:

Effective Support Systems: The high median CGPA may indicate that the university provides effective academic support, resources, and learning environments that help students succeed.

Curriculum and Teaching Quality: It suggests that the curriculum and teaching methods are effective in facilitating student learning and achievement.

04 | University Reputation:

Institutional Prestige: A high median CGPA contributes to the university's reputation for academic excellence, attracting prospective students and faculty.

Accreditation and Rankings: Universities with high academic performance metrics are more likely to achieve favourable rankings and accreditations.
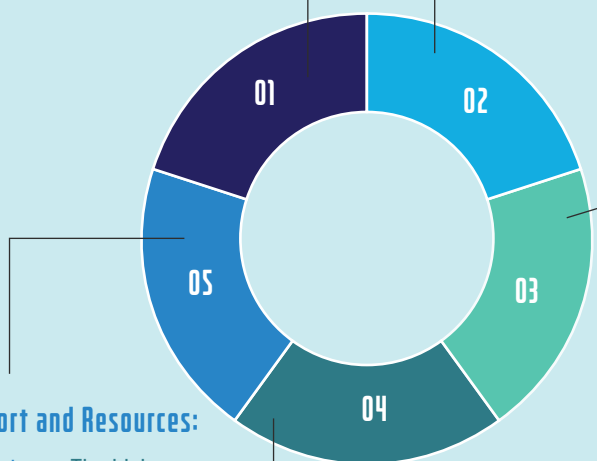
In summary, a median CGPA of 3.78 at Makerere University reflects strong academic performance, contributing to the university's reputation and the competitiveness of its graduates. It also highlights the effectiveness of the university's academic support systems and teaching quality.

3.7 Respondents by Region of Birth and Region of Work

Figure 10 and Figure 11 show the distribution of respondents by region of birth and region of work. Figure 10 shows that the respondents were born in different regions of Uganda. Majority being born in Kampala, followed by Ankole and South Buganda.

Figure 10: distribution of respondents by region of birth
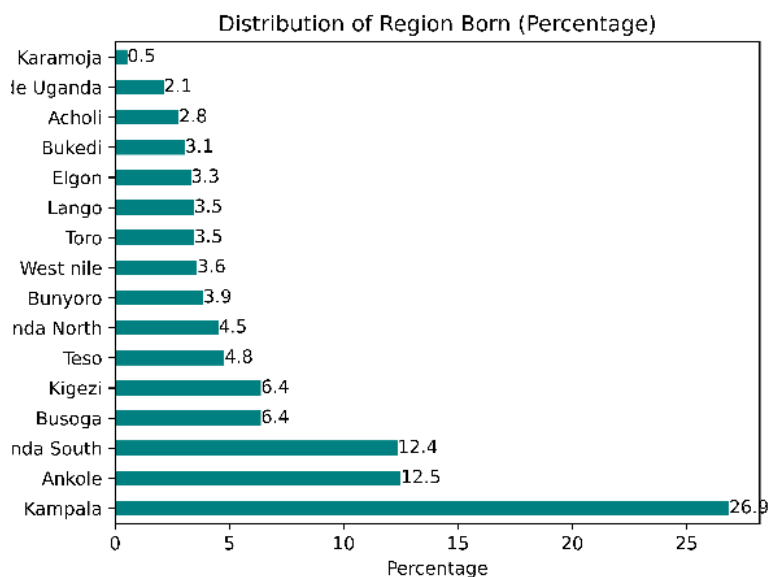
Figure 11 shows the distribution of respondents by the region where they work. Most of the respondents work in Kampala.

Figure 11: distribution of respondents by region of work
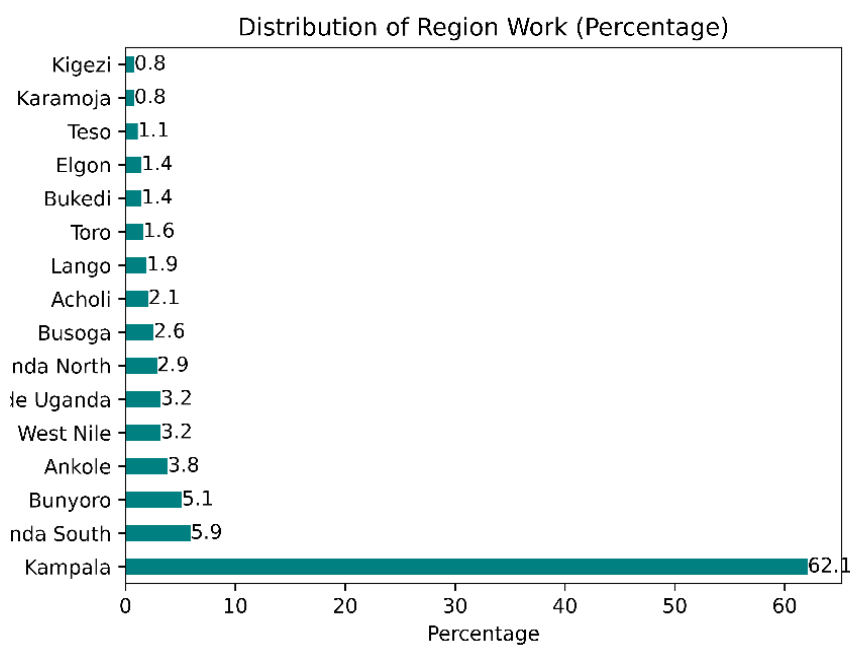
The relationship between region of work and region of birth is shown in Figure 12. The plot reveals the following insights:

Concentration in Kampala:	There is a high concentration of individuals who work in Kampala, regardless of their region of birth. This suggests that Kampala is a major employment hub attracting people from various regions.
Regional Clusters:	Some regions show clusters where individuals tend to work in the same region where they were born. For example, individuals born in Ankole and Buganda South tend to work in the same regions.
Diverse Work Locations:	Some regions, such as Busoga and Bunyoro, show a more diverse distribution of work locations, indicating that individuals from these regions work in various other regions.

Figure 12: Scatter plot showing region of work and region of birth
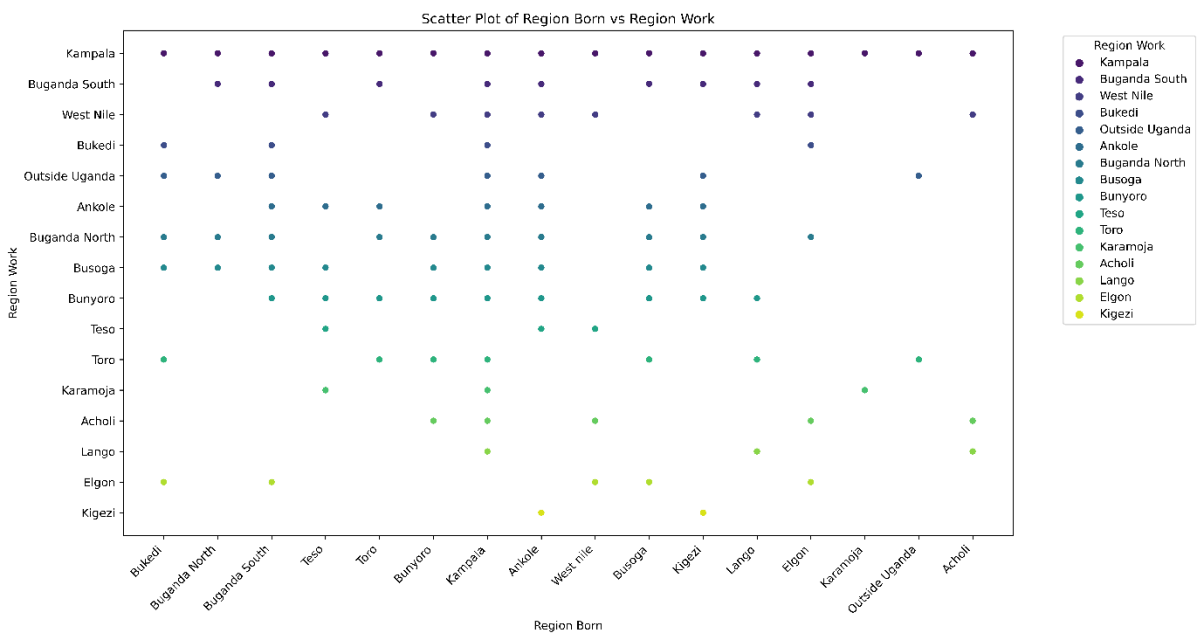
Further Analysis: The correlation between region of birth and region of work was 0.054. This indicates a very weak positive correlation between the two variables. A detailed correlation matrix is shown in Figure 13.

Figure 13 correlation matrix between region of birth and region of work
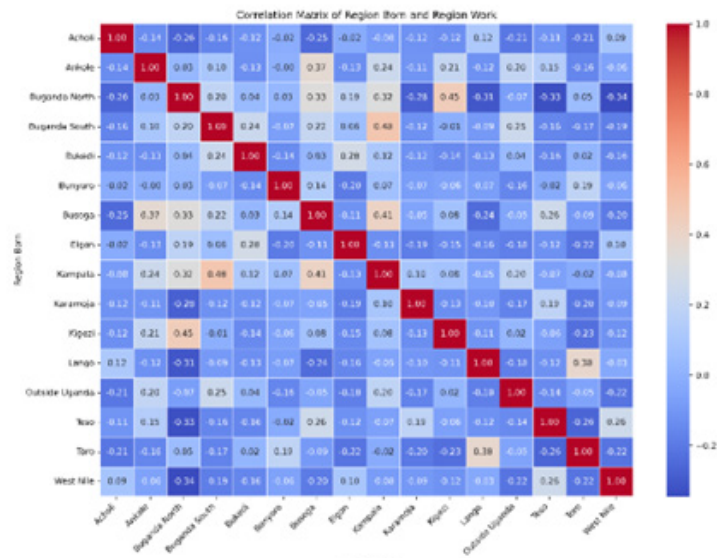
3.7.1 What is the implication for the economy if graduates work in only one particular area?

If graduates predominantly work in only one particular area, it can have several implications for the economy:

01 | Regional Disparities:

Concentration of graduates in one area can lead to regional disparities, with other areas experiencing slower economic growth, brain drain, and underutilization of resources.

02 | Overcrowding and Strain on Resources:

The area may face issues of overcrowding, leading to increased demand for housing, transportation, and public services, which can strain existing resources and infrastructure.

03 | Increased Cost of Living:

High demand for housing and services can drive up the cost of living, making it difficult for lower-income residents to afford basic necessities.

04 | Unemployment and Underemployment:

If the job market cannot absorb all the graduates, it may lead to higher rates of unemployment and underemployment, resulting in economic inefficiencies and social issues.

01 | Economic Growth in the Area:

Concentration of skilled graduates can lead to significant economic growth in that area due to increased productivity, innovation, and business activities.

02 | Development of Infrastructure:

The influx of graduates can drive the development of infrastructure such as transportation, housing, and healthcare to support the growing population.

03 | Creation of a Knowledge Hub:

The area can become a knowledge hub, attracting more businesses, research institutions, and educational facilities, further boosting economic development.

NEGATIVE Implications −   POSITIVE Implications +
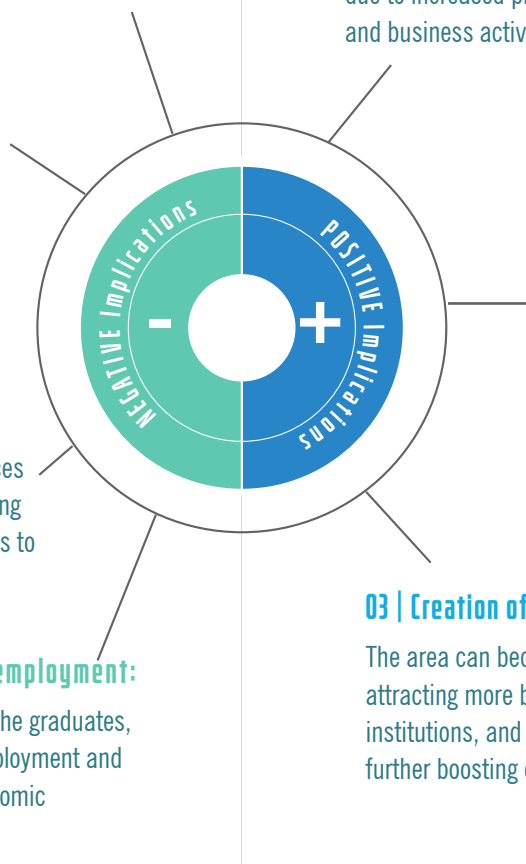
Policy Recommendations

1. **Promote Regional Development:** Implement policies to promote balanced regional development, such as providing incentives for businesses to set up in underdeveloped areas and investing in infrastructure and education in those regions.
2. **Encourage Remote Work:** Encourage remote work opportunities to allow graduates to work for companies in the concentrated area while living in other regions, thus distributing economic benefits more evenly.
3. **Support Entrepreneurship:** Provide support for entrepreneurship and small businesses in various regions to create job opportunities and stimulate local economies.
4. **Invest in Education and Training:** Invest in education and training programs tailored to the needs of different regions to ensure that graduates have the skills required for local job markets.

By addressing these implications, policymakers can work towards creating a more balanced and inclusive economic development that benefits all regions.

Chapter 4:
Rating of Learning Conditions and Provisions Experienced at Makerere University

Respondents were asked to rate the conditions and provisions of learning they experienced at Makerere university using a Likert scale ranging from "excellent, very good, good, fair, poor".

The conditions and provision of learning were:

1. Quality of class rooms
2. Students' recreational facilities on campus
3. Supply of learning materials (e.g. books, internet access etc.)
4. Opportunity for consultation with teaching staff
5. Teaching quality of lecturers
6. Internship programme
7. Contact with fellow students
8. Chances for students to have an influence on Makerere's policies
9. Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)
10. Quality of technical equipment
11. Quality of buildings

The results of rating of each of these learning conditions and provisions are presented subsequently.

4.1 Rating of Quality of Classrooms

Figure 14 shows the distribution of classroom quality ratings at Makerere University.

The key observations were:

* **Good:** The most common rating is "Good," with approximately 34.5% of students rating the classroom quality as good.

* **Very Good:** The second most common rating is "Very Good," with around 34.1% of students giving this rating.

* **Excellent:** About 18.2% of students rated the classroom quality as "Excellent."

* **Fair:** Approximately 11.5% of students rated the classroom quality as "Fair."

* **Poor:** A small percentage, around 2.8%, rated the classroom quality as "Poor."

Implications:

* **Positive Feedback:** The majority of students (around 86.8%) rated the classroom quality as "Good," "Very Good," or "Excellent," indicating overall positive feedback on the classroom conditions.

* **Areas for Improvement:** Although the majority of ratings are positive, there is still a notable percentage of students (around 14.3%) who rated the classroom quality as "Fair" or "Poor." This suggests that there are areas for improvement in classroom conditions to enhance the learning environment for all students.

* **Resource Allocation:** The university can use this data to prioritize resource allocation and improvements in classroom facilities, focusing on areas that received lower ratings.

Overall, the distribution of classroom quality ratings provides valuable insights into students' perceptions of their learning environment, highlighting both strengths and areas for potential enhancement.

Figure 14 Rating of class room by respondents

Distribution of Classroom Quality Ratings at Makerere University
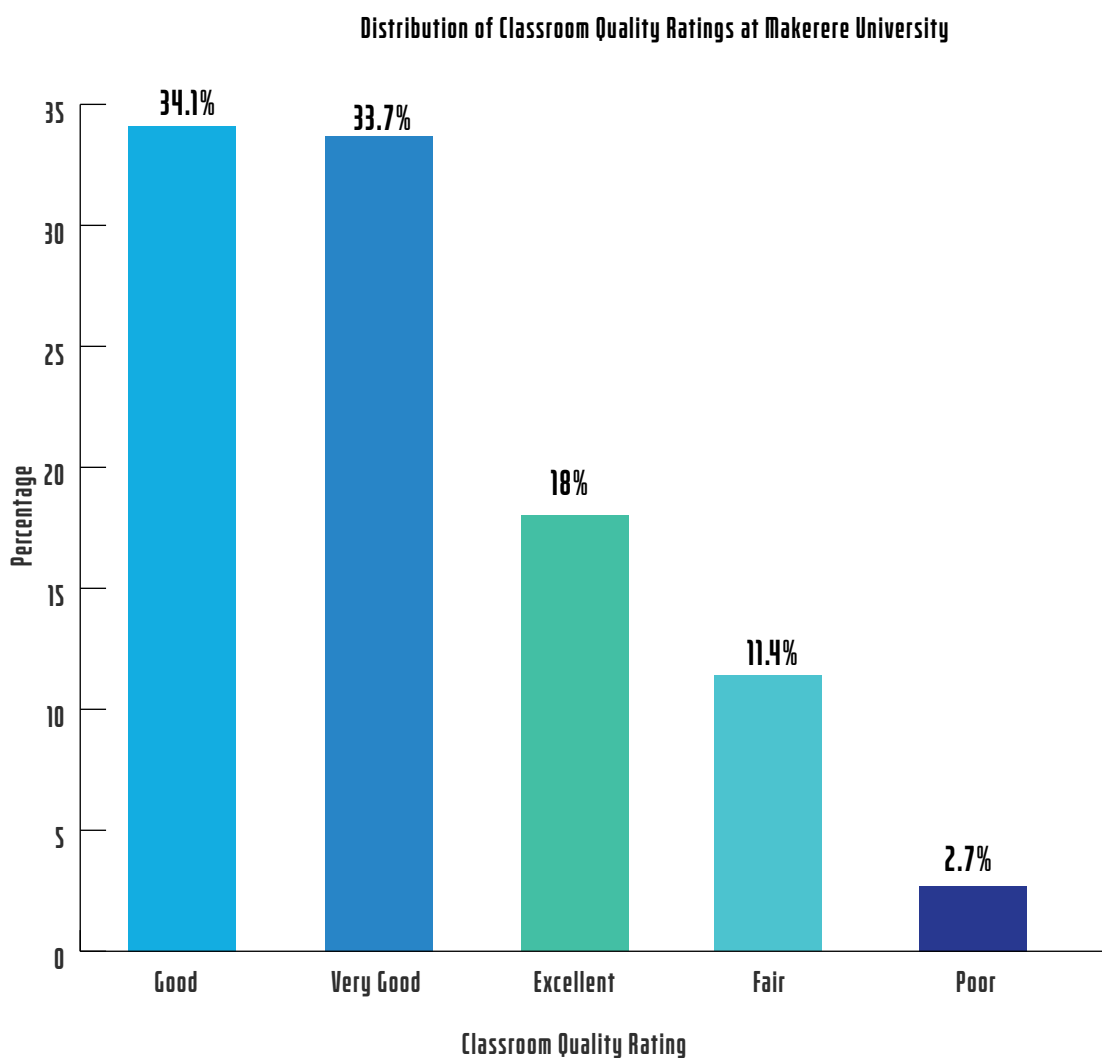
Figure 15 shows the distribution of classroom quality ratings across different colleges at Makerere University.

The key observations were:

College of Business and Management Sciences:	The majority of students rated the classroom quality as "Good" and "Very Good."
	A smaller percentage rated it as "Excellent," "Fair," or "Poor."
College of Computing and Information Sciences:	A significant portion of students rated the classroom quality as "Good" and "Very Good."
	There are also notable percentages for "Excellent" and "Fair" ratings.
College of Education and External Studies:	The ratings are more evenly distributed across "Good," "Very Good," and "Excellent."
	There is a smaller percentage of "Fair" and "Poor" ratings.
College of Engineering, Design, Art and Technology:	A large percentage of students rated the classroom quality as "Good" and "Very Good."
	There are also notable percentages for "Excellent" and "Fair" ratings.
College of Health Sciences:	The majority of students rated the classroom quality as "Good" and "Very Good."
	There are smaller percentages for "Excellent," "Fair," and "Poor" ratings.
College of Humanities and Social Sciences:	The ratings are more evenly distributed across "Good," "Very Good," and "Excellent."
	There is a smaller percentage of "Fair" and "Poor" ratings.
College of Natural Sciences:	A significant portion of students rated the classroom quality as "Good" and "Very Good."
	There are also notable percentages for "Excellent" and "Fair" ratings.
College of Veterinary Medicine, Animal Resources and Biosecurity:	The majority of students rated the classroom quality as "Good" and "Very Good."
	There are smaller percentages for "Excellent," "Fair," and "Poor" ratings.

Figure 15 Rating of quality of class rooms by college

Distribution of Classroom Quality Ratings Across Colleges at Makerere University
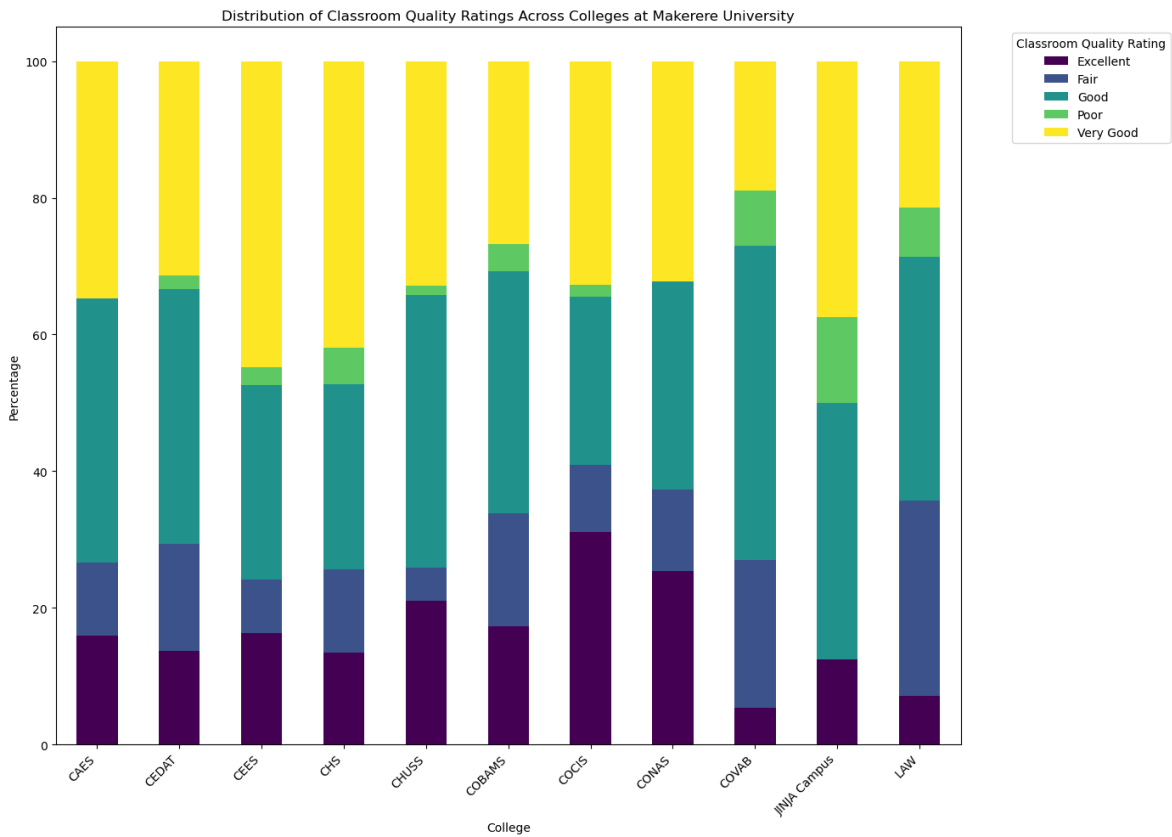
Implications:

* **Overall Positive Feedback:** Across all colleges, the majority of students rated the classroom quality as "Good" or "Very Good," indicating overall positive feedback on classroom conditions.

* **Variability Among Colleges:** There is some variability in the distribution of ratings among different colleges, suggesting that some colleges may have better classroom conditions than others.

* **Areas for Improvement:** The presence of "Fair" and "Poor" ratings in all colleges indicates that there are areas for improvement in classroom conditions across the university.

* **Targeted Interventions:** The university can use this data to identify specific colleges that may require more attention and resources to improve classroom quality.

Overall, the distribution of classroom quality ratings across colleges provides valuable insights into students' perceptions of their learning environments, highlighting both strengths and areas for potential enhancement in different colleges.

4.2 Quality of Recreation Facilities

Figure 16 shows the distribution of recreation quality ratings at Makerere University.
The key observations were:

* **Good:** The most common rating is "Good," with approximately 34.5% of students rating the recreation quality as good.

* **Very Good:** The second most common rating is "Very Good," with around 34.1% of students giving this rating.

* **Excellent:** About 18.2% of students rated the recreation quality as "Excellent."

* **Fair:** Approximately 11.5% of students rated the recreation quality as "Fair."

* **Poor:** A small percentage, around 2.8%, rated the recreation quality as "Poor."

Implications:

* **Positive Feedback:** The majority of students (around 86.8%) rated the recreation quality as "Good," "Very Good," or "Excellent," indicating overall positive feedback on the recreation facilities.

* **Areas for Improvement:** Although the majority of ratings are positive, there is still a notable percentage of students (around 14.3%) who rated the recreation quality as "Fair" or "Poor." This suggests that there are areas for improvement in recreation facilities to enhance the overall student experience.

* **Resource Allocation:** The university can use this data to prioritize resource allocation and improvements in recreation facilities, focusing on areas that received lower ratings.

Overall, the distribution of recreation quality ratings provides valuable insights into students' perceptions of their recreational environment, highlighting both strengths and areas for potential enhancement.

Figure 16 Rating of the quality of recreation facilities at Makerere by repondents

Distribution of Recreation Quality Ratings at Makerere University
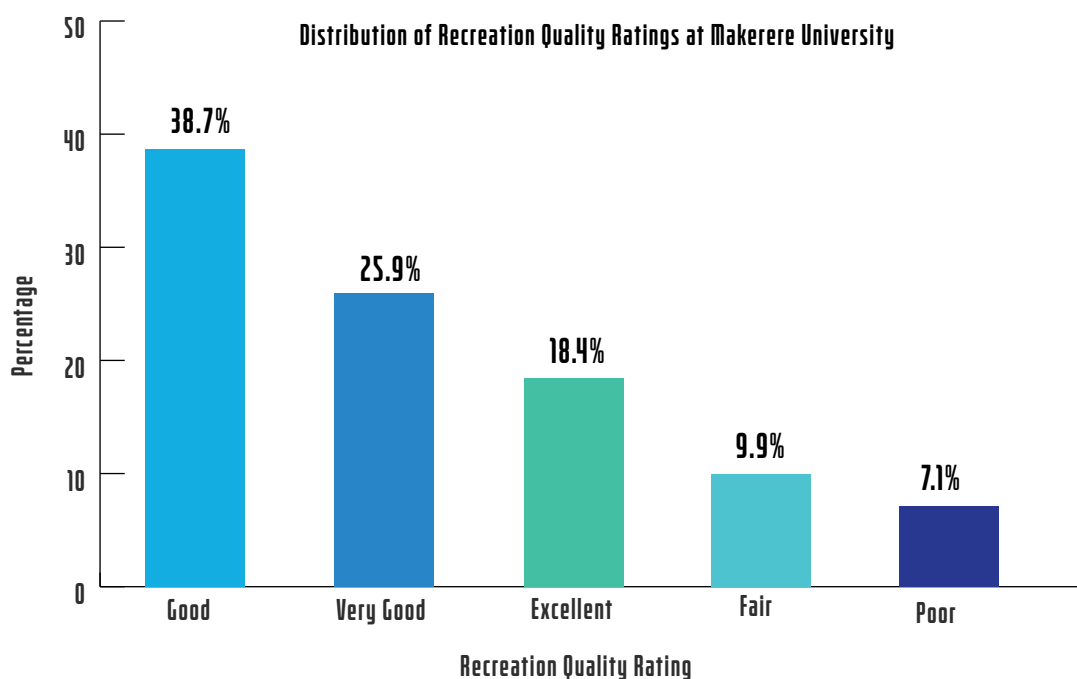
4.3 Quality of Supply of Learning Materials

Figure 17 shows the distribution of learning materials quality ratings at Makerere University, arranged from "Excellent" to "Poor." The key observations were:

* <u>Excellent:</u> Approximately 18.2% of students rated the learning materials quality as "Excellent."

* <u>Very Good:</u> Around 34.1% of students rated the learning materials quality as "Very Good."

* <u>Good:</u> The most common rating is "Good," with approximately 34.5% of students giving this rating.

* <u>Fair:</u> About 11.5% of students rated the learning materials quality as "Fair."

* <u>Poor:</u> A small percentage, around 2.8%, rated the learning materials quality as "Poor."

Implications:

* **Positive Feedback:** The majority of students (around 86.8%) rated the learning materials quality as "Good," "Very Good," or "Excellent," indicating overall positive feedback on the quality of learning materials.

* **Areas for Improvement:** Although the majority of ratings are positive, there is still a notable percentage of students (around 14.3%) who rated the learning materials quality as "Fair" or "Poor." This suggests that there are areas for improvement in the quality of learning materials to enhance the overall student learning experience.

* **Resource Allocation:** The university can use this data to prioritize resource allocation and improvements in learning materials, focusing on areas that received lower ratings.

Overall, the distribution of learning materials quality ratings provides valuable insights into students' perceptions of their learning resources, highlighting both strengths and areas for potential enhancement.

Figure 17 Rating of supply of learning materials

Figure 18 shows the distribution of learning materials quality ratings across different colleges at Makerere University.

The key observations were:

COBAMS: The majority of students rated the learning materials as "Good" (33.3%) and "Very Good" (23.8%). A smaller percentage rated them as "Excellent" (16.0%), "Fair" (12.6%), and "Poor" (6.3%).

CAES: The ratings are more evenly distributed, with "Excellent"(25.3%) "Very good "(21.3%) "Good" (33.3%) and "Poor" (4.0%) being the most common ratings.

CEES: The ratings are predominantly "Excellent" (19.0%), "Very Good" (31.0%) "Good" (29.3%) and "Poor" (4.3%).

COCIS: The ratings are mostly "Good" (31.1%) and "Poor" (29.7%), with "Very Good" (13.5%) and "Excellent" (21.6%) also present.

CHS: The ratings are primarily "Excellent"(21.6%), "Very Good" (29.7%), "Good" (31.1%) and "Fair" (13.5%)

Implications:

* **Positive Feedback:** Most colleges have a significant portion of students rating the learning materials as "Good" or "Very Good," indicating overall positive feedback.

* **Areas for Improvement:** The presence of "Poor" ratings in all colleges suggests that there are areas for improvement in the quality of learning materials. Colleges like CEDAT and CONAS have higher percentages of "Poor" ratings, indicating a need for targeted improvements.

* **Resource Allocation:** The university can use this data to prioritize resource allocation and improvements in learning materials, focusing on colleges with higher percentages of "Poor" ratings.

Overall, the plot provides valuable insights into students' perceptions of learning materials quality across different colleges, highlighting both strengths and areas for potential enhancement.

Figure 18 Rating of supply of learning materials by college
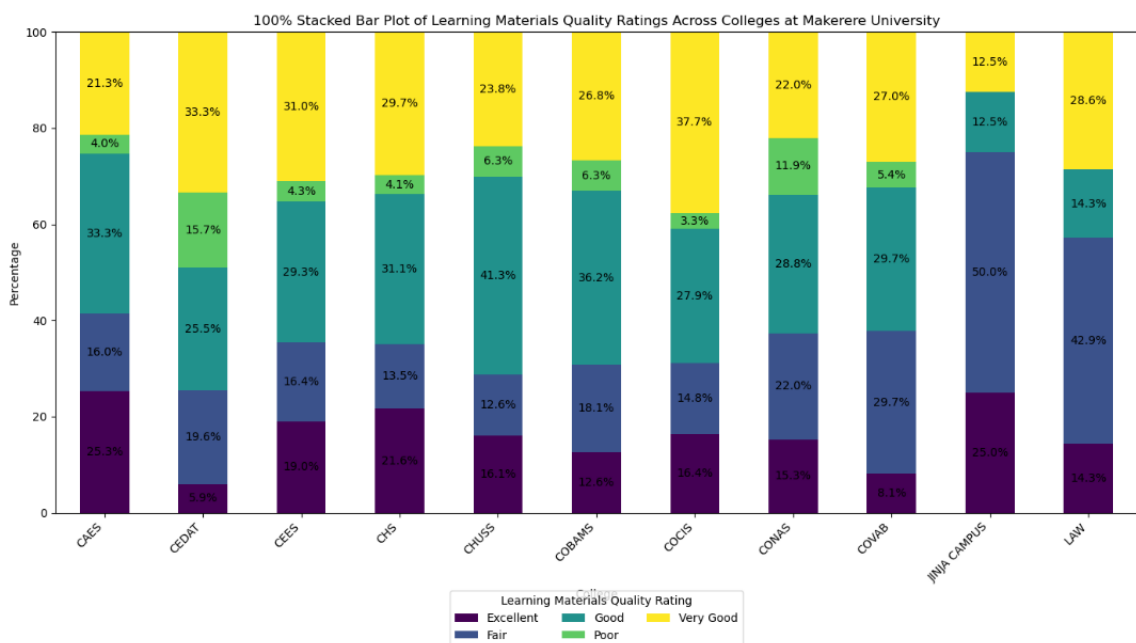
4.4 Rating of Opportunity for Consultation with Staff

Figure 19 illustrates the percentage distribution of consultation opportunities rated by respondents, arranged from "Excellent" to "Poor." Here is the interpretation:

* __Excellent:__   Approximately 10% of respondents rated the consultation opportunities as "Excellent."

* __Very Good:__   Around 20% of respondents rated the consultation opportunities as "Very Good."

* __Good:__   The majority of respondents, about 30%, rated the consultation opportunities as "Good."

* __Fair:__   Approximately 25% of respondents rated the consultation opportunities as "Fair."

* __Poor:__   About 15% of respondents rated the consultation opportunities as "Poor."

Implications:

* **Positive Feedback:** A significant portion of respondents (60%) rated the consultation opportunities as "Good," "Very Good," or "Excellent," indicating overall positive feedback.

* **Areas for Improvement:** The presence of "Fair" and "Poor" ratings (40%) suggests that there are areas for improvement in the consultation opportunities provided. The university can focus on understanding the reasons behind these ratings and work on enhancing the quality of consultation opportunities.

* **Resource Allocation:** The university can use this data to prioritize resource allocation and improvements in consultation opportunities, focusing on areas that received lower ratings.

Overall, while the majority of respondents have a positive perception of the consultation opportunities, there is still room for improvement to ensure a higher level of satisfaction among all students.

Figure 19 Rating of opportunity for consultation

Percentage Distribution of Consultation Opportunities
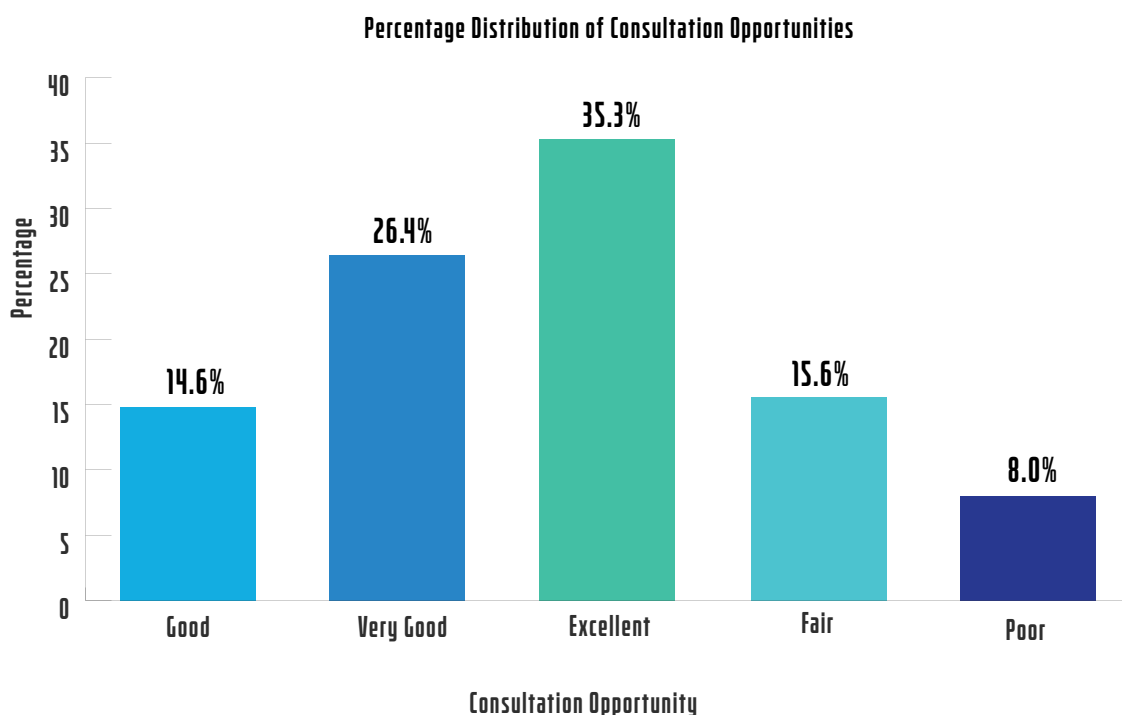
Figure 20 shows the distribution of ratings for consultation opportunities across different colleges at Makerere University. The key observations were:

Excellent Ratings:	Some colleges have a higher percentage of "Excellent" ratings, indicating that students in these colleges feel they have excellent opportunities for consultation.
Very Good and Good Ratings:	A significant portion of the ratings across most colleges falls into the "Very Good" and "Good" categories, suggesting that many students were generally satisfied with the consultation opportunities available to them.
Fair and Poor Ratings:	There are also "Fair" and "Poor" ratings present, indicating that some students felt the consultation opportunities were lacking in certain colleges.
Variation Across Colleges:	The distribution of ratings varies across different colleges, highlighting that the perception of consultation opportunities is not uniform across the university.

Overall, the plot provides a visual representation of how students from different colleges rate their opportunities for consultation, with a mix of positive and negative feedback. This can help identify areas where improvements are needed and where the consultation opportunities are perceived as strong.

Figure 20 Rating of Consultation Opportunity by college

4.4.1 Potential strategies to improve consultation opportunities:

Monitor and evaluate the effectiveness of consultation services regularly.

Increase the availability of consultation hours for students.

Ensure that consultation sessions are student-centered and address individual needs.

Provide training for faculty on effective consultation techniques.

Incorporate student suggestions and feedback into the consultation process.

Implement a feedback system for students to rate and suggest improvements for consultation sessions.

Promote awareness of consultation opportunities among students through various communication channels.

Enhance the accessibility of consultation services through online platforms.

Create a structured consultation schedule to ensure all students have equal opportunities.

Encourage faculty to proactively reach out to students for consultations.

Potential strategies to improve consultation opportunities:

These strategies aim to enhance the quality and accessibility of consultation opportunities, ensuring that students receive the support they need.

4.5 Teaching Quality of Lecturers

Figure 21 provides a visual representation of the distribution of ratings given to lecturers at Makerere University. The ratings were categorized into five levels: Excellent, Very Good, Good, Fair, and Poor.

Key Observations were:

Very Good (34.8%):	The highest percentage of respondents rated the quality of lecturers as "Very Good." This suggests that a significant portion of the students are satisfied with the quality of teaching they receive.
Good (29.3%):	The second-highest rating is "Good," indicating that a substantial number of students find the lecturers' quality to be above average but not exceptional.
Excellent (25.0%):	A quarter of the respondents rated the lecturers as "Excellent," reflecting a high level of satisfaction among a notable segment of the student population.
Fair (9.5%):	A smaller percentage of students rated the lecturers as "Fair," suggesting that there are areas where the quality of teaching could be improved.
Poor (1.4%):	The lowest rating category, "Poor," has the smallest percentage, indicating that very few students are highly dissatisfied with the quality of lecturers.

Interpretation:

The distribution of ratings indicates that the majority of students (approximately 89.1%) rate the quality of lecturers as either "Excellent," "Very Good," or "Good." This is a positive indicator of the overall teaching quality at Makerere University. However, the presence of "Fair" and "Poor" ratings, though relatively small, highlights areas where improvements can be made to enhance the educational experience. The high percentage of "Very Good" and "Good" ratings suggests that while the lecturers are generally well-regarded, there is still room for improvement to elevate more ratings to the "Excellent" category. Continuous professional development, feedback mechanisms, and targeted interventions could help address the areas of concern and further improve the quality of teaching.

In conclusion, the data reflects a generally positive perception of the lecturers' quality at Makerere University, with opportunities for targeted improvements to achieve higher levels of excellence in teaching.

Figure 21 Rating the quality of lecturers
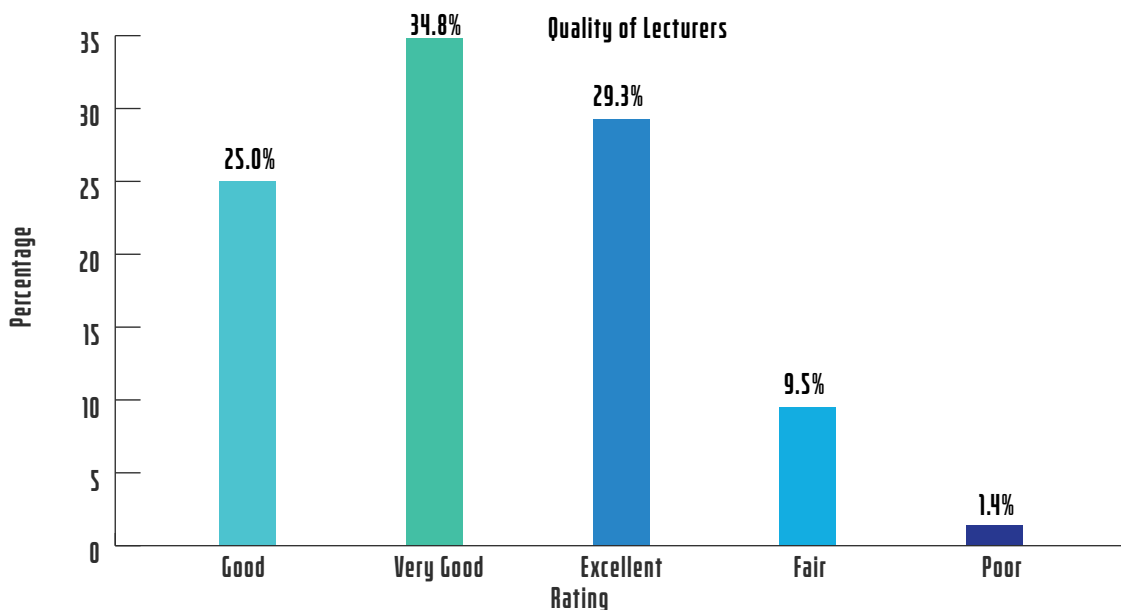
Figure 22 Rating of Lecturer Quality across colleges
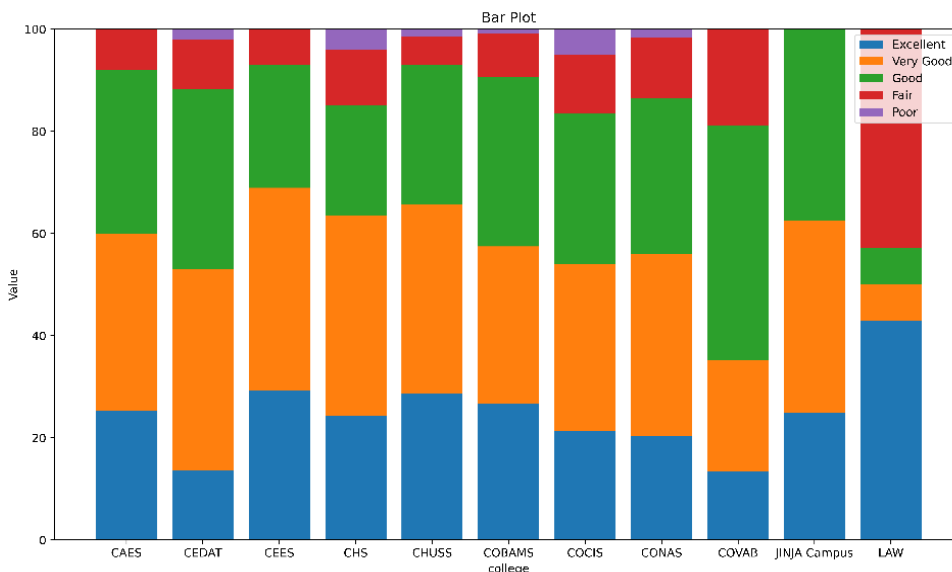
4.5.1 Possible Strategies to improve quality of lecturers

Improving the quality of teaching at universities is a multidimensional endeavor that requires a combination of strategies aimed at enhancing both the skills of the educators and the learning environment. Here are some effective strategies:

Professional Development and Training	**Continuous Professional Development (CPD):** Implement regular training programs and workshops to keep lecturers updated with the latest teaching methodologies, technological advancements, and subject-specific knowledge.
	Pedagogical Training: Provide training in modern pedagogical techniques, including active learning, flipped classrooms, and the use of digital tools to enhance student engagement.
	Mentorship Programs: Establish mentorship programs where experienced and high-performing lecturers mentor junior faculty members.
Performance Evaluation and Feedback	**Regular Evaluations:** Conduct regular evaluations of lecturers' performance through student feedback, peer reviews, and self-assessments.
	Constructive Feedback: Provide constructive feedback based on evaluations and develop personalized improvement plans for lecturers.
	Recognition and Rewards: Recognize and reward high-performing lecturers through awards, promotions, and other incentives.
Enhancing Teaching Resources	**Access to Resources:** Ensure lecturers have access to up-to-date teaching materials, textbooks, and online resources.
	Technological Support: Provide necessary technological support, including access to learning management systems (LMS), multimedia tools, and high-speed internet.
	Research Opportunities: Encourage and support lecturers in conducting research and integrating research findings into their teaching.
Institutional Support	**Workload Management:** Manage lecturers' workloads to ensure they have sufficient time for teaching preparation, student interaction, and professional development.
	Administrative Support: Reduce administrative burdens on lecturers by providing adequate administrative support and streamlining processes.
	Collaborative Environment: Foster a collaborative and supportive environment where lecturers can share best practices, collaborate on projects, and engage in professional discussions.
Student Engagement and Feedback	**Active Learning:** Encourage lecturers to adopt active learning strategies that promote student participation and engagement.
	Regular Feedback: Implement mechanisms for regular student feedback on teaching quality and use this feedback to make necessary improvements.
	Student Support Services: Provide support services such as tutoring, counselling, and academic advising to help students succeed and provide feedback on teaching effectiveness.
Policy and Governance	**Clear Policies:** Develop clear policies and guidelines for teaching quality, professional development, and performance evaluation.
	Stakeholder Involvement: Involve various stakeholders, including students, faculty, and industry partners, in decision-making processes related to teaching quality.
International Collaboration	**Exchange Programs:** Facilitate exchange programs and collaborations with international universities to expose lecturers to global best practices.
	Conferences and Workshops: Encourage participation in international conferences, workshops, and seminars to stay updated with global trends in education.

Needs Assessment:

Conduct a comprehensive needs assessment to identify specific areas for improvement in lecturer quality.

Develop a strategic plan with clear goals, timelines, and responsibilities for implementing the improvement strategies.

Strategic Planning:

Resource Allocation:

Allocate necessary resources, including funding, personnel, and infrastructure, to support the implementation of the strategies.

Establish a monitoring and evaluation framework to track progress, assess the impact of the strategies, and make necessary adjustments.

Monitoring and Evaluation:

By implementing these strategies, Makerere University can enhance the quality of its lecturers, leading to improved student learning outcomes and overall academic excellence.

4.6 Rating of Quality of Internship

Figure 23 provides a visual representation of the distribution of ratings given to internships by students at Makerere University.

The key observations were:

Good (29.2%):	The highest percentage of respondents rated the quality of internships as "Good." This suggests that a significant portion of the students found their internship experiences to be satisfactory but not exceptional.
Very Good (23.9%):	The second-highest rating is "Very Good," indicating that a substantial number of students had a positive experience with their internships.
Fair (21.3%):	A notable percentage of students rated their internships as "Fair," suggesting that there are areas where the quality of internships could be improved.
Poor (14.8%):	A significant portion of students rated their internships as "Poor," indicating dissatisfaction with their internship experiences.
Excellent (10.8%):	The lowest rating category, "Excellent," has the smallest percentage, reflecting that only a small segment of the student population had an outstanding internship experience.

Interpretation:

The distribution of ratings indicates that while a majority of students (approximately 63.9%) rate their internship experiences as either "Good" or "Very Good," there is a significant portion (36.1%) who rated their experiences as "Fair" or "Poor." This highlights the need for improvements in the quality of internships provided to students.

The relatively low percentage of "Excellent" ratings suggests that there is considerable room for enhancing the internship programs to provide more exceptional experiences. Makerere University and partnering organizations should focus on the following strategies to improve internship quality:

Quality Assurance:
College and School quality assurance processes should ensure that internships meet certain standards and provide valuable learning experiences.

Structured Internship Programs:
Developing well-structured internship programs with clear objectives, mentorship, and regular feedback can enhance the learning experience for students.

Industry Partnerships:
Building strong partnerships with reputable organizations to provide meaningful and relevant internship opportunities.
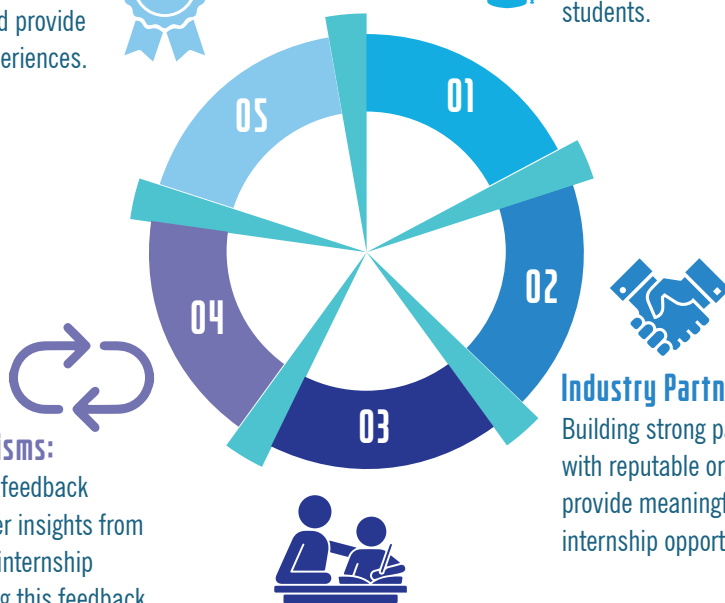
Feedback Mechanisms:
Implementing robust feedback mechanisms to gather insights from students about their internship experiences and using this feedback to make continuous improvements.

Student Support:
Offering support services such as internship placement assistance, pre-internship training, and ongoing support during the internship period.

In conclusion, while the overall quality of internships at Makerere University is generally positive, there is a clear need for targeted improvements to elevate the quality of internships and ensure that more students have excellent and very good experiences.

Figure 23 Rating of Internship Quality
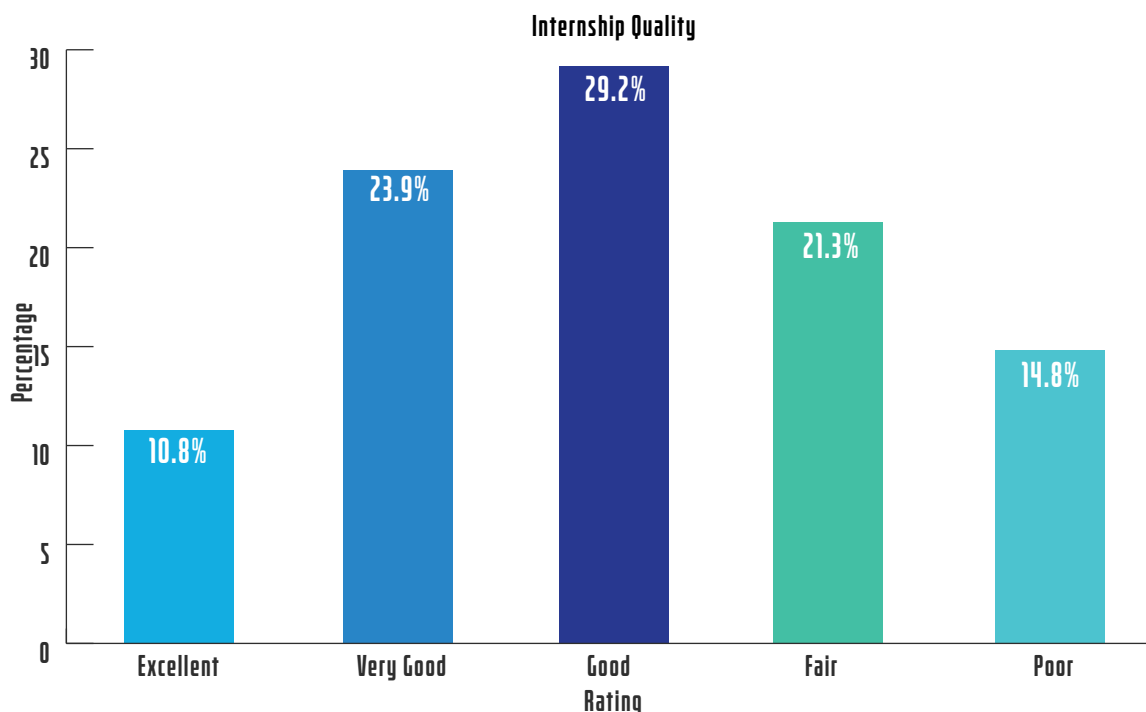
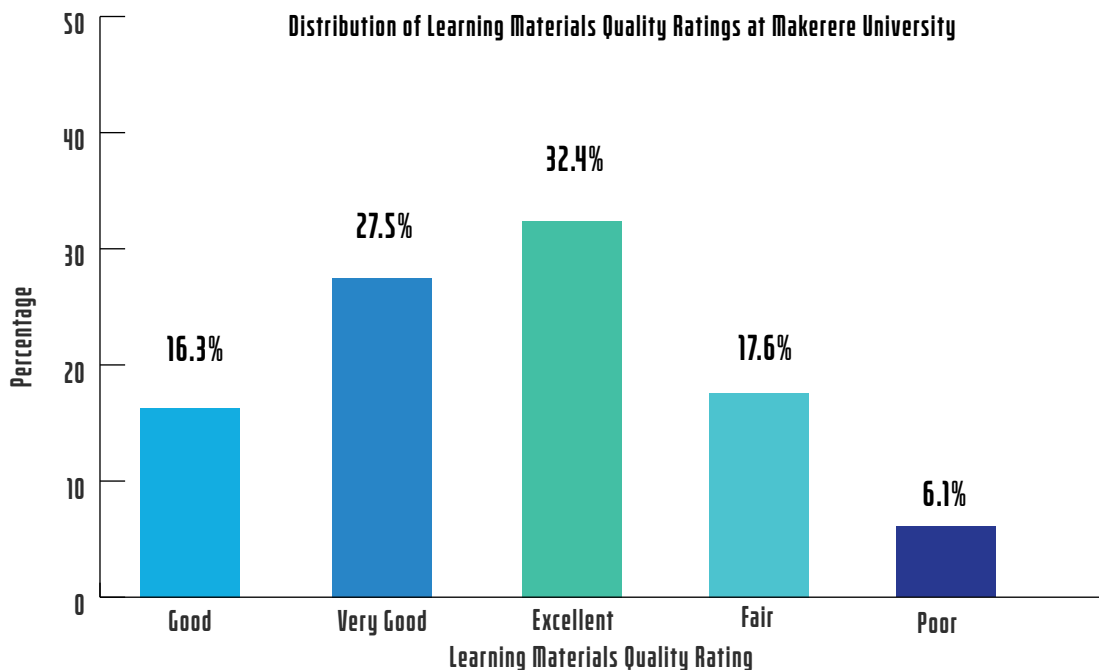Figure 24 further visualizes the distribution of internship quality ratings across different colleges at Makerere University. The key observations were:

The plot shows a varied distribution of internship quality ratings across different colleges.

Targeted Interventions: Colleges with a higher proportion of negative ratings should investigate the specific issues leading to these ratings and implement targeted interventions to address them.

Some colleges have a higher proportion of positive responses (Excellent, Very Good, Good), while others have a more significant proportion of negative responses (Fair, Poor).

Continuous Improvement: Establish a monitoring and evaluation framework to regularly assess internship quality and use student feedback to continuously improve internship programs.

By addressing the disparities in internship quality and implementing these recommendations, Makerere University can work towards providing a more equitable and supportive learning environment for all students, ultimately enhancing their academic experience and success.

Figure 24 Rating of the quality of internship by college
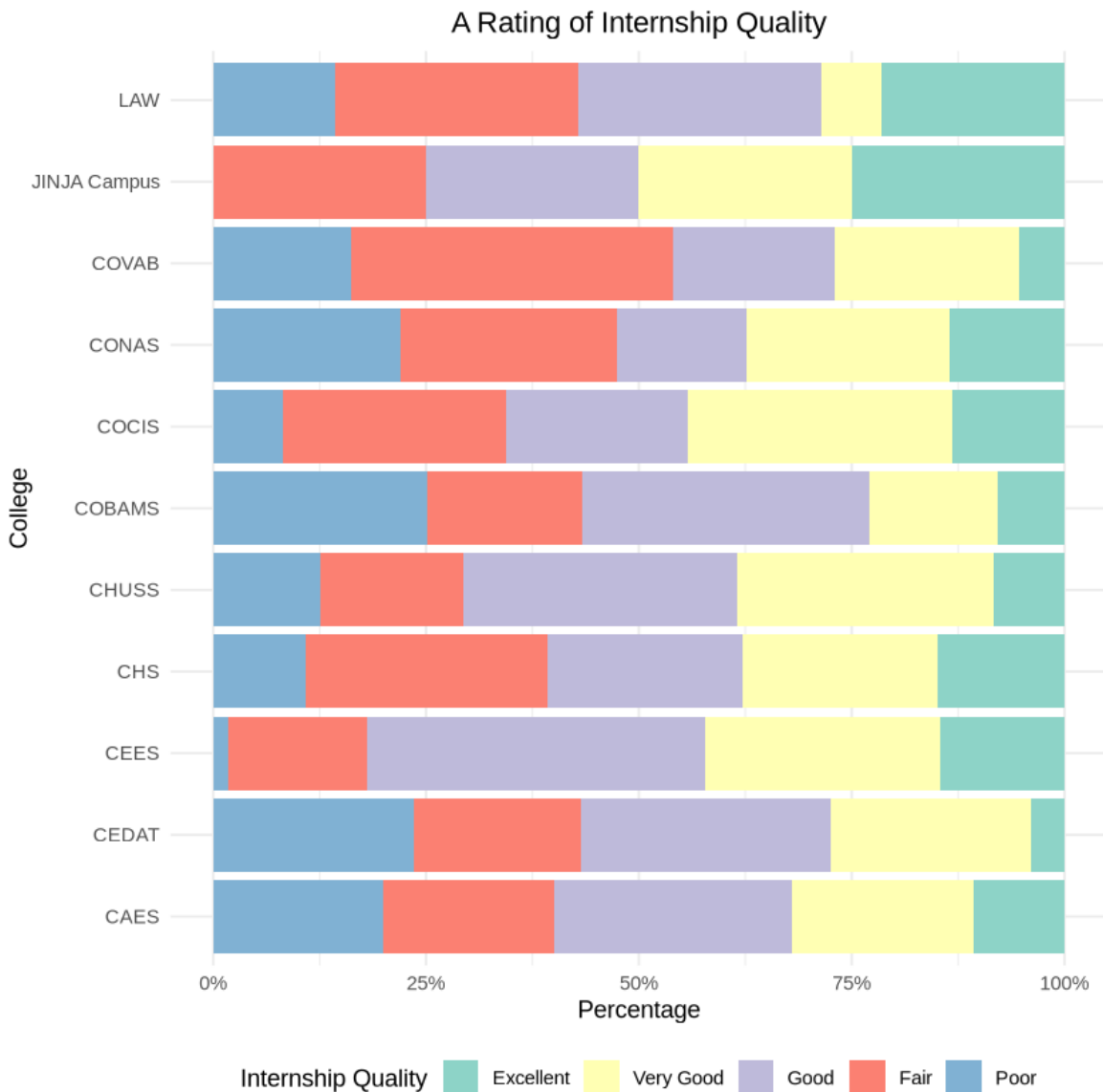
A comparison between females and males is shown in Figure 25. The chi-square test showed there is no statistically significant difference between females and males in their ratings of internships across colleges. The distribution of internship ratings appears to be independent of gender. However, deeper analysis indicated that the largest discrepancies between observed and expected frequencies are seen in the "Poor" and "Excellent" categories for both genders as shown in Figure 26.

* For females, the "Poor" rating has a higher observed frequency than expected, while the "Excellent" rating has a lower observed frequency than expected.

* For males, the "Excellent" rating has a lower observed frequency than expected.

These discrepancies indicate that the differences in these specific categories are not large enough to result in a statistically significant difference between males and females in their overall internship quality ratings but the high observed frequency of poor rating among females could be a pointer to underlying gender challenges facing internships programme. This requires further study.

Figure 25 Internship rating by gender across colleges
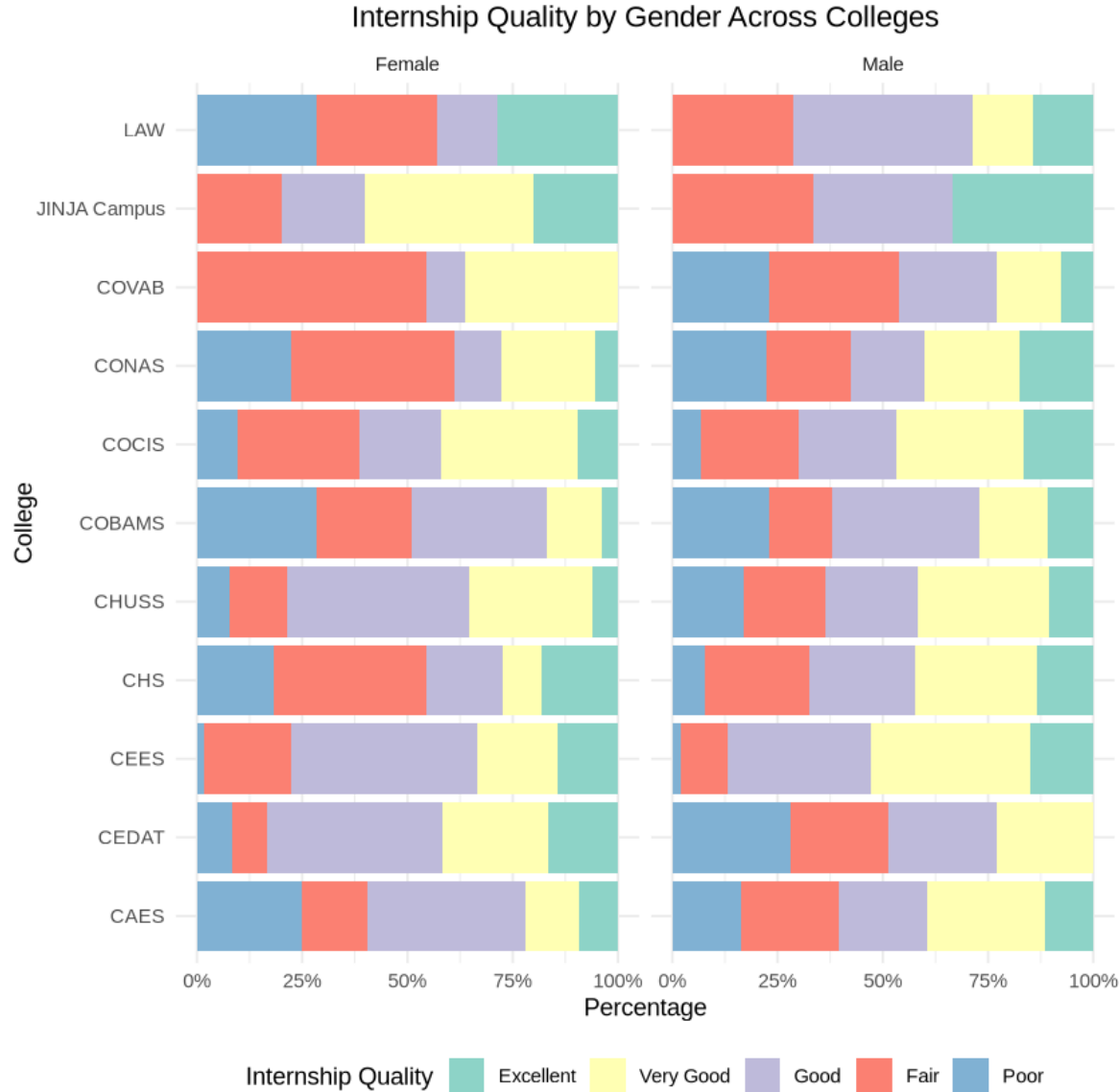
Internship Quality by Gender Across Colleges
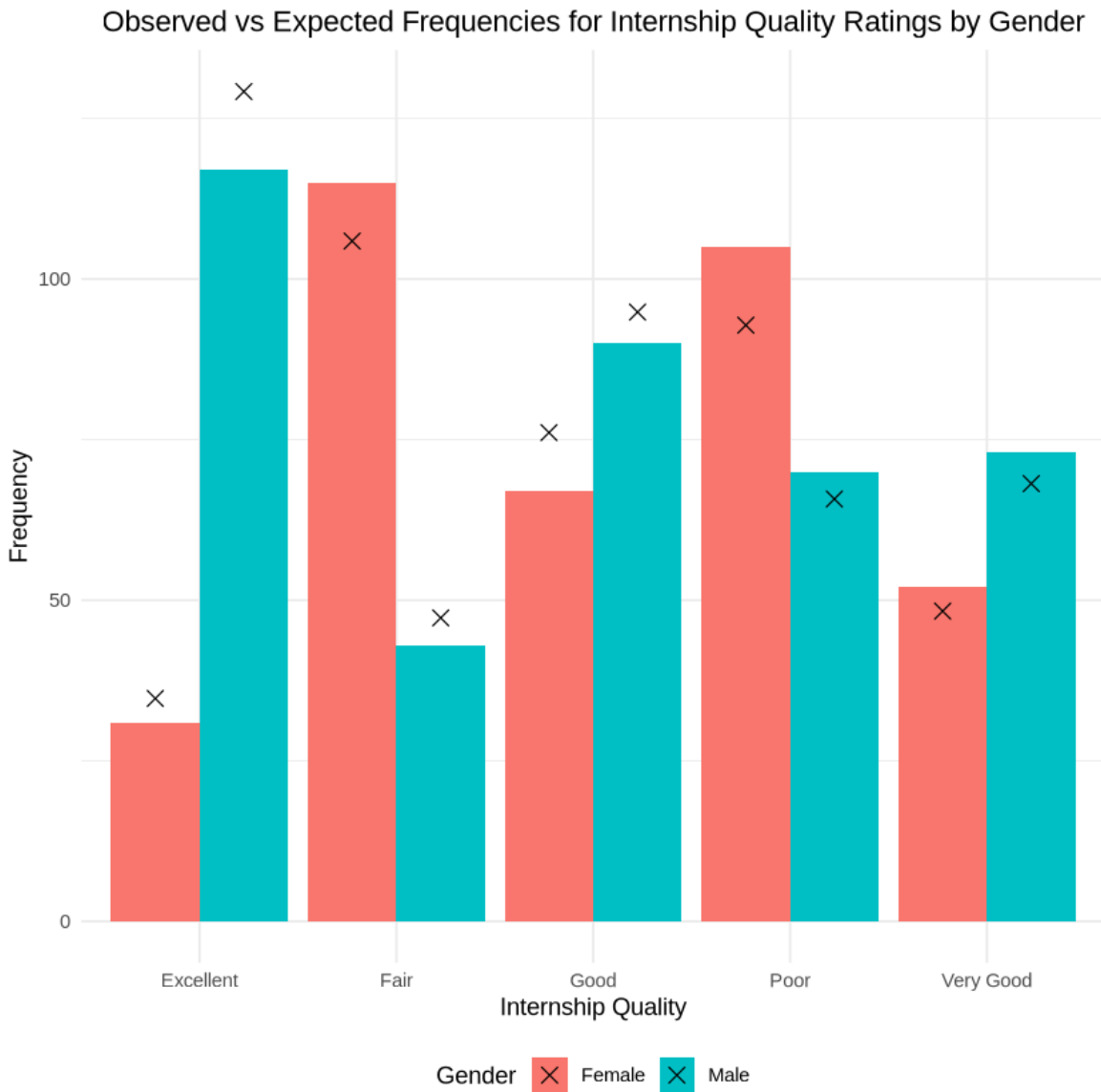
Figure 26 shows the observed frequencies for each internship quality rating by gender (Male and Female). The black crosses represent the expected frequencies for each category. The plot allows for a visual comparison of the observed and expected frequencies, highlighting any discrepancies. This visualization helps to identify which specific internship quality ratings contribute to the lack of statistical significance between males and females.

4.7 Rating of Collaborations with Fellow Students

Figure 27 provides a visual representation of the distribution of ratings given to the quality of collaborations with fellow students at Makerere University.

The Key Observations were:

Excellent (40.3%):	The highest percentage of respondents rated the quality of their collaborations with fellow students as "Excellent." This suggests that a significant portion of the students had very positive interactions and relationships with their peers.
Very Good (38.2%):	The second-highest rating is "Very Good," indicating that a substantial number of students also had positive experiences with their fellow students.
Good (18.8%):	A notable percentage of students rated their contacts with fellow students as "Good," suggesting that while their interactions were generally positive, there is room for improvement.
Fair (2.2%):	A small percentage of students rated their contacts as "Fair," indicating that some students had less satisfactory interactions with their peers.
Poor (0.5%):	A very small portion of students rated their contacts as "Poor," indicating that only a few students had negative experiences with their fellow students.

Interpretation:

The overall quality of collaborations with fellow students at Makerere University is predominantly positive, with the majority of students rating their interactions as either "Excellent" or "Very Good." This indicates a strong sense of community and positive peer relationships among the students.

Recommendations for Improvement:

Peer Mentorship Programs:
Implementing peer mentorship programs can help foster even stronger relationships among students, providing support and guidance to those who may need it.

Collaborative Learning Opportunities:
Encouraging group projects, study groups, and collaborative learning opportunities can enhance peer interactions and build a sense of camaraderie.

Social Events and Activities:
Organizing social events, clubs, and activities can provide additional opportunities for students to connect and build relationships outside of the classroom. This also implies that resources should be planned and allocated for social events activities to promote more students interactions.

Conflict Resolution Resources:
Providing resources and support for conflict resolution can help address any issues that may arise between students, ensuring a positive and supportive environment for all.
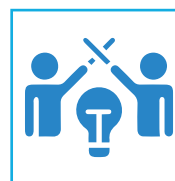
In conclusion, while the quality of contacts with fellow students at Makerere University is generally excellent, there are opportunities to further enhance peer relationships and ensure that all students have positive and supportive interactions with their peers.

Figure 27 Rating of the quality of contacts with fellow students
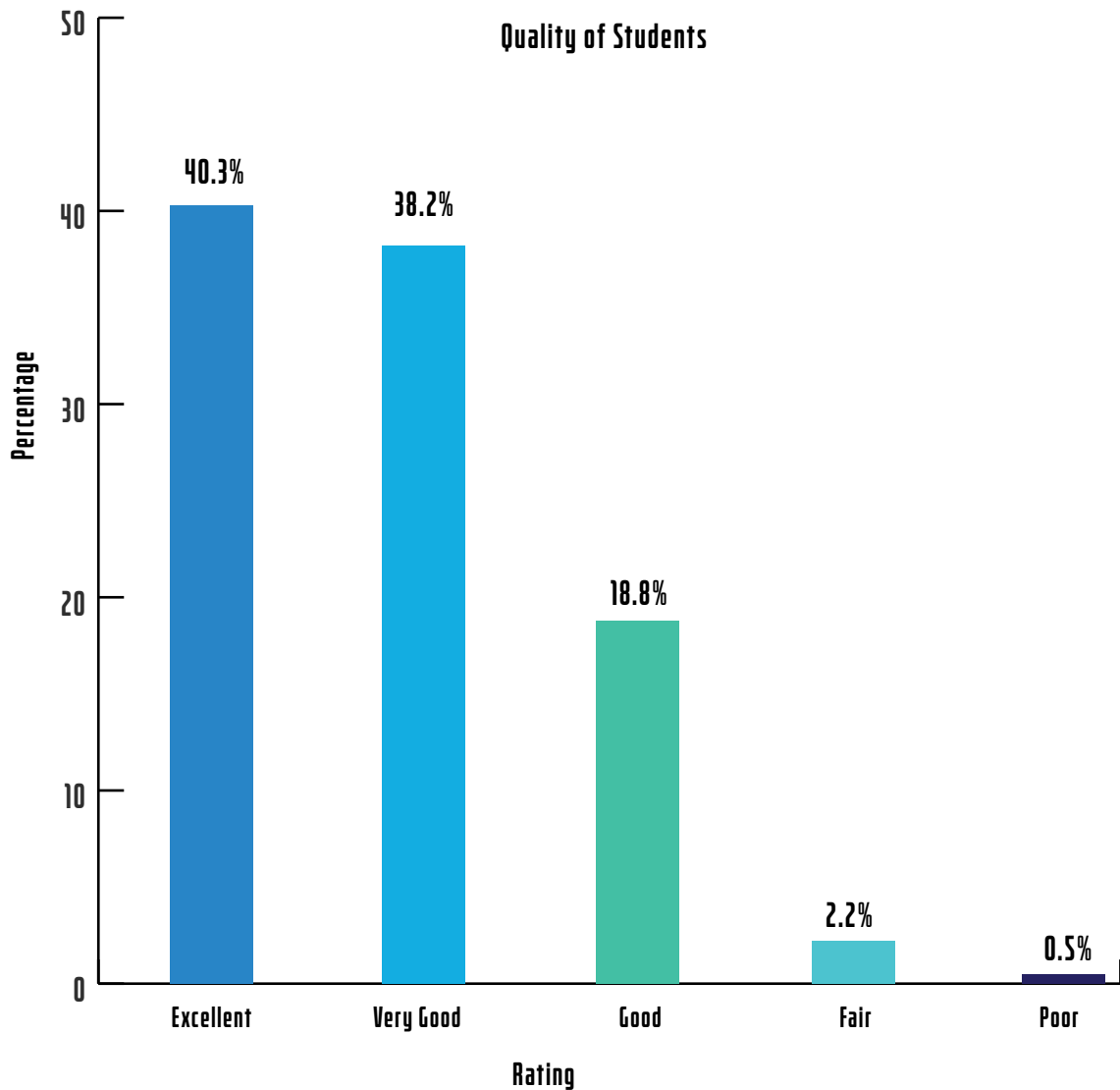
Figure 28 shows the distribution of ratings for collaborations with fellow students across different colleges.

The key observations were:

*   The distribution of ratings varies significantly across colleges.

*   Some colleges have a higher percentage of "Excellent" ratings, indicating better contact with fellow students.

*   Overall rating is positive which indicates stronger student interactions.

The University should leverage on this rating to strengthen and provide more opportunities for students' engagement and interaction both in academic activities and non-academic activities.

Figure 28 A rating of opportunity for students interaction with fellow students

A Rating of Contact with Fellow Students

Legend: Excellent, Very Good, Good, Fair, Poor
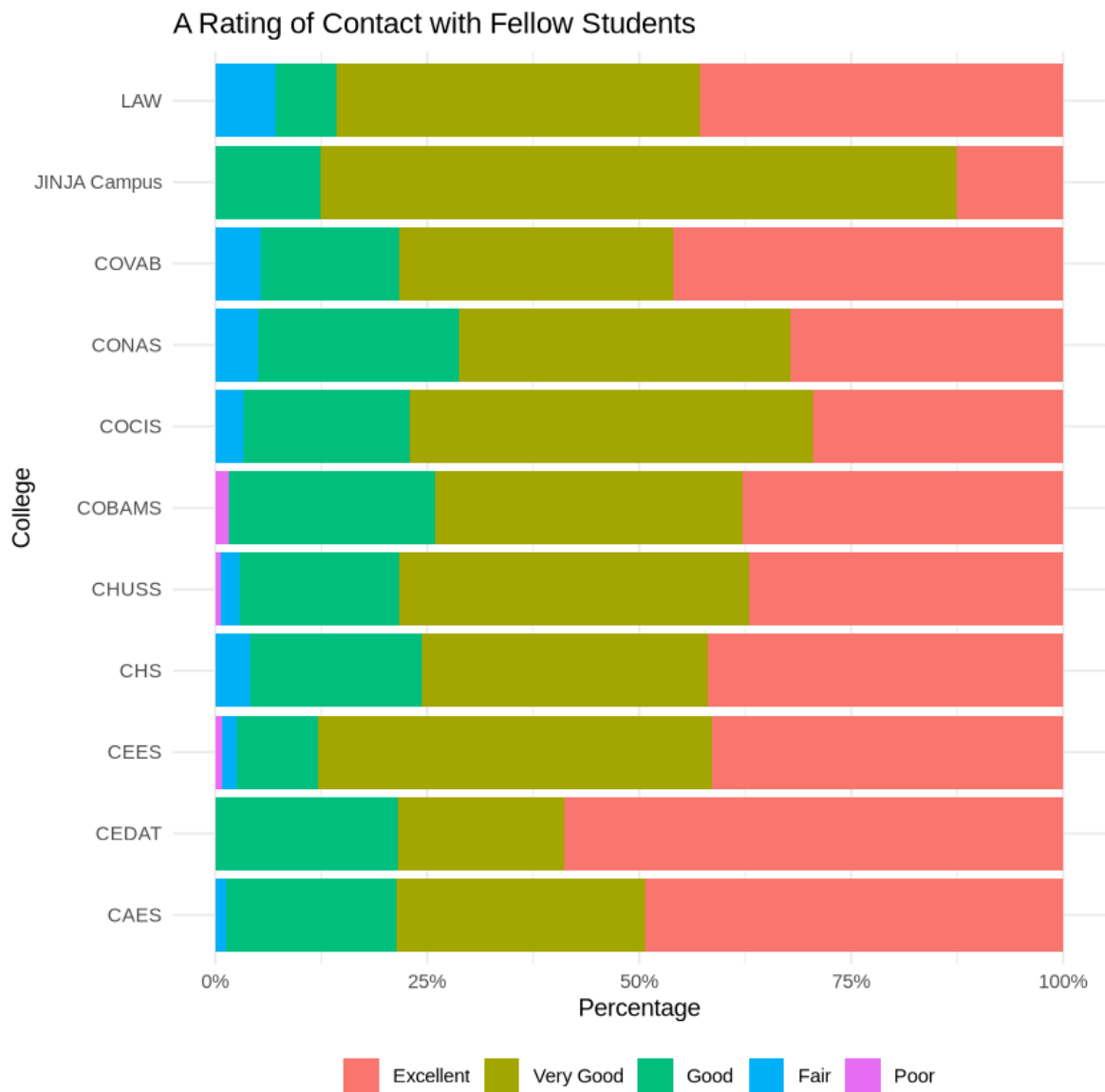
Figure 29 shows the distribution of ratings for collaboration with fellow students across different colleges, separated by gender (Female and Male).

Figure 29 Rating of opportunity for contact with fellow students disaggregated by gender

A Rating of Contact with Fellow Students by Gender across Colleges
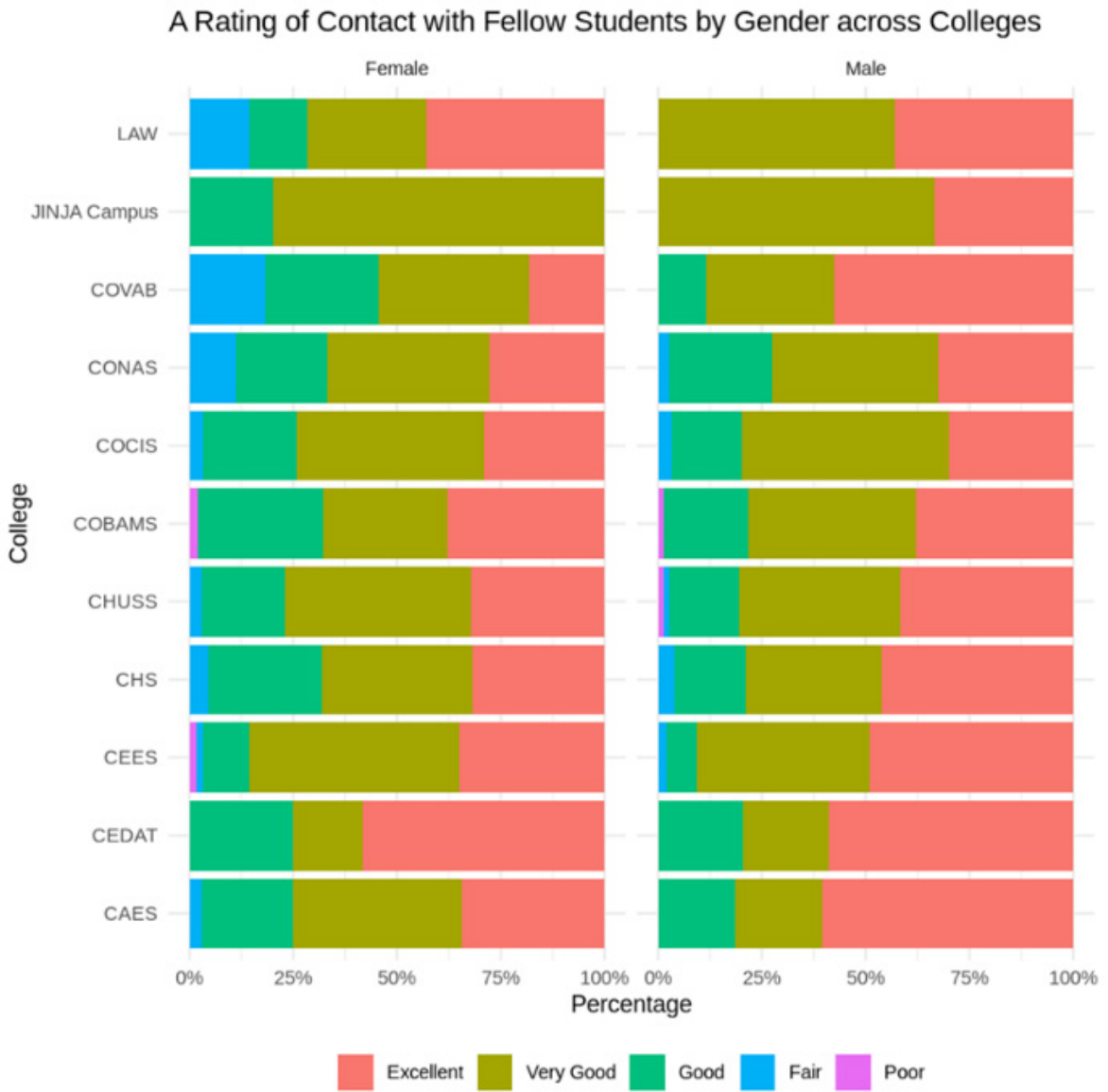
Key Observations:

* The distribution of ratings varies significantly across colleges and between genders.

* Some colleges have a higher percentage of "Excellent" ratings for one gender compared to the other, indicating potential gender differences in student interactions.

* Chi-square statistics test was 12.94, df=4, P-value =0.012. implying that the difference between females and males is significant. This indicates that there is a statistically significant difference between females and males in their ratings of contact with fellow students.

Targeted Interventions:

* **Gender-Specific Programs:** Colleges and the University at large may need to develop and implement programs that specifically address the needs and preferences of each gender. For example, if females rate their contact with fellow students lower than males, programs aimed at improving female student interactions and engagement may be necessary.

* **Mentorship and Support:** Establishing mentorship programs that cater to the unique challenges faced by each gender can help improve their overall experience and satisfaction.

Policy and Resource Allocation:

* **Resource Distribution:** Colleges can allocate resources more effectively by understanding the specific needs of each gender. For instance, if one gender consistently rates their interactions lower, additional resources can be directed towards improving their social and academic environment.

* **Policy Adjustments:** Policies related to student interactions, group work, and social activities can be adjusted to ensure they are inclusive and supportive of both genders.

Improving Student Experience:

* **Enhanced Social Activities:** Organizing social activities and events that encourage interaction among students of different genders can help improve overall student satisfaction.

* **Feedback Mechanisms:** Regularly collecting and analyzing feedback from students about their interactions can help identify ongoing issues and areas for improvement.

Academic and Social Integration:

* **Group Work Dynamics:** Understanding gender differences in student interactions can help in forming balanced and effective group work dynamics in academic settings.

* **Inclusive Environment:** Creating an inclusive environment where both genders feel equally valued and supported can lead to better academic and social outcomes.

Conclusion

The practical implications of the statistically significant difference between females and males in their ratings of contact with fellow students highlight the need for targeted interventions, policy adjustments, and continuous feedback mechanisms. By addressing these differences, colleges can create a more inclusive and supportive environment that enhances the overall student experience for both genders.

4.8 Rating of Students' Opportunity to Influence Policies at Makerere University

Figure 30 illustrates the distribution of students' perceptions regarding their influence on policy decisions at Makerere University.

The Key Observations were:

Excellent (5.8%):	A small percentage of students feel that they have an excellent influence on policy, indicating a very high level of engagement and impact in policy-making processes.
Very Good (19.7%):	A moderate percentage of students perceive their influence on policy as very good, suggesting that these students feel they have significant but not complete influence over policy decisions.
Good (29.7%):	This category has the highest percentage, indicating that a substantial number of students feel they have a good influence on policy, though there are areas for improvement.
Fair (22.7%):	A significant percentage of students rated their influence on policy as fair, suggesting that many students feel their influence is limited.
Poor (22.1%):	A notable percentage of students feel they have poor influence on policy, indicating dissatisfaction with their level of impact on policy decisions.

Figure 30 Rating of opportunity to influence policies at Makerere

Influence on Policy
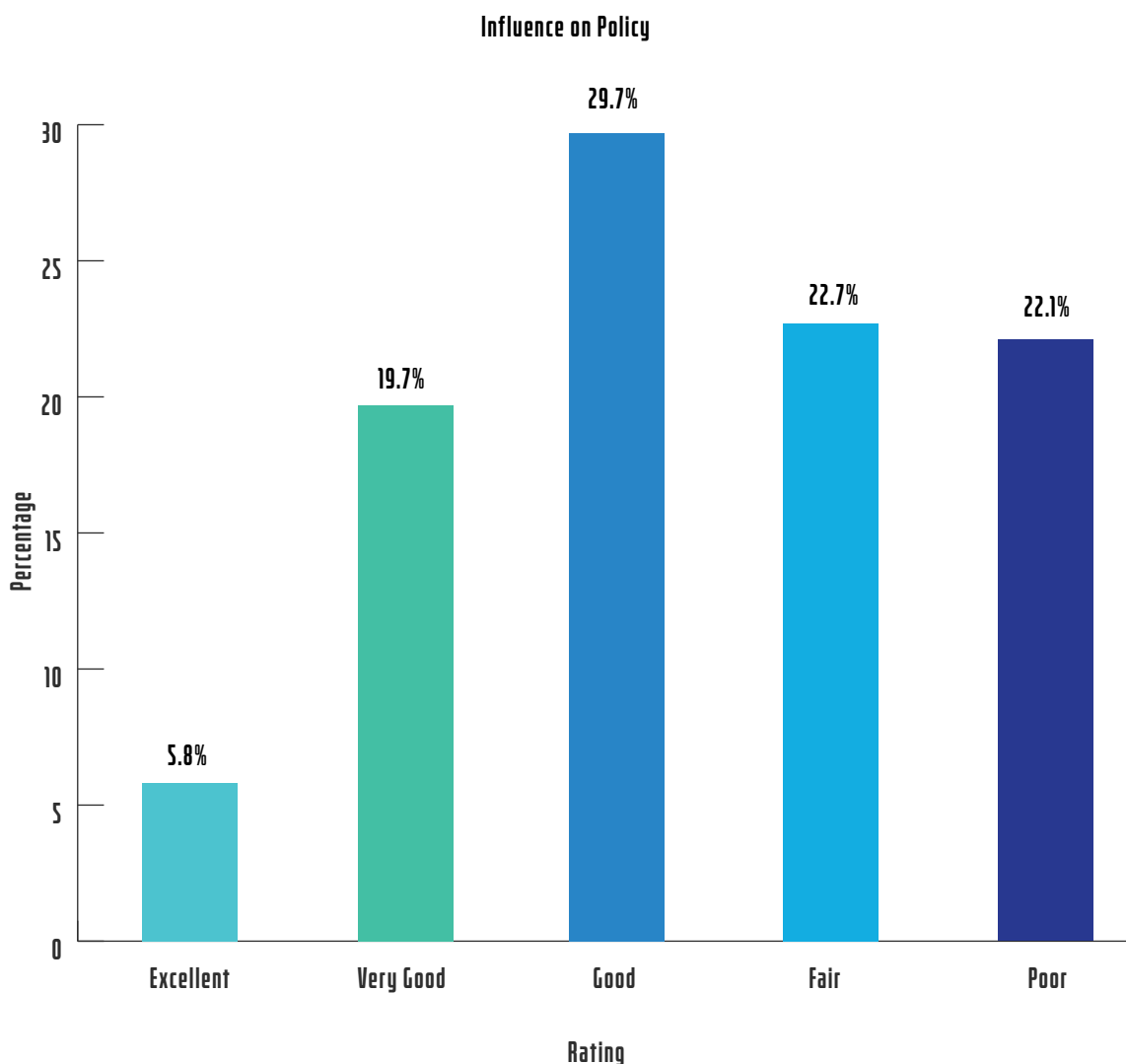
Recommendations for Improvement:

1. **Enhance Student Representation:** Increasing student representation in decision-making bodies can help ensure that students' voices are heard and considered in policy decisions.
2. **Feedback Mechanisms:** Implementing robust feedback mechanisms to gather students' opinions and suggestions on policy matters can help improve their sense of influence.
3. **Transparency:** Ensuring transparency in the decision-making process can help students understand how their input is being used and valued.
4. **Engagement Initiatives:** Organizing initiatives to actively engage students in policy discussions and decision-making processes can help enhance their sense of influence.
5. **Communication:** Improving communication between the administration and students regarding policy decisions and the impact of student input can help build trust and a sense of influence.

In conclusion, while a significant portion of students at Makerere University feel they have a moderate to strong influence on policy, there are opportunities to further enhance their sense of influence and ensure that all students feel their voices are heard and valued in policy decisions.

Figure 31 visualizes the distribution of ratings for opportunities to influence policies at Makerere University across different colleges. The result showed there were variations in rating of opportunity to influence policies at Makerere across colleges.

* There was a significant low rating which included poor and fair. This indicates a level of dissatisfaction with the policy process of the university hence the reasons for dissatisfaction needs further investigation and implement measures to enhance student involvement in policy-making processes. Further data was also disaggregated by gender to establish if there was a significant difference between females and male graduates using chi-square test.

Figure 31 rating of students opportunity to influence Makerere University policies

Rating of Opportunities to Influence Makerere Policies
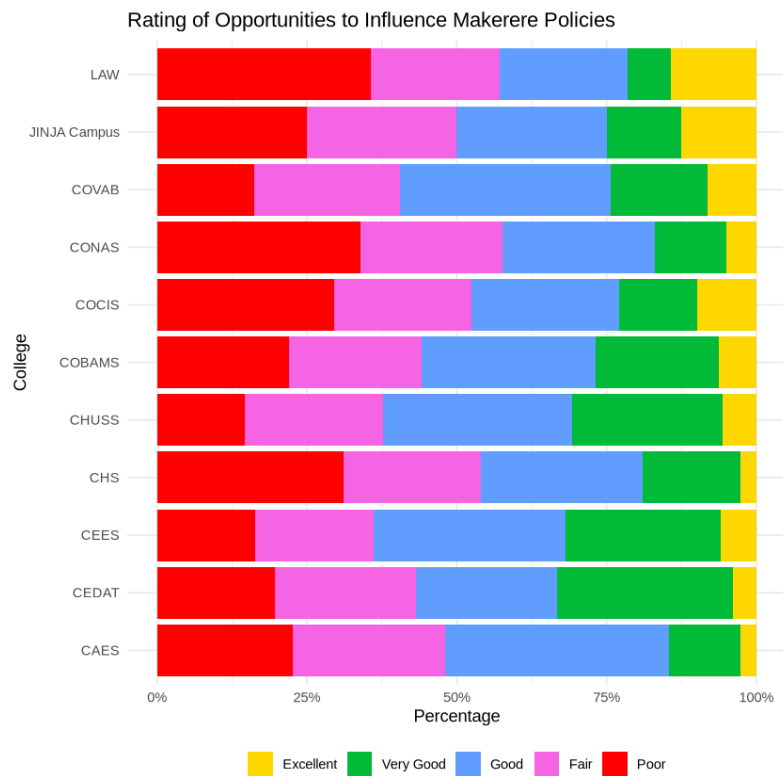
* The chi square test results X-squared $= 10.444$, df $= 4$, p-value $= 0.03358$ showed that there was a significant difference in perceptions of policy influence opportunities between male and female respondents. This difference is also visualized in figure 32. Therefore, we can conclude that gender has a significant effect on the ratings of opportunities to influence Makerere policies.

Figure 32 Opportunities to influence policy disaggregated by gender
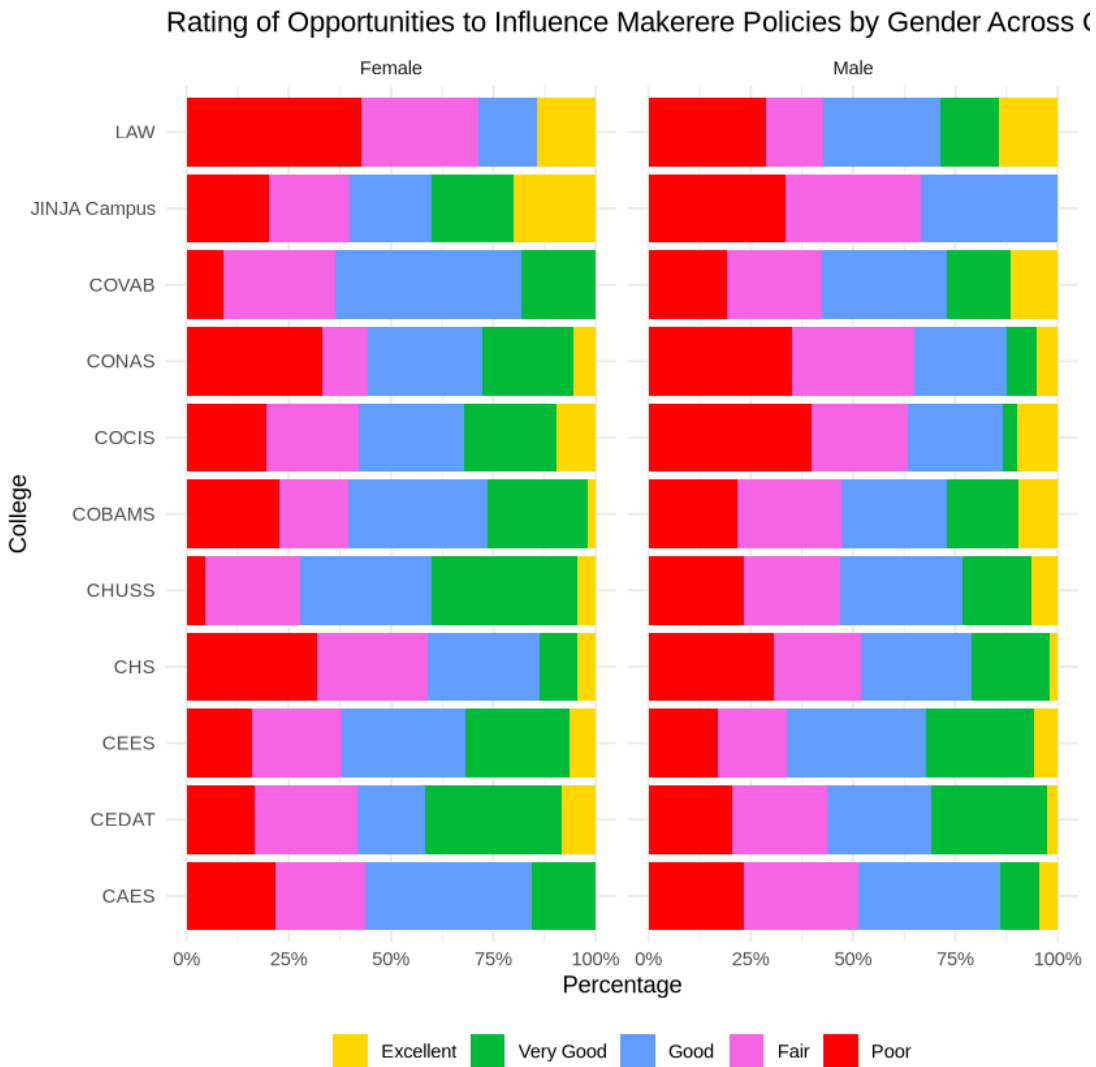
4.8.1 Recommendations for promoting gender inclusivity in policy making at Makerere University

Promoting gender inclusivity in policy-making involves creating an environment where all genders have equal opportunities to participate, influence, and benefit from policies. Here are some best practices:

01	Ensure Equal Representation	Action: Strive for gender balance in all decision-making bodies, committees, and leadership positions.
		Best Practice: Implement quotas or targets to ensure that females and other underrepresented genders are adequately represented.
02	Gender-Sensitive Training	Action: Provide training on gender sensitivity and inclusivity for all members involved in policy-making.
		Best Practice: Regularly conduct workshops and training sessions to raise awareness about gender biases and how to address them.
03	Inclusive Policy Development	Action: Involve diverse groups in the policy development process to ensure that different perspectives are considered.
		Best Practice: Use participatory approaches such as focus groups, public consultations, and surveys to gather input from all genders.
04	Gender Analysis and Impact Assessment	Action: Conduct gender analysis and impact assessments for all policies to understand their effects on different genders.
		Best Practice: Use tools like Gender Impact Assessment (GIA) to evaluate how policies will affect men, women, and non-binary individuals differently.
05	Transparent and Accessible Communication	Action: Ensure that information about policy-making processes and opportunities is accessible to everyone.
		Best Practice: Use multiple communication channels (e.g., emails, social media, university website) and ensure that information is clear and easy to understand.
06	Support Networks and Mentorship	Action: Establish support networks and mentorship programs to encourage and support underrepresented genders in policy-making roles.
		Best Practice: Create formal mentorship programs where experienced policy-makers mentor and support emerging leaders from underrepresented genders.
07	Flexible Participation Options	Action: Provide flexible options for participation to accommodate different needs and schedules.
		Best Practice: Offer virtual participation options, flexible meeting times, and childcare support to ensure that everyone can participate.
08	Regular Monitoring and Evaluation	Action: Regularly monitor and evaluate the effectiveness of gender inclusivity initiatives.

		Best Practice: Use metrics and indicators to track progress and make data-driven adjustments to policies and practices.
09	Promote a Culture of Inclusivity	Action: Foster a culture that values and promotes gender inclusivity at all levels of the organization.
		Best Practice: Celebrate successes, recognize contributions from all genders, and create an environment where everyone feels valued and respected.
10	Collaborate with Gender Equality Experts	Action: Work with gender equality experts and organizations to develop and implement best practices.
		Best Practice: Partner with NGOs, academic institutions, and gender equality advocates to bring in external expertise and resources.
11	Address Structural Barriers	Action: Identify and remove structural barriers that hinder gender inclusivity in policy-making.
		Best Practice: Review and revise policies, procedures, and practices to ensure they are inclusive and do not disadvantage any gender.
12	Encourage Male Allies	Action: Engage men as allies in promoting gender inclusivity.
		Best Practice: Encourage male leaders to advocate for gender equality and support initiatives that promote inclusivity.

By implementing these best practices, Makerere University can create a more inclusive and equitable policy-making environment that benefits everyone.

4.9 Rating of Availability of Technical Equipment at the University

Figure 33 provides a visual representation of the distribution of ratings given to the availability of technical equipment at Makerere University. The key observations were:

Excellent (13.6%):	A notable percentage of respondents rated the availability of technical equipment as "Excellent." This suggests that a significant portion of students are highly satisfied with the availability of technical equipment.
Very Good (27.2%):	A substantial percentage of students rated the availability as "Very Good," indicating that many students find the technical equipment to be readily available and satisfactory.
Good (30.5%):	The highest percentage of respondents rated the availability of technical equipment as "Good." This indicates that a significant portion of students find the availability of technical equipment to be adequate but not exceptional.
Fair (18.4%):	A considerable percentage of students rated the availability as "Fair," suggesting that some students find the availability of technical equipment to be lacking in certain areas.
Poor (10.3%):	A smaller percentage of respondents rated the availability as "Poor," indicating that a minority of students are dissatisfied with the availability of technical equipment.

Implications and Recommendations:

Enhancing Availability:
While a significant portion of students are satisfied with the availability of technical equipment, there is still room for improvement. The university should consider investing in additional technical equipment to ensure that all students have access to the necessary resources.

Maintenance and Upgrades:
Implementing a regular maintenance and upgrade schedule to ensure that existing equipment is in good working condition and up-to-date with current technological standards.

Feedback Mechanisms:
Establishing feedback mechanisms to gather students' opinions and suggestions on the availability and quality of technical equipment, allowing for continuous improvement based on student needs.

Resource Allocation:
Ensuring equitable distribution of technical equipment across different departments and faculties to prevent disparities in access.

Training and Support:
Providing training and support to students on how to effectively use the available technical equipment, maximizing its utility and effectiveness.

In conclusion, while many students at Makerere University are satisfied with the availability of technical equipment, there are significant areas for improvement. Addressing the deficiencies in availability and ensuring that all students have access to the necessary technical resources will enhance the overall educational experience and support academic success.

Figure 33 Rating of the availability of technical equipment at the University

Availability of Technical Equipment
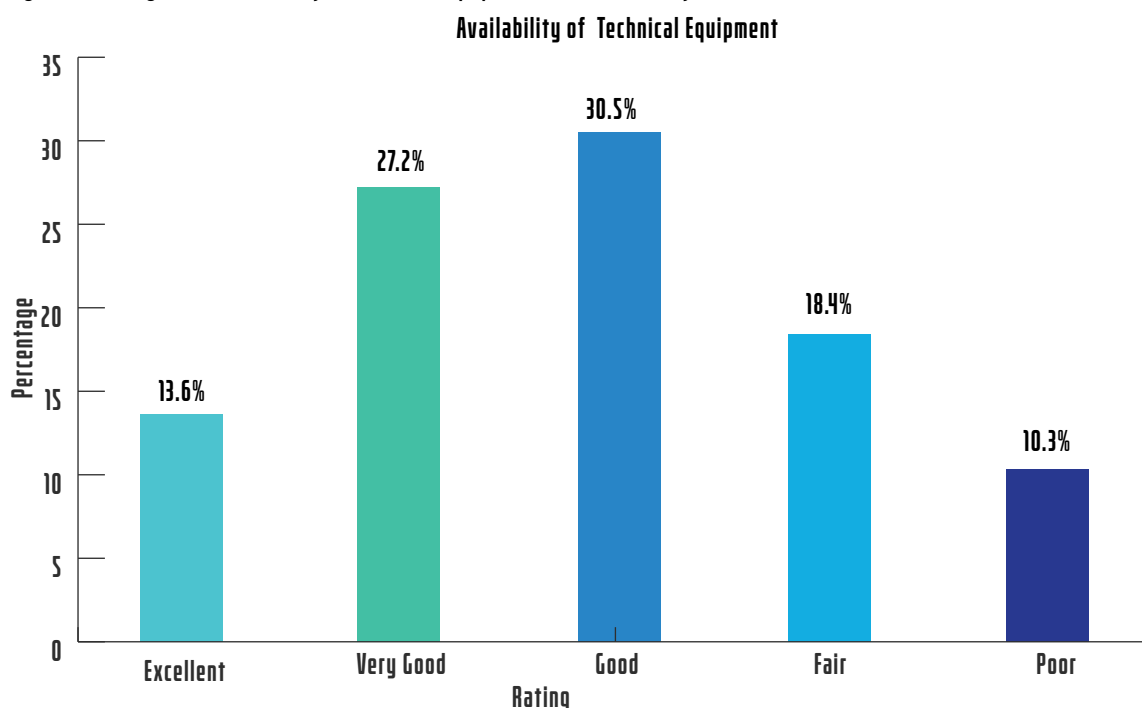
Figure 34 shows the distribution of ratings for the availability of technical equipment across different colleges at the university. The ratings varied in all collages. Some colleges have a higher percentage of "Excellent" (gold) and "Very Good" (light blue) ratings, indicating better availability of technical equipment. Other colleges have a higher percentage of "Fair" (pink) and "Poor" (red) ratings, suggesting areas where improvements are needed.

Figure 34 rating the availability of technical equipment at the University

Rating of availability of technical equipment at the university
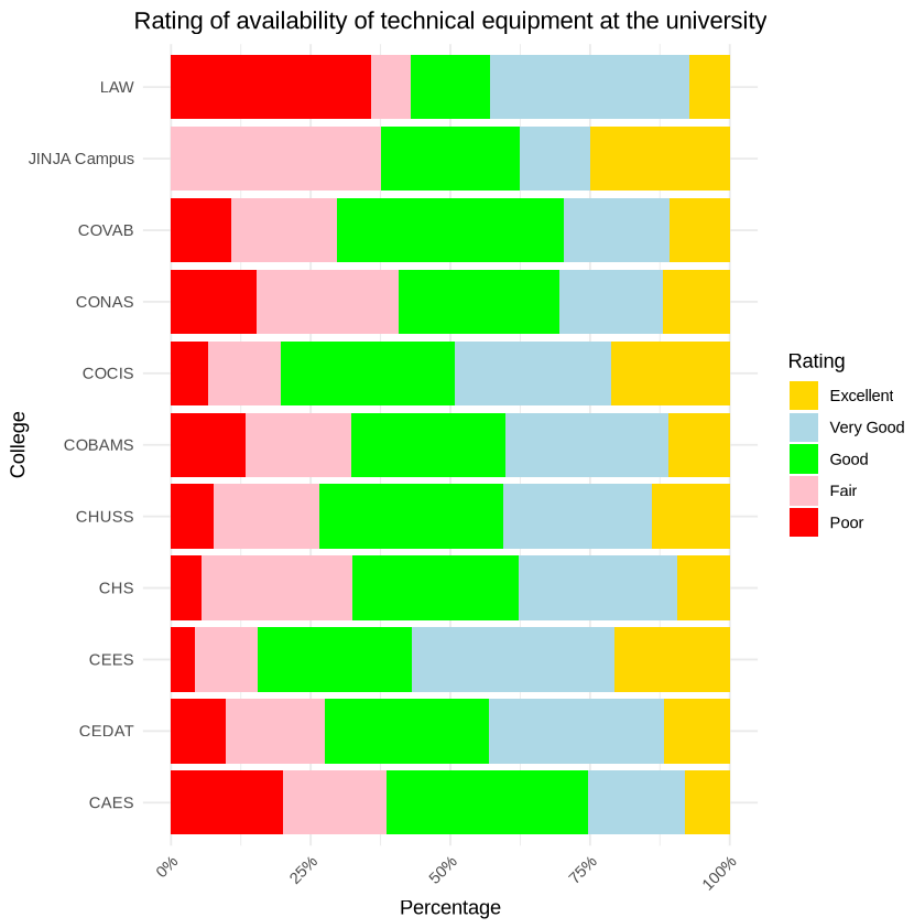
We further investigated if there was a significant different between females and males in rating the availability of technical equipment at the University using the chi-square test and a visual representation in Figure 35.

Figure 35 rating of availability of technical equipment disaggregated by gender.

Rating of availability of technical equipment at the university by gender

The chi-square statistics result was: X-squared = 6.2596, df = 4, p-value = 0.1806. This indicates that there is no statistically significant difference between females and males in the rating of technical equipment at the university.

4.10 Rating of the Quality of Equipment

Figure 36 provides a visual representation of the distribution of ratings given to the quality of technical equipment at Makerere University. The Key Observations were:

Excellent (11.2%):	A notable percentage of respondents rated the quality of technical equipment as "Excellent." This suggests that a significant portion of students are highly satisfied with the quality of technical equipment.
Very Good (27.3%):	A substantial percentage of students rated the quality as "Very Good," indicating that many students find the technical equipment to be of high quality and satisfactory.
Good (33.7%):	The highest percentage of respondents rated the quality of technical equipment as "Good." This indicates that a significant portion of students find the quality of technical equipment to be adequate but not exceptional.
Fair (20.3%):	A significant percentage of students rated the quality as "Fair," suggesting that many students find the quality of technical equipment to be below their expectations.
Poor (7.5%):	A smaller percentage of respondents rated the quality of technical equipment as "Poor," indicating that a minority of students are dissatisfied with the quality of technical equipment.

Recommendations for Improvement:

Regular Maintenance and Upgrades:
Implementing a regular maintenance and upgrade schedule to ensure that existing equipment is in good working condition and up-to-date with current technological standards.

Feedback Mechanisms:
Establishing feedback mechanisms to gather students' opinions and suggestions on the quality of technical equipment, allowing for continuous improvement based on student needs.

Resource Allocation:
Ensuring equitable distribution of high-quality technical equipment across different departments and faculties to prevent disparities in access.

Training and Support:
Providing training and support to students on how to effectively use the available technical equipment, maximizing its utility and effectiveness.

In conclusion, while many students at Makerere University are satisfied with the quality of technical equipment, there are significant areas for improvement. Addressing the deficiencies in quality and ensuring that all students have access to high-quality technical resources will enhance the overall educational experience and support academic success.

Figure 36 Rating of quality of technical equipment

Quality of Technical Equipment
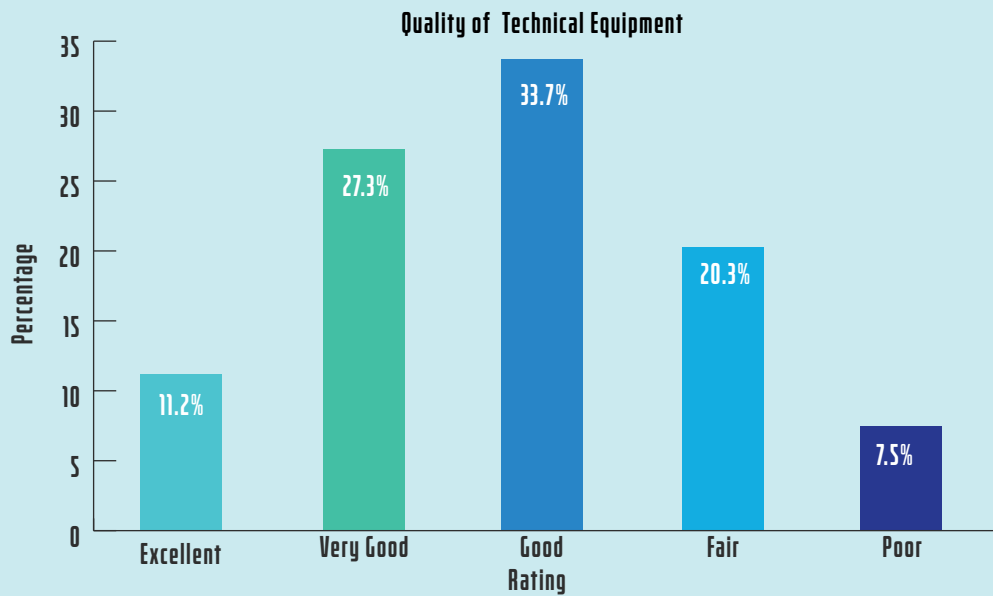
Rating of Quality of Technical Equipment Across Colleges

Figure 37 provides a visual representation of the distribution of ratings given to the quality of technical equipment at different colleges within Makerere University. The Key Observations were:

Variation Across Colleges:	The plot shows significant variation in the quality of technical equipment across different colleges. Some colleges have higher percentages of "Excellent" and "Very Good" ratings, while others have higher percentages of "Fair" and "Poor" ratings.
High-Quality Equipment:	Colleges with higher percentages of "Excellent" and "Very Good" ratings indicate better quality technical equipment. These colleges are likely to have more up-to-date and well-maintained equipment, contributing to a better learning environment.
Moderate Quality Equipment:	Colleges with higher percentages of "Good" ratings indicate moderate quality technical equipment. These colleges may have equipment that is functional but may require upgrades or better maintenance.
Low-Quality Equipment:	Colleges with higher percentages of "Fair" and "Poor" ratings indicate lower quality technical equipment. These colleges may have outdated or poorly maintained equipment, which can negatively impact the learning experience.

Recommendations:

1. **Resource Allocation:** Allocate more resources to colleges with higher percentages of "Fair" and "Poor" ratings to upgrade and maintain technical equipment, ensuring that all students have access to high-quality resources. These are STEM colleges like CAES and CONAS.
2. **Best Practices Sharing:** Encourage colleges with higher percentages of "Excellent" and "Very Good" ratings to share best practices in equipment maintenance and management with other colleges to share the resources.
3. **Regular Assessments:** Conduct regular assessments of the quality of technical equipment across all colleges to identify areas for improvement and ensure that equipment remains in good working condition.
4. **Student Feedback:** Establish feedback mechanisms to gather students' opinions on the quality of technical equipment, allowing for continuous improvement based on student needs.

In conclusion, while some colleges at Makerere University have high-quality technical equipment, there are significant disparities across different colleges. Addressing these disparities and ensuring that all students have access to high-quality technical resources will enhance the overall educational experience and support academic success.

Figure 37 Rating of Quality of equipment across colleges
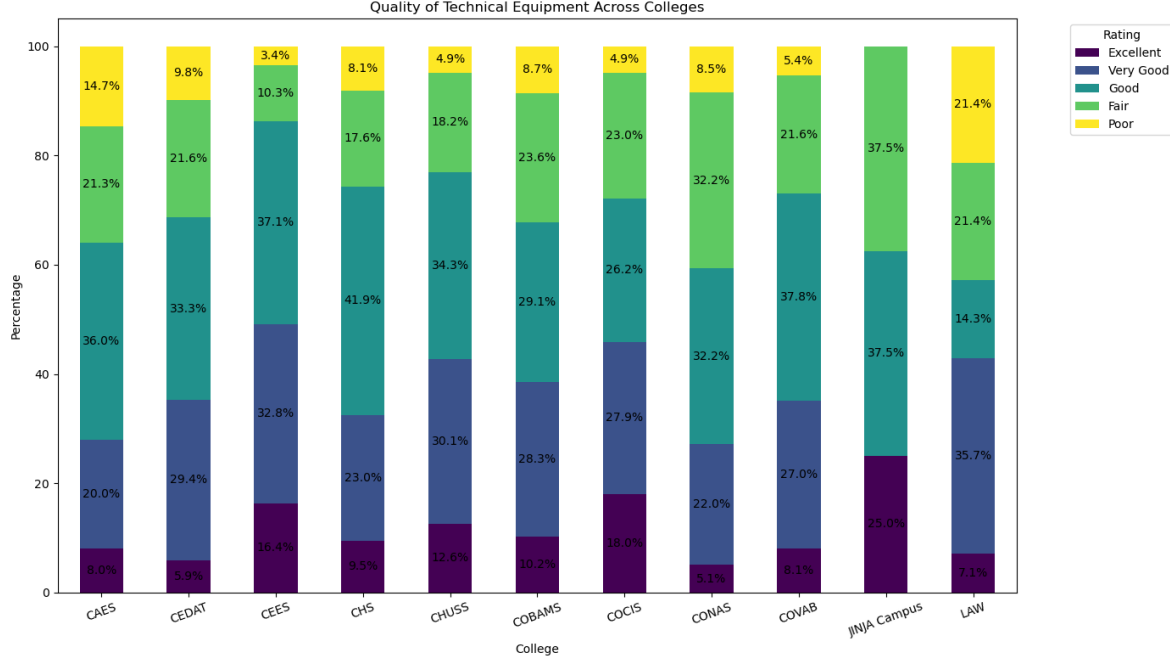
Figure 38 Gender disaggregation of rating of the quality of technical equipment at Makerere
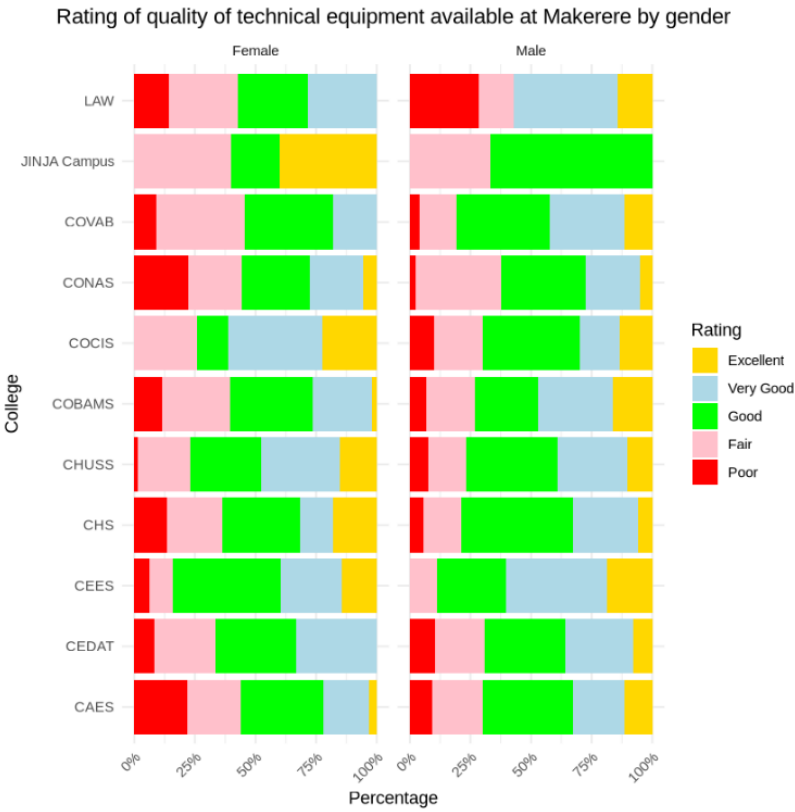
4.11 Rating the Quality of Buildings

Figure 39 illustrates the percentage distribution of ratings for the quality of buildings at Makerere University. The ratings are categorized as Excellent, Very Good, Good, Fair, and Poor.

Excellent: 32.9% of respondents rated the quality of buildings as "Excellent," indicating a strong positive perception of the infrastructure.

Very Good: 31.2% of respondents rated the buildings as "Very Good," further supporting the notion that a significant portion of the university community is satisfied with the building quality.

Fair: 13.3% of respondents rated the buildings as "Fair," indicating that there are areas where the infrastructure may need attention and improvement.

Poor: 5.0% of respondents rated the buildings as "Poor," highlighting specific areas that require significant upgrades and maintenance.

LOW QUALITY

HIGH QUALITY

MODERATE

Key Findings:

Good: 17.5% of respondents rated the buildings as "Good," suggesting that while the buildings are generally satisfactory, there is room for improvement to elevate them to higher standards.

Conclusion:

The majority of respondents perceive the quality of buildings at Makerere University to be satisfactory to very good, with 32.9% rating them as "Excellent" and 31.2% as "Very Good." However, the presence of 13.3% "Fair" and 5.0% "Poor" ratings indicates that there are areas requiring maintenance and upgrades to ensure a uniformly high standard of infrastructure across the university. Addressing these disparities will enhance the overall educational experience and support academic success.

Figure 39 Rating of the quality of buildings

Distribution of Quality of Buildings Ratings
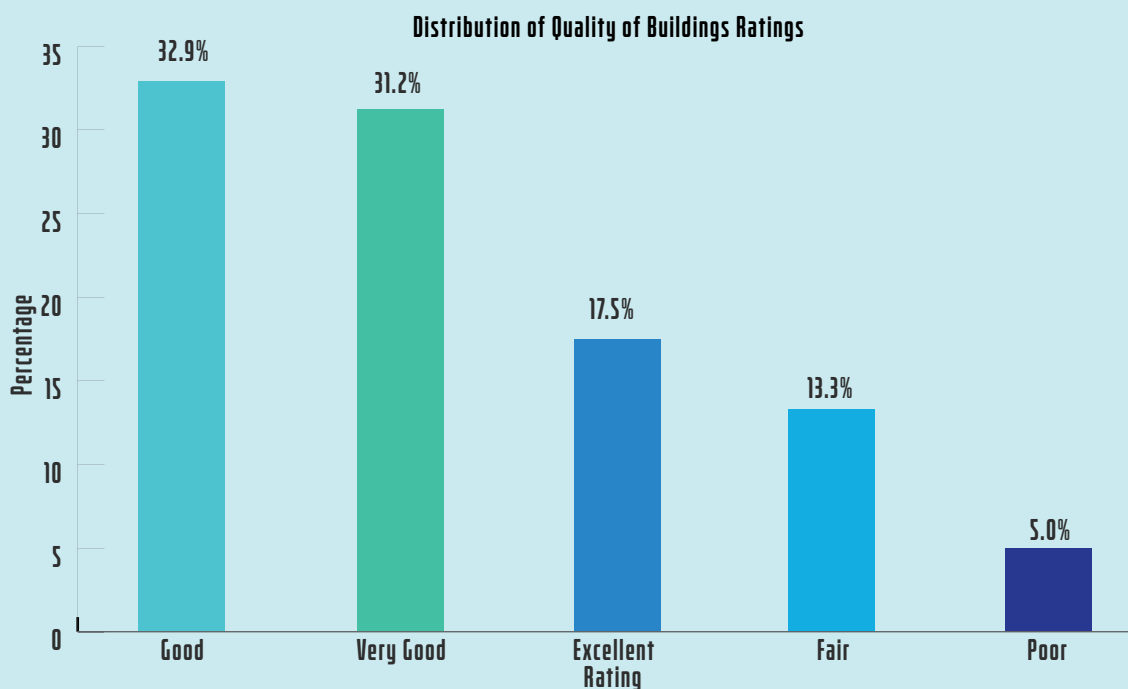
Quality of Buildings Across Colleges

Figure 40 provides a visual representation of the distribution of ratings given to the quality of buildings at different colleges within Makerere University. The Key Observations were:

1. Variation Across Colleges: The plot shows significant variation in the quality of buildings across different colleges. Some colleges have higher percentages of "Excellent" and "Very Good" ratings, while others have higher percentages of "Fair" and "Poor" ratings.
2. High-Quality Buildings: Colleges with higher percentages of "Excellent" and "Very Good" ratings indicate better quality infrastructure.
3. Moderate to Low-Quality Buildings: Colleges with higher percentages of "Good," "Fair," and "Poor" ratings indicate areas where the infrastructure may need attention and improvement.

Recommendations:

1. Resource Allocation: Allocate resources to colleges with higher percentages of "Fair" and "Poor" ratings to upgrade and maintain buildings, ensuring that all students have access to high-quality infrastructure.
2. Best Practices Sharing: Encourage colleges with higher percentages of "Excellent" and "Very Good" ratings to share best practices in building maintenance and management with other colleges.
3. Regular Assessments: Conduct regular assessments of the quality of buildings across all colleges to identify areas for improvement and ensure that buildings remain in good condition.
4. Student Feedback: Establish feedback mechanisms to gather students' opinions on the quality of buildings, allowing for continuous improvement based on student needs.

In conclusion, while some colleges at Makerere University have high-quality buildings, there are significant disparities across different colleges. Addressing these disparities and ensuring that all students have access to high-quality infrastructure will enhance the overall educational experience and support academic success.

Figure 40 Rating of the quality of buildings at Makerere across colleges
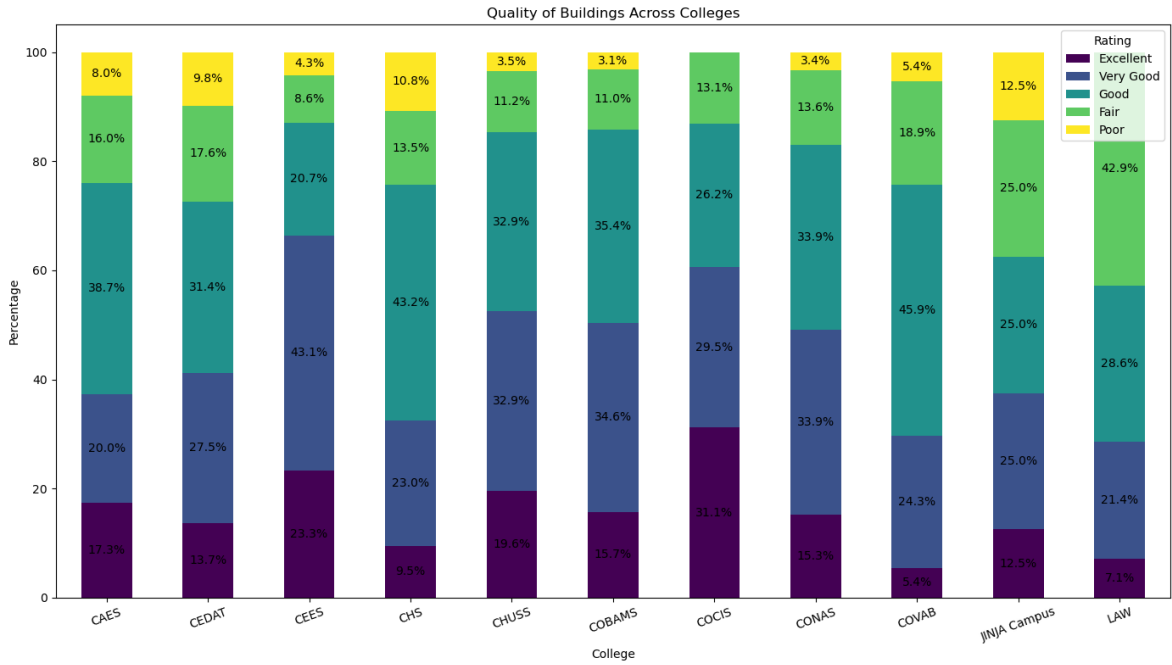
Further analysis was undertaken to establish if there were significant differences between females and males on perception about the quality of the building presented in the figure 40. The Figure 41 shows no remarkable differences between female and males. Further chi square test also showed there was no significant differences between females and males' perception of the quality of buildings of Makerere University. The chi square statistics was: X-squared = 8.8789, df = 4, p-value = 0.0642.

Figure 41 Gender disaggregation of rating of quality of buildings at Makerere
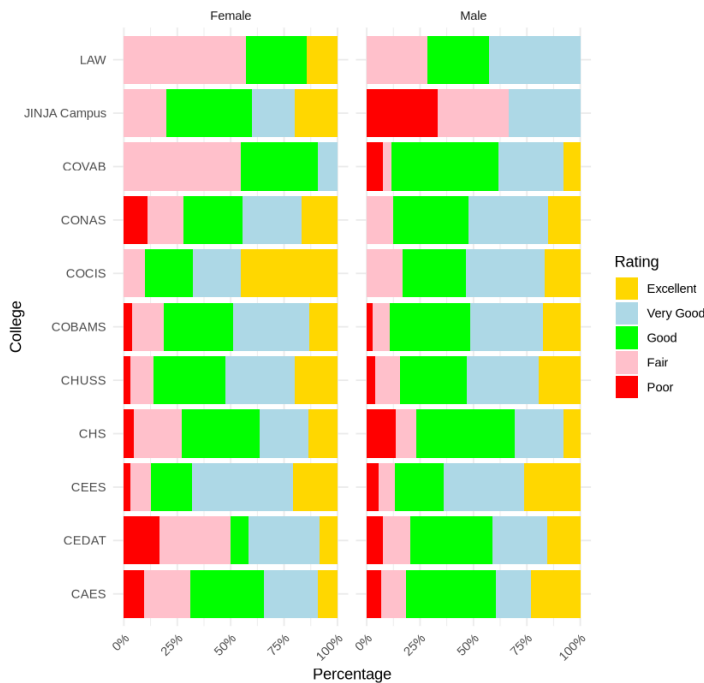
Chapter 5:
Rating Elements Related Preparation for Employment and Work During Study at Makerere University

Respondents were required to rate elements related to preparation of work during their study programme, using very bad, bad, fair, good, very good.

preparation for work

Practical experiences of teaching staff

Practice oriented teaching contents

Offers acquisition of key competencies

The elements include:

Subject matters (teaching contents) are up to date with regards to practical requirements

Relationship between theory and practice

Mandatory internships

Support of employment/job search

Support for internship search

The detailed rating of each of the above elements are visualized and discussed subsequently.

5.1 Rating of Preparation for work

Figure 42 illustrates the percentage distribution of responses regarding how well graduates felt prepared for work during their study at Makerere University. The key observations were:

Distribution of Preparedness Levels:	<u>**Very Good:**</u> Approximately 14.9% of graduates felt very well prepared for work.
	<u>**Good:**</u> Around 39.7% of graduates felt well prepared.
	<u>**Fair:**</u> About 28.1% of graduates felt moderately prepared.
	<u>**Bad:**</u> Roughly 9.2% of graduates felt poorly prepared.
	<u>**Very bad:**</u> Approximately 8.1% of graduates felt very poorly prepared.
Dominant Perception:	The most common perception of work preparedness is "Good," with around 39.7% of graduates feeling this way. This indicates that a significant portion of graduates felt adequately prepared for the workforce.
Areas for Improvement:	A notable proportion of graduates felt "fair "(28%) and about 17.3% who felt bad and very bad . This suggests that there are areas where the university could improve its curriculum or support services to better prepare students for the workforce.

Recommendations:

Curriculum Enhancement:	Enhance the curriculum to include more practical and hands-on experiences that align with industry requirements, ensuring that students are better prepared for the workforce.
Career Services:	Strengthen career services and support, including internships, workshops, and career counselling, to help students gain the skills and confidence needed for their careers.
Feedback Mechanisms:	Establish feedback mechanisms to continuously gather graduates' opinions on their work preparedness, allowing for ongoing improvements based on their experiences and needs. This could help the university identify specific areas where students feel unprepared and address them effectively.
Industry Collaboration:	Collaborate with industry partners to ensure that the skills and knowledge taught at the university are relevant and up-to-date with current job market demands. This could help ensure that graduates are well-prepared for the workforce and increase their confidence in their work readiness.

In conclusion, while a significant portion of graduates at Makerere University feel well-prepared for the workforce, there is still a notable percentage who feel inadequately prepared. Addressing these areas and ensuring that all students have access to high-quality education and support services will enhance the overall educational experience and support academic and career success.

Figure 42 Respondent's perception of preparedness for work during study at Makerere

Graduates Perception of Work Preparedness during their Study
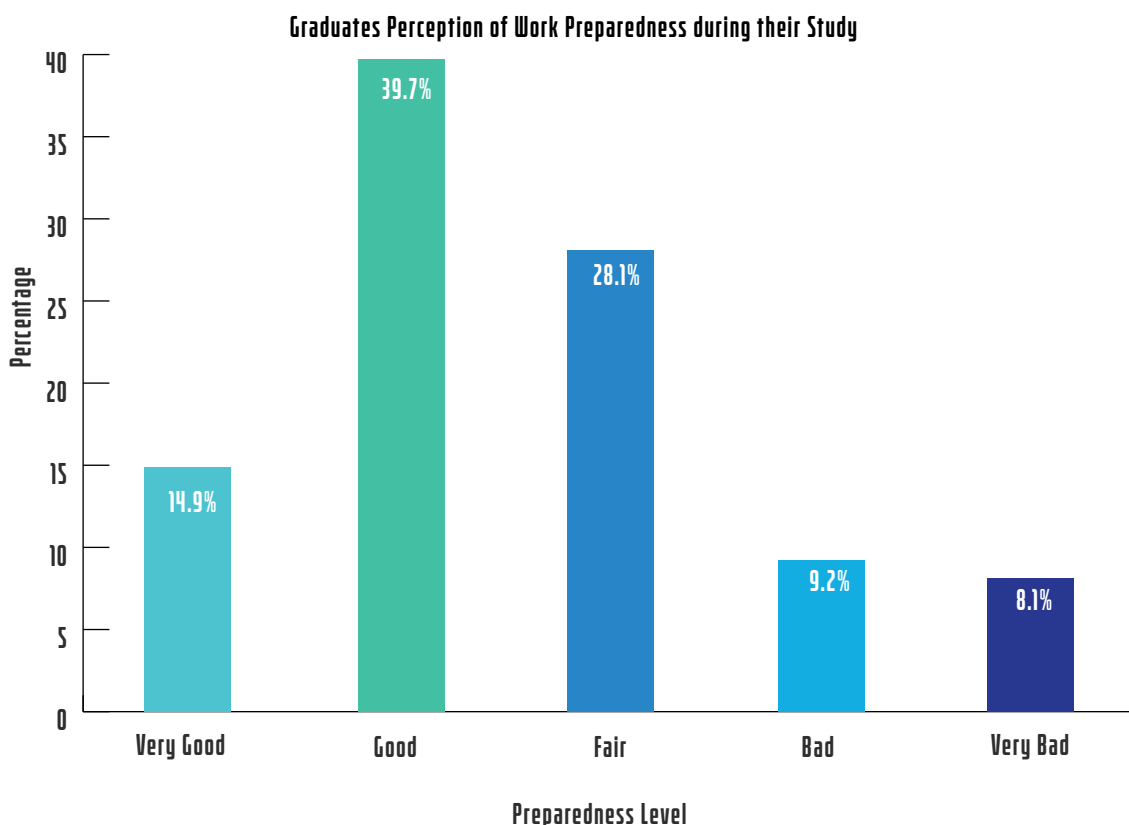
5.1.2 Preparedness for work disaggregated by college

Figure 43 further illustrates the distribution of ratings for preparation for work during study at Makerere University across different colleges.

* The distribution of ratings varies significantly across different colleges.

* Some colleges, such as CEES, and CAES, have a higher percentage of "Very Good" and "Good" ratings, indicating better preparation for work in these colleges.

* Other colleges, such as CEDAT, COBAMS, and COVAB, have a higher percentage of "Fair" Bad and Very bad ratings, suggesting areas where improvements in work preparation are needed.

* In most colleges, "Good" ratings constitute the majority of responses, indicating a moderate level of satisfaction with work preparation.

* The presence of "Fair" "Bad" and "Very bad" ratings in some colleges highlights the need for targeted interventions to enhance work readiness.

* Areas for Improvement:

* Colleges with a higher percentage of "Fair", "Bad", and "Very bad" ratings should should prioritize curriculum review to integrate work preparation in every module, industry partnerships, and skill development programs to bridge the gap between academic training and workplace requirements.

This visualization provides valuable insights into the perceived effectiveness of work preparation across different colleges at Makerere University. As a must the university needs a policy on curriculum to integrate work preparation in every module.

Figure 43 rating of preparation for work during study

Rating of preparation for work during study at Makerere
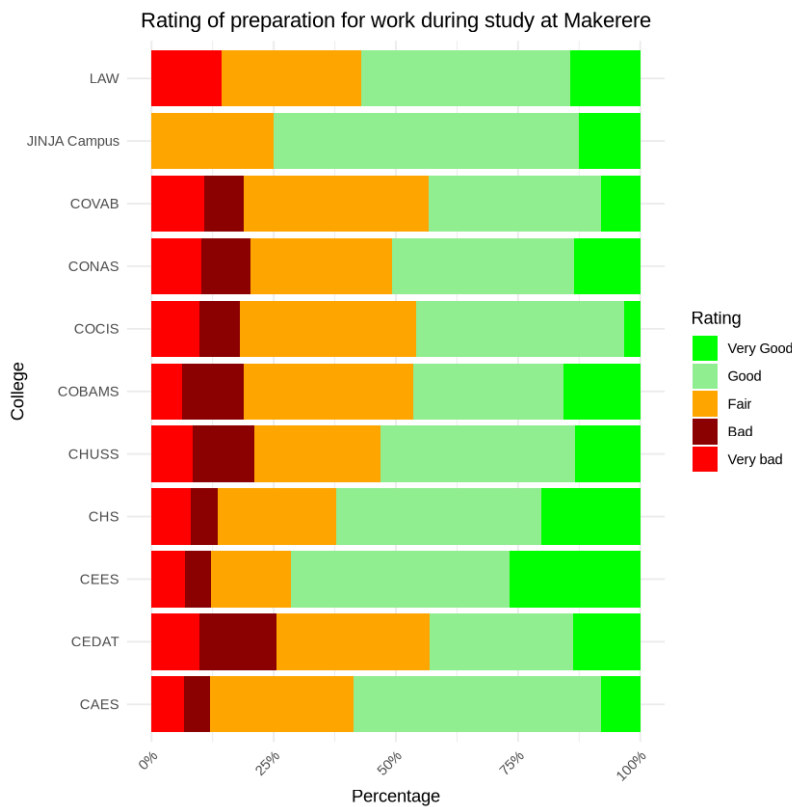
5.1.3   Preparedness for work disaggregated by gender

Figure 44 visually illustrates the differences in the distribution of ratings between male and female respondents across different colleges. It shows that there were remarkable differences between females and males' perception in terms of preparation for work during their study. The chi-square test (X-squared = 20.371, df = 4, p-value = 0.000) also revealed that there were significant differences between females and males' perception on work preparation during study at Makerere University. The chi-squared test suggests that gender plays a role in how students perceive their preparation for work. The significant difference between male and female respondents highlights the need for gender-specific strategies and interventions to address the unique challenges and needs of each gender in enhancing work readiness and employability.

College and University administrators should consider these gender differences when designing and implementing initiatives to improve work preparation across different colleges. Tailored approaches that take into account the specific experiences and perceptions of male and female students may be more effective in bridging the gap between academic training and workplace requirements.

Figure 44 Gender disaggregation of preparation for work during study

Rating of preparation for work during study at Makerere by gender
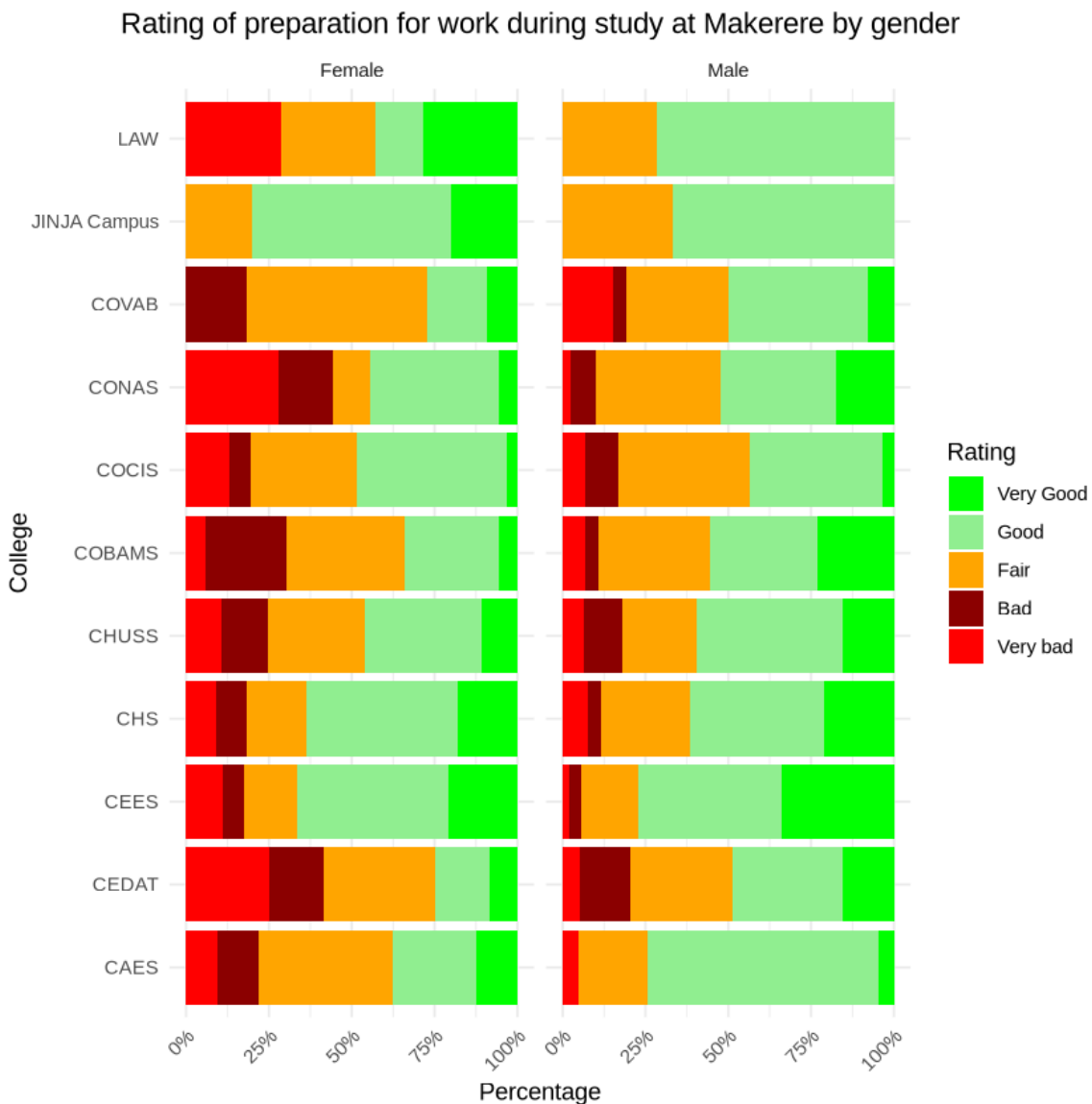
Further research and qualitative studies can help uncover the underlying factors contributing to these gender differences and inform the development of targeted interventions to ensure equitable outcomes for all students, regardless of their gender or college affiliation.

5.2 Rating if Subject matters (teaching contents) are up to date with regards to practical requirements

Figure 45 illustrates the percentage distribution of responses regarding how up-to-date graduates felt the teaching contents were with practical requirements. The Key Observations were:

Distribution of Ratings:	Very Good: Approximately 18.2% of graduates rated the subject matters as very good.
	Good: Around 39% of graduates rated the subject matters as good.
	Fair: About 29.5% of graduates rated the subject matters as fair.
	Bad: Roughly 7.5% of graduates rated the subject matters as bad.
	Very bad: Approximately 5.9% of graduates rated the subject matters as very bad.

Dominant Rating:	The most common rating is "Good," with around 39% of graduates feeling that the teaching contents are up to date with practical requirements. This indicates that a significant portion of graduates felt positively about the relevance of the subject matters.

Areas for Improvement:	While a majority of graduates rated the subject matters as "Good" or "Very Good," there is still a notable percentage (around 29.5%) who rated them as "Fair," and a smaller percentage who rated them as "Bad" or "Very bad." This suggests that there is room for improvement in ensuring that the teaching contents are consistently up to date with practical requirements.

Recommendations:

1. **Curriculum Review:**
   * Conduct regular reviews of the curriculum to ensure that the teaching contents are aligned with current industry standards and practical requirements. This can help address the concerns of graduates who rated the subject matters as "Fair," "Bad," or "Very bad."
2. **Practical Training:**
   * Increase the emphasis on practical training and real-world applications within the curriculum. This can help students better understand the practical implications of their studies and improve their preparedness for the workforce.
3. **Feedback Mechanisms:**
   * Establish feedback mechanisms to continuously gather graduates' opinions on the relevance and practicality of the teaching contents. This can help identify specific areas where improvements are needed and ensure that the curriculum remains relevant.
4. **Industry Collaboration:**
   * Collaborate with industry partners to ensure that the skills and knowledge taught at the university are relevant and up-to-date with current job market demands. This can help ensure that graduates are well-prepared for the workforce and increase their confidence in their work readiness.

In conclusion, while a significant portion of graduates at Makerere University feel that the teaching contents are up to date with practical requirements, there is still a notable percentage who feel otherwise. Addressing these areas and ensuring that all students have access to high-quality, relevant education will enhance the overall educational experience and support academic and career success.

Figure 45 Rating subject matters are updated with regards to practical requirements

Graduates Rating of Subject Matters (Teaching Contents) Up to Date with Practical Requirements
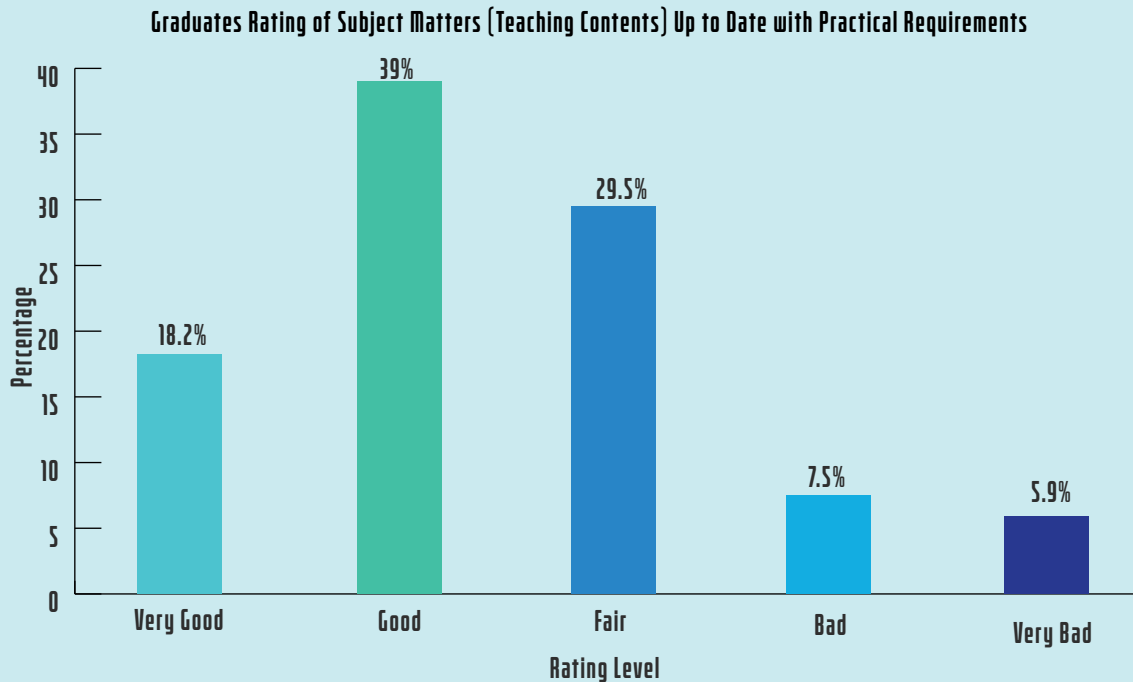
5.2.1   Subject matter content disaggregated by college

Figure 46 futher shows the proportion of each response category for the respondents perception if subject matter(teaching contents) are uptodate with regards to practical requirements at the work across colleges. From the plot, we can observe the following:

* The proportions of response categories vary across different colleges.

* Some colleges, such as CEES and CHS, have a higher proportion of "Good" and "Very Good" ratings for the subject matters being uptodate with regards to practical aspects at work compared to other colleges.

* Colleges like CEDAT, CHUSS and COCIS have a relatively higher proportion of "Fair" and "Bad" ratings.

* The "Very bad" category has a small proportion across all colleges.

Futher analysis of the practical education was done by comparing the perception of females and males shown in Figure 47.

Figure 46 Rating subject matters are updated with regards to practical requirements

Rating: Subject matters are up to date with regards to practical requirements
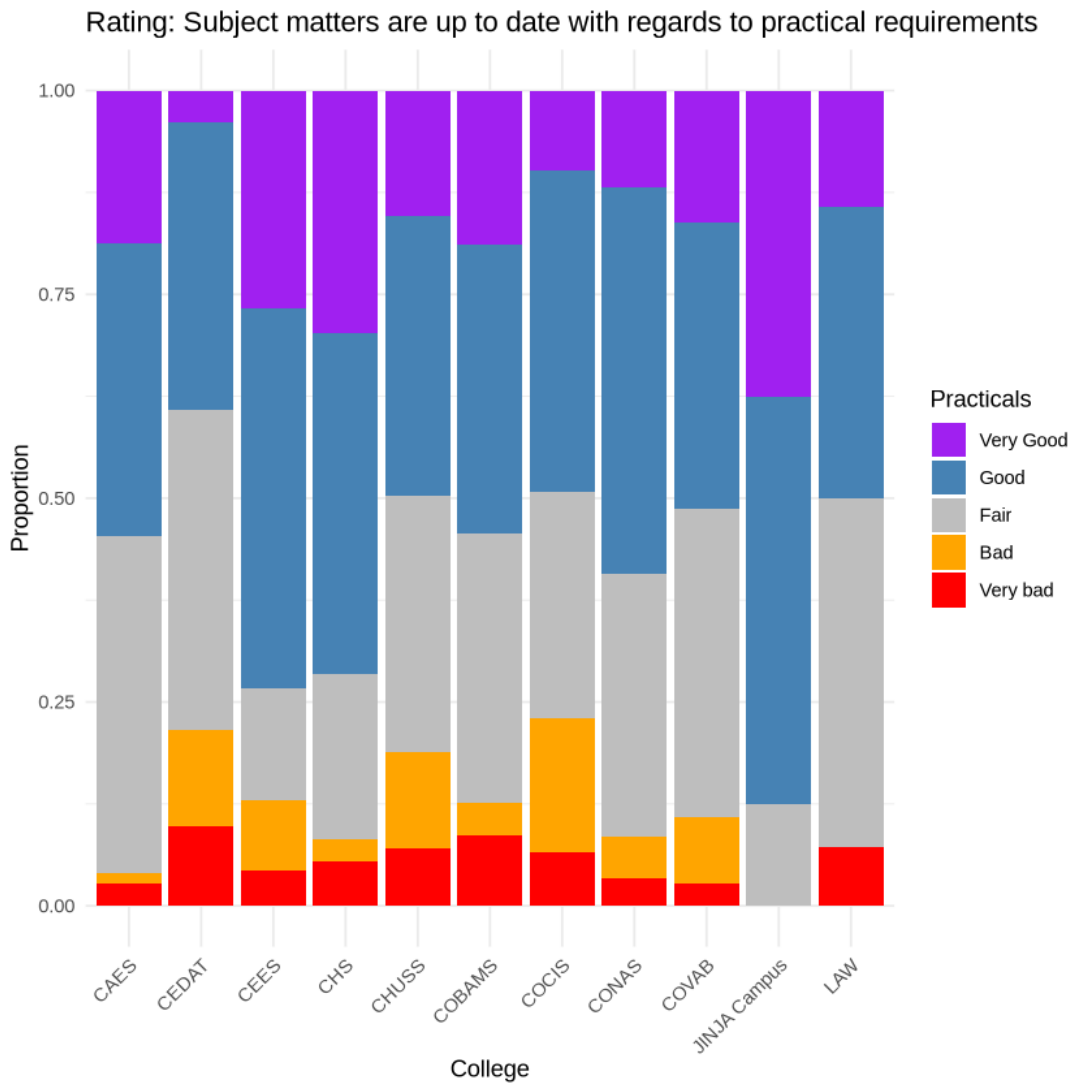
5.2.2   Subject matter content disaggregated by gender

Figure 47 presents a comparative analysis of the perceptions of subject matter content with practical education between female and male students across different colleges at Makerere University. Upon examining the plot, several observations can be made:

1.   **Gender differences:** The proportions of response categories appear to be relatively similar between female and male students within each college. This suggests that the perceptions of practical education do not vary significantly based on gender.
2.   **College variations:** The plot reveals notable differences in the perceptions of practical education across colleges. For example, the CEES and CHS colleges show a higher proportion of "Very Good" and "Good" ratings compared to other colleges, indicating a more positive perception of practical education in these colleges.

3. **Areas for improvement:** The colleges which exhibit a relatively higher proportion of "Fair" and "Bad" ratings, suggests that there may be room for improvement in the practical aspects of education in these colleges.

4. **Consistency in "Very bad" ratings:** The proportion of "Very bad" ratings remains consistently low across all colleges for both genders, implying that extremely negative perceptions of practical education are uncommon.

Further statistical analysis using chi-square tests was conducted to determine the significance of the observed differences between females' and males' perceptions of practical education

Figure 47 Gender disaggregation of rating of subject matters with regards to practical sessions.
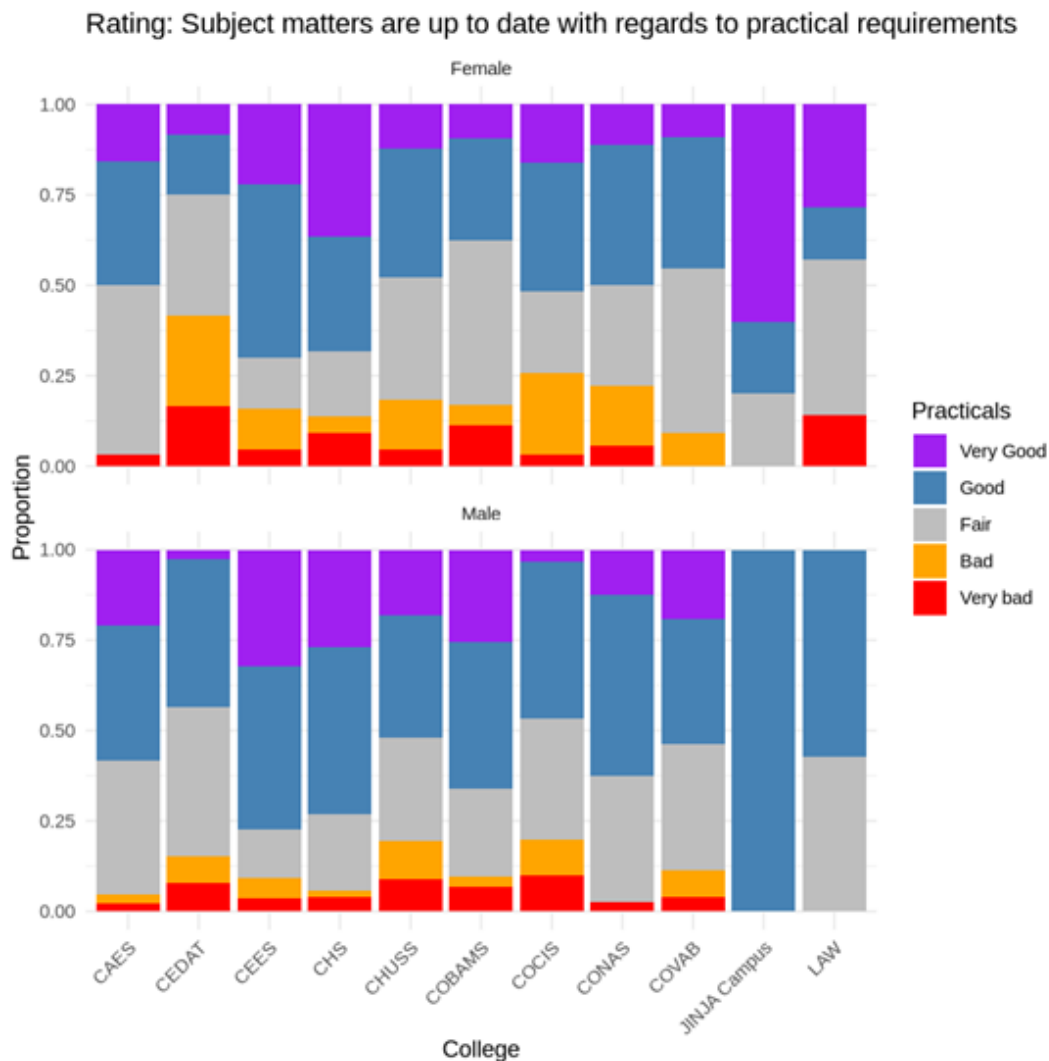
Fisher's exact test was performed to investigate the relationship between gender and practicals ratings. The test results indicate a statistically significant association between gender and practicals ratings (p-value = 0.03521) at the 0.05 level. This suggests that there is a significant difference in the distribution of practicals ratings between females and males. The contingency table reveals that a higher proportion of males rated practicals as "Good/Very Good" compared to females, while a higher proportion of females rated practicals as "Bad/Very bad" and "Fair" compared to males.

In conclusion, based on Fisher's exact test, there is evidence to support a statistically significant difference between females and males in their ratings of practicals. Males tend to have more positive ratings, while females have a higher proportion of negative and neutral ratings. Understanding these gender differences in programme design and implementation could improve learning experiences and preparedness to work for both females and males. This would enhance the realization of the inclusiveness values of Makerere University.

5.3 Rating of Staff Experience at Makerere

Figure 48 illustrates the percentage distribution of responses regarding how graduates rated the practical experiences of their teaching staff.

The Key observations were:

Distribution of Ratings:	**Very Good:** Approximately 21.7% of graduates rated the practical experiences of teaching staff as very good.
	Good: Around 38.4% of graduates rated the practical experiences of teaching staff as good.
	Fair: About 25.4% of graduates rated the practical experiences of teaching staff as fair.
	Bad: Roughly 8.8% of graduates rated the practical experiences of teaching staff as bad.
	Very bad: Approximately 5.8% of graduates rated the practical experiences of teaching staff as very bad.
Dominant Rating:	The most common rating is "Good," with around 38.4% of graduates feeling that the practical experiences of teaching staff are good. This indicates that a significant portion of graduates have a positive perception of their teaching staff's practical experiences was adquate but not exceptional.
Areas for Improvement:	While a majority of graduates rate the practical experiences of teaching staff as "Good" or "Very Good," there is still a notable percentage (approximately 14.6%) who rate it as "Bad" or "Very bad." This suggests that there is room for improvement in ensuring that all teaching staff have strong practical experiences.

Recommendations:

1. Professional Development:
   * Implement professional development programs for teaching staff to enhance their practical experiences and ensure they are equipped with the latest industry knowledge and skills.
2. Industry Collaboration:
   * Encourage teaching staff to collaborate with industry professionals and participate in industry projects. This can help them gain practical insights and bring real-world experiences into the classroom.
3. Feedback Mechanisms:
   * Establish feedback mechanisms to continuously gather students' opinions on the practical experiences of teaching staff. This can help identify specific areas where improvements are needed and ensure that teaching staff remain relevant and effective in their roles.

In conclusion, while a significant portion of graduates at Makerere University have a positive perception of their teaching staff's practical experiences, there is still a notable percentage who feel otherwise. Addressing these areas and ensuring that all teaching staff have access to high-quality professional development and industry collaboration will enhance the overall educational experience and support academic and career success.

Figure 48 Rating of practical experience of staff
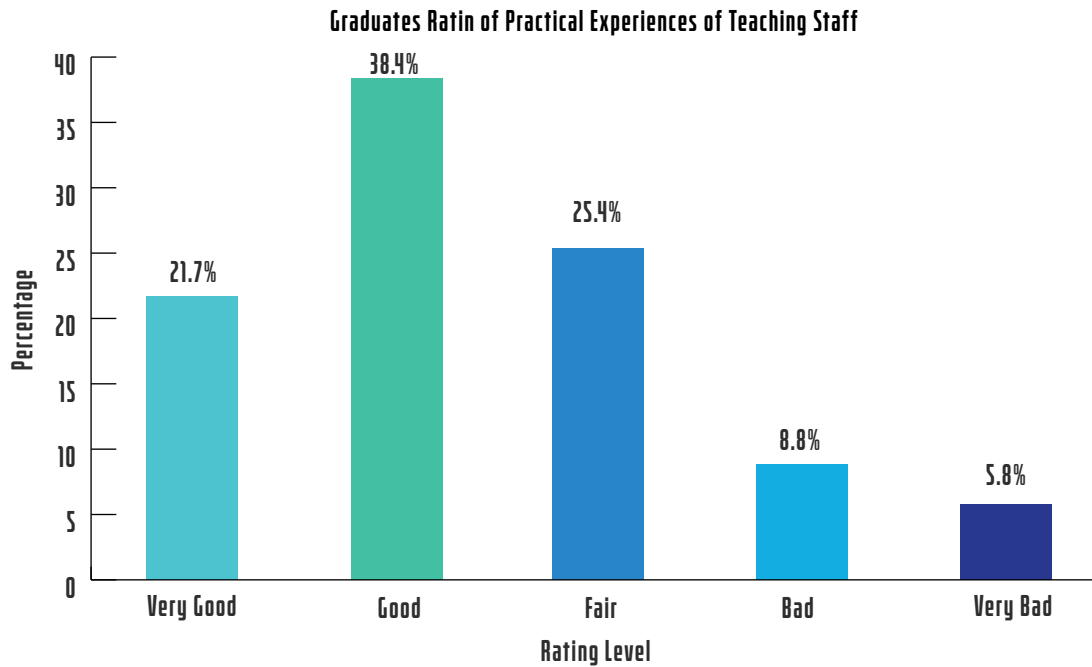
5.3.1 Rating of Staff Experience at Makerere disaggregated by college

Figure 49 reveal varying levels of satisfaction with the practical experiences of teaching staff across different colleges at Makerere University. Collage of Health Sciences stands out with the highest proportions of "Very Good" and "Good" ratings, indicating a high level of satisfaction among students in this college. All colleges have a mix of "Fair" and some "Bad" ratings, indicating a moderate level of satisfaction among students. In conclusion, the analysis highlights the colleges that are performing well in terms of practical experiences of teaching staff and those that may require attention and improvement.

Figure 49 Rating of practical experience of teaching staff
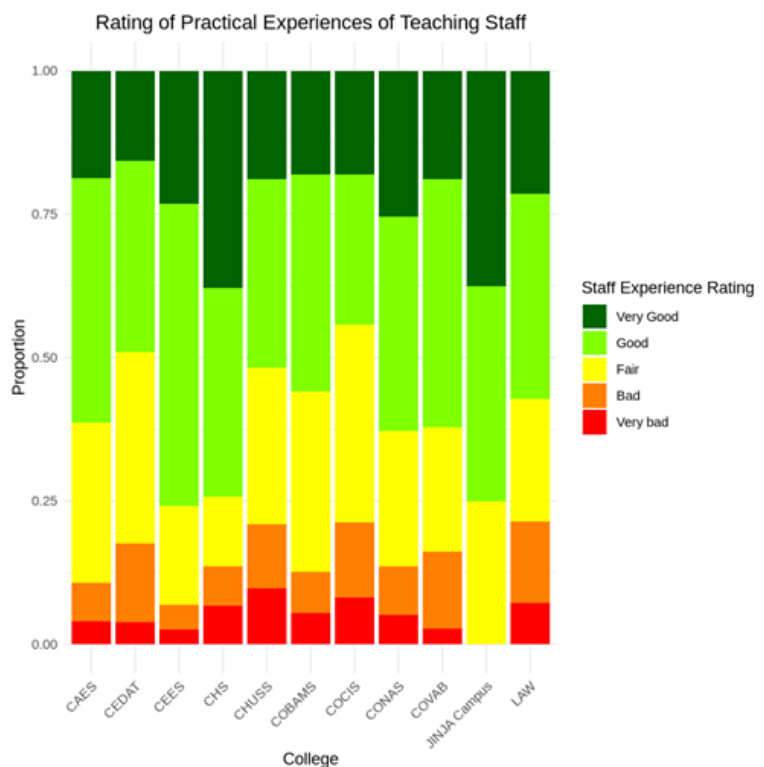
5.3.2 Rating of Staff Experience at Makerere disaggregated by gender

Futher analyse to compare differences between females and males perception of staff axperieces was conducted and shown in Figure 50. The figure 50 reveals that although the proportions of "Good/Very Good" and "Bad/Very bad" ratings are similar between female and male students, there is a notable difference in the "Fair" category. Female students have a higher proportion of "Fair" ratings compared to male students.

Further statistical test was conducted to establish if the differences between females and males were significant. Based on the Fisher's exact test, there was evidence to suggest that the distribution of staff experience ratings was significantly different between female and male students at Makerere University. In other words, the gender of the graduates does have a significant impact on how they rate the perception of the rating of the practical experiences of their teaching staff.

Figure 50 rating of practical experience of teaching staff disaggregated by gender

ating of Practical Experiences of Teaching Staff by Gender and College
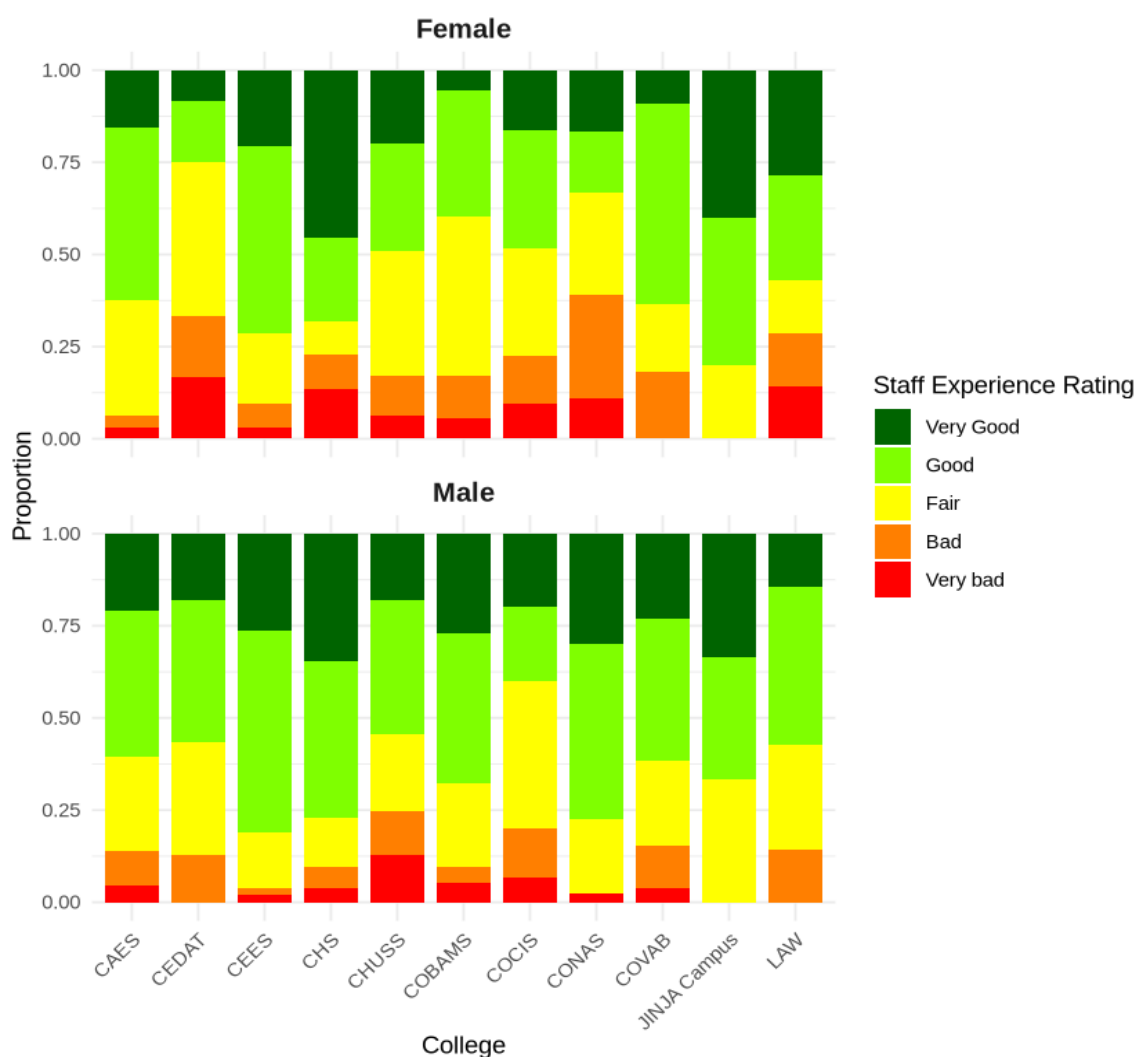
Recommendations for Addressing Gender-Based Differences in Rating Practical Experiences of Teaching Staff

Based on the statistically significant differences in the ratings of practical experiences of teaching staff between female and male graduates, the university can consider the following strategies to address these differences:

1. **Conduct Focus Groups and Surveys:**

   Organize focus groups and surveys specifically targeting female and male graduates to gather detailed feedback on their experiences with teaching staff. This can help identify specific areas where female graduates feel less satisfied compared to their male counterparts.

2. **Professional Development for Teaching Staff:**

   Implement professional development programs that emphasize gender sensitivity and inclusivity. Training sessions can help teaching staff understand and address the unique needs and challenges faced by female students.

3. **Mentorship Programs:**

   Establish mentorship programs that pair female students with experienced female professionals and faculty members. This can provide female students with role models and support systems that enhance their educational experience.

4. **Inclusive Curriculum Design:**

   Review and update the curriculum to ensure it is inclusive and addresses the diverse needs of all students. Incorporate case studies, examples, and practical experiences that resonate with both female and male students.

5. **Feedback Mechanisms:**

   Create anonymous feedback mechanisms that allow students to provide candid feedback on their experiences with teaching staff. Regularly review this feedback to identify and address any gender-based disparities.

6. **Promote Gender Diversity in Faculty:**

   Encourage the recruitment and retention of female faculty members in various departments. A diverse faculty can provide different perspectives and create a more inclusive learning environment.

7. **Support Services:**

   Enhance support services for female students, including counselling, career guidance, and academic support. These services can help female students navigate any challenges they may face and improve their overall educational experience.

8. **Awareness Campaigns:**

   Accelerate the awareness campaigns to promote gender equality and inclusivity within the university community. Highlight the importance of creating a supportive and equitable learning environment for all students.

By implementing these strategies, the university can work towards reducing gender-based differences in the rating of practical experiences of teaching staff and ensure that all students have a positive and enriching educational experience.

Action Plan for Addressing Gender-Based Differences in Rating Practical Experiences of Teaching Staff

Based on the recommendations provided, here is a detailed action plan for the university to address the gender-based differences in the rating of practical experiences of teaching staff:

	Timeline	Responsible	Action:
Conduct Focus Groups and Surveys:	Within the next 3 months	Directorate of Gender Mainstreaming	Organize focus groups and distribute surveys to gather detailed feedback from both female and male graduates regarding their experiences with teaching staff.
Professional Development for Teaching Staff:	Ongoing, with initial training sessions within the next 6 months	Human Resources and Faculty Development Office	Implement professional development programs focusing on gender sensitivity and inclusivity. Ensure all teaching staff participate in these training sessions.
Mentorship Programs:	Launch within the next 6 months	Dean of Students, and Alumni Relations Offices	Establish mentorship programs that pair female students with experienced female professionals and faculty members. Promote these programs to ensure high participation rates.
Inclusive Curriculum Design:	Review and update curriculum within the next academic year	DVC AA and Academic Registrar	Conduct a comprehensive review of the curriculum to ensure it is inclusive and addresses the diverse needs of all students. Incorporate diverse case studies and practical experiences.
Feedback Mechanisms:	Implement within the next 3 months	QAD and DICTS	Create anonymous feedback mechanisms for students to provide candid feedback on their experiences with teaching staff. Regularly review and act on this feedback.
Promote Gender Diversity in Faculty	Ongoing, with specific recruitment drives within the next year	Human Resources and Principals of Colleges	Encourage the recruitment and retention of female faculty members across various departments. Highlight the benefits of a diverse faculty in promotional materials.
Support Services:	Enhance within the next 6 months	Dean of Students, and (Counselling Services)	Enhance support services for female students, including counselling, career guidance, and academic support. Ensure these services are well-publicized and accessible.
Awareness Campaigns:	Launch within the next 3 months	Directorate of Gender Mainstreaming	Launch awareness campaigns to promote gender equality and inclusivity within the university community. Use various channels such as workshops, seminars, and social media to reach a wide audience.

By following this action plan, the university can effectively address the gender-based differences in the rating of practical experiences of teaching staff and create a more inclusive and supportive educational environment for all students.

5.4 Rating of Theory and Practice Balance

Figure 51 provides a visualization of graduate perception of the balance between theory and practice during their study. The key Findings were:

1. **Positive Perception:**

   A significant portion of graduates rated the balance between theory and practice positively. Specifically, 15.3% rated it as "Very Good" and 33.3% rated it as "Good." This indicates that nearly half of the graduates (48.6%) felt that the balance was favourable.

2. **Moderate Perception:**

   28.6% of graduates rated the balance as "Fair." This suggests that while these graduates found the balance to be acceptable, there is room for improvement to enhance their educational experience.

3. **Negative Perception:**

   A smaller yet notable portion of graduates rated the balance negatively, with 15.0% rating it as "Bad" and 7.7% rating it as "Very bad." This indicates that approximately 22.7% of graduates were dissatisfied with the balance between theory and practice.

Interpretation:

The data suggests that while a majority of graduates perceive the balance between theory and practice during their study as positive or acceptable, there is a significant minority who are dissatisfied. The presence of nearly one-quarter of graduates rating the balance as "Bad" or "Very bad" highlights the need for the university to address this issue.

Recommendations:

1. **Enhance Practical Components:**
   * Increase the integration of practical components in the curriculum to ensure a better balance between theory and practice. This could include more hands-on projects, internships, and real-world applications of theoretical knowledge.
2. **Continuous Feedback Mechanisms:**
   * Implement continuous feedback mechanisms to gather students' opinions on the balance between theory and practice. This will allow the university to make timely adjustments to the curriculum based on student feedback.
3. **Industry Collaboration:**
   * Strengthen collaborations with industry professionals to provide students with practical insights and experiences. This can help bridge the gap between theoretical knowledge and practical application.

By addressing these areas, the university can improve the balance between theory and practice, ensuring that students receive a well-rounded education that prepares them for their future careers.

Figure 51 Rating of balancing between theory and practice during study

Balance between Theory and Practice During the Study (Percentage)
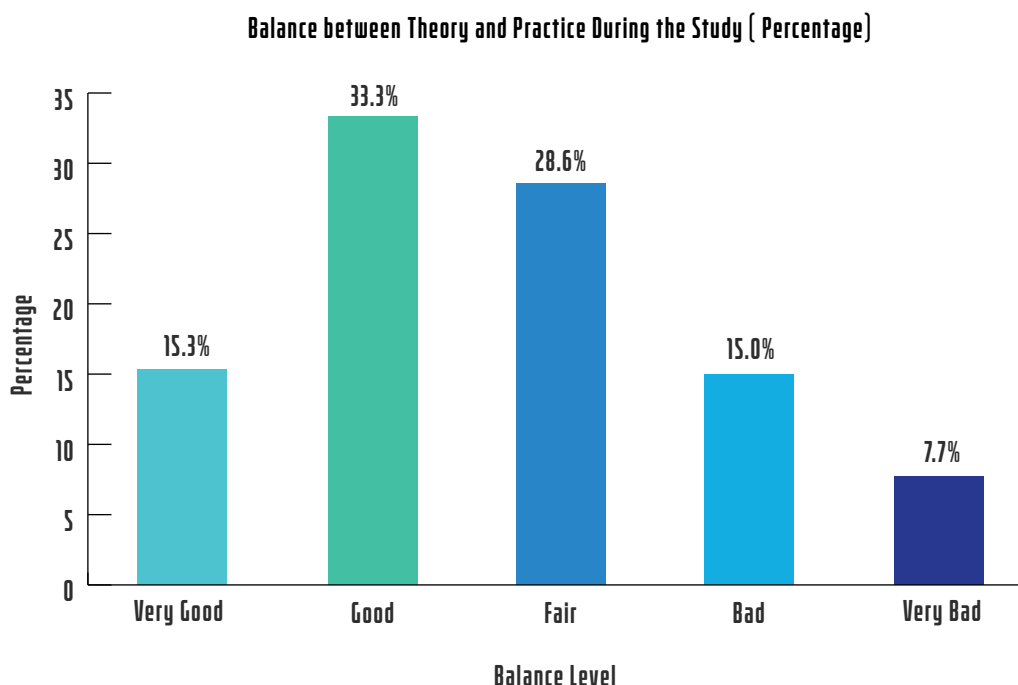
5.4.1   Rating of Theory and Practice Balance by college

Figure 52 further provides a visual representation of the balance between theory and practice during the study across different colleges at Makerere University. The plot allows for a comparative analysis of the distribution of ratings within and between colleges.

The College of Health Sciences (CHS) stands out with the highest combined percentage of "Very Good" and "Good" ratings, indicating a more favourable balance between theory and practice in their curriculum. This suggests that CHS has successfully integrated practical components into their teaching, enabling students to apply theoretical knowledge in real-world settings.

In contrast, the College of Humanities and Social Sciences (CHUSS) and the College of Education and External Studies (CEES) have a higher proportion of "Fair" and "Bad" ratings. This implies that there may be a disconnect between the theoretical content taught and its practical application in these colleges. Further investigation into the specific programs, teaching methods, and resources available within these colleges could help identify areas for improvement.

The College of Engineering, Design, Art, and Technology (CEDAT), the College of Agricultural and Environmental Sciences (CAES), and the College of Business and Management Sciences (CoBAMS) show a relatively balanced distribution of ratings, with a slight skew towards positive ratings. This suggests that these colleges have a moderate level of success in integrating theory and practice, but there is still room for enhancement. These results provide additional insights into the balance between theory and practice across the colleges:

1. The College of Education and External Studies (CEES) has the highest combined percentage at 65.52%, followed closely by the College of Health Sciences (CHS) at 63.51%. This confirms that these two colleges have the most favorable balance between theory and practice.

2. The College of Agricultural and Environmental Sciences (CAES) and the College of Business and Management Sciences (CoBAMS) have similar combined percentages at 46.67% and 45.67%, respectively. This suggests a moderate level of success in integrating theory and practice in these colleges.

3. The College of Engineering, Design, Art, and Technology (CEDAT) and the College of Humanities and Social Sciences (CHUSS) have the lowest combined percentages at 37.25% and 39.86%, respectively. This further supports the notion that these colleges may need to improve their balance between theory and practice.

These findings provide a more nuanced understanding of the distribution of positive ratings across the colleges. The combined percentages offer a clearer picture of which colleges are excelling in integrating theory and practice and which ones may require additional attention to enhance their students' learning experience.

To further strengthen this analysis, we disaggregated the analysis by gender across colleges as shown in Figure 52 and also conducted further statistical tests to determine if the differences between females and males were significant.

Figure 52 Rating of balancing between theory and practice during study

Balancing between Theory and Practice during the Study
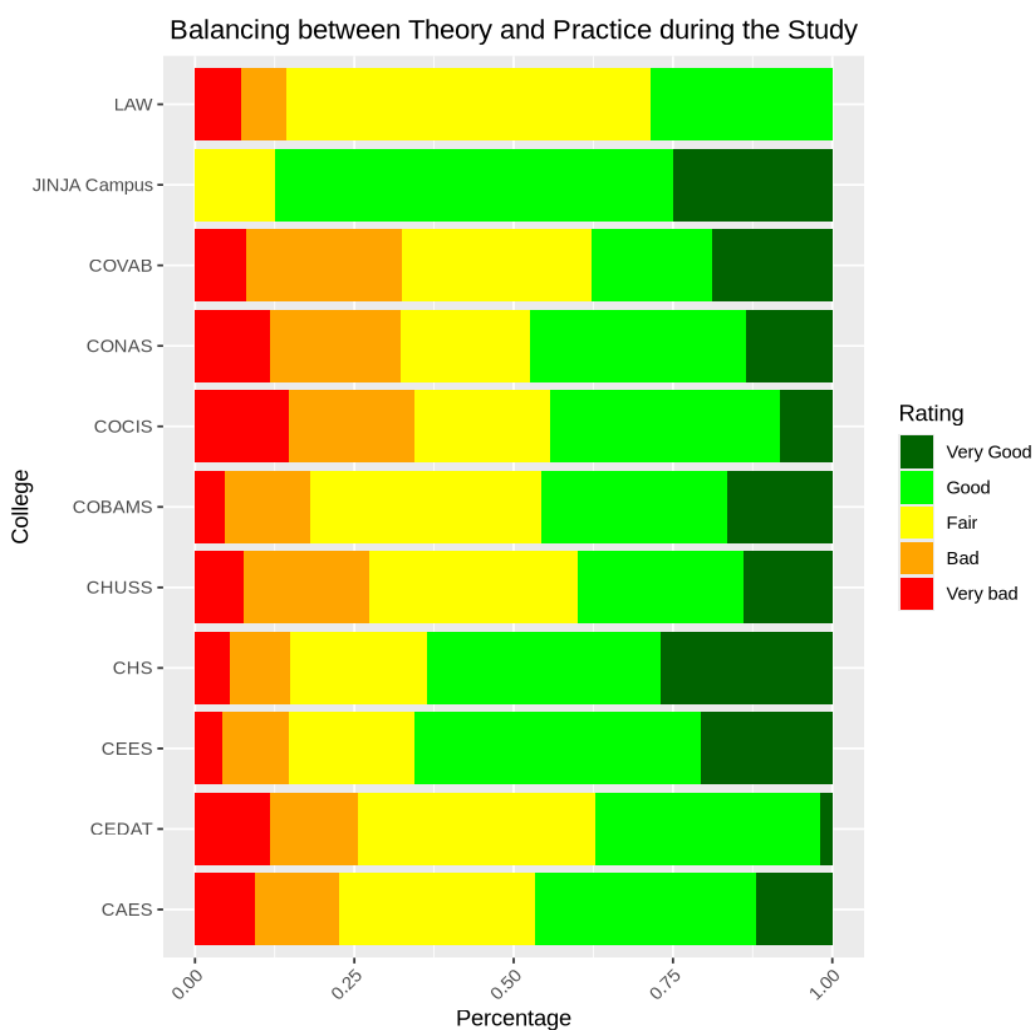
5.4.2   Rating of Theory and Practice Balance disaggregated by gender

Figure 53 visualizes the proportion of each theory-practice rating category for female and male students within each college. The main observations remain consistent with the previous analysis:

1. Female students generally have a higher proportion of "Very Good" and "Good" ratings compared to male students across most colleges.
2. The College of Health Sciences (CHS) and the College of Education and External Studies (CEES) show a high proportion of positive ratings for both genders.
3. The College of Humanities and Social Sciences (CHUSS) and the College of Business and Management Sciences (CoBAMS) have a higher proportion of "Fair" and "Bad" ratings for both female and male students.
4. There are notable differences in ratings between female and male students within some colleges, such as the College of Computing and Information Sciences (CoCIS).

This visualization provides a clear and concise comparison of the theory-practice ratings between female and male students across different colleges. It highlights the areas where the balance between theory and practice is perceived positively and the colleges that may require further attention to improve the educational experience for both genders.

Figure 53 Rating of theory-practice by gender across colleges
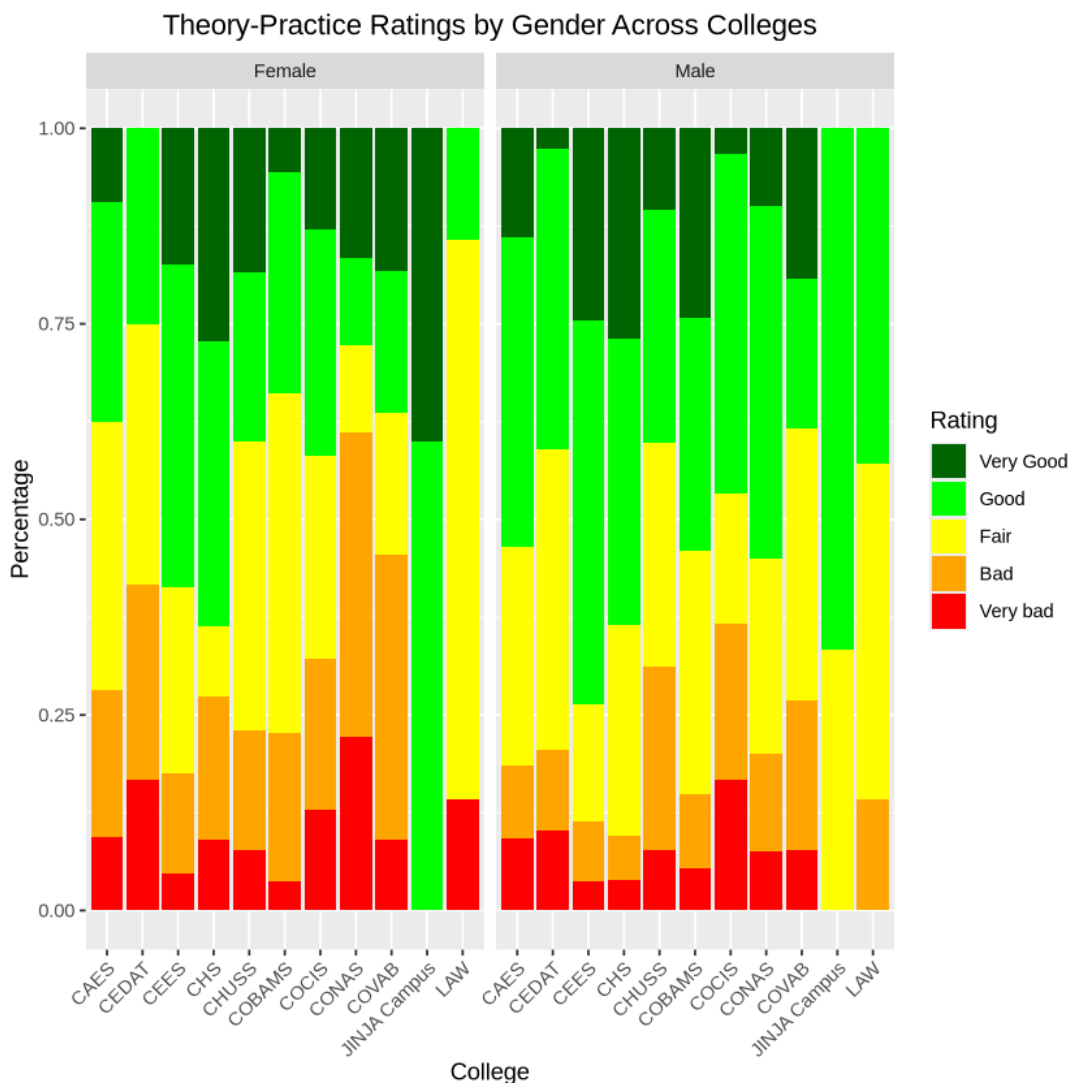
To gain further understanding of the differences by gender, statistical analyses using a chi square test was conducted to confirm the differences between females and males perceptions on balance of theory and practice. The chi square statistics (X-squared = 8.0039, df = 4, p-value = 0.09143) showed that, the differences in theory-practice ratings between female and male students are not statistically significant. However, it is important to note that the p-value (0.091) is relatively close to the significance level of 0.05, suggesting that there might be a weak association between gender and theory-practice ratings.In balancing between theory and practice, gender dynamics should be taken into account.

5.5 Rating of Practice Oriented Education

Figure 53 visualizes the graduates' perception of practice-oriented education. The Key Findings were:

1. Positive Perception:

    A significant portion of graduates rated the practice-oriented education positively. Specifically, 14.5% rated it as "Very Good" and 34.5% rated it as "Good." This indicates that nearly half of the graduates (49.0%) felt that the practice-oriented education was provided during their study.

2. Moderate Perception:

    29.9% of graduates rated the practice-oriented education as "Fair." This suggests that while these graduates found the practice-oriented education to be acceptable, there is room for improvement to enhance their educational experience.

3. Negative Perception:

    A smaller yet notable portion of graduates rated the practice-oriented education negatively, with 13.3% rating it as "Bad" and 7.7% rating it as "Very bad." This indicates that approximately 21.0% of graduates were dissatisfied with the practice-oriented aspect of their education.

Implications:
1. Curriculum Enhancement:
   * The university should consider increasing the integration of practical components in the curriculum to ensure a better balance between theory and practice. This could include more hands-on projects, internships, and real-world applications of theoretical knowledge.
2. Continuous Feedback Mechanisms:
   * Implement continuous feedback mechanisms to gather students' opinions on the practice-oriented aspects of their education. This will allow the university to make timely adjustments to the curriculum based on student feedback.
3. Industry Collaboration:
   * Strengthen collaborations with industry professionals to provide students with practical insights and experiences. This can help bridge the gap between theoretical knowledge and practical application.
4. Professional Development for Faculty:
   * Provide professional development opportunities for faculty to enhance their ability to deliver practice-oriented education effectively. This can include training on incorporating practical examples and case studies into their teaching.

By addressing these areas, the university can improve the practice-oriented aspect of education, ensuring that students receive a well-rounded education that prepares them for their future careers.

Figure 54 Rating of practice-oriented teaching contents

Perception of Graduates on Practice-Orientated Education (Percentage)
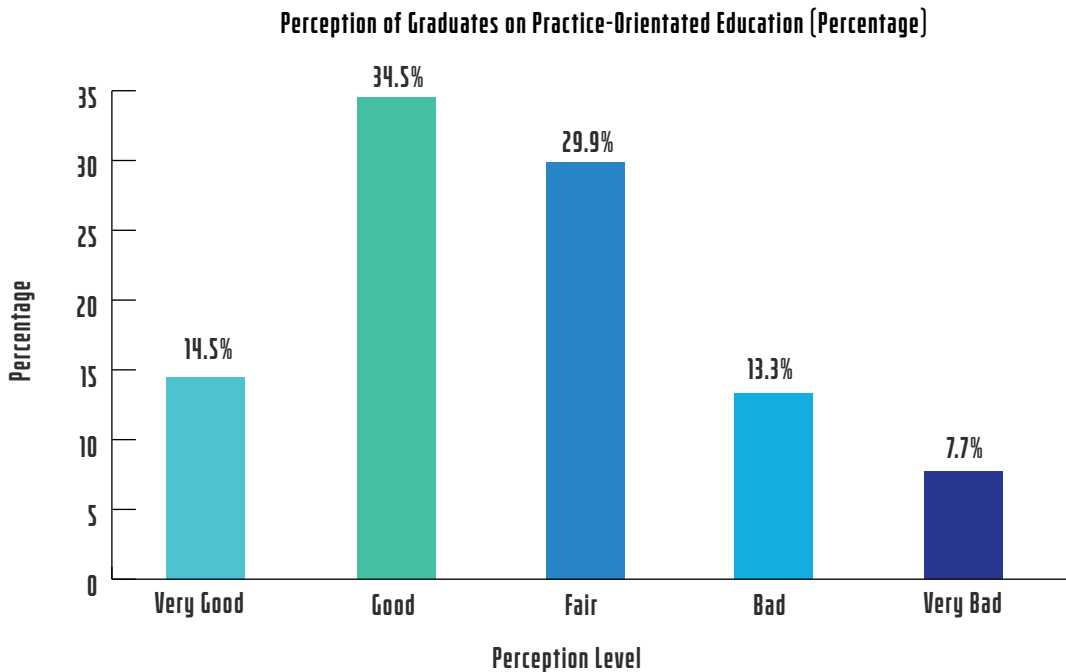
5.5.1   Rating of Practice Oriented Education by college

Figure 55 provides more details on graduate's perception on practical oriented education within each college. The key observations from the plot were:

1. The College of Health Sciences (CHS) and the College of Education and External Studies (CEES) have the highest proportion of "Very Good" and "Good" ratings, indicating that students in these colleges perceive their education as more practice-oriented compared to other colleges.
2. The College of Business and Management Sciences (CoBAMS) and the College of Humanities and Social Sciences (CHUSS) have a higher proportion of "Fair," "Bad," and "Very bad" ratings, suggesting that students in these colleges feel their education is less practice-oriented.
3. The College of Agricultural and Environmental Sciences (CAES), the College of Natural Sciences (CONAS), and the College of Engineering, Design, Art, and Technology (CEDAT) have a relatively balanced distribution of ratings, with a slight inclination towards positive ratings.
4. The College of Computing and Information Sciences (CoCIS) and the College of Veterinary Medicine, Animal Resources, and Bio-security (CoVAB) have a higher proportion of "Good" and "Fair" ratings, with a smaller proportion of "Very Good" ratings compared to CHS and CEES.

This visualization helps identify the colleges where students perceive their education as more practice-oriented and those where improvements may be needed to enhance the practical aspects of the curriculum.

To further investigate the patterns of rating, the data was disaggregated by gender across schools as shown in Figure 55.

Figure 55 Rating of practice oriented teaching contents

Rating of Practice-oriented Teaching Contents
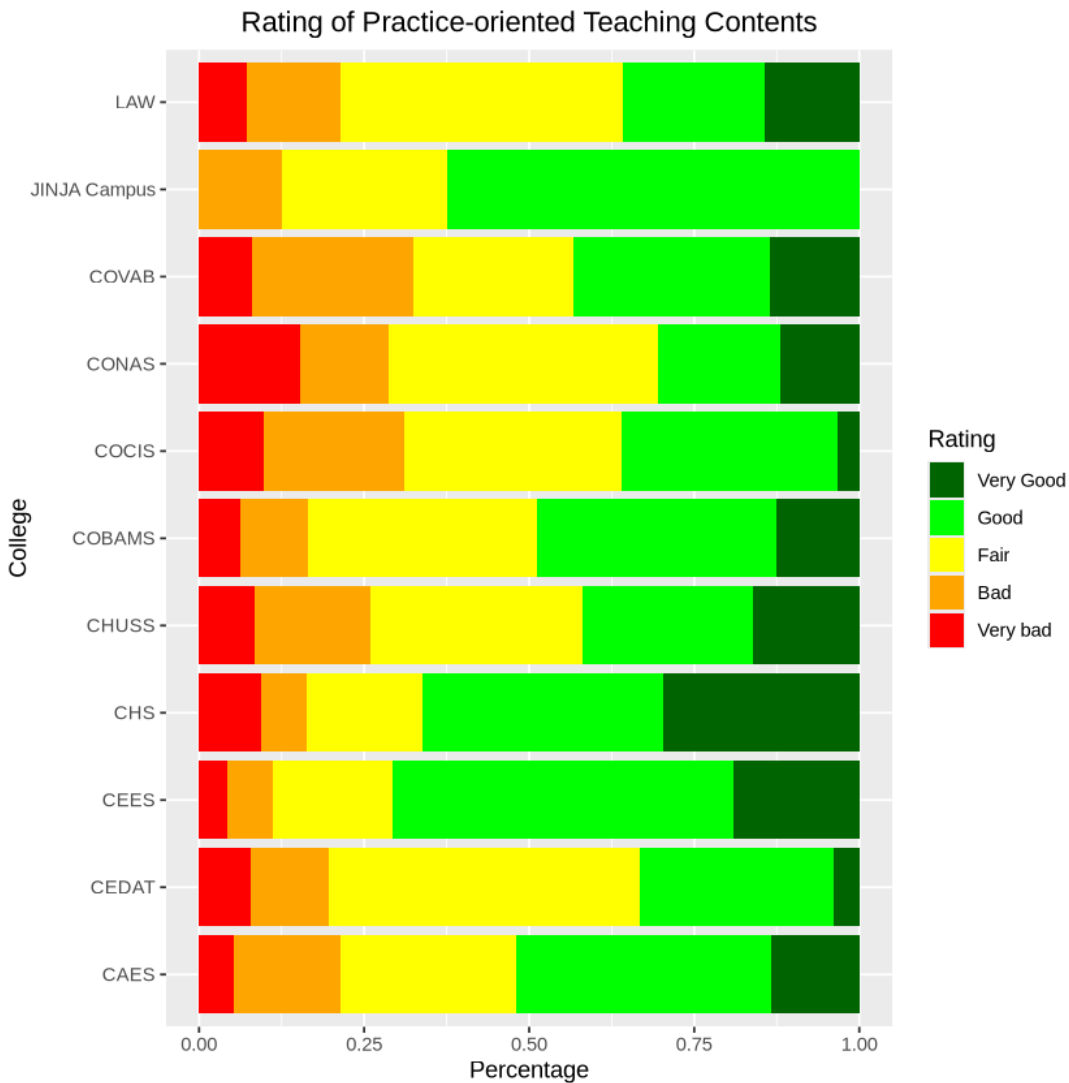
5.5.2 Rating of Practice Oriented Education by gender

Figure 56 displays the proportion of each practice-oriented rating category for female and male students within each college. The main observations from the visualization are:

1. Female students generally have a higher proportion of "Very Good" and "Good" ratings compared to male students across most colleges, indicating that they perceive their education as more practice-oriented.
2. The College of Health Sciences (CHS) and the College of Education and External Studies (CEES) show a high proportion of positive ratings for both genders, suggesting that these colleges provide a more practice-oriented education.
3. The College of Humanities and Social Sciences (CHUSS) and the College of Business and Management Sciences (CoBAMS) have a higher proportion of "Fair," "Bad," and "Very bad" ratings for both female and male students, indicating that improvements may be needed in these colleges to enhance the practical aspects of their education.
4. There are notable differences in ratings between female and male students within some colleges, such as the College of Computing and Information Sciences (CoCIS), where female students have a higher proportion of "Very Good" and "Good" ratings compared to their male counterparts.

This visualization provides valuable insights into the gender-based differences in the perception of practice-oriented education across colleges. It highlights the areas where both genders perceive their education positively and the colleges that may require targeted interventions to improve the practical aspects of their curriculum for both female and male students.

Figure 56 Practice-Oriented ratings disaggregated by gender across colleges
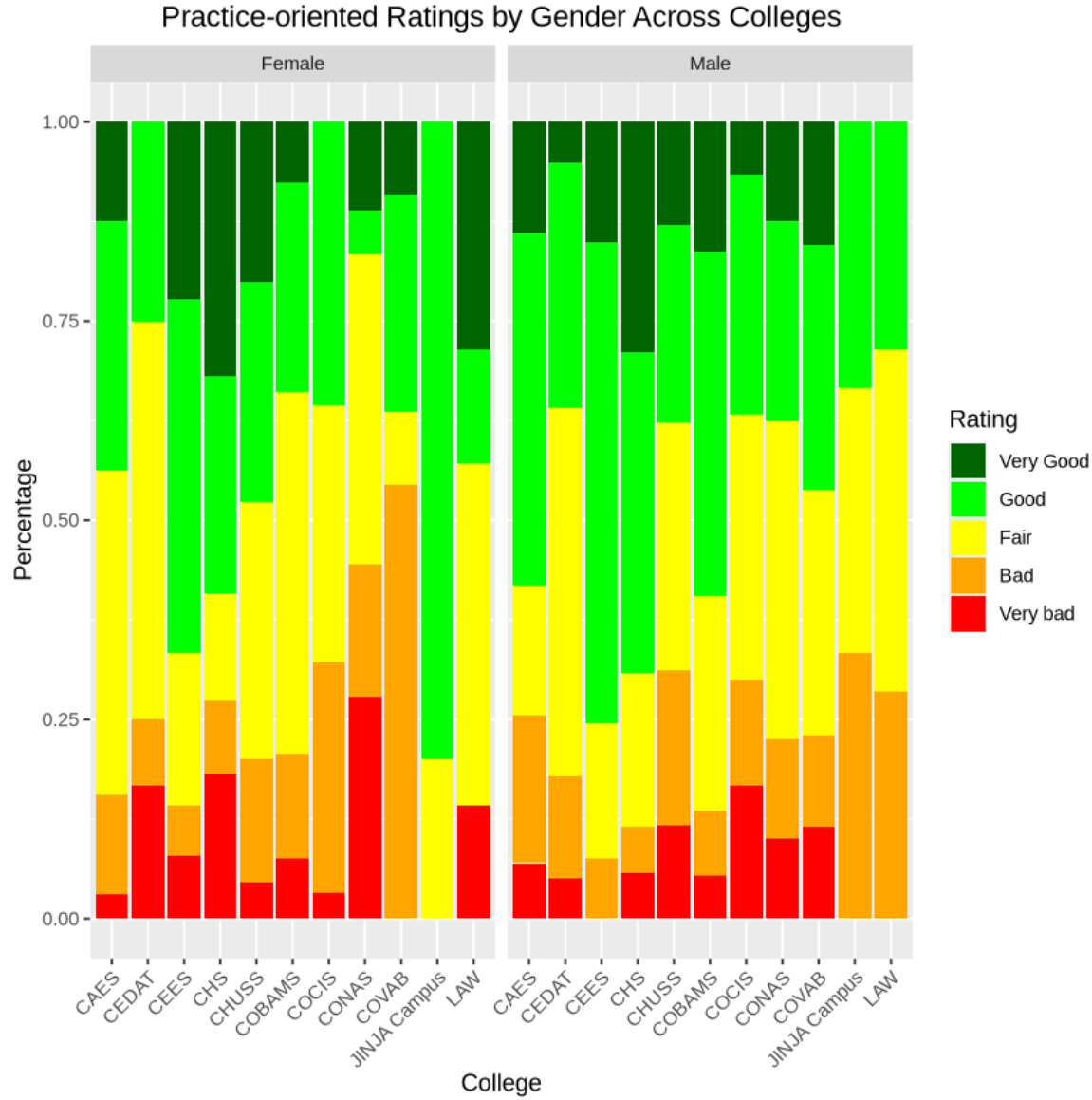
Further investigation was done using a chi square test to confirm if the differences between females and males' perception of practice oriented education were statistically significant. The chi-squared test results(X-squared = 3.2774, df = 4, p-value = 0.5125) indicated that the difference in practice_oriented ratings between females and males is not statistically significant. The observed differences in the proportions of ratings between genders can be attributed to random chance rather than a systematic association. However, it is important to note that the lack of statistical significance does not necessarily mean that there are no practical differences between genders in their perception of practice-oriented education.

5.6 Rating of Key Competencies during the study at Makerere University

Figure 57 visualizes graduates' rating of opportunities to acquire key competencies needed for their work during their study. The Key Findings were:

1. **Positive Perception:**

   A significant portion of graduates rated the opportunities to acquire key competencies positively. Specifically, 14.5% rated it as "Very Good" and 34.5% rated it as "Good." This indicates that nearly half of the graduates (49.0%) felt that the opportunities provided were favourable.

2. **Moderate Perception:**

   31.9% of graduates rated the opportunities as "Fair." This suggests that while these graduates found the opportunities to be acceptable, there is room for improvement to enhance their educational experience.

3. **Negative Perception:**

   A smaller yet notable portion of graduates rated the opportunities negatively, with 12.9% rating it as "Bad" and 6.1% rating it as "Very bad." This indicates that approximately 19.0% of graduates felt that the opportunities to acquire key competencies were insufficient.

Implications:

1. **Curriculum Enhancement:**
   * The university should consider enhancing the curriculum to provide more opportunities for students to acquire key competencies. This could include incorporating more practical skills training, workshops, and real-world projects. The competencies should be clearly stated in the curriculum document for each and every module. Each module should explicitly state the possible key competencies a student will acquire. The learning resources are allocated accordingly.
2. **Continuous Feedback Mechanisms:**
   * Implement continuous feedback mechanisms to gather students' opinions on the opportunities to acquire key competencies. This will allow the university to make timely adjustments to the curriculum based on student feedback.
3. **Industry Collaboration:**
   * Strengthen collaborations with industry professionals to provide students with practical insights and experiences. This can help bridge the gap between theoretical knowledge and practical application. A strategy for this should be developed to map out the industry for each programme and how to engage the stakeholders.
4. **Professional Development for Faculty:**
   * Provide professional development opportunities for faculty to enhance their ability to deliver competency-based education effectively. This can include training on incorporating practical examples and case studies into their teaching.

By addressing these areas, the university can improve the opportunities for students to acquire key competencies, ensuring that they are well-prepared for their future careers.

Figure 57 Opportunity to acquire key competencies during study

Graduates' Rating of Opportunities to Acquire Key Competencies (Percentage)
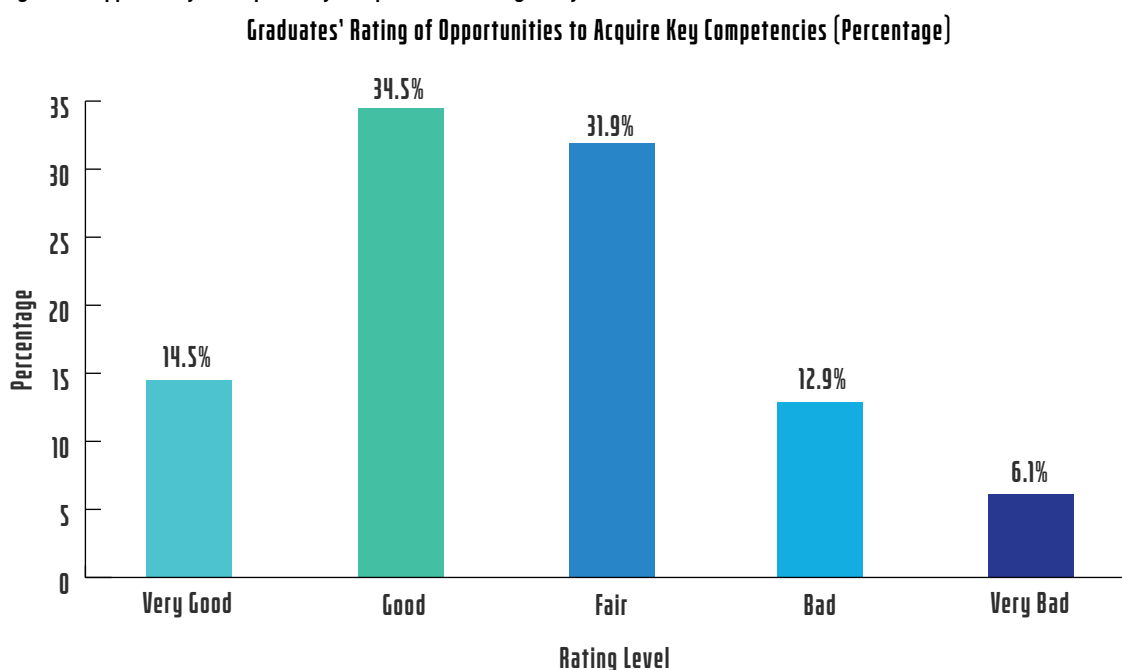
5.6.1 Rating of Key Competencies by College

Figure 58 is a visual representation of how graduates from different colleges at Makerere University rated their opportunities to acquire key competencies needed for their work. The key observations from the plot is that most colleges have a substantial low rating which include very bad, bad and fair indicating that a significant number of students feel their opportunities to acquire key competencies were inadequate.

* CEES (College of Education and External Studies) and CHS (College of Health Sciences) have a more balanced distribution across all rating categories, suggesting a mixed perception among students regarding their opportunities to acquire key competencies.

Overall, the plot highlights disparities in student perceptions across different colleges, with some colleges receiving more positive ratings and others indicating a need for improvement in providing opportunities to acquire essential work-related competencies.

Figure 58 Opportunity to acquire competencies during study
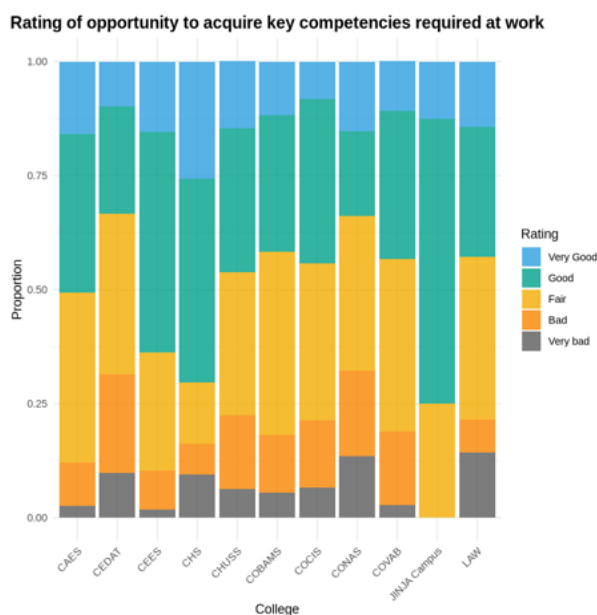
5.6.2 Rating of Key Competencies by gender

Figure 59 further provides a visual representation of how male and female students from different colleges at Makerere University rate their opportunities to acquire key competencies needed for their work. The plot showed disparities in rating across colleges by gender.

Further a chi square test was done to confirm if the differences shown were significant.

ng of opportunity to acquire key competencies required at work by Gender
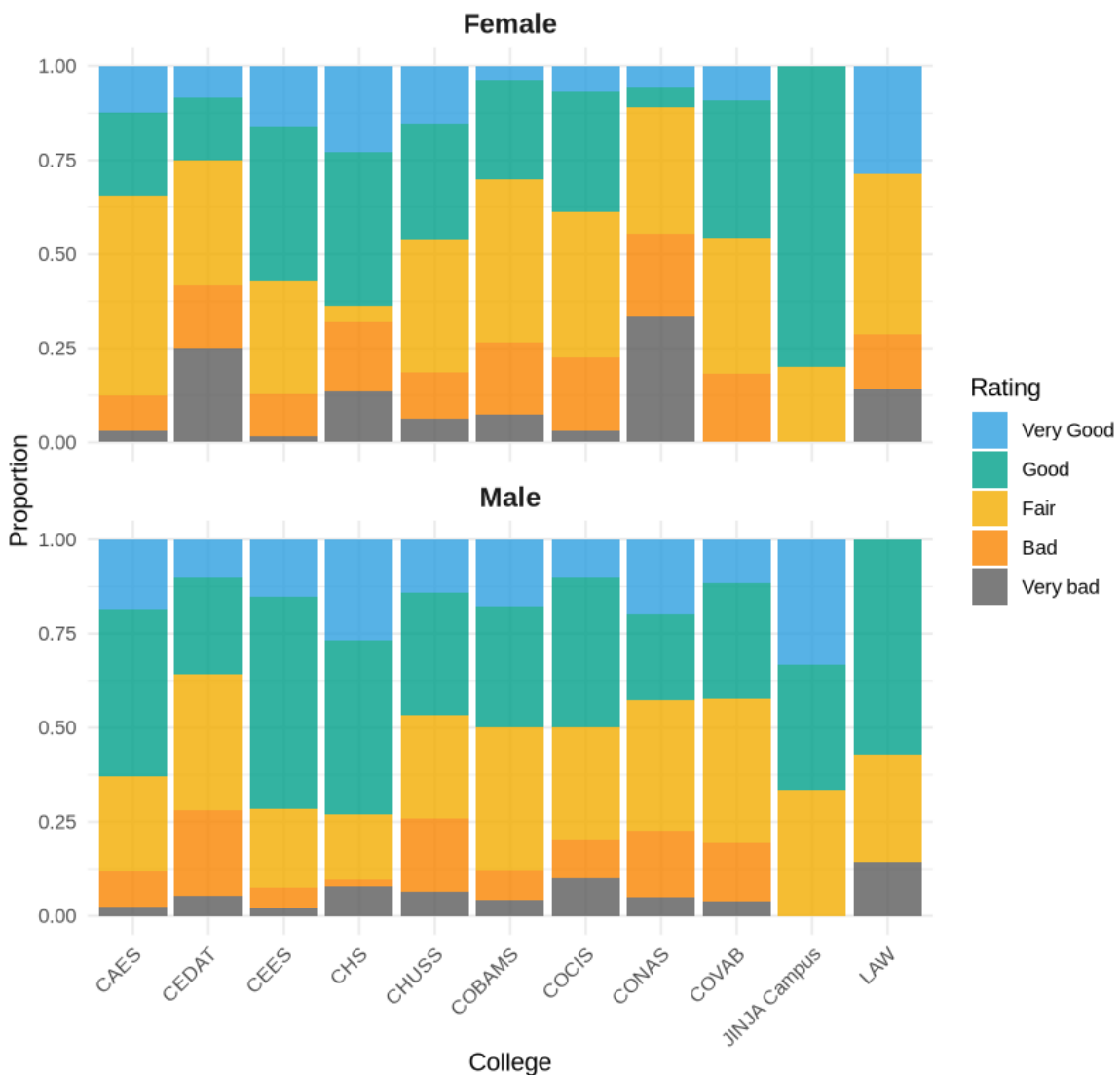
Chi-Square Test Results: was (Chi2 Statistic: 10.37, P-value: 0.0347, Degrees of Freedom: 4) This indicates that there is a statistically significant association between gender and the rating of opportunities to acquire key competencies. In other words, the distribution of ratings for key competencies is not independent of gender. The university should consider these gender differences when designing and implementing programs aimed at enhancing key competencies. Addressing the specific needs and perceptions of both male and female students can help ensure that all graduates feel adequately prepared for their future careers.

5.7 Rating of Employment Search Support

Figure 60 provides the analysis of the graduates' rating of employment search support. The Key Findings were:

1. **Positive Perception:**

   A relatively small portion of graduates rated the employment search support positively. Specifically, 9.3% rated it as "Very Good" and 15.3% rated it as "Good." This indicates that only 24.6% of graduates felt that the support provided was favourable.

2. **Moderate Perception:**

   24.4% of graduates rated the employment search support as "Fair." This suggests that while these graduates found the support to be acceptable, there is significant room for improvement.

3. **Negative Perception:**

   A notable portion of graduates rated the employment search support negatively, with 23.8% rating it as "Bad" and 27.2% rating it as "Very bad." This indicates that over half of the graduates (51.0%) were dissatisfied with the support they received for employment search. This could also imply no support provided at all by the university.

Interpretation:

The data indicates a clear need for improvement in the support provided to graduates for employment search. The high percentage of negative ratings suggests that many graduates feel inadequately supported in their efforts to find employment after completing their studies. This could be due to a variety of factors, including insufficient career counselling, lack of job placement services, or inadequate preparation for job interviews and applications.

Recommendations:

1. **Enhance Career Counselling Services:**
   * The university should invest in enhancing career counselling services to provide more personalized and effective support to students. This can include one-on-one counselling sessions, workshops on job search strategies, and resume writing assistance.

2. **Strengthen Job Placement Services:**
   * Establish stronger job placement services that actively connect students with potential employers. This can include organizing job fairs, creating partnerships with local businesses, and maintaining a database of job opportunities.

3. **Provide Practical Job Search Training:**
   * Offer practical training sessions on job search skills, including interview preparation, networking strategies, and effective use of job search platforms. This can help students feel more confident and prepared in their job search efforts.

4. **Continuous Feedback Mechanisms:**
   * Implement continuous feedback mechanisms to gather students' opinions on the employment search support they receive. This will allow the university to make timely adjustments to the support services based on student feedback.

By addressing these areas, the university can improve the support provided to students for employment search, ensuring that they are well-prepared for their future careers.

Figure 60 Rating of support for employment search provided during the study

Graduates' Rating of Employment Search Support (Percentage)
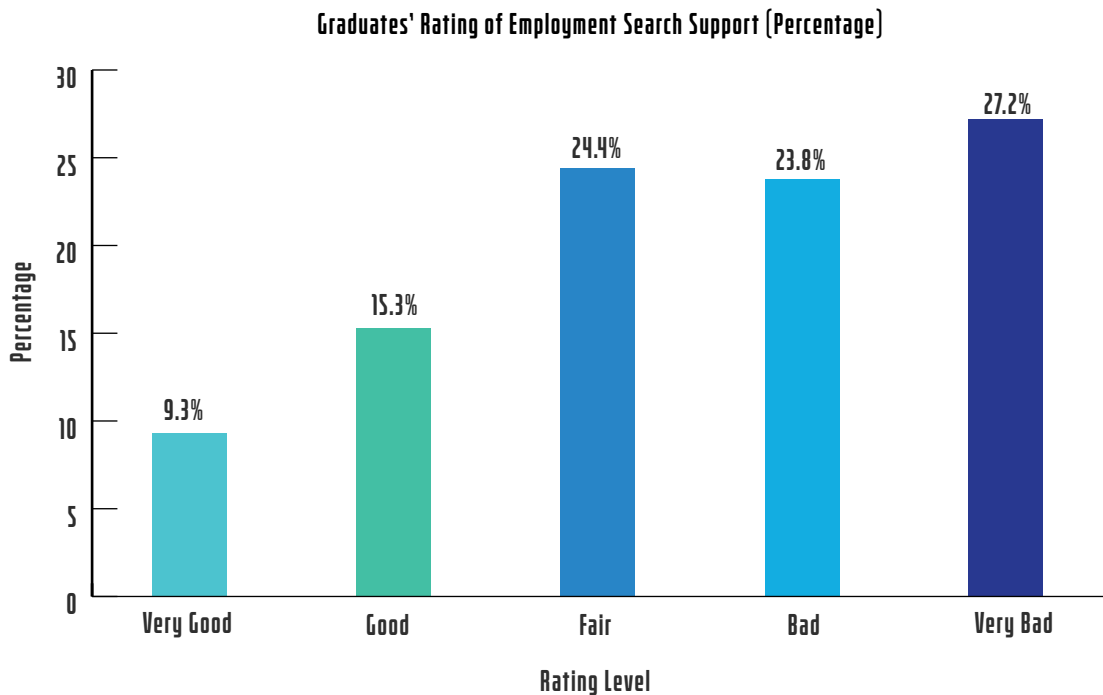
5.7.1 Graduates' Rating of Employment Search Support Across Colleges

Figure 61 provides a detailed visualization of the percentage distribution of graduates' ratings of employment search support across various colleges. Key Findings were:

1. **College of Agricultural and Environmental Sciences (CAES):**
   * The distribution of ratings is relatively balanced, with the highest percentage of graduates rating the support as "Very bad" (26.7%). This suggests that while some graduates found the support satisfactory, a significant portion were dissatisfied.

2. **College of Engineering, Design, Art and Technology (CEDAT):**
   * A substantial 37.3% of graduates rated the support as "Very bad," indicating a pronounced dissatisfaction with the employment search support. This college has the highest percentage of negative ratings among all colleges.

3. **College of Education and External Studies (CEES):**
   * The ratings are more evenly distributed, with the highest percentage rating the support as "Very bad" (27.6%). This indicates a mixed perception of the support provided, with a significant portion of graduates expressing dissatisfaction.

4. **College of Health Sciences (CHS):**
   * The ratings show a notable percentage of graduates rating the support as "Fair" (28.4%) and "Very bad" (23.0%). This suggests that while some graduates found the support to be adequate, there is still a considerable level of dissatisfaction.

5. **College of Humanities and Social Sciences (CHUSS):**
   * The ratings are fairly distributed, with a significant percentage rating the support as "Very bad" (28.0%). This indicates that a considerable portion of graduates were dissatisfied with the employment search support.

Interpretation:

The visualization highlights the varying perceptions of employment search support across different colleges. The high percentage of "Very bad" ratings in several colleges indicates a need for targeted improvements in the support services provided to students. The following points summarize the scientific interpretation of the findings:

1. **Disparity in Perceptions:**
   * There is a noticeable disparity in the perceptions of employment search support across different colleges. Some colleges, such as CEDAT, have a significantly higher percentage of negative ratings, indicating a pronounced dissatisfaction among graduates.

2. **Need for Targeted Improvements:**
   * The high percentage of "Very bad" ratings in several colleges suggests a need for targeted improvements in the employment search support services. This could involve enhancing the resources and guidance provided to students, as well as addressing specific areas of concern highlighted by the graduates.

3. **Balanced Distribution in Some Colleges:**
   * In colleges like CAES and CEES, the distribution of ratings is more balanced, indicating a mixed perception of the support provided. This suggests that while some graduates found the support satisfactory, there is still room for improvement to address the concerns of those who were dissatisfied.

4. **Focus on Fair Ratings:**
   * The notable percentage of "Fair" ratings in colleges like CHS indicates that while the support provided is adequate, there is potential for further enhancement to elevate the perception of the support to higher levels.

By addressing these areas, the university can enhance the overall effectiveness of employment search support, ensuring that all graduates feel adequately prepared for their future careers. This targeted approach will help in improving the satisfaction levels of graduates and better preparing them for the job market.

Figure 61 Rating of employment search support by college

Graduates' Rating of Employment Search Support Across Colleges (100% Stacked)
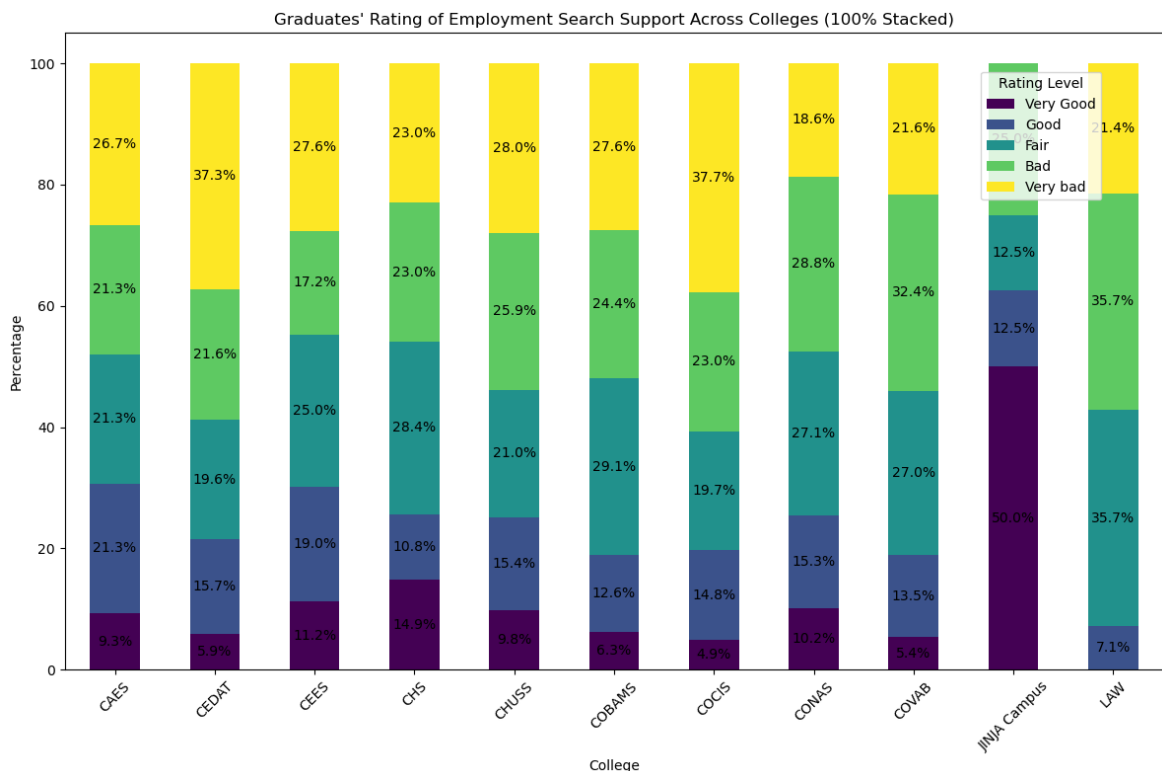
What colleges should do?

Key Observations:

Common Issues Identified:

- Lack of practical skills and hands-on experience.
- Insufficient support and guidance from the university.
- Limited availability of employment opportunities.
- Inadequate preparation for the job market.

Suggestions for Improvement:

- Enhance Practical Training: Increase the focus on practical skills and hands-on experience through internships, workshops, and real-world projects.
- Career Guidance and Support: Provide comprehensive career guidance services, including resume building, interview preparation, and job search strategies.
- Expand Employment Opportunities: Collaborate with industries and organizations to create more employment opportunities for graduates.
- Job Market Preparation: Offer courses and training programs that prepare students for the job market, including soft skills development and industry-specific knowledge.

By addressing these areas, the colleges can significantly improve the employment search support services and ensure that graduates are well-prepared for their future careers.

5.7.2   Rating of Employment Search Support by gender

Figure 62 shows the disaggregation of the rating of employment search support by gender. The key observations were:

1. **Females:**
   * CAES (College of Agricultural and Environmental Sciences) and CEDAT (College of Engineering, Design, Art and Technology): These colleges have a higher proportion of "Bad" and "Very bad" ratings, indicating that many female students feel unsupported in their job search efforts.
   * CHUSS (College of Humanities and Social Sciences) and COBAMS (College of Business and Management Sciences): These colleges show a higher proportion of "Very Good" and "Good" ratings, suggesting that female students generally feel well-supported in their job search.
   * CEES (College of Education and External Studies) and CHS (College of Health Sciences): These colleges have a more balanced distribution across all rating categories, indicating mixed perceptions among female students regarding the support they receive for employment/job search.

2. **Males:**
   * CAES and CEDAT: Similar to females, these colleges have a higher proportion of "Bad" and "Very bad" ratings, indicating that many male students also feel unsupported in their job search efforts.
   * CHUSS and COBAMS: These colleges show a higher proportion of "Very Good" and "Good" ratings, indicating that male students generally feel well-supported in their job search.
   * CEES and CHS: These colleges have a more balanced distribution across all rating categories, indicating mixed perceptions among male students regarding the support they receive for employment/job search.

This visualization highlights the differences and similarities in how male and female students perceive the support they receive for employment/job search across different colleges. It can help identify specific areas where gender-specific interventions may be needed to improve the overall student experience. Further a statistical test was done to establish if gender was independent of the rating of employment search support by graduates.

Figure 62 Rating employment search support by gender
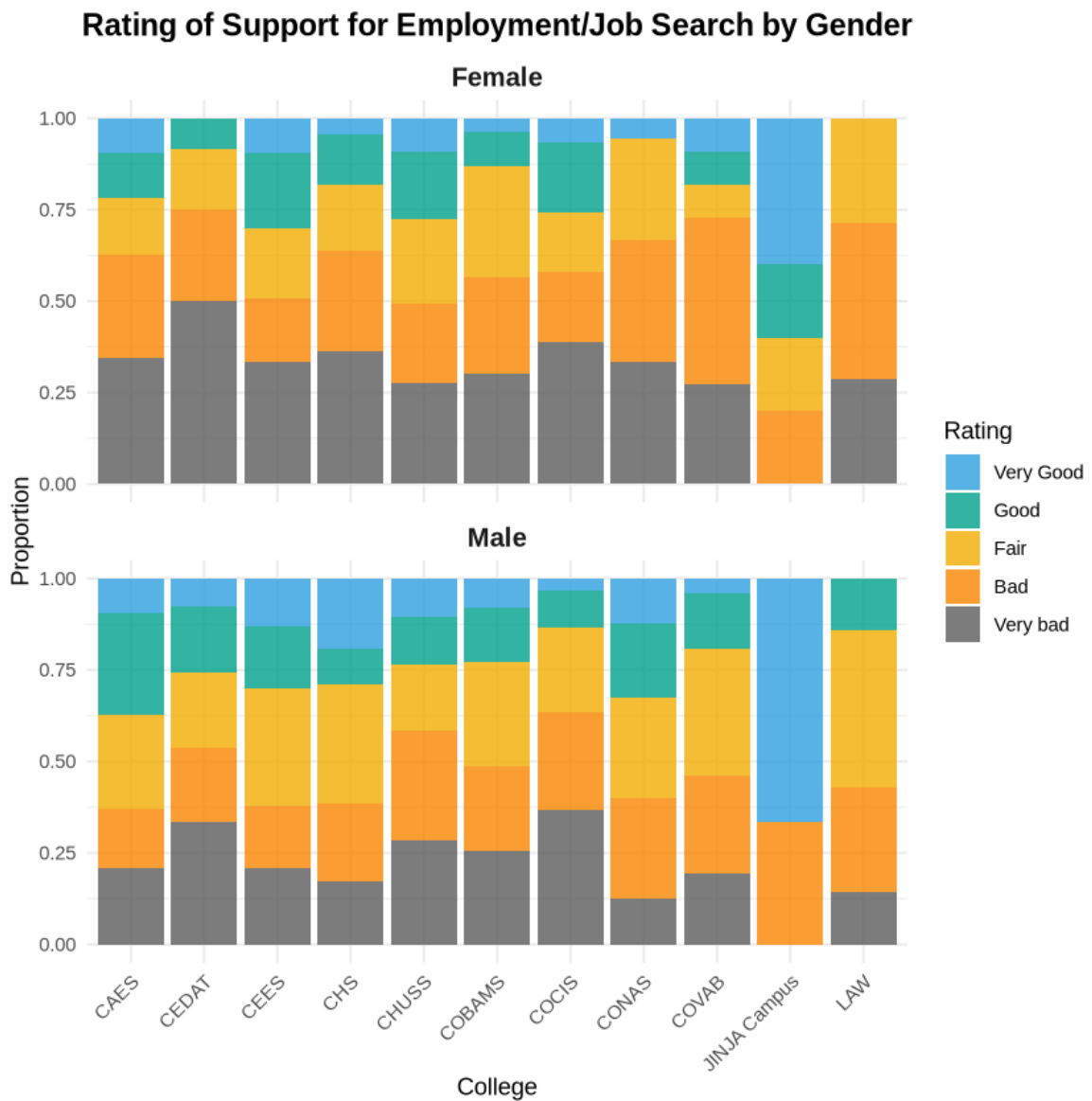
The chi square test results (X-squared = 9.3635, df = 4, p-value = 0.05263) the relationship was not statistically significant. None of the colleges have p-values below the common significance level of 0.05, indicating that there is no statistically significant difference between females and males in employment search ratings within any specific college. However, some colleges, such as CHS and CONAS, have p-values closer to 0.05, suggesting a potential trend that might be worth further investigation with a larger sample size or additional data.

5.8 Rating of Support for Internship

The analysis of the graduate ratings for internship support reveals several key insights into their perceptions during their studies as shown in Figure 63:

01 | Overall Satisfaction:
- The majority of graduates rated the support for internships as "Fair" (26.93%) and "Bad" (23.01%).
- A significant portion also rated it as "Very Bad" (19.74%), indicating dissatisfaction with the support provided.
- Only a small percentage rated the support as "Very Good" (11.11%) and "Good" (19.22%).

02 | Areas of Concern:
- The high percentage of "Fair", "Bad", and "Very Bad" ratings suggests that many graduates felt the support for internships was inadequate.
- Common issues may include lack of practical skills, insufficient guidance, limited internship opportunities, and inadequate preparation for the job market.

03 | Implications for Improvement:
- The university needs to address these concerns by enhancing the quality and availability of internship opportunities.
- Providing comprehensive career guidance and support, improving practical training, and preparing students for the job market are essential steps to improve satisfaction.

04 | Actionable Recommendations:
- Increase Internship Opportunities: Collaborate with more companies and organizations to create a wider range of internship opportunities.
- Enhance Quality of Placements: Ensure internships provide meaningful and relevant work experience.
- Comprehensive Preparation: Offer workshops and training sessions on resume writing, interview skills, and professional behaviour.
- Support During Internships: Assign mentors or advisors to support students during their internships.
- Recognize Successful Internships: Acknowledge students who excel in their internships through awards or recognition programs.

By implementing these recommendations, the university can enhance the overall internship experience for students, leading to better preparation for their future careers and higher satisfaction with the support services provided.

Figure 63 Graduates rating of internship support during the study

Percentage Dsitribution of Graduate Ratings for Internship Support
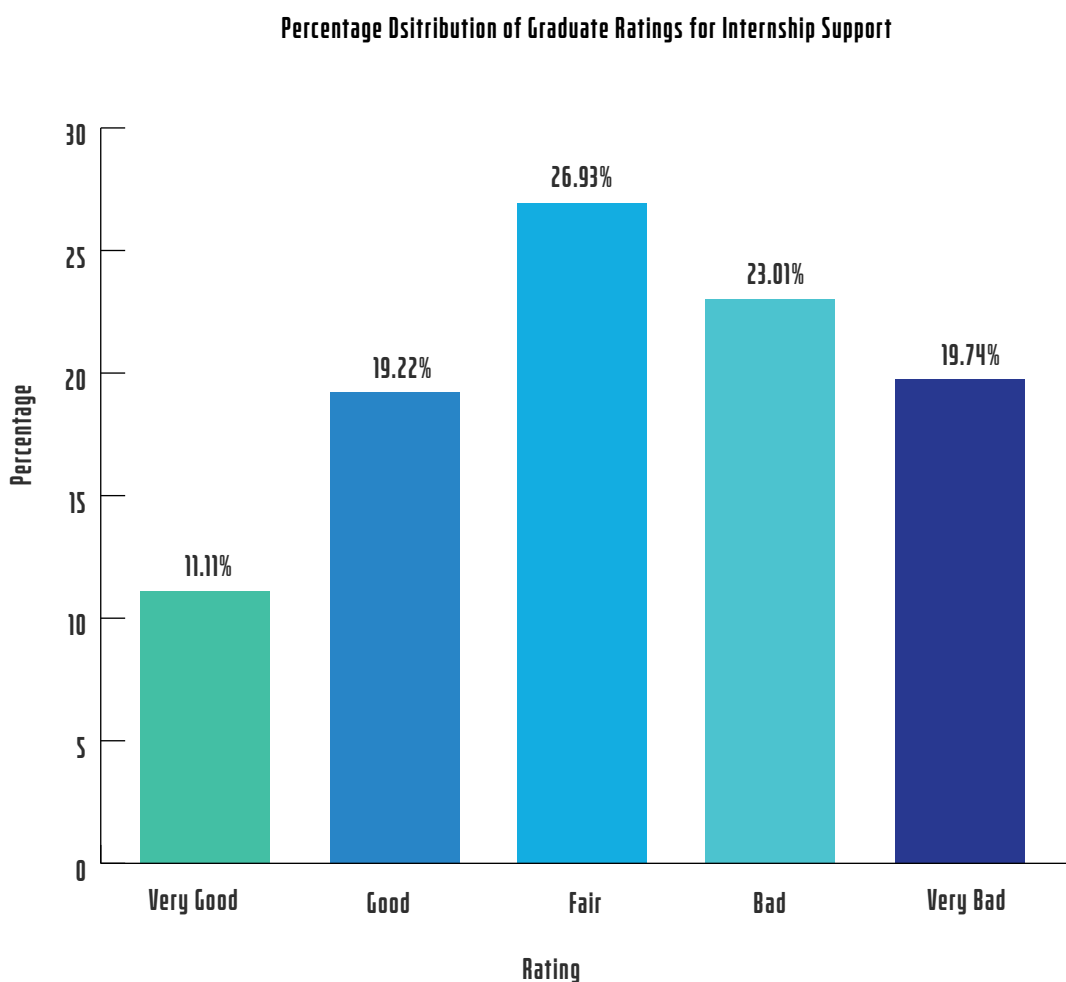
5.8.1   Rating of Support for Internship by college

Analysis of the rating of internship support was further disaggregated by college as shown in Figure 64. The key highlights were:

There were significant disparities in student perceptions of internship support across different colleges. Some colleges, such as COBAMS and CEDAT, have higher proportions of negative ratings, indicating a need for improvement in providing internship support. In contrast, colleges like CHS have higher proportions of positive ratings, suggesting that students feel well-supported in their internship search.

The mixed perceptions in colleges like CHUSS, CEES, and others indicate that while some students are satisfied with the support they receive, others feel that there is room for improvement. These insights can help university administrators identify specific areas where targeted interventions are needed to enhance the overall student experience and support for internships.

Figure 64 Rating of Internship support during study across colleges

Rating of Support for Internship Search
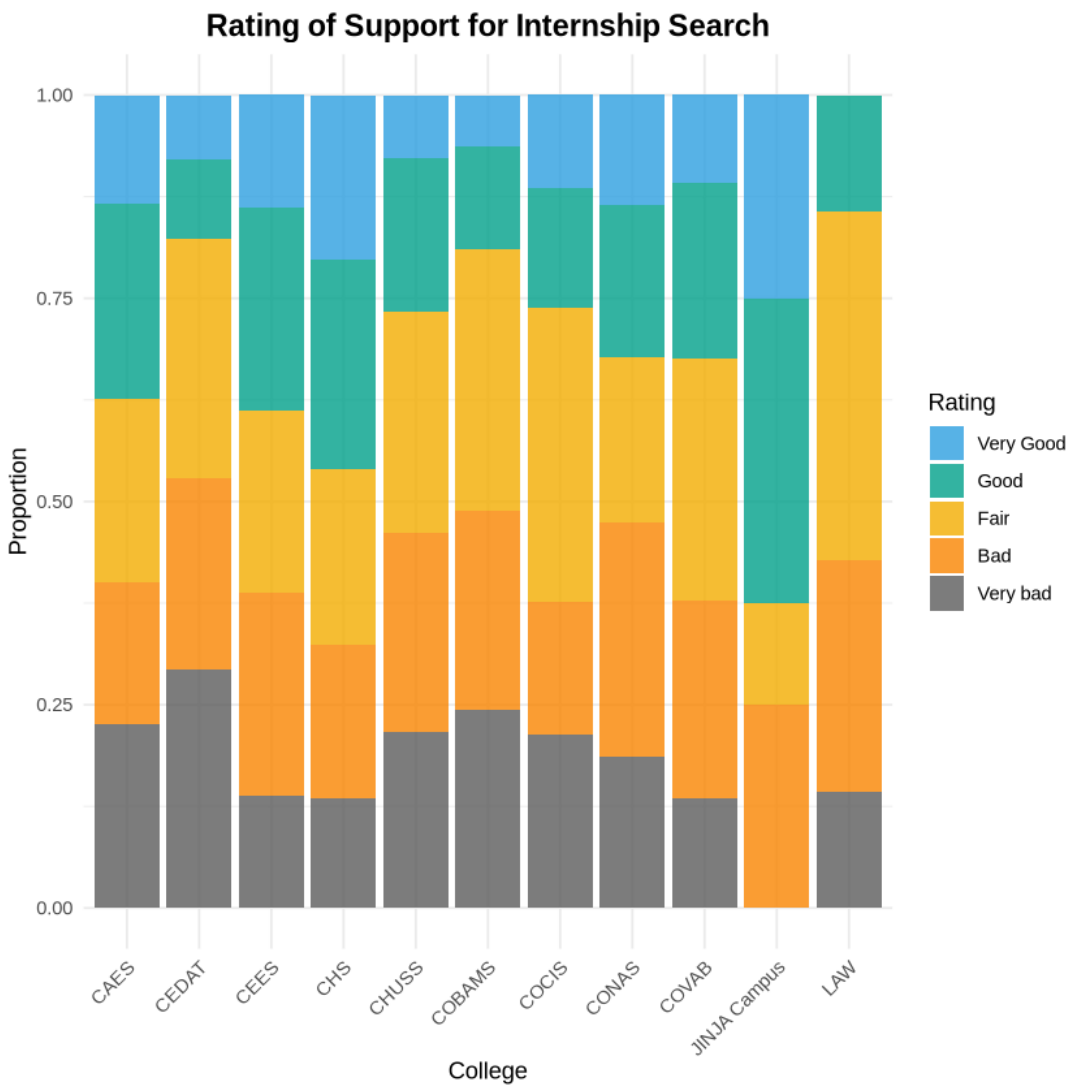
5.8.2   Rating of Support for Internship Search by Gender Across Colleges

Further analyses was undertaken examine the differences in the distribution of student ratings for internship support across various colleges at Makerere University, segmented by gender (Female and Male) as shown in Figure 65. The Key Observations were:

General Trends:	Both male and female students exhibit a wide range of ratings across all colleges, indicating varied perceptions of internship support.
	There is no single college where either gender overwhelmingly rates the support as "Very Good" or "Very bad."

Female Students:	CAES (College of Agricultural and Environmental Sciences): A significant proportion of female students rated the support as "Bad" and "Very bad," indicating dissatisfaction.
	CEDAT (College of Engineering, Design, Art and Technology): Similar to CAES, a large proportion of female students rated the support as "Bad" and "Very bad."
	COBAMS (College of Business and Management Sciences): A relatively higher proportion of female students rated the support as "Good" and "Very Good" compared to other colleges.
Male Students:	CAES: Male students also show a significant proportion of "Bad" and "Very bad" ratings, similar to female students.
	CEDAT: Male students have a distribution similar to female students, with many rating the support as "Bad" and "Very bad."
	COBAMS: Male students have a higher proportion of "Good" and "Very Good" ratings, similar to female students.
Comparative Insights:	CHUSS (College of Humanities and Social Sciences): Both male and female students show a mixed distribution of ratings, with a notable proportion rating the support as "Fair."
	CHS (College of Health Sciences): Female students have a higher proportion of "Bad" and "Very bad" ratings compared to male students.
	CONAS (College of Natural Sciences): Both genders show a mixed distribution, but male students have a slightly higher proportion of "Good" ratings.

Interpretation:

The plot highlights significant disparities in student perceptions of internship support across different colleges and between genders. Some colleges, such as CAES and CEDAT, have higher proportions of negative ratings from both male and female students, indicating a need for improvement in providing internship support. In contrast, colleges like COBAMS have higher proportions of positive ratings, suggesting that students feel well-supported in their internship search.

The mixed perceptions in colleges like CHUSS and CHS indicate that while some students are satisfied with the support they receive, others feel that there is room for improvement. These insights can help university administrators identify specific areas where targeted interventions are needed to enhance the overall student experience and support for internships, with particular attention to gender-specific needs and perceptions. A chi square test was done to establish id the differences between females and males on interniship support rating were significant. The test result (X-squared $= 12.104$, df $= 4$, p-value $= 0.01659$) indicates that there is a statistically significant difference between females and males in their ratings of support for internships.

Figure 65 Rating of support for internship disaggregated by gender

Rating of Support for Internship Search by Gender Across Colleges
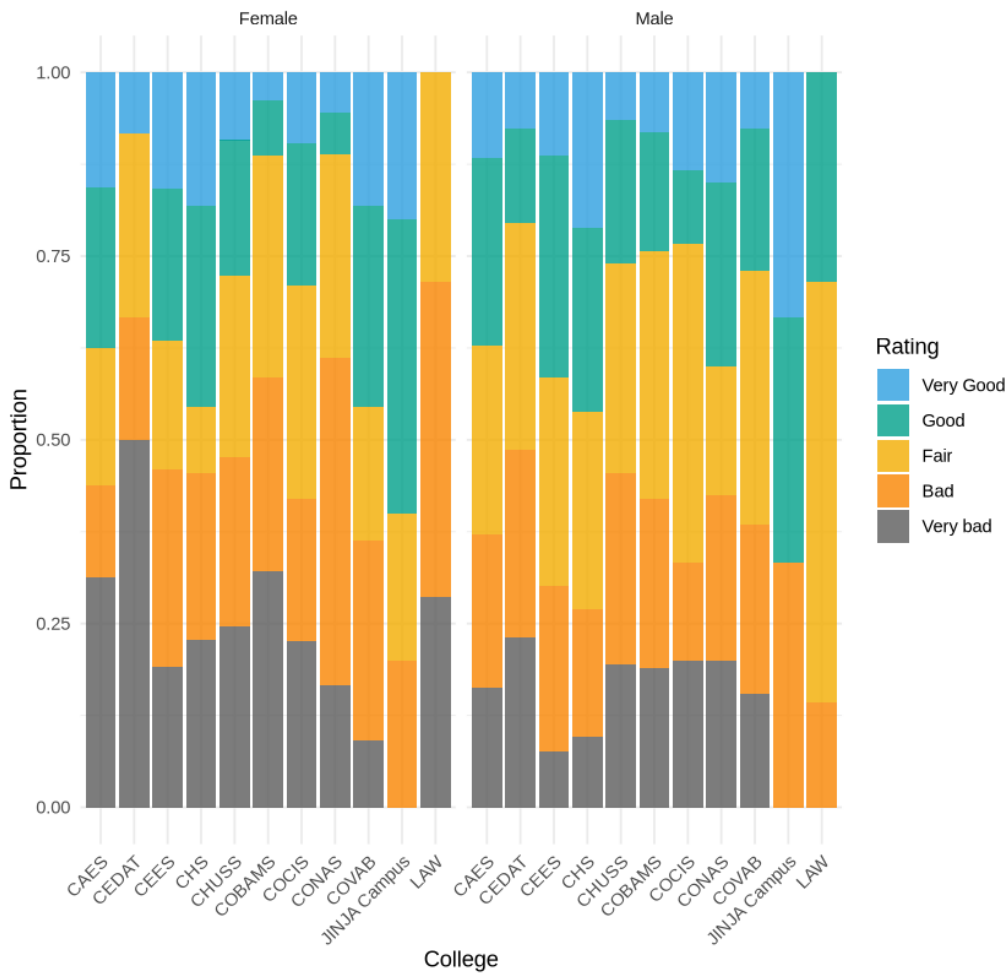
5.8.3   Implications of the Statistically Significant Difference in Internship Support Ratings Between Females and Males at Makerere University.

The chi-square test results indicate a statistically significant difference in the ratings of internship support between female and male students at Makerere University. This finding has several important implications:

Gender-Specific Needs:	The significant difference suggests that female and male students may have different experiences and perceptions regarding the support they receive for internships. This could be due to varying needs, expectations, or challenges faced by each gender.
Targeted Interventions:	University and college administrators and policymakers should consider implementing targeted interventions to address the specific needs of each gender. This could involve tailored support programs, mentorship opportunities, and resources that cater to the unique challenges faced by female and male students.

Equity and Inclusion:	Ensuring equitable support for internships is crucial for promoting gender equality and inclusion within the university. Addressing the disparities in internship support can help create a more inclusive environment where all students have equal opportunities to succeed.
Feedback Mechanisms:	Establishing robust feedback mechanisms to regularly gather and analyze student perceptions of internship support can help identify areas for improvement. This can involve surveys, focus groups, and open forums where students can voice their concerns and suggestions.
Resource Allocation:	The university may need to allocate resources more effectively to ensure that both female and male students receive adequate support. This could involve investing in career services, internship placement programs, and professional development workshops.
Further Research:	Additional research is needed to understand the underlying factors contributing to the differences in internship support ratings. This could involve qualitative studies, such as interviews and focus groups, to gain deeper insights into the experiences of female and male students.
Policy Revisions:	The university may need to revise its policies and practices related to internship support to ensure they are gender-sensitive and responsive to the needs of all students. This could involve reviewing existing support structures and making necessary adjustments to promote fairness and inclusivity.

Conclusion:

The statistically significant difference in internship support ratings between females and males at Makerere University highlights the need for gender-sensitive approaches to internship support. By addressing the unique needs and challenges faced by each gender, the university can enhance the overall student experience and ensure that all students have equal opportunities to succeed in their professional endeavours.

Specific Support Programs to Address Gender-Specific Needs of Students

To address the gender-specific needs of students at Makerere University, particularly in the context of internship support, the following programs and initiatives can be implemented:

Mentorship Programs:	Female Mentorship Networks: Establish mentorship programs that connect female students with successful female alumni and professionals in their field. This can provide guidance, support, and role models for female students.
	Male Mentorship Networks: Similarly, create mentorship programs for male students to connect with male professionals who can offer career advice and support.

Career Counselling and Workshops:	Gender-Sensitive Career Counselling: Offer career counselling services that are sensitive to the unique challenges and opportunities faced by each gender. Counsellors should be trained to address gender-specific concerns and provide tailored advice.
	Workshops on Gender Equality: Conduct workshops and seminars on gender equality in the workplace, addressing issues such as gender bias, negotiation skills, and work-life balance.
Internship Placement Support:	Dedicated Internship Coordinators: Appoint internship coordinators who specialize in supporting female and male students. These coordinators can help students find internships that align with their career goals and provide ongoing support throughout the internship process. The coordinators should not be academicians but rather persons with expertise in career development and human resources issues.
	Partnerships with Gender-Inclusive Employers: Establish partnerships with employers who are committed to gender equality and inclusivity. This can help ensure that students are placed in supportive and equitable work environments.
Networking Opportunities:	Gender-Specific Networking Events: Organize networking events specifically for female and male students, allowing them to connect with industry professionals and peers in a supportive environment.
	Inclusive Career Fairs: Ensure that career fairs and networking events are inclusive and provide equal opportunities for all students to interact with potential employers.
Skill Development Programs:	Workshops on Soft Skills: Offer workshops on soft skills such as communication, leadership, and teamwork, with a focus on addressing any gender-specific challenges.
	Technical Skill Training: Provide training programs that focus on developing technical skills relevant to various industries, ensuring that both female and male students have access to the same opportunities for skill development.
Support Groups and Peer Networks:	Female Support Groups: Create support groups for female students to share experiences, challenges, and strategies for success. These groups can provide a sense of community and mutual support.
	Male Support Groups: Similarly, establish support groups for male students to discuss their experiences and provide peer support.
Awareness Campaigns:	Gender Equality Campaigns: Launch awareness campaigns to promote gender equality and inclusivity within the university and among employers. These campaigns can help challenge stereotypes and encourage a more supportive environment for all students.
Feedback Mechanisms:	Regular Surveys and Feedback: Conduct regular surveys and feedback sessions to understand the specific needs and concerns of female and male students. Use this feedback to continuously improve support programs and services.

Conclusion:

Implementing these support programs can help address the gender-specific needs of students at Makerere University, ensuring that both female and male students receive the support they need to succeed in their internships and future careers. By fostering an inclusive and equitable environment, the university can enhance the overall student experience and promote gender equality in the professional world.

Chapter 6:
Satisfaction with the Study at Makerere University

To assess the level of satisfaction with their studies at Makerere University, the respondents were asked three retrospective questions:

1. Looking back, if you were free to choose again, to what extent would you choose the same field of study?

2. Looking back, if you were free to choose again to what extent would you probably choose Makerere University for the same course?

3. In retrospect, to what extent are you satisfied with your studies in general?

The results responding to these questions are visualized and discussed subsequently.

6.1 Probability of Choosing the Same Field of Study Again

Figure 66 visualizes the distribution of respondents probability of choosing the same field of study if given freedom to make a choice. The responses are categorized into five levels: "Absolutely yes," "Likely," "Unsure," "Unlikely," and "Absolutely no." **The Key Observations were:**

High Satisfaction:	A significant portion of graduates (37.39%) responded with "Absolutely Yes," indicating a high level of satisfaction with their chosen field of study.
	An additional 27.45% responded with "Likely," suggesting that more than half of the graduates (64.84%) are generally satisfied with their field of study.
Dissatisfaction and Indecision:	A notable percentage of graduates responded with "Unlikely" (14.51%) and "Absolutely No" (11.24%), indicating dissatisfaction with their chosen field of study.
	The "Unsure" responses (9.41%) reflect a level of indecision among graduates, which could be due to various factors such as uncertainty about career prospects or lack of confidence in their chosen field.
Implications for Academic Programs:	The high percentage of satisfied graduates suggests that the university's academic programs are generally well-aligned with student expectations and career goals.
	However, the presence of dissatisfied and unsure graduates, highlights areas for improvement. The university should investigate the underlying reasons for dissatisfaction and indecision, such as curriculum relevance, career support services, and practical training opportunities.

Recommendations for Improvement:	Enhance Career Guidance: Provide comprehensive career counselling and support to help students make informed decisions about their field of study and career paths.
	Improve Curriculum Relevance: Regularly update academic programs to ensure they are aligned with industry trends and job market demands.
	Increase Practical Training: Offer more hands-on training and internship opportunities to better prepare students for their future careers.

By addressing these areas, the university can enhance the overall academic experience for students, leading to higher satisfaction and better alignment with their career aspirations.

Figure 66 Probability of choosing the same field of study again

Probability of Choosing the Same Field of Study Again (Percentage)
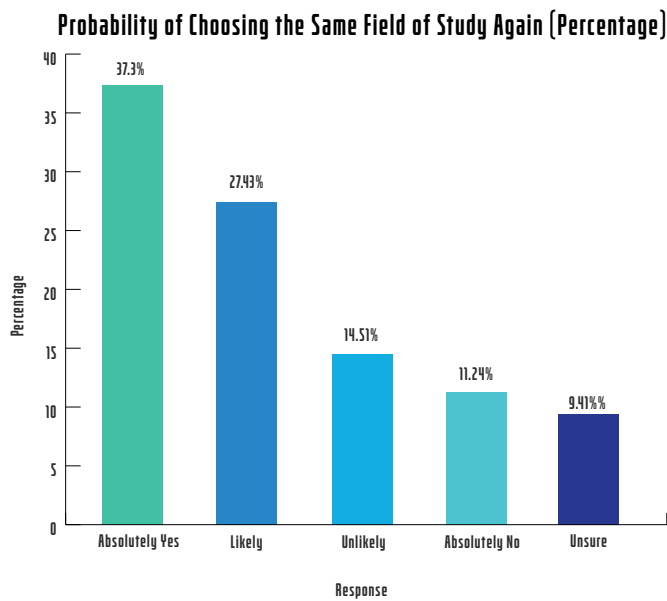
6.1.1 Probability of Choosing the Same Field of Study Again Across Colleges

Figure 67 provides a comprehensive visualization of the likelihood that graduates from various colleges would choose the same field of study again. The Key Findings were:

1. High Satisfaction Levels:
   * Colleges with a higher proportion of "Absolutely Yes" and "Likely" responses indicate a strong alignment between the educational programs and the students' expectations and career aspirations.
   * These colleges are likely providing a curriculum that is both engaging and relevant to the students' future career paths.
2. Areas for Improvement:
   * Colleges with a significant proportion of "Unlikely" and "Absolutely No" responses suggest dissatisfaction among graduates regarding their chosen field of study.
   * This dissatisfaction could stem from various factors, including perceived irrelevance of the curriculum, lack of career opportunities, or inadequate academic support.
   * These colleges need to conduct further investigations to identify the root causes of dissatisfaction and implement targeted improvements.

3. Indecision Among Graduates:
    *   The presence of "Unsure" responses indicates a level of uncertainty among graduates about their field of study.
    *   This uncertainty may be due to a lack of career guidance, insufficient exposure to industry practices, or a mismatch between student expectations and the reality of the field.
    *   Colleges with a higher proportion of "Unsure" responses should consider enhancing their career counselling services and providing more practical experiences to help students make informed decisions.

Implications for Policy and Practice:

1. Curriculum Development:
    *   Colleges with high satisfaction levels can serve as models for best practices in curriculum development and student engagement.
    *   Colleges with lower satisfaction levels should review and revise their curricula to ensure they are up-to-date, relevant, and aligned with industry standards.
2. Student Support Services:
    *   Enhancing career counselling and support services can help reduce the proportion of "Unsure" responses and guide students towards more informed career choices.
    *   Providing internships, industry projects, and mentorship programs can bridge the gap between academic learning and real-world applications.
3. Continuous Feedback Mechanisms:
    *   Implementing regular feedback mechanisms from students and alumni can help colleges stay attuned to the evolving needs and expectations of their students.
    *   This feedback can be used to make iterative improvements to academic programs and support services.

Conclusion:

The plot highlights significant variations in the probability of graduates choosing the same field of study again across different colleges. By analysing these variations, educational institutions can identify areas of strength and opportunities for improvement. Ultimately, this analysis can inform strategic decisions aimed at enhancing the overall academic experience and aligning educational programs with the career aspirations of students.

Figure 67 Graduates probability of choosing the same field of study again given chance

Probability of Choosing the Same Field of Study Again Across Colleges (Percentage)
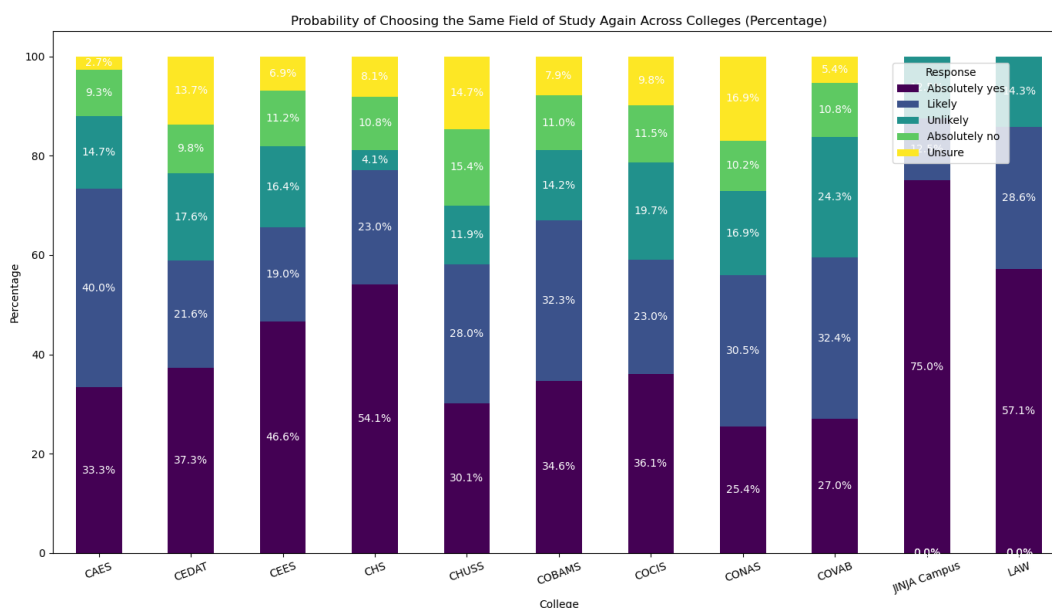
6.1.2   Probability of Choosing the Same Field of Study Again Across Colleges

Figure 68 provides a detailed insights into the likelihood of graduates choosing the same field of study again, segmented by gender and across different colleges. Here are the key takeaways with specific examples:

Gender Differences Across Colleges:

Female Graduates:	Male Graduates:
College of Business and Management Sciences (COBAMS):	**College of Engineering, Design, Art and Technology (CEDAT):**
A significant proportion of female graduates from COBAMS responded with "Absolutely Yes," indicating high satisfaction with their chosen field of study.	A higher proportion of male graduates from CEDAT responded with "Absolutely Yes," indicating strong satisfaction with their chosen field of study.
However, there is also a notable percentage of "Unlikely" and "Absolutely No" responses, suggesting that while many are satisfied, there are still areas for improvement.	There are fewer "Unlikely" and "Absolutely No" responses, suggesting that male graduates from CEDAT are generally more satisfied compared to their female counterparts.
College of Agricultural and Environmental Sciences (CAES):	**College of Education and External Studies (CEES):**
Female graduates from CAES show a more balanced distribution of responses, with a mix of "Absolutely Yes," "Likely," and "Unlikely."	Male graduates from CEES exhibit a varied distribution of responses, with a mix of "Absolutely Yes," "Likely," and "Unlikely."
This indicates that while some female graduates are satisfied, others are less certain about their choice of field.	This indicates that while some male graduates are satisfied, others are less certain about their choice of field.

College-Specific Trends:

College of Computing and Information Sciences (CoCIS):
Both male and female graduates from CoCIS show a higher proportion of "Absolutely Yes" responses, indicating strong satisfaction with their chosen field of study.
However, there are still some "Unlikely" and "Absolutely No" responses, suggesting that there are areas for improvement.

College of Humanities and Social Sciences (CHUSS):
Female graduates from CHUSS show a higher proportion of "Unlikely" and "Absolutely No" responses, indicating lower satisfaction levels.
Male graduates from CHUSS also exhibit a varied distribution of responses, with a mix of "Absolutely Yes," "Likely," and "Unlikely."

Indecision Across Colleges:

College of Natural Sciences (CoNAS):

Both male and female graduates from CoNAS show a higher proportion of "Unsure" responses, indicating varying levels of uncertainty about their choice of field.

This suggests a need for enhanced career guidance and support services to help students make more informed choices.

Recommendations:

Targeted Interventions:

CHUSS: Conduct further research to understand the specific challenges faced by female students and implement targeted interventions to address these issues.

CAES: Investigate the reasons behind the mixed responses and work on improving the academic experience for female graduates.

Career Guidance and Support:

CoNAS: Provide robust career guidance and support services to help reduce indecision among graduates and assist them in making more informed choices about their field of study.

Curriculum Alignment:

COBAMS: Ensure that the curriculum is well-aligned with career goals and industry requirements to enhance satisfaction levels among graduates.

Gender-Specific Support:

CEDAT: Implement gender-specific support services and initiatives to address the unique challenges faced by female students and improve their overall academic experience.

By addressing these gender-specific differences and college-specific trends, educational institutions can work towards creating a more equitable and satisfying academic experience for all students. Further analysis was done using a chi square test. The result (X-squared = 9.0639, df = 4, p-value = 0.05952) showed that there was no statistically significant difference between females and males in their responses to whether they would choose the same field of study again.

Choice of the Same Field Again by Gender
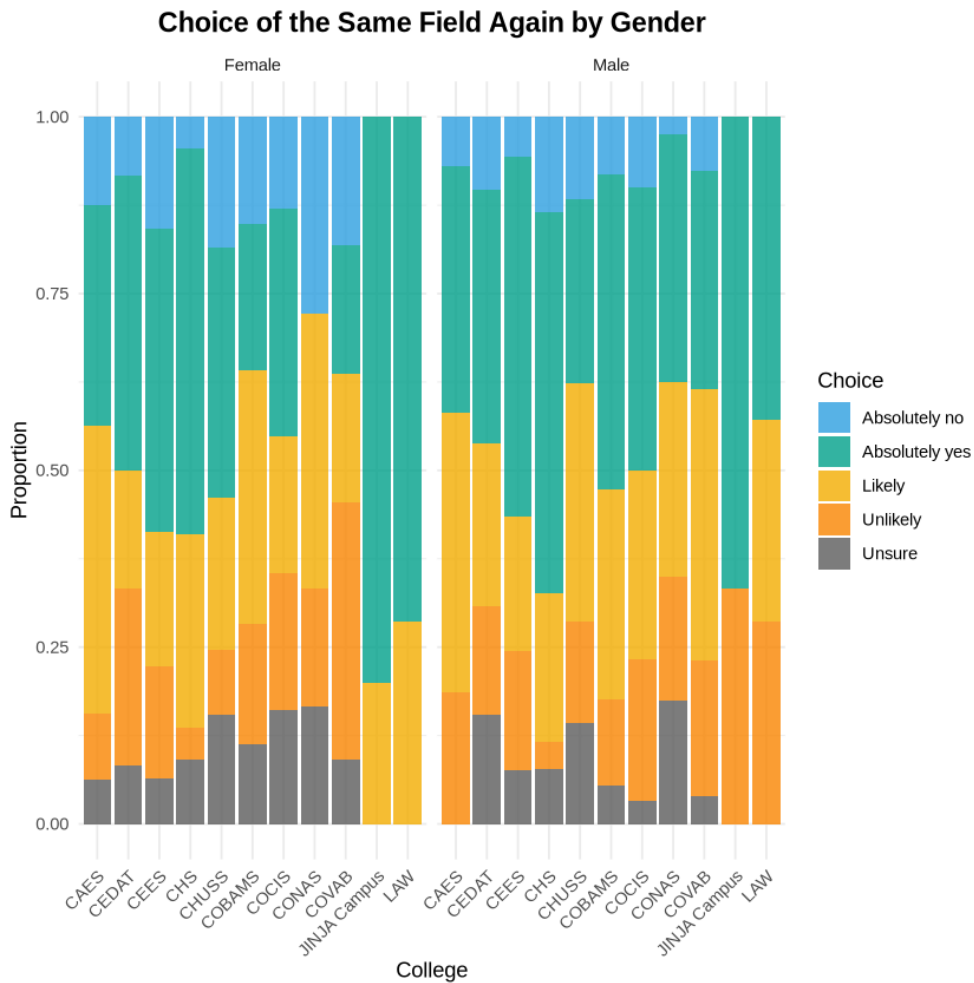
6.2 The Possibility of Choosing the Same Field of Study Again at Makerere University

Looking back, if you were free to choose again to what extent would you probably choose Makerere University for the same course? Figure 69 visualizes the percentage distribution of responses to the question of whether graduates would choose the same course at Makerere University again. Here are the key takeaways:

* **High Satisfaction:**
  * Absolutely Yes:
    * A significant percentage of graduates (approximately 40%) responded with "Absolutely Yes," indicating a high level of satisfaction with their overall experience at Makerere University.
    * This suggests that many graduates feel positively about their time at the university and would make the same choice again.
* **Moderate Satisfaction:**
  * Likely:
    * Around 30% of graduates responded with "Likely," indicating that they are generally satisfied with their experience but may have some reservations.
    * This group represents graduates who had a positive experience but might have encountered

some challenges or areas for improvement.

* **Areas for Improvement:**
    * Unlikely and Absolutely No:
        * Approximately 15% of graduates responded with "Unlikely," and around 10% responded with "Absolutely No."
        * These responses highlight areas where the university can improve to enhance the student experience. Graduates in these categories may have faced significant challenges or dissatisfaction during their time at the university.
* **Indecision:**
    * Unsure:
        * About 5% of graduates responded with "Unsure," indicating uncertainty about their choice.
        * This group may benefit from additional support and guidance to help them make more informed decisions about their education and career paths.

Recommendations:

1. Enhance Student Support Services:
    * Providing robust support services, including academic advising, career counselling, and mental health resources, can help address the concerns of students who are unsure or dissatisfied with their experience.
2. Address Specific Challenges:
    * Conducting surveys and focus groups to understand the specific challenges faced by students who responded with "Unlikely" or "Absolutely No" can help the university identify areas for improvement and implement targeted interventions.
3. Promote Positive Experiences:
    * Highlighting the positive experiences of graduates who responded with "Absolutely Yes" and "Likely" can help attract new students and reinforce the university's strengths.

By addressing the areas of dissatisfaction and providing better support, Makerere University can work towards improving the overall student experience and increasing the likelihood of graduates choosing the university again.

Figure 69 The graduates probability of choosing the same course to study at Makerere University
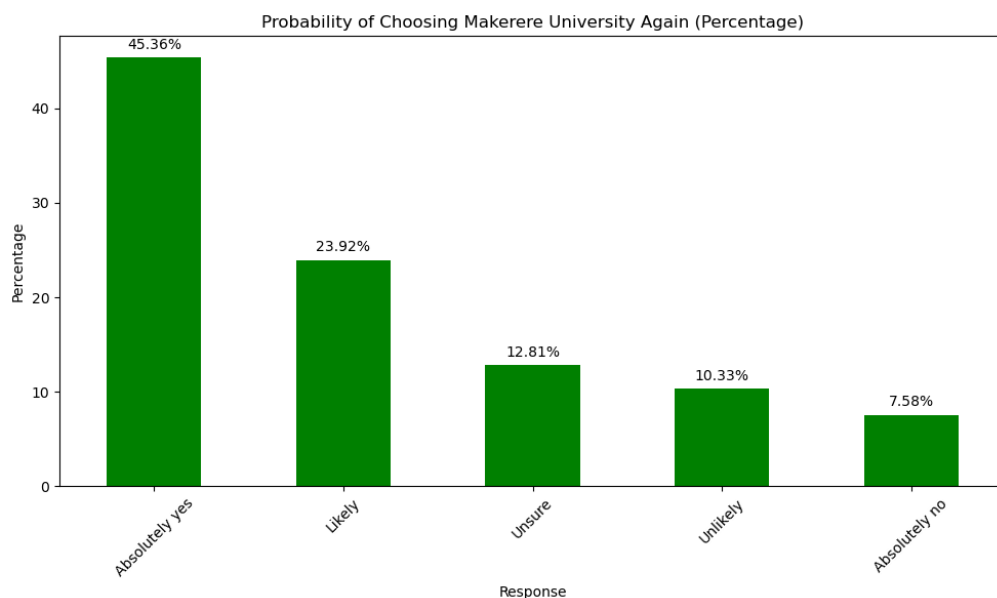
6.2.1   The Possibility of Choosing the Same Field of Study Again at Makerere University by college

Figure 70 visualizes the percentage distribution of responses to the question of whether graduates would choose the same course at Makerere University again across colleges. Here are the key takeaways:

College of Agricultural and Environmental Sciences (CAES):

A high percentage of graduates (49.33%) responded with "Absolutely Yes," indicating strong satisfaction with their chosen course.

However, there are also notable percentages of "Unlikely" (6.67%) and "Absolutely No" (4.00%) responses, suggesting areas for improvement.

College of Engineering, Design, Art and Technology (CEDAT):

45.10% of graduates responded with "Absolutely Yes," showing a high level of satisfaction.

There is a significant percentage of "Unlikely" (11.76%) and "Absolutely No" (9.80%) responses, indicating some dissatisfaction.

College of Education and External Studies (CEES):

The highest percentage of "Absolutely Yes" responses (55.17%) among the colleges, indicating very high satisfaction.

Lower percentages of "Unlikely" (9.48%) and "Absolutely No" (4.31%) responses compared to other colleges.

College of Health Sciences (CHS):

55.41% of graduates responded with "Absolutely Yes," indicating high satisfaction.

There are notable percentages of "Unlikely" (13.51%) and "Absolutely No" (8.11%) responses, suggesting areas for improvement.

College of Humanities and Social Sciences (CHUSS):

37.06% of graduates responded with "Absolutely Yes," indicating moderate satisfaction.

Higher percentages of "Unlikely" (12.59%) and "Absolutely No" (9.79%) responses compared to other colleges.

Recommendations:

1. Targeted Interventions:
   * CHUSS: Conduct further research to understand the specific challenges faced by students and implement targeted interventions to address these issues.
   * CEDAT: Investigate the reasons behind the higher percentages of dissatisfaction and work on improving the academic experience.
2. Enhance Student Support Services:
   * Providing robust support services, including academic advising, career counseling, and mental health resources, can help address the concerns of students who are unsure or dissatisfied with their experience.
3. Promote Positive Experiences:
   * Highlighting the positive experiences of graduates who responded with "Absolutely Yes" can help attract new students and reinforce the university's strengths.

By addressing the areas of dissatisfaction and providing better support, Makerere University can work towards improving the overall student experience and increasing the likelihood of graduates choosing the same course again.

Figure 70 Probability of choosing same course at Makerere University by college
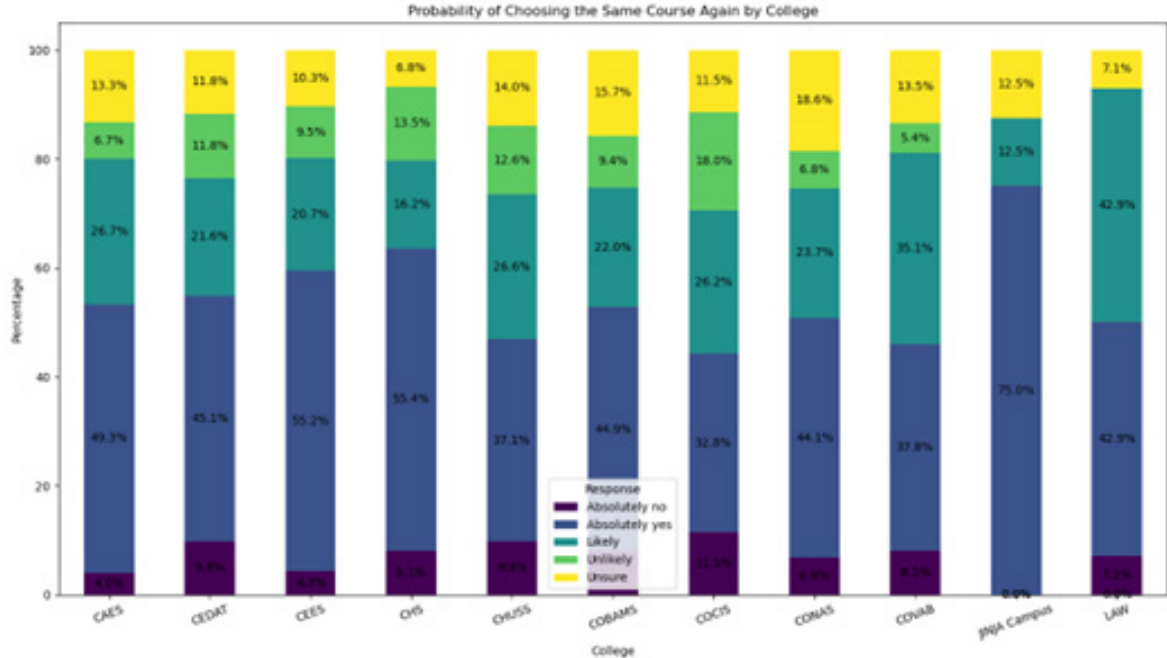
6.2.2 The Possibility of Choosing the Same Field of Study Again at Makerere University by gender

Further disaggregation by gender is shown in figure 71. Statistical test showed there was no significant differences between female and males' possibility of choosing the same course again at Makerere University.

Figure 71 possibility of choosing the same course again at Makerere University by gender
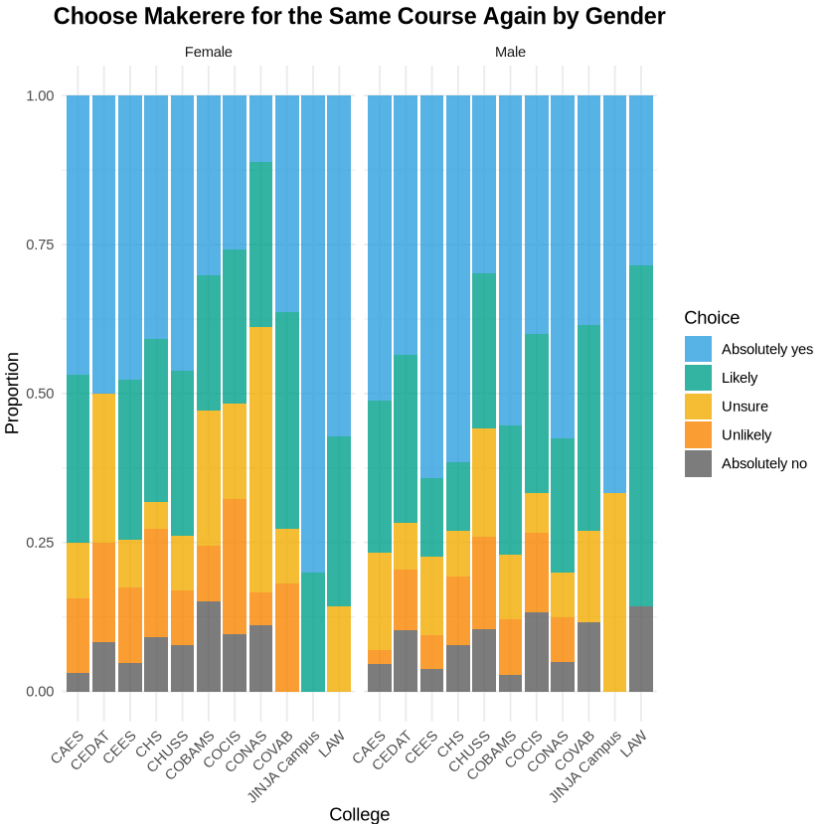
6.3 General Satisfaction

In retrospect, to what extent are you satisfied with your studies in general?

Figure 72 visualizes the extent of general satisfaction with studies among graduates from Makerere University. The responses are categorized into five levels of satisfaction: "Absolutely Yes," "Likely," "Unsure," "Unlikely," and "Absolutely No." Here is a detailed interpretation of the plot:

ABSOLUTELY NO (4.1%):

The smallest percentage of graduates (4.1%) responded with "Absolutely No," indicating a high level of dissatisfaction with their studies. This group represents those who had a very negative experience and felt that their studies did not meet their expectations.

UNLIKELY (8.0%):

8.0% of graduates responded with "Unlikely," suggesting some level of dissatisfaction with their studies. This group may have encountered challenges or issues that negatively impacted their overall experience.

UNSURE (14.0%):

14.0% of graduates responded with "Unsure," indicating some uncertainty about their satisfaction with their studies. This group may have had mixed experiences or may not have formed a strong opinion about their studies.
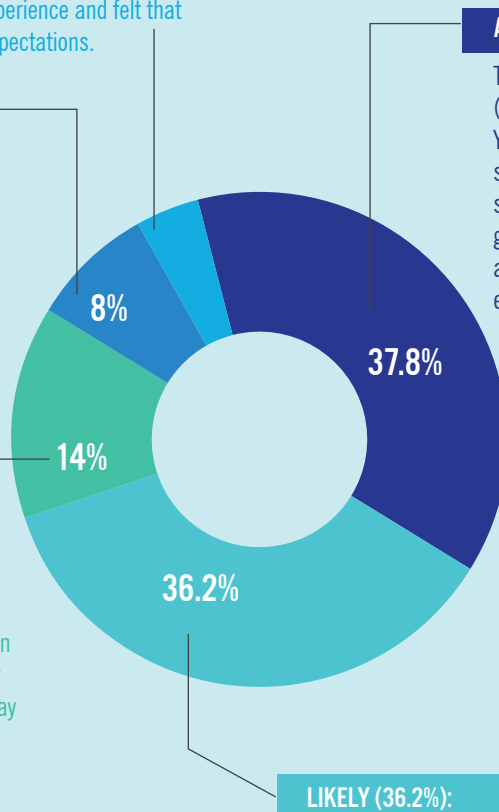
ABSOLUTELY YES (37.8%):

The highest percentage of graduates (37.8%) responded with "Absolutely Yes," indicating a strong level of satisfaction with their studies. This suggests that a significant portion of graduates had a very positive experience and felt that their studies met or exceeded their expectations.

LIKELY (36.2%):

A substantial percentage of graduates (36.2%) responded with "Likely," showing that they are generally satisfied with their studies. This group, while not as enthusiastic as the "Absolutely Yes" respondents, still reflects a positive overall experience.

Summary:
- The majority of graduates (74.0%) are generally satisfied with their studies, as indicated by the combined percentages of "Absolutely Yes" and "Likely" responses.
- A smaller portion of graduates (12.1%) expressed dissatisfaction, as indicated by the combined percentages of "Unlikely" and "Absolutely No" responses.
- The remaining 14.0% of graduates are unsure about their satisfaction, indicating a need for further investigation to understand their experiences better.

Recommendations:

1. Enhance Academic Support:
- Providing additional academic support, such as tutoring and mentoring programs, can help address the concerns of students who are unsure or dissatisfied with their studies.
2. Conduct Feedback Surveys:
- Regularly conducting feedback surveys to understand the specific challenges faced by students can help the university identify areas for improvement and implement targeted interventions.
3. Promote Positive Experiences:
- Highlighting the positive experiences of graduates who responded with "Absolutely Yes" and "Likely" can help reinforce the university's strengths and attract new students.

By addressing the areas of dissatisfaction and providing better support, Makerere University can work towards improving the overall student experience and increasing the level of satisfaction with studies.

Figure 72 The extent of a graduates general satisfaction with the study

Extent of General Satisfaction with Studies
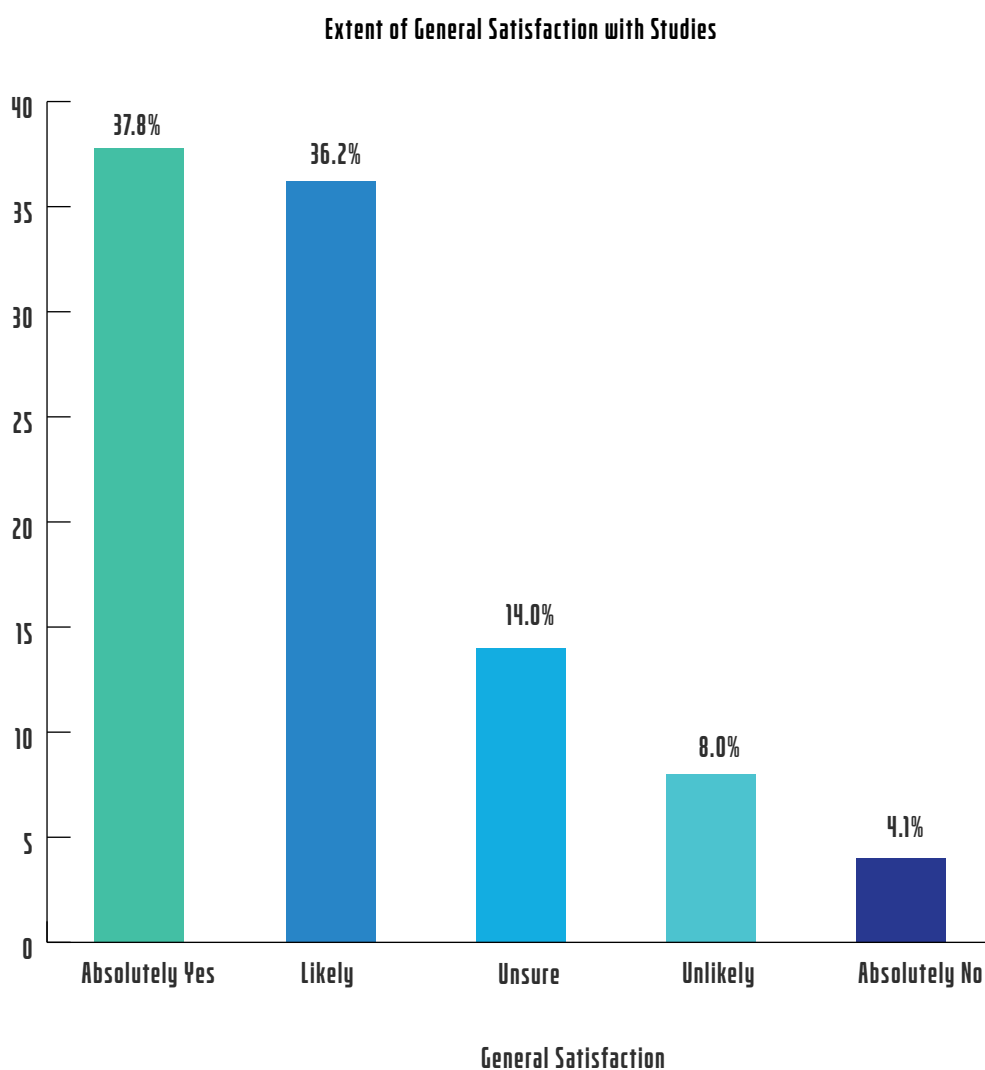
6.3.1   General Satisfaction with Studies by College

Figure 73 visualizes the general satisfaction with studies among graduates from different colleges at Makerere University. Here is a detailed interpretation of the plot:

College of Agricultural and Environmental Sciences (CAES):	Likely (44.0%): The majority of graduates responded with "Likely," indicating general satisfaction with their studies.
	Absolutely Yes (34.7%): A significant portion of graduates expressed strong satisfaction.
	Unsure (13.3%): A notable percentage of graduates are uncertain about their satisfaction.
College of Engineering, Design, Art and Technology (CEDAT):	Likely (41.2%): A large portion of graduates responded with "Likely," showing general satisfaction.
	Absolutely Yes (23.5%): A smaller but significant portion expressed strong satisfaction.
	Unsure (21.6%): A considerable percentage of graduates are uncertain about their satisfaction, indicating potential areas for improvement.
College of Education and External Studies (CEES):	Absolutely Yes (54.3%): The highest percentage of "Absolutely Yes" responses among the colleges, indicating very high satisfaction.
	Likely (29.3%): A significant portion of graduates are generally satisfied with their studies.
College of Health Sciences (CHS):	Absolutely Yes (41.9%): A large portion of graduates expressed strong satisfaction.
	Likely (41.9%): An equal percentage of graduates are generally satisfied.
	Unsure (4.1%): A small percentage of graduates are uncertain about their satisfaction.
College of Humanities and Social Sciences (CHUSS):	Absolutely Yes (41.3%): A significant portion of graduates expressed strong satisfaction.
	Likely (25.9%): A smaller portion of graduates are generally satisfied.
	Unsure (16.1%): A notable percentage of graduates are uncertain about their satisfaction, indicating potential areas for improvement.

Recommendations:

1. Targeted Interventions:
    - CEDAT: Investigate the reasons behind the higher percentages of "Unsure" responses and work on improving the academic experience.
    - CHUSS: Address the concerns of students who are unsure about their satisfaction to improve their overall experience.
2. Enhance Student Support Services:
    - Providing robust support services, including academic advising, career counselling, and mental health resources, can help address the concerns of students who are unsure or dissatisfied with their experience.
3. Promote Positive Experiences:
    - Highlighting the positive experiences of graduates who responded with "Absolutely Yes" can help attract new students and reinforce the university's strengths.

By addressing the areas of dissatisfaction and providing better support, Makerere University can work towards improving the overall student experience and increasing the level of satisfaction with studies across all colleges.

Figure 73 Extent of graduates general satisfaction with their studies by college
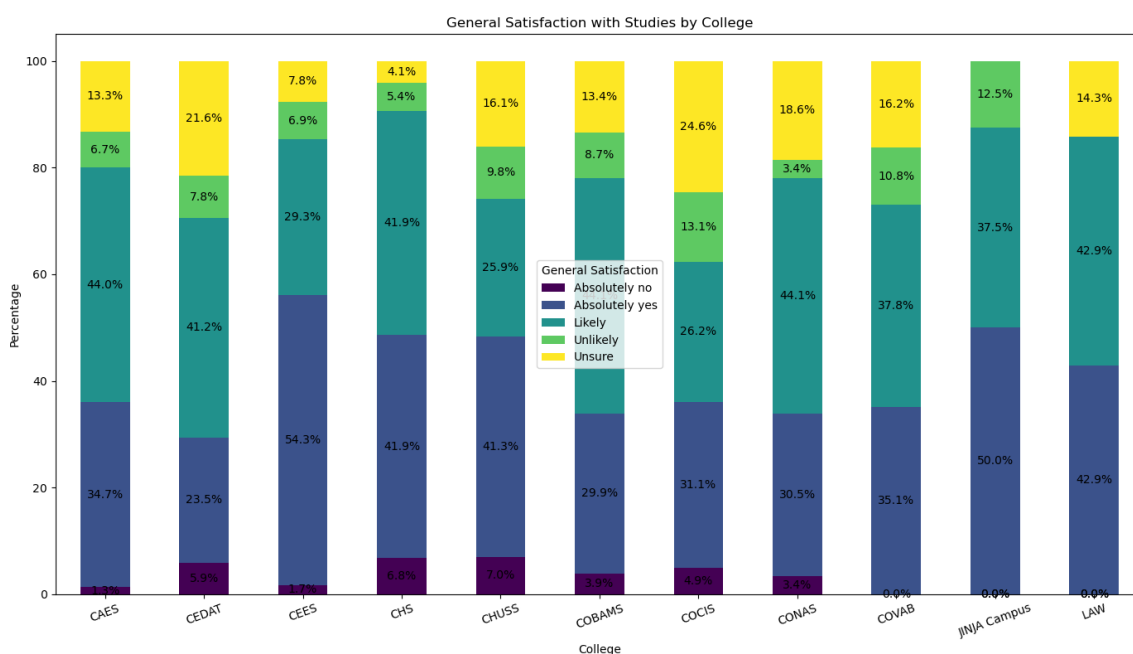
A statistical test was done to find out if the difference between female and male were significant. The chi square results (X-squared = 13.297, df = 4, p-value = 0.009911) showed that the difference in general satisfaction between females and males is statistically significant.

6.3.2   General Satisfaction with Studies by gender

Figure 74 provides valuable insights into the general satisfaction levels of graduates from different colleges, segmented by gender. The observed trends indicate that satisfaction levels vary significantly across colleges and between genders. These variations could be attributed to several factors, including the quality of education, availability of resources, faculty support, and overall learning environment.

The higher satisfaction levels in certain colleges suggest that these colleges may have effective educational practices and supportive environments that contribute to positive graduate experiences. Conversely, colleges with lower satisfaction levels may need to investigate and address potential issues that negatively impact graduate satisfaction.

The gender disparities observed in the plot highlight the importance of considering gender-specific factors when evaluating graduate satisfaction. These factors could include differences in learning experiences, access to resources, and support systems available to male and female graduates.

Overall, the plot underscores the need for continuous assessment and improvement of educational practices across colleges to enhance graduate satisfaction. By addressing the identified disparities and leveraging the strengths of high-performing colleges, institutions can work towards providing a more equitable and satisfying educational experience for all graduates.

Figure 74 graduates general satisfaction by gender
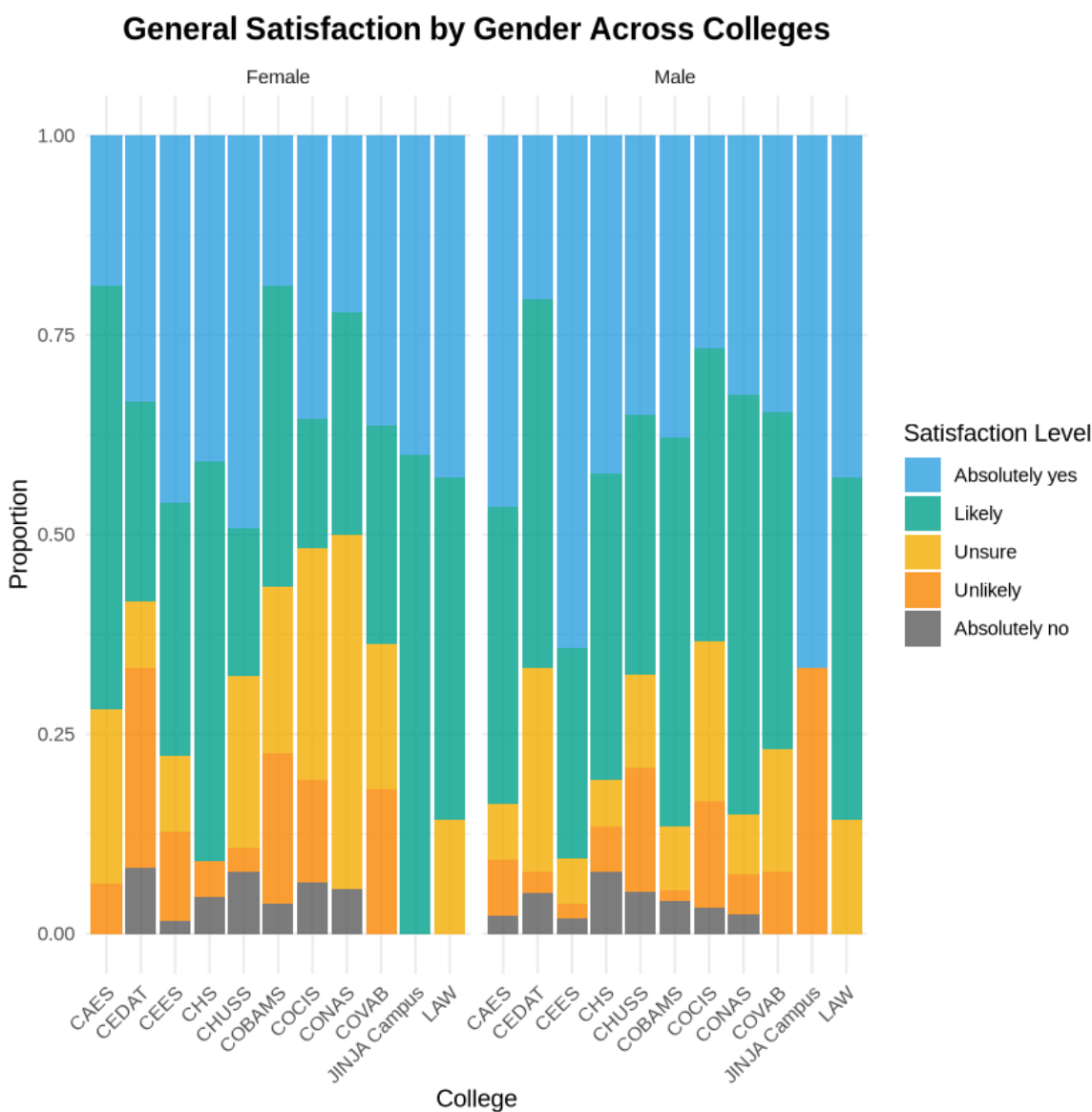
To effectively address areas of dissatisfaction in colleges with lower satisfaction levels, the university administration can implement a comprehensive and targeted approach. Here are several strategies that can be employed:

1. Conduct In-Depth Analysis:
   * **Focus Groups and Surveys:** Organize focus groups and conduct detailed surveys to gather qualitative data on the specific reasons behind dissatisfaction. Engage students, faculty, and staff to get a holistic view of the issues.
   * **Data Analysis:** Analyze the survey and focus group data to identify common themes and specific areas of concern. Look for patterns and trends that indicate systemic issues.
2. Enhance Communication and Transparency:
   * **Open Forums:** Hold regular open forums where students can voice their concerns directly to the administration. Ensure that these forums are well-publicized and accessible to all students.
   * **Feedback Mechanisms:** Establish clear and accessible channels for students to provide feedback on their experiences. Ensure that students know their feedback is valued and will be acted upon.
3. Improve Academic Support:
   * **Tutoring and Mentoring:** Expand tutoring and mentoring programs to provide additional academic support to students who are struggling. Pair students with faculty or senior students who can offer guidance and assistance.
   * **Advising Services:** Strengthen academic advising services to help students with course selection, career planning, and academic challenges. Ensure advisors are well-trained and accessible.
4. Enhance Faculty Development:
   * **Professional Development:** Invest in professional development programs for faculty to improve teaching quality and student engagement. Offer workshops, seminars, and courses on modern teaching techniques and student-centered learning.
   * **Performance Reviews:** Implement regular performance reviews for faculty members, providing constructive feedback and support for improvement.
5. Upgrade Facilities and Resources:
   * **Infrastructure Improvements:** Invest in upgrading facilities such as classrooms, laboratories, libraries, and study spaces. Ensure that these spaces are conducive to learning and meet the needs of students.
   * **Access to Resources:** Ensure that students have access to necessary academic resources, including textbooks, online databases, research materials, and technology.
6. Foster a Supportive Campus Environment:
   * **Mental Health Services:** Expand mental health services to provide support for students dealing with stress, anxiety, and other mental health issues. Offer counseling, workshops, and peer support programs.
   * **Extracurricular Activities:** Promote and support extracurricular activities that enhance student life and foster a sense of community. Encourage student participation in clubs, sports, and cultural events.
7. Monitor and Evaluate Progress:
   * **Regular Assessments:** Conduct regular assessments of student satisfaction to monitor the impact of implemented changes. Use this data to make further improvements and address any new issues that arise.
   * **Continuous Improvement:** Establish a culture of continuous improvement, where feedback is regularly sought and acted upon. Ensure that the administration is responsive to student needs and committed to enhancing the student experience.
8. Encourage Collaboration and Sharing of Best Practices:
   * **Inter-College Collaboration:** Promote collaboration between different colleges to share resources, knowledge, and best practices. Encourage colleges with higher satisfaction levels to mentor and support those with lower satisfaction levels.
   * **Learning Communities:** Create learning communities where faculty and staff can share successful strategies and innovative approaches to improving student satisfaction.

By implementing these strategies, the university administration can effectively address areas of dissatisfaction and create a more positive and supportive educational environment for all students.

Chapter 7:
Employment and Employability of Graduates of Makerere University

Respondents were asked questions related to the following:

* What they were doing within the first six months after graduation?

* How long did they take to get their first job?

* What were the most successful method they used to find a job?

* What applies to their current situation whether they are working or not?

* How many jobs they have held since graduation?

* How many hours they work?

* Are they in full time job?

* What type of employer?

* In which economic sector they are currently employed

* What is their main occupation?

All these questions were asked to assess the employability of graduates of Makerere University. The results of their responses are visualized and presented subsequently.

7.1 Activities Graduates of Makerere in the First Six Months after Graduation

Respondents were asked: What applied to your situation in the first six months after graduating? The responses listed a number of activities there were engaged in within six months after graduation.

The specific activities that a graduate engaged in within 6 months is shown in Figure 75.

Figure 75 Distribution of employment status in first six months after graduation

Distribution of Employment Statuses in the First Six Months After Graduation (10 Unique Categories)

Employment: 276
Not employed, but searching for a job: 272
Occasional job (just to earn money): 209
Self-employed / freelance work: 140
Other activities: 130
Internship: 112
Further academic education (higher education): 109
Further vocational education/training: 34
Housewife, househusband, family work: 30
Volunteering: 4
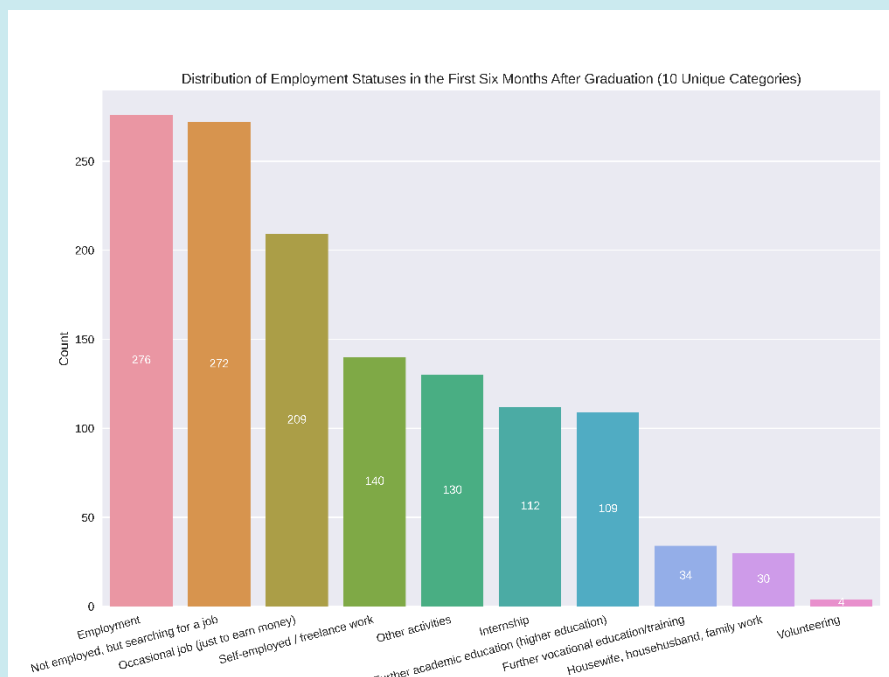
Figure 75 illustrates the distribution of activities that Makerere University graduates engaged in during the first six months after graduation. The data is categorized into ten unique categories, each representing a distinct post-graduation activity. Here are the key insights derived from the plot:

Employment:	The most common activity among graduates is employment, with 276 graduates (27.6%) reporting that they found employment within the first six months. This indicates a relatively high absorption rate of graduates into the job market.
Job Search:	A significant number of graduates (272, 27.2%) reported being not employed but actively searching for a job. This suggests that while many graduates are entering the workforce, a comparable number are still facing challenges in securing employment.
Occasional Jobs:	209 graduates (20.9%) engaged in occasional jobs just to earn money. This category likely includes temporary or part-time work, indicating that some graduates may be taking on less stable employment while searching for more permanent positions.
Self-Employment/ Freelance Work:	140 graduates (14.0%) reported being self-employed or engaged in freelance work. This highlights a notable entrepreneurial spirit among the graduates, with a significant portion opting to create their own employment opportunities.
Internships:	112 graduates (11.2%) participated in internships. Internships are often a stepping stone to full-time employment, suggesting that these graduates are gaining practical experience and building professional networks.
Further Academic Education:	109 graduates (10.9%) pursued further academic education, indicating a commitment to advancing their knowledge and skills through higher education.
Other Activities:	130 graduates (13.0%) were involved in various other activities that did not fit into the main categories. This diverse group includes activities such as volunteering, home business, and other unique pursuits.
Further Vocational Education/ Training:	34 graduates (3.4%) engaged in further vocational education or training, suggesting a focus on acquiring specific skills that may enhance their employability.
Household Responsibilities:	30 graduates (3.0%) took on roles as housewives, househusbands, or engaged in family work. This category reflects the personal and familial responsibilities that some graduates prioritize post-graduation.
Volunteering:	A small number of graduates (4, 0.4%) reported engaging in volunteering activities. Volunteering can provide valuable experience and networking opportunities, even if it does not offer immediate financial benefits.

Insights

* **Employment and Job Search:** The nearly equal numbers of graduates who found employment (27.6%) and those still searching for jobs (27.2%) highlight the mixed success of graduates in entering the job market. This suggests a need for enhanced career support services and job placement programs to assist graduates in their transition from academia to the workforce.

- **Entrepreneurial Activities:** The significant number of graduates engaging in self-employment and freelance work (14.0%) underscores the importance of fostering entrepreneurial skills and providing resources to support new business ventures.
- **Further Education and Training:** The pursuit of further academic (10.9%) and vocational education (3.4%) by a notable portion of graduates indicates a recognition of the value of continued learning and skill development in enhancing career prospects.
- **Diverse Post-Graduation Activities:** The variety of activities reported by graduates, including internships (11.2%), occasional jobs (20.9%), and other unique pursuits (13.0%), reflects the diverse paths that graduates take based on their individual circumstances, interests, and opportunities.

Overall, the data provides a comprehensive overview of the early career activities of Makerere University graduates, highlighting both successes and challenges in their post-graduation journeys. This information can be valuable for university administrators, policymakers, and career services in developing targeted interventions to support graduates in achieving their career goals.

7.1.1 Implications of the High Percentage of Graduates Engaged in Self-Employment and Freelance Work

The data indicates that 14.0% of Makerere University graduates are engaged in self-employment or freelance work within the first six months after graduation. This relatively high percentage has several important implications:

Entrepreneurial Spirit:

The significant number of graduates opting for self-employment and freelance work suggests a strong entrepreneurial spirit among the graduates. This indicates that many graduates are willing to take risks and create their own job opportunities rather than relying solely on traditional employment.

Job Market Dynamics:

The high engagement in self-employment and freelance work may reflect the current dynamics of the job market. It could indicate that there are insufficient traditional employment opportunities available, prompting graduates to seek alternative ways to earn a living.

Skill Utilization and Development:

Self-employment and freelance work often require a diverse set of skills, including business management, marketing, and financial planning. Graduates engaged in these activities are likely developing a broad skill set that can be valuable in various professional contexts.

Support for Entrepreneurship:

The data underscores the need for universities and policymakers to provide robust support for entrepreneurship. This could include offering entrepreneurship training programs, providing access to startup capital, and creating incubators or accelerators to help graduates launch and grow their businesses.

Economic Contributions:

Graduates who are self-employed or working as freelancers contribute to the economy by creating jobs, generating income, and fostering innovation. Their entrepreneurial activities can stimulate economic growth and development, particularly in sectors where traditional employment opportunities are limited.

Flexibility and Work-Life Balance:

Self-employment and freelance work often offer greater flexibility compared to traditional employment. This can be particularly appealing to graduates who value work-life balance or have other commitments, such as family responsibilities or further education.

Challenges and Risks:

While self-employment and freelance work offer many benefits, they also come with challenges and risks. Graduates may face financial instability, lack of access to benefits such as health insurance and retirement plans, and the pressure of managing all aspects of their business. Support systems and resources are essential to help them navigate these challenges.

Policy Implications:

Policymakers should consider creating an enabling environment for self-employed individuals and freelancers. This could involve simplifying business registration processes, providing tax incentives, and ensuring access to social protection for self-employed individuals.

Conclusion

The high percentage of Makerere University graduates engaged in self-employment and freelance work highlights the importance of entrepreneurship in the current job market. It reflects the adaptability and resilience of graduates in finding alternative employment opportunities. To maximize the potential of these entrepreneurial activities, it is crucial to provide targeted support and resources that can help graduates succeed in their ventures and contribute positively to the economy.

7.1.2   Types of Support Universities Can Provide to Graduates Interested in Self-Employment and Freelance Work

Given the significant percentage of Makerere University graduates engaged in self-employment and freelance work, universities can play a crucial role in supporting these entrepreneurial endeavours. Here are several types of support that universities can provide:

Entrepreneurship Training Programs:

Workshops and Courses: Offer workshops and courses on entrepreneurship, business management, marketing, financial planning, and other relevant topics. These programs can equip graduates with the necessary skills to start and run their own businesses. In addition mainstream a module on entrepreneurships in all the programmes of the University.

Guest Lectures and Seminars: Invite successful entrepreneurs and industry experts to share their experiences and insights with students and graduates.

Access to Resources and Facilities:

Incubators and Accelerators: Establish and expand incubators and accelerators that provide startups with office space, mentorship, and access to networks of investors and industry professionals.

Maker Spaces and Labs: Provide more access to maker spaces, labs, and other facilities where graduates can develop prototypes, conduct research, and work on their projects.

Mentorship and Networking Opportunities:

Mentorship Programs: Pair graduates with experienced mentors who can provide guidance, advice, and support as they navigate the challenges of self-employment and freelance work.

Networking Events: Organize networking events, such as meetups, pitch competitions, and industry conferences, where graduates can connect with potential clients, partners, and investors.

Financial Support and Funding:

Grants and Scholarships: Offer grants, scholarships, and seed funding to support graduates in launching their businesses.

Access to Investors: Facilitate connections with angel investors, venture capitalists, and other funding sources that can provide financial backing for startups.

Legal and Administrative Support:

Legal Clinics: Provide access to legal clinics where graduates can receive advice on business registration, intellectual property, contracts, and other legal matters.

> > Administrative Assistance: Offer support with administrative tasks, such as accounting, tax filing, and compliance with regulatory requirements.

> Career Services and Job Placement:
> > Freelance Platforms: Partner with freelance platforms and job boards to help graduates find freelance opportunities and clients.

> > Career Counseling: Provide career counseling services to help graduates explore self-employment options and develop personalized career plans.

> Alumni Networks and Support Groups:
> > Alumni Associations: Leverage alumni associations to create support networks for graduates engaged in self-employment and freelance work.

> > Support Groups: Establish support groups where graduates can share experiences, challenges, and solutions with their peers.

> Recognition and Awards:
> > Entrepreneurship Awards: Recognize and celebrate the achievements of graduates who have successfully launched and grown their businesses through awards and public recognition.

> > Showcase Events: Organize events where graduates can showcase their businesses and innovations to the university community and external stakeholders.

Conclusion

By providing comprehensive support in the areas of training, resources, mentorship, funding, legal assistance, career services, networking, and recognition, universities can significantly enhance the success and sustainability of graduates' self-employment and freelance ventures. This support not only benefits the individual graduates but also contributes to the broader economic development and innovation ecosystem.

7.1.3   Activities graduates of Makerere in the first six months after graduation

Figure 75 illustrates the distribution of activities that graduates from different colleges at Makerere University engaged in within the first six months after graduation. The Key observations were:

* **Employment:** This is a significant activity across all colleges, with the College of Education and External Studies (CEES) showing the highest proportion of employed graduates.
* **Further Education:** A notable proportion of graduates from the College of Humanities and Social Sciences (CHUSS) and the College of Business and Management Sciences (COBAMS) pursued further education.
* **Unemployed:** The College of Humanities and Social Sciences (CHUSS) and the College of Business and Management Sciences (COBAMS) have a higher proportion of unemployed graduates compared to other colleges.
* **Self-employed:** This activity is relatively consistent across colleges, with no college showing a particularly high or low proportion.
* **Household Work:** This activity is minimal across all colleges.
* **Occasional Job:** This is more prevalent in the College of Business and Management Sciences (COBAMS) and the College of Health Sciences (CHS).

* Other: This category is relatively small across all colleges. The activities grouped into "other" include:
  * Internship
  * Volunteership
  * Unpaid Volunteering
  * Employed immediately after completing my last was
  * Parental support in providing projects to kickstart my career

These activities did not fit into the predefined categories and were thus grouped under "Other".

Figure 76 Activities respondents engaged in after graduation

Activities graduates engaged in within 6 months after graduation
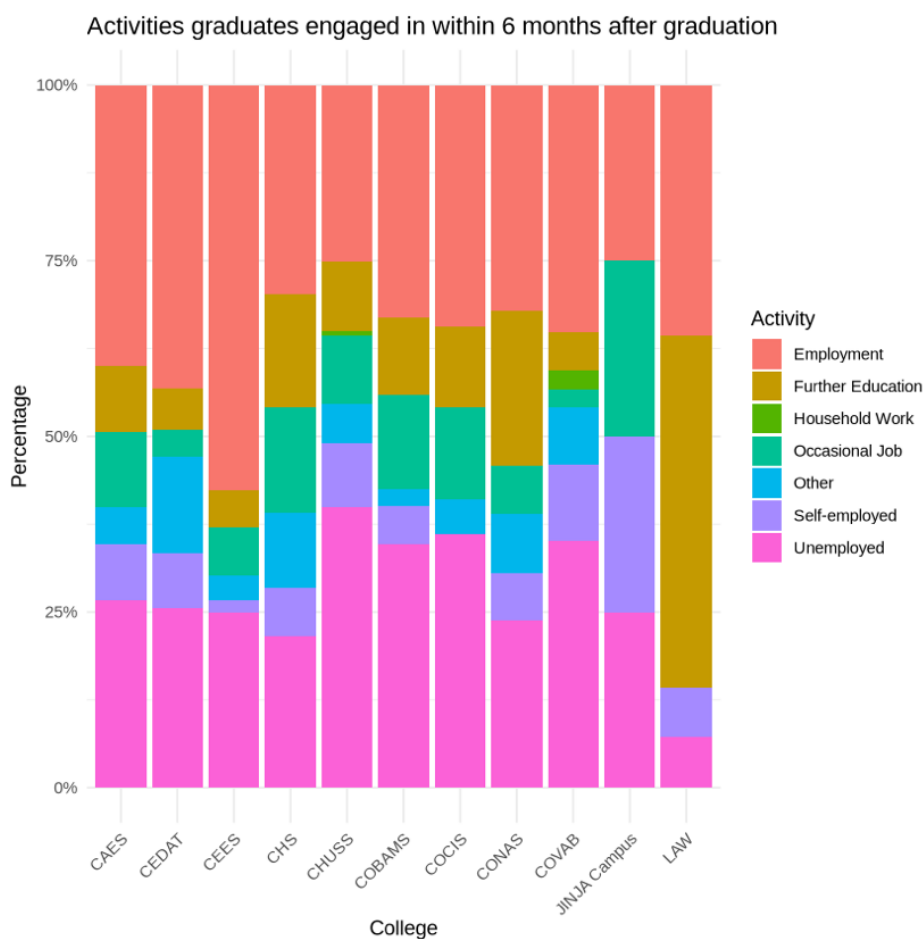
7.2 Time to Start First Job

Figure 76 visualizes the percentage distribution of the time it took respondents to find their first job after graduation from Makerere University. The key observations were:

1. Most Common Time Frames:
   * The most common time frame for finding the first job is "Before graduation," with a significant percentage of respondents securing employment before and after completing their studies.
   * Other notable time frames include "At the time of graduation" and "Less than 1 month after graduation."

2. Gradual Decrease:
  * There is a gradual decrease in the percentage of respondents as the time to find the first job increases.
  * Fewer respondents take "More than one year" to find their first job.
3. Unemployment:
  * A small percentage of respondents have "Not been employed since graduation," indicating a generally successful employment rate among graduates.

Key Insights
1. Early Employment:
  * A significant proportion of students secure employment before or shortly after graduation, suggesting effective career preparation and a strong job market.
2. Employment Within a Year:
  * The majority of respondents find their first job within a year of graduation, with a notable drop-off in numbers for those taking longer than a year.

Recommendations
1. Career Services Enhancement:
  * Continue to strengthen career services to help students secure employment before or shortly after graduation.
  * Offer job placement programs, career counselling, and networking opportunities to support graduates in their job search.
  * Provide students with academic documents(Transcripts/testimonials) as soon as the results are out to enhance their chances to find jobs and opportunity for further studies.
2. Support for Longer Job Searches:
  * Develop support programs for graduates who take longer to find employment, such as job search workshops, resume writing assistance, and interview preparation.

Figure 77 Time respondents took to find first job after graduation
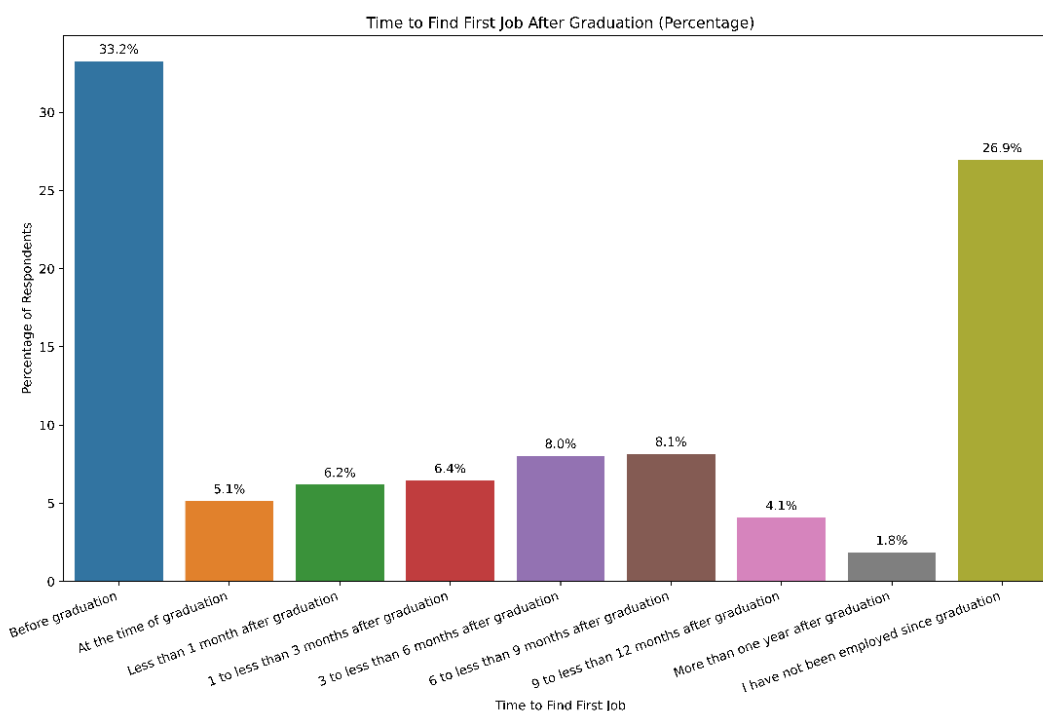
Time to Find First Job After Graduation (Percentage)

Figure 78 reveals significant variation in the time it takes graduates from different colleges to find their first job. Key observations include:

1. Early Employment:
   * A substantial proportion of graduates from most colleges' secure employment "Before graduation" or "At the time of graduation." This suggests that these colleges may have stronger industry connections, more effective career services, or curricula that better align with market demands.
2. Gradual Employment:
   * Other colleges show a more gradual distribution, with a notable percentage of graduates finding jobs "Less than 1 month after graduation" and "1 to less than 3 months after graduation." This indicates a moderate level of career support and market alignment.
3. Delayed Employment:
   * Some colleges have a higher percentage of graduates taking "More than one year after graduation" to find their first job. This suggests potential challenges in career support, industry connections, or curriculum relevance.
4. Unemployment:
   * A small percentage of graduates across all colleges have "Not been employed since graduation," indicating areas where additional support may be needed.

Discussion

The variation in employment timelines across colleges highlights the need for tailored career services and job placement programs. Colleges with higher early employment rates likely benefit from strong industry partnerships and effective career services. Conversely, colleges with delayed employment rates may need to enhance their career support mechanisms and strengthen industry connections.

Figure 78 time taken by graduates from various colleges to start their first job after graduation

Time to Find First Job After Graduation by College (Percentage)
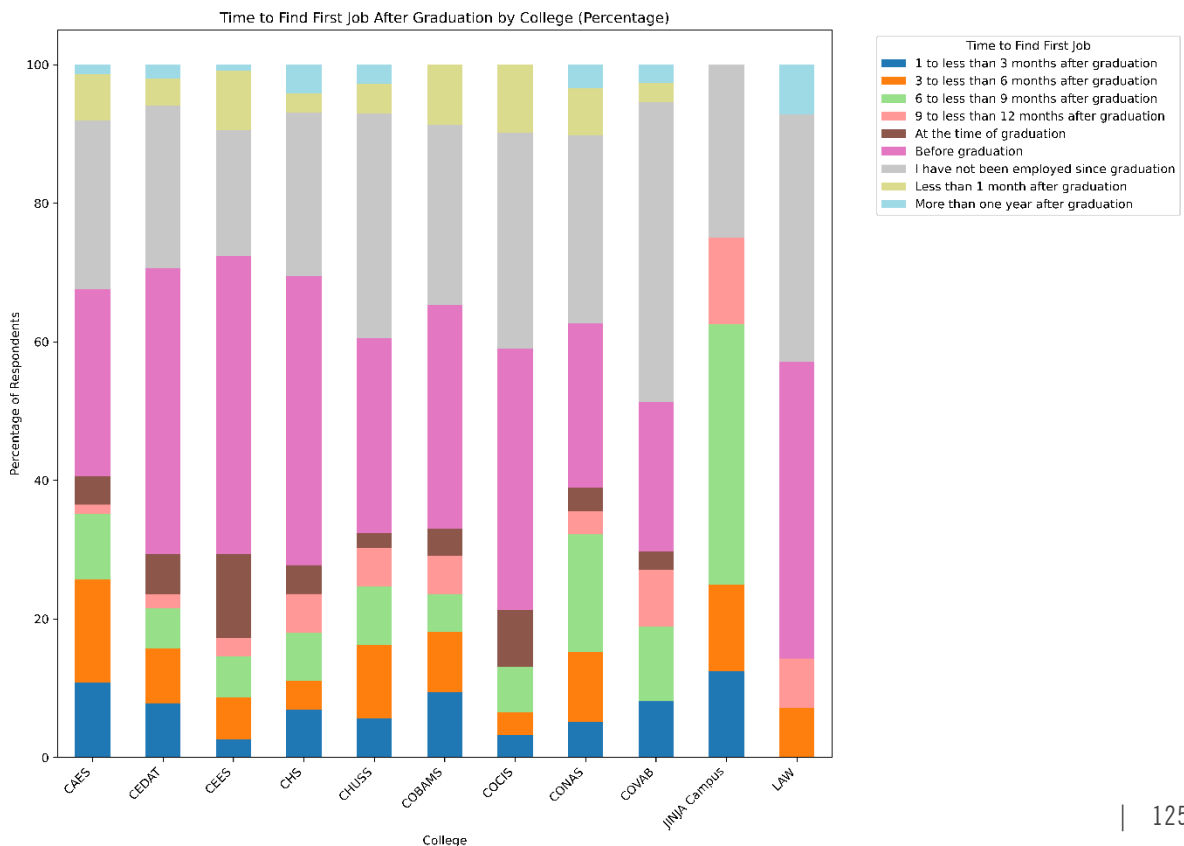
Recommendations

1. Provision of academic transcripts and Certificates
   * The University should put in a mechanism for students to get their academic transcripts immediately after completing their study. Early issuance of academic documents will aid the transition of students to employment and for further studies more quickly. The students will also compete favorably without missing potential employment opportunities.
2. Enhance Career Services:
   * All colleges and more so colleges with lower early employment rates should invest in targeted career counselling, job search workshops, and networking events to better prepare students for the job market.
3. Strengthen Industry Connections:
   * Collaborate with industry partners to offer more internships and practical training programs, helping students gain relevant experience and improve their employability.
4. Curriculum Alignment:
   * Review and update curricula to ensure they align with current market demands and industry needs, thereby improving graduates' job readiness.
5. Support for Longer Job Searches:
   * Develop support programs for graduates who take longer to find employment, such as job search workshops, resume writing assistance, and interview preparation.

Conclusion

The analysis provides valuable insights into the employment outcomes of Makerere University graduates across different colleges. By addressing the identified gaps and leveraging the strengths, the university can enhance its career services and better support its graduates in securing employment.

7.3 Methods of Finding a Job

The objective of this analysis was to investigate the distribution and success rates of various job-finding methods among graduates from Makerere University. This study aims to identify which methods are most effective in securing employment across different academic disciplines.

The data comprises responses from graduates of Makerere University, detailing the methods they used to find their first job.
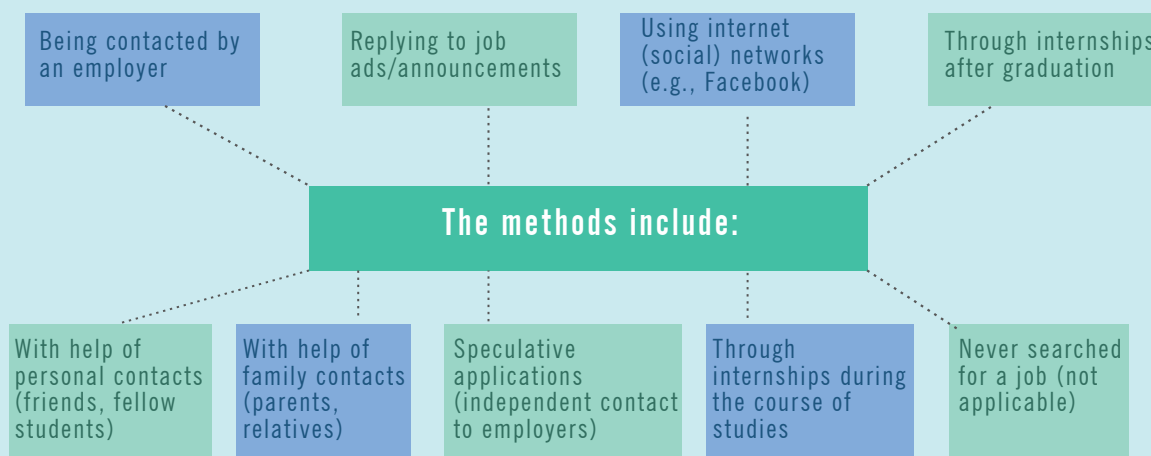
Figure 79 Methods used by graduates to find a job

Methods used by graduates to find jobs

Never searched for a job, not applicable Through internships after graduation

Through internet (social) networks (e.g. FACEBOOK)

With the help of family contacts of parents, relatives

I was contacted by an employer

70

72

Replied to job ads/announcements (e.g. newspaper, intern...

95

44

35

29

25

tive application – independent contact to employers

2

With help of personal contacts of friends, fellow... 134

19

8

11 10

19

Through internships during my course of studies

Job fair

other means

Through private job agencies

Through (side) jobs during the study Through (side) jobs during after graduation

Figure 79 provides a comprehensive visualization of the various strategies employed by graduates in their job search efforts. The chart excludes those who did not find a job, focusing on active job-finding methods.

The key observations include:

1. Personal Contacts:
   * The most common method, with 134 graduates utilizing personal contacts of friends and fellow students. This highlights the significant role of social networks in job acquisition.
2. Job Advertisements:
   * A substantial number of graduates (95) found jobs by replying to job ads/announcements, indicating the effectiveness of traditional job search methods like newspapers and online job portals.

3. Family Contacts:
   * Family contacts were also a crucial resource, with 72 graduates finding jobs through parents and relatives. This underscores the importance of familial support in the job search process.
4. Internships:
   * Internships played a vital role, with 70 graduates finding jobs through internships after graduation and 19 during their course of studies. This suggests that internships are a valuable pathway to employment.
5. Internet and Social Networks:
   * Social media platforms like Facebook were used by 35 graduates, reflecting the growing influence of digital networks in job searches.
6. Direct Employer Contact:
   * 29 graduates were contacted directly by employers, indicating that proactive employer outreach can be an effective recruitment strategy.
7. Speculative Applications:
   * 25 graduates found jobs through speculative applications, showing that unsolicited applications can yield positive results.
8. Other Means:
   * A variety of less common methods, grouped under "other means," were used by 19 graduates. This category includes unique and individualized job search strategies.

Interpretation:

Figure 80 reveals that social networks, both personal and familial, are the most prominent methods for job acquisition among Makerere University graduates. Traditional methods like job advertisements and internships also play significant roles. The use of internet and social networks is notable, reflecting modern job search trends. Direct employer contact and speculative applications, while less common, are still effective strategies.

This distribution suggests that graduates benefit from a multifaceted approach to job searching, leveraging both personal connections and formal job search methods. The data highlights the importance of networking, internships, and digital platforms in the current job market.

Implications:

For Graduates:	For Universities:		Enhance support for	For Employers:
Emphasize building and maintaining personal and professional networks. Utilize a combination of traditional and modern job search methods.	Universities should continue to strengthen their career services and support systems to assist graduates in their job search.	Policymakers and educational institutions might consider initiatives to enhance networking opportunities for students, such as alumni networks, mentorship programs, and industry partnerships.	Enhance support for internship programs and career services that facilitate networking opportunities.	Consider diverse recruitment strategies, including direct outreach and leveraging social networks.

Overall, the chart provides valuable insights into the job search behaviors of graduates, informing strategies for both job seekers and those supporting them.

Figure 80 Method of finding jobs by graduates

Figure 80 Method of finding jobs by graduates
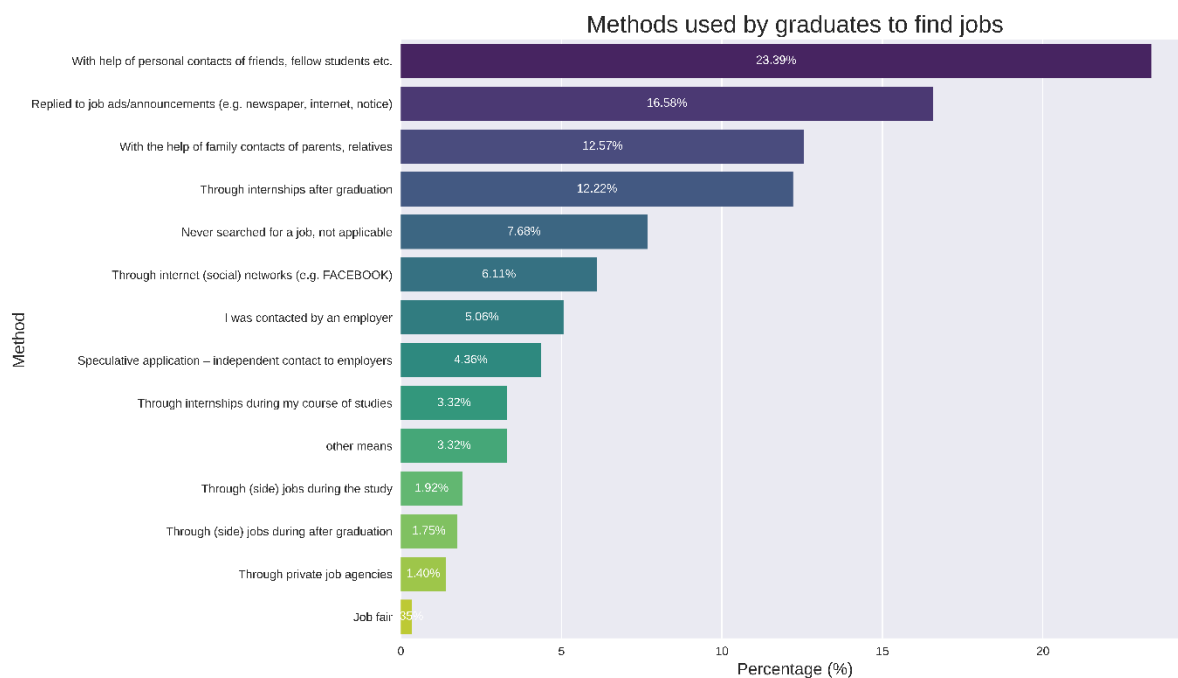
7.3.1 Methods of finding a job by college

Figure 81 was created to visualize the distribution of successful job-finding methods by college. The plot uses jittering to spread out the points for better visibility. The key findings were:

1. Variation Across Colleges:
   * The success rates of job-finding methods vary significantly across different colleges.
   * For instance, in the College of Agricultural and Environmental Sciences (CAES), the most successful method is finding a job with the help of family contacts, followed by personal contacts, being contacted by an employer, replying to job ads, and using social networks.
2. Dominant Methods:
   * Family and personal contacts are prominent methods across multiple colleges, indicating the importance of networking in job acquisition.
   * Internships, both during and after the course of studies, also play a crucial role in securing employment, highlighting the value of practical experience.
3. Employer Contact:
   * Being contacted by an employer is a significant method, suggesting that some graduates are actively sought after by employers, possibly due to their skills or academic performance.
4. Job Ads and Social Networks:
   * Replying to job ads and using social networks are common methods, reflecting the role of digital platforms in modern job searches.

Conclusion:

The analysis reveals that networking (both personal and family contacts) and internships are the most effective job-finding methods for graduates of Makerere University. The success rates of these methods vary across different colleges, indicating that certain strategies may be more effective in specific academic disciplines. This information can be valuable for current students and recent graduates in planning their job search strategies, as well as for university career services in tailoring their support programs.

Recommendations:

1. Enhance Networking Opportunities:
   * Universities should facilitate networking events and mentorship programs to connect students with alumni and industry professionals.
2. Promote Internships:
   * Encouraging students to participate in internships during their studies can significantly improve their employability. There is a need to study the internship model being used by different colleges and their effectiveness.
3. Leverage Digital Platforms:
   * Training students on effective use of digital platforms for job searches can enhance their chances of securing employment.
4. Employer Engagement:
   * Strengthening relationships with employers to create more opportunities for direct recruitment of graduates.

By understanding the effectiveness of different job-finding methods, stakeholders can better support graduates in their transition from academia to the workforce.

Figure 81 Successful methods of finding a job by graduates across colleges

Successful Job-Finding Methods by College

Legend:
- I was contacted by an employer
- Never searched for a job, not applicable
- Replied to job ads/announcements (e.g. newspaper, internet, notice)
- Speculative application – independent contact to employers
- Through internet (social) networks (e.g. FACEBOOK)
- Through internships after graduation
- Through internships during my course of studies
- With help of personal contacts of friends, fellow students etc.
- With the help of family contacts of parents, relatives

7.4 Reasons for not searching for a job

The study explored reasons why some graduates may not search for a job. Figure 81 provides a visual representation of the primary reasons why Makerere University graduates did not engage in job searching activities. The data was categorized into seven unique categories for clarity. The categories are as follows:

1. <u>Other:</u> This category encompasses various reasons that did not fit into the predefined categories. It is the most significant category, with 176 graduates indicating diverse reasons for not searching for a job. This suggests a wide range of personal, situational, or contextual factors influencing the decision not to seek employment.
2. <u>Self-employed/Freelancer:</u> A substantial number of graduates (133) reported becoming self-employed or working as freelancers. This indicates a strong entrepreneurial spirit among Makerere graduates, with many opting to create their own employment opportunities rather than seeking traditional employment.
3. <u>Continued Previous Job:</u> A notable number of graduates (109) continued in jobs they held prior to their studies. This suggests that a significant portion of graduates had stable employment before and during their studies, reducing the need to search for new job opportunities post-graduation.
4. <u>Found Job Without Searching:</u> Another 109 graduates found employment without actively searching. This could be due to various factors such as networking, internships, or being headhunted, indicating the effectiveness of informal job-finding methods and the value of professional networks.
5. <u>Continued Studying:</u> A considerable number of graduates (77) chose to continue their studies. This highlights the importance placed on further education and the pursuit of advanced degrees or additional qualifications to enhance career prospects.

Implications

The data suggests that Makerere University graduates exhibit a diverse range of post-graduation activities and decisions. The high number of graduates in the "Other" category indicates that there are numerous unique and personal reasons influencing their job search behaviour. The significant representation in the "Self-employed/Freelancer" category underscores the entrepreneurial tendencies among graduates, while the "Continued Previous Job" and "Found Job Without Searching" categories highlight the stability and effectiveness of pre-existing employment and informal job search methods.

Recommendations
1. Support for Entrepreneurship: Given the high number of graduates opting for self-employment, the university could enhance support for entrepreneurial initiatives, providing resources, mentorship, and funding opportunities to foster successful ventures.
2. Strengthening Networks: The effectiveness of informal job search methods suggests the need to strengthen alumni networks and industry connections, facilitating better job matching and opportunities for graduates.
3. Further Education Opportunities: The significant number of graduates continuing their studies indicates a demand for advanced education. The university could expand its postgraduate programs, make the post graduate programmes more marketable and revise and rebrand the old post graduate programmes which have lost market. The university should engage in market research and provide more information on further education opportunities.
4. Understanding Diverse Reasons: Further research is needed to understand the diverse reasons captured in the "Other" category. This could involve qualitative studies to explore the unique personal and situational factors influencing graduates' decisions.

By addressing these areas, Makerere University can better support its graduates in their transition from education to employment, ensuring they are well-equipped to navigate the job market and achieve their career goals.

Figure 82 Reasons for not searching for a job

Major Reasons for Not Searching for a Job
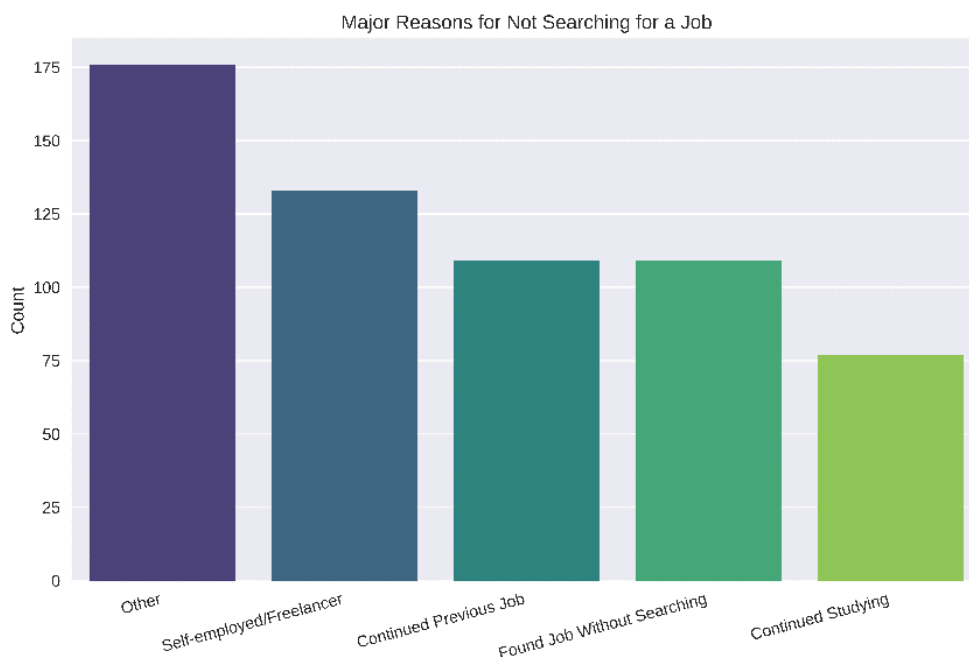
7.5 Time Spent Searching for a Job

Respondents were asked about the duration of time they spent searching for their first job. Figure 82 provides a visual representation of the duration Makerere University graduates spent searching for employment. The data is categorized into seven distinct time intervals, arranged from the shortest to the longest duration. The categories are as follows:

1. **Less than 1 month:** A total of 98 graduates reported spending less than one month searching for a job. This indicates a relatively quick job search process for a notable portion of graduates, suggesting that they were able to secure employment opportunities promptly.
2. **1 to less than 3 months:** 80 graduates spent between one to less than three months searching for a job. This duration reflects a moderate job search period, which is common for many job seekers.
3. **3 to less than 6 months:** The largest group within the shorter time intervals, 106 graduates, spent three to less than six months searching for employment. This suggests that a significant number of graduates required a few months to find suitable job opportunities.
4. **6 to less than 9 months:** 73 graduates reported spending six to less than nine months in their job search. This indicates a longer job search period, which could be due to various factors such as job market conditions, specific career aspirations, or personal circumstances.
5. **9 to less than 12 months:** 105 graduates spent nine to less than twelve months searching for a job. This duration reflects a prolonged job search process, which may be influenced by the competitiveness of the job market or the graduates' specific job requirements.
6. **More than one year:** The largest group overall, 157 graduates, reported spending more than one year searching for employment. This extended job search period highlights potential challenges faced by graduates in securing employment, such as economic conditions, skill mismatches, or other barriers to entry in the job market.

7. **Never searched for employment, not applicable:** 136 graduates indicated that they never searched for employment. This category includes individuals who may have continued their studies, become self-employed, continued with the jobs they had before graduation, or had other reasons for not engaging in a job search.

Implications

The data suggests that Makerere University graduates experience a wide range of job search durations, with a significant portion facing extended job search periods. The high number of graduates spending more than one year searching for employment indicates potential challenges in the job market that need to be addressed.

Recommendations
1. Career Support Services: The university could enhance its career support services, providing graduates with resources, guidance, and training to improve their job search strategies and employability skills.
2. Industry Partnerships: Strengthening partnerships with industries and employers can create more job opportunities and internships for graduates, facilitating a smoother transition from education to employment.
3. Alumni Networks: Leveraging alumni networks can provide graduates with valuable connections and job leads, reducing the time spent searching for employment.
4. Further Research: Conducting further research to understand the specific challenges faced by graduates in their job search can help develop targeted interventions to support their employment outcomes.

By addressing these areas, Makerere University can better support its graduates in navigating the job market, reducing the time spent searching for employment, and enhancing their overall career success.

Figure 83 Time graduates spent while searching for their first job after graduation.
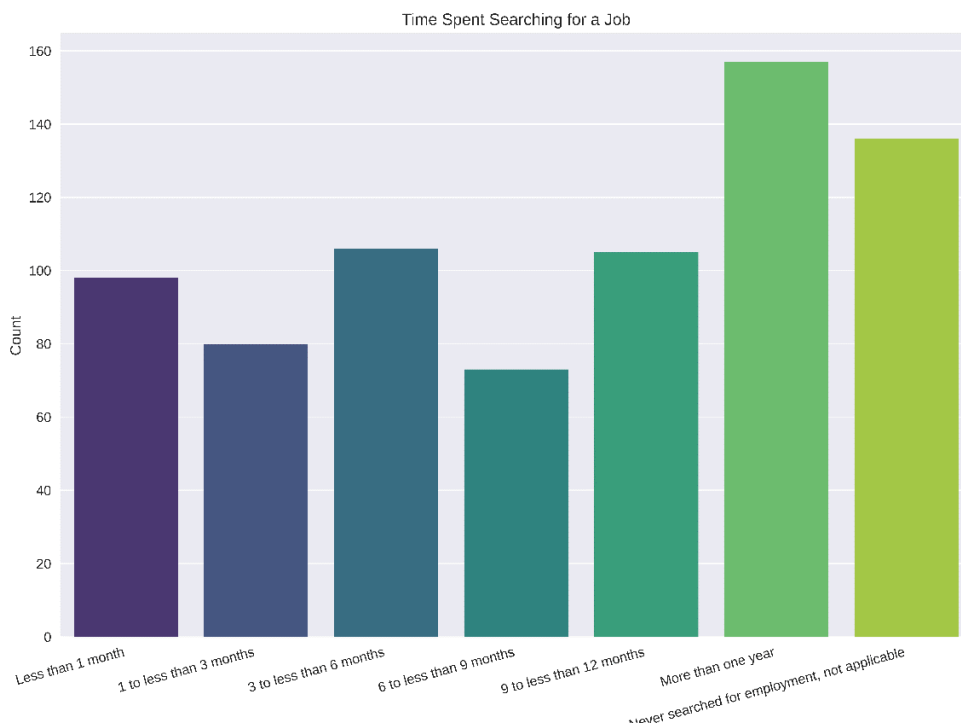
7.6 Number of Jobs Held

Respondents were asked to state the number of jobs they had held after graduation. Figure 83 provides a visual representation of the distribution of employment among graduates, excluding those who have never been employed. The key observations were:

Policy and Support Programs:
The data can inform university career services and policymakers about the employment trends of graduates. Understanding that a substantial number of graduates change jobs can lead to the development of support programs aimed at improving job retention and satisfaction.

Dominance of Single Job Holders:
The majority of graduates have held only one job since graduation. This category represents the highest percentage, indicating that most graduates secure a single stable job post-graduation.

Implications for Career Stability:
The high percentage of graduates holding only one job suggests a degree of career stability for a significant portion of the cohort. However, the presence of multiple job holders indicates that a non-negligible number of graduates may face challenges in finding long-term employment or may be seeking better opportunities.
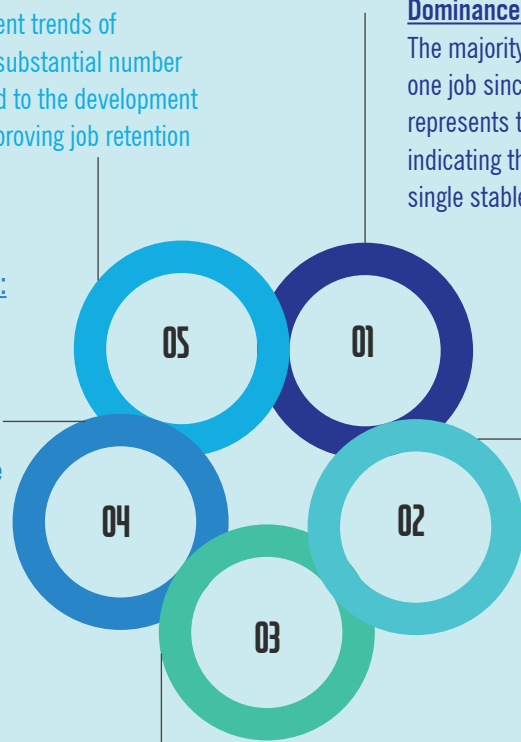
Multiple Job Holders:
A significant portion of graduates have held two jobs. This suggests a level of job mobility or the necessity to change jobs within a relatively short period after graduation.

The categories for three jobs and more than three jobs are also present but with lower percentages. This indicates that while some graduates experience higher job mobility, it is less common.

Exclusion of Unemployed Graduates:
The plot specifically excludes the category "No job, I have not been employed since graduation," which was the second largest category in the original dataset. This exclusion focuses the analysis on those who have been employed, providing insights into job retention and mobility among the employed graduates.

Conclusion:

The plot provides valuable insights into the employment patterns of graduates, highlighting the prevalence of single job holders while also acknowledging the existence of job mobility among a portion of the cohort. This information is crucial for developing targeted interventions to support graduates in achieving stable and fulfilling careers.

Interventions Makerere University can develop based on the dataset structure and the initial analysis, we can identify key challenges faced by graduates in securing stable jobs and propose targeted interventions. Here are some potential interventions Makerere University can develop:

Number of Jobs Held by Graduates

Key Challenges:

01 Lack of Practical Experience:
Many graduates may lack practical experience, which is crucial for securing stable jobs.

02 Job Search Skills:
Graduates may not be well-equipped with effective job search strategies and skills.

03 Industry Connections:
Limited connections with industry professionals can hinder job opportunities.
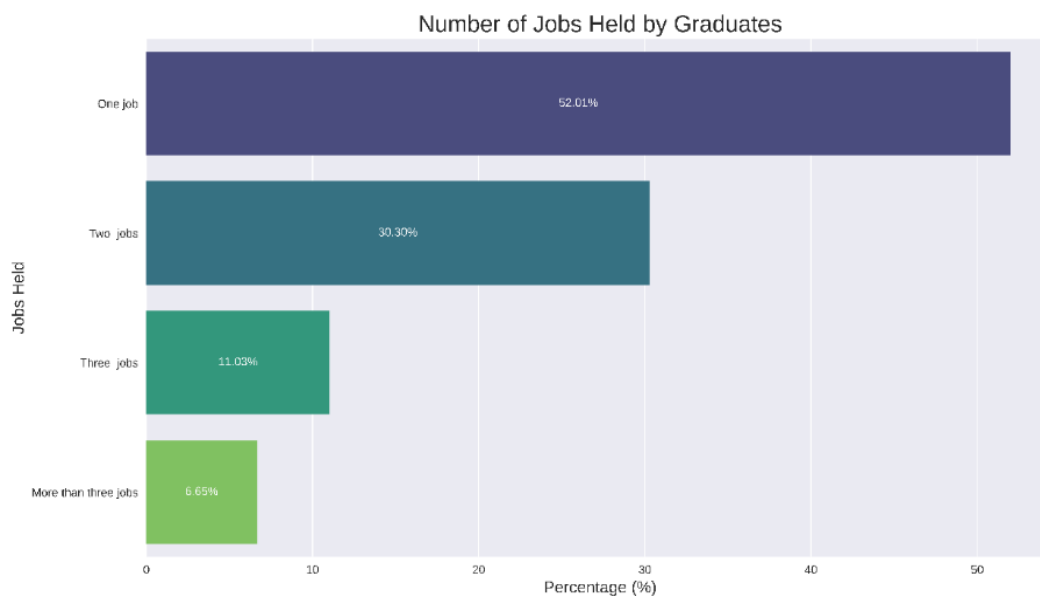
04 Skill Mismatch:
There may be a mismatch between the skills acquired during studies and the skills demanded by employers.
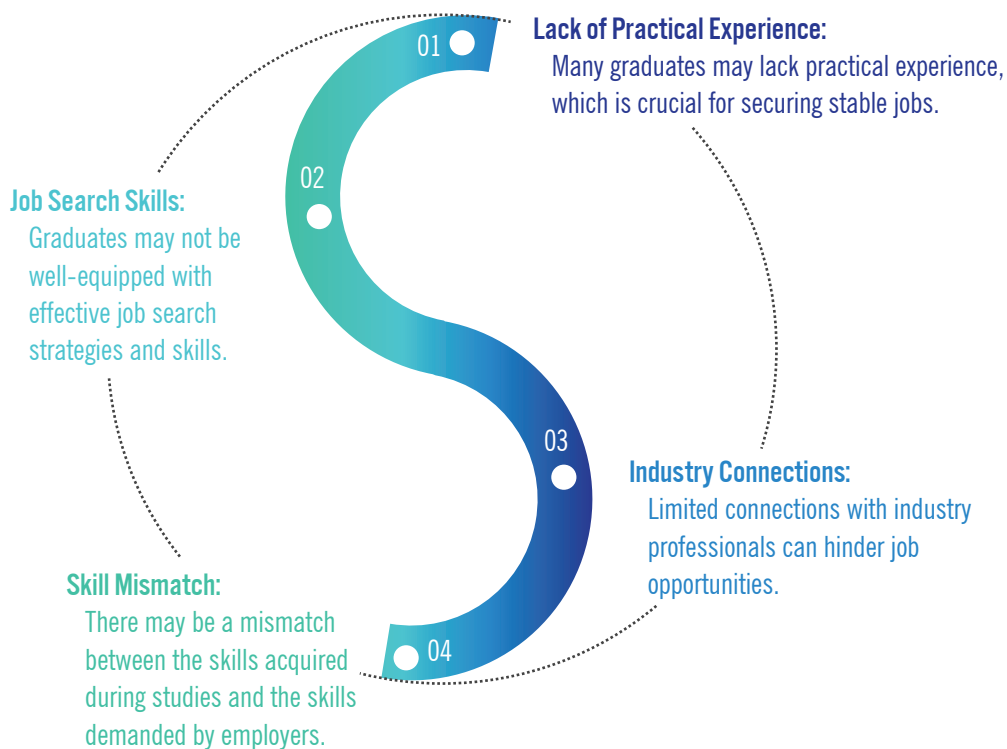
Proposed Interventions:

Enhance Internship Programs:

Mandate Internships: Ensure that all students complete at least one internship during their studies. The Internship should be well structured to allow students apply the knowledge they have acquired and also acquire new skills. It should be emphasized that creating net work during internship should be one of the major goals.

Partnerships with Industry: Develop partnerships with leading companies to provide internship opportunities. Each school and department should have an MOU with different industry relevant to the programmes they provide. The University should develop a policy and a framework for engaging into partnership with industry to provide internship opportunities to students.

Internship Support: Offer support in finding and securing internships, including resume writing and interview preparation workshops.

Career Services and Job Search Support:

Career Counselling: Provide one-on-one career counselling to help students identify their career goals and develop a job search strategy.

Job Search Workshops: Conduct workshops on job search techniques, resume writing, and interview skills.

Job Fairs: Organize job fairs and networking events to connect students with potential employers.

Alumni Network and Mentorship Programs:

Alumni Mentorship: Establish a mentorship program where alumni can guide current students and recent graduates.

Networking Events: Host regular networking events to connect students with alumni and industry professionals.

Skill Development Programs:

Soft Skills Training: Offer training in soft skills such as communication, teamwork, and leadership.

Technical Skills Workshops: Provide workshops on in-demand technical skills relevant to various industries.

Certification Programs: Partner with professional organizations to offer certification programs that enhance employability.

Curriculum Enhancement:

Industry-Relevant Curriculum: Regularly update the curriculum to align with industry needs and trends.

Practical Projects: Incorporate more practical projects and case studies into the curriculum to provide hands-on experience.

Entrepreneurship Support:

Entrepreneurship Courses: Offer courses on entrepreneurship and business management. Entrepreneurship should be a cross cutting course for all the programmes offered in the University.

Start-up Incubators: Establish and expand incubators to support students and graduates in starting their own businesses.

Funding and Resources: Provide access to funding, resources, and mentorship for aspiring entrepreneurs.

By implementing these interventions, Makerere University can better prepare its graduates for the job market, enhance their employability, and help them secure stable and fulfilling careers.

7.7 Nature of Jobs Held

To further understand the employability of Makerere University graduates, respondents were asked to state the nature of jobs they held. Figure 85 provides a detailed visualization of the job nature clusters among Makerere University graduates. The key observations were:

1. **Regular Jobs (Cluster 1):**

   This cluster has the highest representation, accounting for approximately 34.5% of the graduates. This indicates that a significant proportion of Makerere graduates secure regular employment after completing their studies.

2. **Internships/Volunteering (Cluster 3):**

   The second most common cluster, representing about 12.9% of the graduates. This suggests that many graduates engage in internships or volunteer work, possibly as a stepping stone to regular employment or further education.

3. **Freelance Work (Cluster 7):**

   Approximately 9.9% of the graduates are involved in freelance work. This highlights the flexibility and entrepreneurial spirit among some graduates who prefer or are compelled to work independently.

4. **Self-Employed (Cluster 5):**

   Around 8.6% of the graduates are self-employed. This cluster underscores the importance of entrepreneurship and the ability of graduates to create their own job opportunities.

5. **Further Education (Cluster 2):**

   This cluster includes about 8.3% of the graduates who pursue further education. It reflects the commitment of some graduates to continue their academic journey, possibly to enhance their qualifications and career prospects.

6. **Mixed Employment & Education (Cluster 9):**

   Representing 7.8% of the graduates, this cluster indicates a combination of employment and further education. Graduates in this cluster are likely balancing work and studies simultaneously.

7. **Occasional Jobs (Cluster 8):**

   Approximately 7.2% of the graduates take up occasional jobs. This may include temporary or part-time work, often undertaken to gain experience or earn income while seeking more stable employment.

8. **House Work (Cluster 6):**

   Around 7.2% of the graduates are engaged in housework. This cluster may include individuals who are homemakers or those taking a break from formal employment.

9. **Mixed Employment (Cluster 0):**

   The least represented cluster, with about 3.4% of the graduates. This cluster likely includes a mix of various employment types that do not fit neatly into the other categories.

Figure 85 Clusters of jobs held by Makerere Graduates

Job Nature Clusters Among Makerere Graduates (Excluding Job Seekers)

- 1:=Regular Jobs — 34.6%
- 3=Internships/Volunteering — 13.0%
- 7=Freelance Work — 9.9%
- 5=Self-Employed — 8.6%
- 2=Further Education — 8.3%
- 9=Mixed Employment & Education — 7.8%
- 8=Occasional Jobs — 7.2%
- 6=House Work — 7.2%
- 0=Mixed Employment — 3.4%

Implications:

The high percentage of graduates in regular jobs suggests that Makerere University effectively prepares its students for the job market.

The diversity in job nature clusters reflects the varied career paths and opportunities available to Makerere graduates, emphasizing the importance of a versatile and adaptable skill set.

The significant representation in internships, volunteering, and further education indicates that graduates are actively seeking to enhance their skills and qualifications.

The presence of clusters such as freelance work and self-employment highlights the entrepreneurial tendencies among graduates, which can contribute to economic growth and innovation.

Overall, the plot provides valuable insights into the employment landscape for Makerere graduates, showcasing their adaptability, entrepreneurial spirit, and commitment to continuous learning.

Figure 86 visualizes the distribution of clusters of jobs by gender among Makerere graduates. Here are the key findings and insights from the analysis:

1. Highest Gender Ratio Cluster: The cluster with the highest gender ratio (Male to Female) is "Self-Employed". This indicates that a significantly higher proportion of males are self-employed compared to females.
2. Lowest Gender Ratio Cluster: The cluster with the lowest gender ratio is "House Work". This suggests that a significantly higher proportion of females are engaged in housework compared to males.
3. Highest Total Count Cluster: The cluster with the highest total count is "Regular Jobs". This indicates that the majority of graduates, regardless of gender, are engaged in regular jobs.
4. Lowest Total Count Cluster: The cluster with the lowest total count is "House Work". This suggests that housework is the least common job nature among the graduates.

Figure 86 therefore provides a clear visual representation of the gender distribution across different job nature clusters among Makerere graduates. The following points summarize the scientific interpretation of the plot:

1. Gender Disparity in Self-Employment: The high gender ratio in the "Self-Employed" cluster indicates a significant gender disparity, with more males opting for self-employment compared to females. This could be due to various factors such as societal norms, access to resources, or personal preferences.
2. Gender Roles in House Work: The low gender ratio in the "House Work" cluster highlights the traditional gender roles, where females are more likely to be engaged in housework compared to males. This reflects the societal expectations and cultural norms that influence the career choices of graduates.
3. Dominance of Regular Jobs: The dominance of the "Regular Jobs" cluster suggests that the majority of graduates, irrespective of gender, prefer stable and regular employment. This could be due to the perceived job security, steady income, and career growth opportunities associated with regular jobs.
4. Underrepresentation in House Work: The low total count in the "House Work" cluster indicates that housework is the least preferred job nature among the graduates. House work could be an indicator of vulnerability.

Overall, the pyramid plot provides valuable insights into the gender distribution across different job nature clusters, highlighting the areas of gender disparity and the preferences of graduates in their career choices.

Figure 86 Nature of jobs held by graduates disaggregated by gender
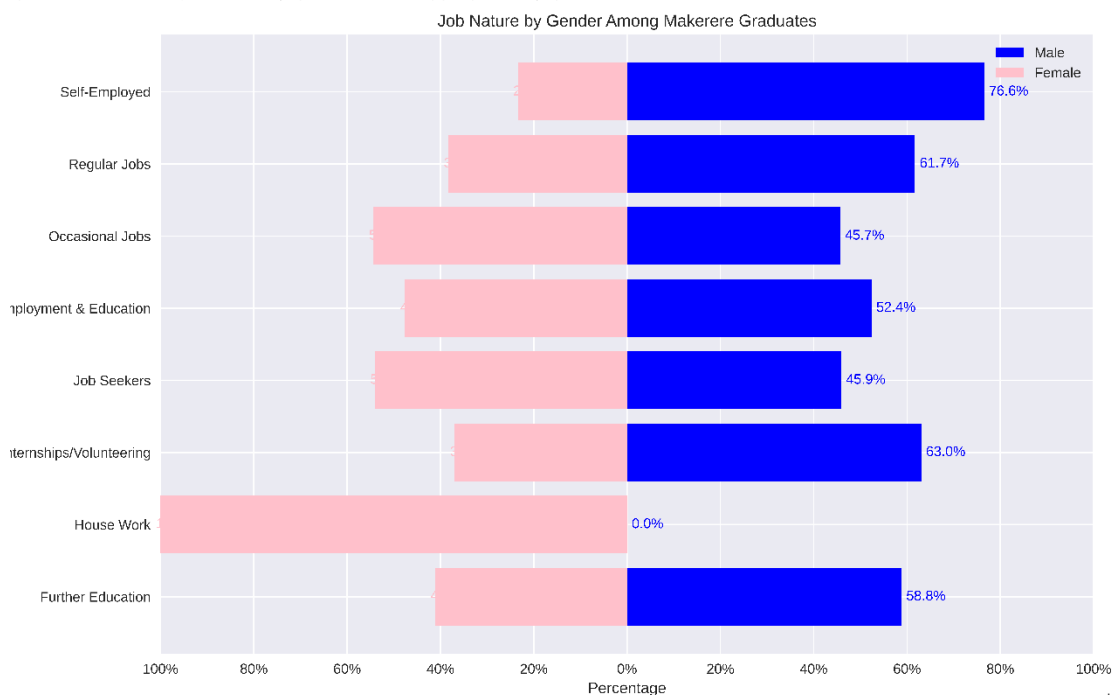
Recommendations for Addressing Gender Disparities

Based on the key insights from Figure 81, here are some recommendations for Makerere University, organizations and policymakers to address the gender disparities in employment and education:

1. **Encourage Female Entrepreneurship:**

   Insight: Significant gender disparity with more males than females in self-employment.

   Recommendation: Implement programs that provide financial support, mentorship, and training for female entrepreneurs. Create networking opportunities and platforms for women to share their entrepreneurial experiences and challenges.

2. **Promote Gender Equality in Regular Jobs:**

   Insight: Higher percentage of males compared to females in regular jobs.

   Recommendation: Enforce policies that promote gender equality in hiring, promotions, and pay. Encourage companies to adopt flexible work arrangements and family-friendly policies to support female employees.

3. **Support Female Participation in Internships and Volunteering:**

   Insight: Higher percentage of females compared to males in internships/volunteering.

   Recommendation: Provide stipends or financial incentives for internships and volunteer positions to make them more accessible to all genders. Recognize and value the contributions of interns and volunteers in career advancement. Makerere University should review its internship policy to address areas which may reinforce gender disparity in internships as already highlighted earlier in this report.

4. **Facilitate Further Education for Females:**

   Insight: Higher percentage of females compared to males in further education.

   Recommendation: Offer scholarships, grants, and financial aid specifically for female students pursuing higher education. Create awareness campaigns to encourage continuous learning and professional development for women.

5. **Address Traditional Gender Roles in House Work:**

   Insight: Predominantly female in housework.

   Recommendation: Promote shared household responsibilities through public awareness campaigns. Encourage policies that support work-life balance, such as parental leave for both genders and affordable childcare services.

6. **Support Mixed Employment & Education:**

   Insight: Relatively balanced distribution between males and females in mixed employment & education.

   Recommendation: Provide flexible learning and working arrangements that allow individuals to balance education and employment. Encourage lifelong learning and continuous professional development for all genders.

7. **Encourage Female Participation in Occasional Jobs:**

   Insight: Slightly higher percentage of females compared to males in occasional jobs.

   Recommendation: Ensure that occasional and part-time jobs offer fair wages and benefits. Create opportunities for career progression and skill development in these roles.

Conclusion

By implementing these recommendations, Makerere University, organizations and policymakers can work towards reducing gender disparities in employment and education. These efforts will contribute to creating a more inclusive and equitable workforce, benefiting both individuals and society as a whole.

7.8 Hours Worked

The study also explored the hours Makerere graduates spent in work in a typical week. Figure 86 visualizes the distribution of work hours per week among Makerere University graduates. The key observations were:

1. High Workload:
   * The majority of graduates work 41 hours and above per week. This indicates a high workload for a significant portion of the graduates, suggesting that many are engaged in full-time employment or have demanding job roles.
2. Moderate Workload:
   * A considerable number of graduates work between 31 to 40 hours per week. This range typically represents standard full-time employment, indicating that a substantial portion of graduates are employed in regular full-time jobs.
3. Part-Time Employment:
   * There are notable counts of graduates working 21 to 30 hours and 11 to 20 hours per week. These categories likely represent part-time employment, internships, or flexible job arrangements.
4. Minimal Work Hours:
   * A smaller number of graduates work 1 to 10 hours per week. This could include occasional jobs, freelance work, or roles with minimal time commitments.

Insights
1. Employment Patterns:
   * The distribution suggests that the majority of Makerere University graduates are engaged in full-time employment, with a significant portion working more than the standard 40-hour workweek. This could indicate a high demand for skilled labour and a strong work ethic among graduates.
2. Work-Life Balance:
   * The high percentage of graduates working 41 hours and above raises concerns about work-life balance. Organizations and policymakers should consider promoting policies that support a healthy work-life balance, such as flexible working hours and remote work options.
3. Part-Time and Flexible Work:
   * The presence of graduates working part-time or minimal hours highlights the need for diverse employment opportunities. This could include internships, freelance work, and flexible job arrangements that cater to different career stages and personal circumstances.
4. Career Development:
   * The data can inform career development programs and initiatives. For instance, graduates working minimal hours may benefit from additional support in finding full-time employment or advancing their careers.
5. Policy Implications:
   * Policymakers can use these insights to design targeted interventions that address employment challenges and promote sustainable job opportunities for graduates. This could include job creation programs, skills development initiatives, and support for entrepreneurship.

Conclusion

The distribution of work hours per week among Makerere University graduates provides valuable insights into their employment patterns and workload. By understanding these trends, organizations and policymakers can develop strategies to support graduates in achieving a balanced and fulfilling career.

Figure 87 Working hours for Makerere graduates
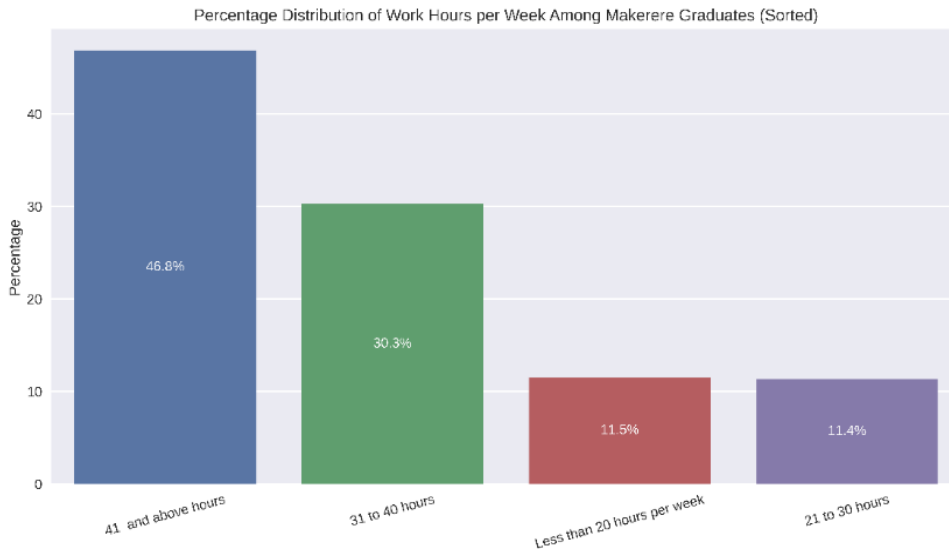
7.8.1 Work hour by gender

We further disaggregated work hours by gender to check if there were any differences. Figure 87 visualizes the percentage distribution of work hours per week by gender among Makerere University graduates. The chart compares the work hours of male and female graduates, providing insights into their work patterns. The key observations include:

The majority of both male and female graduates work between 31 to 40 hours and 41 and above hours per week.

A smaller percentage of graduates work less than 20 hours per week or between 21 to 30 hours per week.

Work Hours Distribution:

Gender Comparison
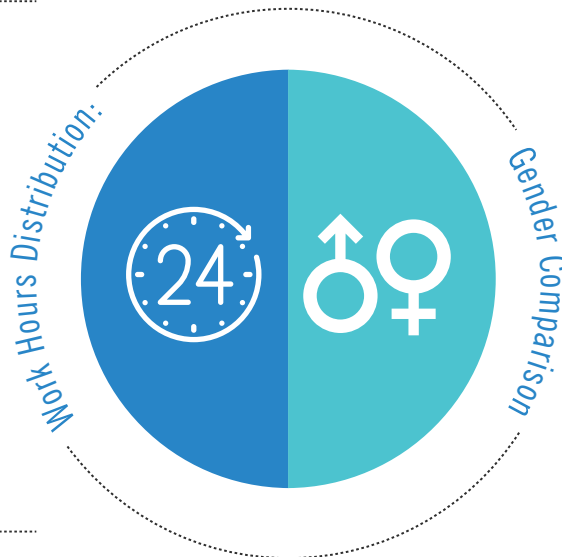
41 and Above Hours: A significant portion of both genders work more than 41 hours per week, with males (47.3%) slightly outnumbering females (46.1%).

31 to 40 Hours: Both genders also show a high percentage in this category, with females (31.5%) slightly higher than males (29.5%).

21 to 30 Hours: Both genders have a similar and lower percentage in this category, with females (11.0%) and males (11.6%).

Less than 20 Hours: Both genders have the lowest percentage in this category, with females (11.4%) and males (11.6%).

Insights

1. High Workload:
   * A significant proportion of graduates, regardless of gender, work more than 41 hours per week. This indicates a high workload among Makerere University graduates, which could be due to the nature of their jobs or the demands of their respective industries.
2. Gender Parity:
   * The distribution of work hours is relatively similar between male and female graduates, suggesting that there is no significant gender disparity in terms of work hours among Makerere University graduates. Both genders are equally likely to work long hours.
3. Work-Life Balance:
   * The high percentage of graduates working more than 41 hours per week raises concerns about work-life balance. It may be beneficial for employers and policymakers to consider strategies to ensure that graduates can maintain a healthy balance between work and personal life.
4. Employment Patterns:
   * The data suggests that most graduates are engaged in full-time employment, as indicated by the high percentages in the 31 to 40 hours and 41 and above hours categories. This reflects positively on the employability of Makerere University graduates.

Recommendations

Further Research:

Conduct further research to understand the reasons behind the high work hours and to explore the impact on graduates' well-being and productivity.

Policy Interventions:

Develop policies to promote work-life balance, such as flexible working hours or remote work options, to help graduates manage their workload more effectively.

Support Systems:

Implement support systems within organizations to help employees manage stress and maintain a healthy work-life balance.

By understanding the work patterns of graduates, stakeholders can make informed decisions to improve the overall employment experience and well-being of Makerere University graduates.

Figure 88 Work hour disaggregated by gender

Percentage Distribution of Work Hours per Week by Gender Among Makerere Graduates
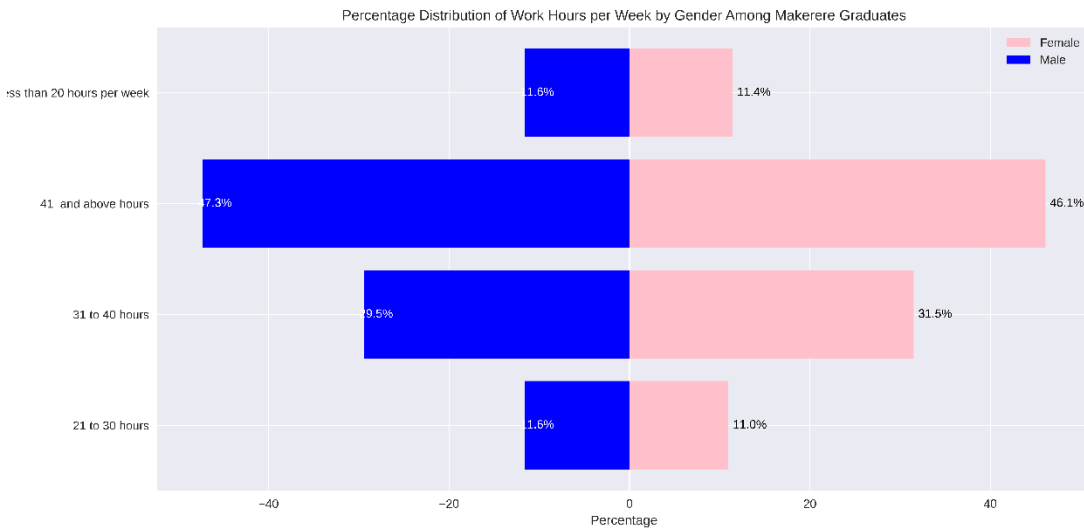
7.9 Contract Type

The study investigated the extent to which the graduates held a full time contract for their job. Figure 88 visualizes the percentage distribution of contract types among Makerere University graduates. The chart categorizes the graduates based on whether they are employed on a permanent contract, non-permanent contract, or if the contract type is not applicable.

Key Observations
1. Contract Type Distribution:
   - No permanent Contract: The majority of graduates (approximately 47.6%) reported not having a permanent contract.
   - Yes permanent Contract: A significant portion of graduates (approximately 25.8%) reported having a permanent contract.
   - Not applicable: A notable percentage of graduates (approximately 22.3%) indicated that the question was not applicable to their employment situation.

Insights
1. High Percentage Without permanent Contracts:
   - The high percentage of graduates without a permanent contracts (47.6%) suggests that a significant number of Makerere University graduates may be working in informal or temporary employment arrangements. This could indicate a lack of job security and stability for a large portion of the graduates.
2. Permanent vs. Non-Permanent Employment:
   - The data shows that only 25.8% of graduates have a contract, which could be interpreted as permanent or formal employment. This highlights the need for more opportunities for stable and secure employment for graduates.
3. Not Applicable Category:
   - The 22.3% of graduates who indicated that the contract type is not applicable may include those who are self-employed, freelancers, or engaged in other forms of work that do not involve traditional employment contracts. This suggests a diverse range of employment types among Makerere University graduates.

Recommendations

1. Enhancing Job Security:
   - Efforts should be made to increase the availability of permanent and secure job opportunities for Makerere University graduates. This could involve collaboration between the university, government, and private sector to create more formal employment opportunities.
2. Support for Informal Workers:
   - For graduates working without contracts, it is important to provide support and resources to help them transition to more secure employment. This could include training programs, job placement services, and initiatives to formalize informal employment sectors.
3. Encouraging Entrepreneurship:
   - Given the significant percentage of graduates in the 'Not Applicable' category, there is an opportunity to support and encourage entrepreneurship and self-employment. Providing resources, mentorship, and funding for startups could help graduates create their own job opportunities.
4. Further Research:
   - Conduct further research to understand the reasons behind the high percentage of graduates without contracts and to explore the specific types of employment within the 'Not Applicable' category. This will help in designing targeted interventions to improve employment outcomes for graduates.

By understanding the employment patterns and contract types of graduates, stakeholders can make informed decisions to improve job security and employment quality for Makerere University graduates.

Figure 89 Nature of job contracts held by graduates of Makerere
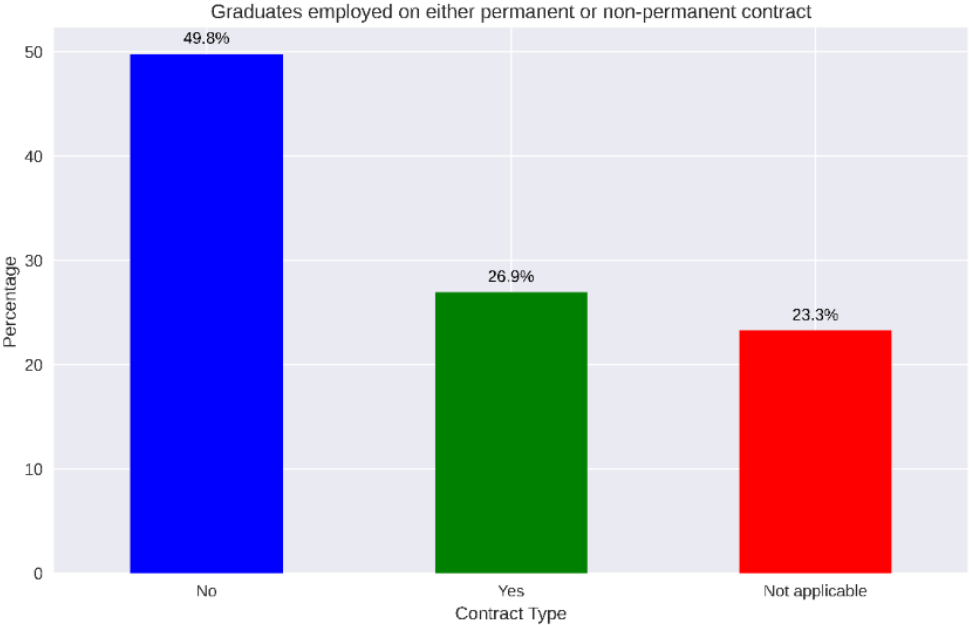
7.10 Economic Sector of Employment

Respondents were asked to state the economic sector in which there were currently employed. Figure 89 provides several key insights into the distribution of job roles across different economic sectors:

1. Dominant Sectors:
   • Education and Human Health and Social Work Activities are among the most represented sectors, indicating a significant number of respondents are employed in these fields.
   • Trade, Agriculture, Forestry and Fisheries, and Construction also show substantial representation.
2. Moderately Represented Sectors:
   • Public Administration, Manufacturing, and Transport and Storage have a moderate number of job roles.
   • Finance, Oil and Gas, and Insurance sectors also have a noticeable presence.
3. Less Represented Sectors:
   • Sectors like Art and Design, Statistics, Design and Printing, and Technology & Video Editing have fewer job roles.
   • Security, Records and Archives, and Professional Services are also less represented.
4. Specialized Sectors:
   • Some sectors such as Research and Consultancy, Environment, Law Firm, and Professional Consultant Firm (Audit and Tax) have specialized roles but are not as widely represented.
5. Sector Variability:
   • There is a wide variability in the number of job roles across different sectors, indicating diverse employment opportunities for graduates.

These insights can help in understanding the employment trends and the sectors that are more likely to hire graduates from Makerere University. It also highlights the areas where there might be opportunities for growth or where additional support might be needed to increase employment.

Figure 90 Economic sector of employment

Selected Industries that Job Roles Belong To
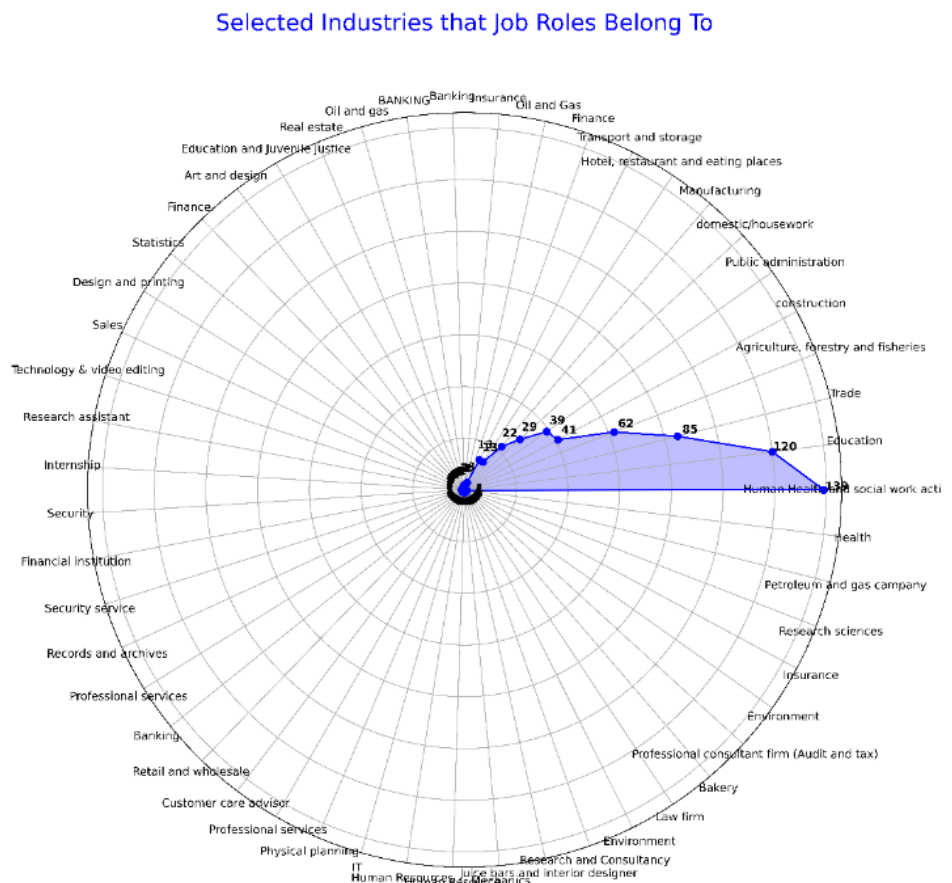
7.11 Main Occupation of Respondents

Figure 91 reveals that graduates from Makerere University are employed across a wide range of occupations, with varying distributions based on the number of jobs held in their first year. The diversity in main occupation employment suggests that the university's graduates possess versatile skills applicable to multiple career paths. However, the concentration of graduates with more than three jobs in fewer occupations may indicate occupation-specific employment patterns, such as higher turnover rates or more dynamic job markets in those occupations.

Overall, the plot highlights the importance of understanding occupation-specific employment trends to better prepare graduates for the job market and to identify occupations with higher employment stability or opportunities for career advancement.

Figure 91 Main Occupation of Respondents by number of jobs held
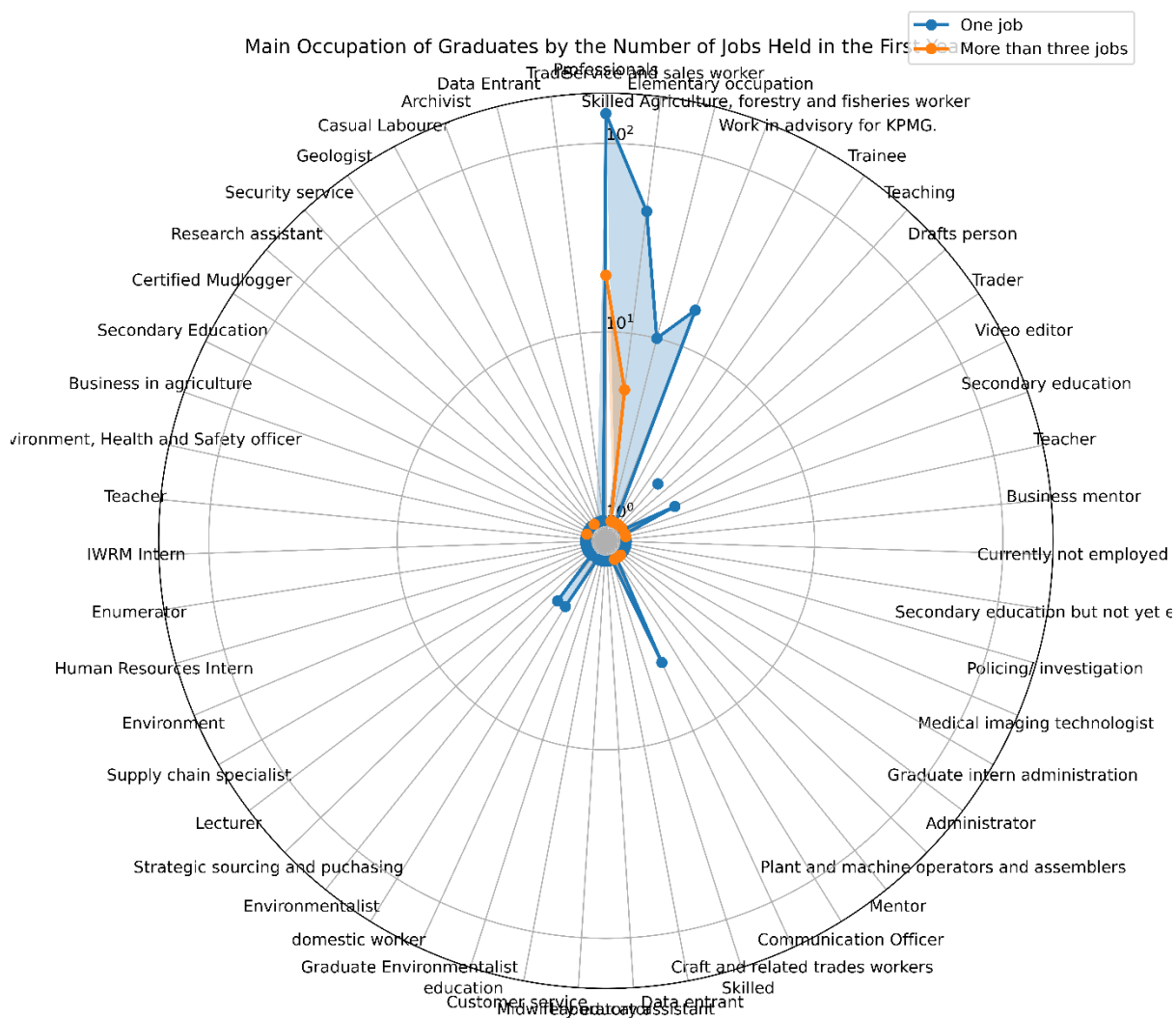
7.11.1   The implications of the observed distribution of graduates across different main occupations and job categories

The observed distribution of graduates across different occupations and job categories has several implications:

Employment Stability and Job Market Dynamics:	High Turnover Occupations: Occupations with graduates holding multiple jobs (e.g., "Craft and related trades workers") may indicate higher turnover rates or more dynamic job markets. This could imply that these sectors have more short-term contracts or frequent job changes.
	Stable Occupations: Occupations with fewer job changes (e.g., "Business Development Officer", "Graduate trainee") may suggest more stable employment opportunities, potentially with longer-term contracts or better job security.
Skill Versatility and Career Path Diversity:	Diverse Career Paths: The presence of graduates in a wide range of occupations indicates that the skills acquired at Makerere University are versatile and applicable to various career paths. This diversity is a positive indicator of the adaptability and broad applicability of the graduates' skill sets.
	Specialized Skills: Certain occupations with concentrated job counts (e.g., Craft and related trades workers") may require specialized skills that are in demand in specific sectors.
Economic Sector Insights:	Sector-Specific Employment: The distribution of graduates across different economic sectors can provide insights into which sectors are more likely to employ graduates. For example, sectors with higher counts in specific occupations may indicate a higher demand for those skills in that sector.
	Sector Growth and Opportunities: Sectors with a diverse range of occupations and higher job counts may be experiencing growth and offering more employment opportunities for graduates.
Policy and Educational Implications:	Curriculum Development: Understanding the distribution of graduates across occupations can help in tailoring the university curriculum to better prepare students for the job market. Emphasizing skills that are in high demand or addressing gaps in certain sectors can enhance employability.
	Career Guidance and Support: Providing targeted career guidance and support services based on the observed employment patterns can help graduates navigate the job market more effectively. This includes offering internships, job placement services, and networking opportunities in sectors with higher employment rates.
Graduate Satisfaction and Career Progression:	Job Satisfaction: The number of jobs held by graduates in their first year can be an indicator of job satisfaction and career progression. Graduates holding multiple jobs may be seeking better opportunities or experiencing dissatisfaction with their initial employment.
	Career Advancement: Tracking the career progression of graduates in different occupations can provide insights into long-term career advancement and the effectiveness of the university's education in preparing students for successful careers.

Conclusion:

The distribution of graduates across different main occupations and job categories provides valuable insights into employment stability, skill versatility, sector-specific employment trends, and the effectiveness of educational programs. These insights can inform policy decisions, curriculum development, and career support services to enhance the employability and career success of graduates. Key Findings:

1. Professionals:
    *   Skills: Graduates in this category generally have "Very Good" to "Fair" key competencies.
    *   Qualifications: Common qualifications include BSc. Population Studies, BSc. Food Science and Technology, and BSc in Meteorology.
2. Service and Sales Workers:
    *   Skills: Graduates in this category also have "Very Good" to "Fair" key competencies.
    *   Qualifications: Common qualifications include BSc. Bachelor of Agricultural and Rural Innovation and Bachelor of Agribusiness Management.

Implications:
*   Skill Levels: The key competencies for high-count occupations range from "Very Good" to "Fair," indicating that these occupations require a solid skill set.
*   Diverse Qualifications: The qualifications for these occupations are diverse, spanning various fields such as Population Studies, Food Science, Meteorology, Agricultural Innovation, and Agribusiness Management.

These insights suggest that graduates in high-count occupations possess strong skills and diverse qualifications, making them well-suited for their respective roles.

7.12 Economic Sector of Employment

Figure 92 provides a visual representation of the distribution of respondents across various economic sectors. Each axis represents a different economic sector, and the distance from the centre indicates the number of respondents in that sector. The plot is circular, allowing for an easy comparison of the relative sizes of each sector.

Insights:
1. Dominant Sectors:
    *   Human Health and Social Work Activities: This sector has the highest number of respondents, indicating a significant portion of graduates are employed in health and social work.
    *   Education: The second most common sector, suggesting a strong presence of graduates in educational roles.
    *   Trade: The third most common sector, highlighting the importance of trade-related jobs among the graduates.
2. Moderate Representation:
    *   Agriculture, Forestry, and Fisheries: This sector has a moderate number of respondents, reflecting the agricultural background of the region.
    *   Construction and Public Administration: These sectors also have a notable number of respondents, indicating their relevance in the job market.
3. Low Representation:
    *   Manufacturing, Domestic/Housework, and Hotel, Restaurant, and Eating Places: These sectors have fewer respondents, suggesting they are less common career paths for the graduates.

- Others: This category includes all sectors with less than 3 cases, indicating a diverse range of less common employment sectors.
4. Sector Diversity:
   - The presence of multiple sectors with varying respondent counts indicates a diverse job market for graduates. This diversity can be beneficial for the economy, providing resilience against sector-specific downturns.
5. Policy Implications:
   - The dominance of certain sectors like health, education, and trade suggests areas where the university's programs may be particularly effective in preparing students for the job market.
   - Sectors with lower representation might benefit from targeted initiatives to improve employment opportunities and align educational programs with market needs.

Conclusion:

Figure 92 highlights the distribution of graduates across different economic sectors, providing valuable insights into employment trends and opportunities. Understanding these patterns can help in making informed decisions for curriculum development, career services, and policy-making to better support graduates in their career paths.

Figure 92 Economic sector of employment

Distribution of Economic Sectors
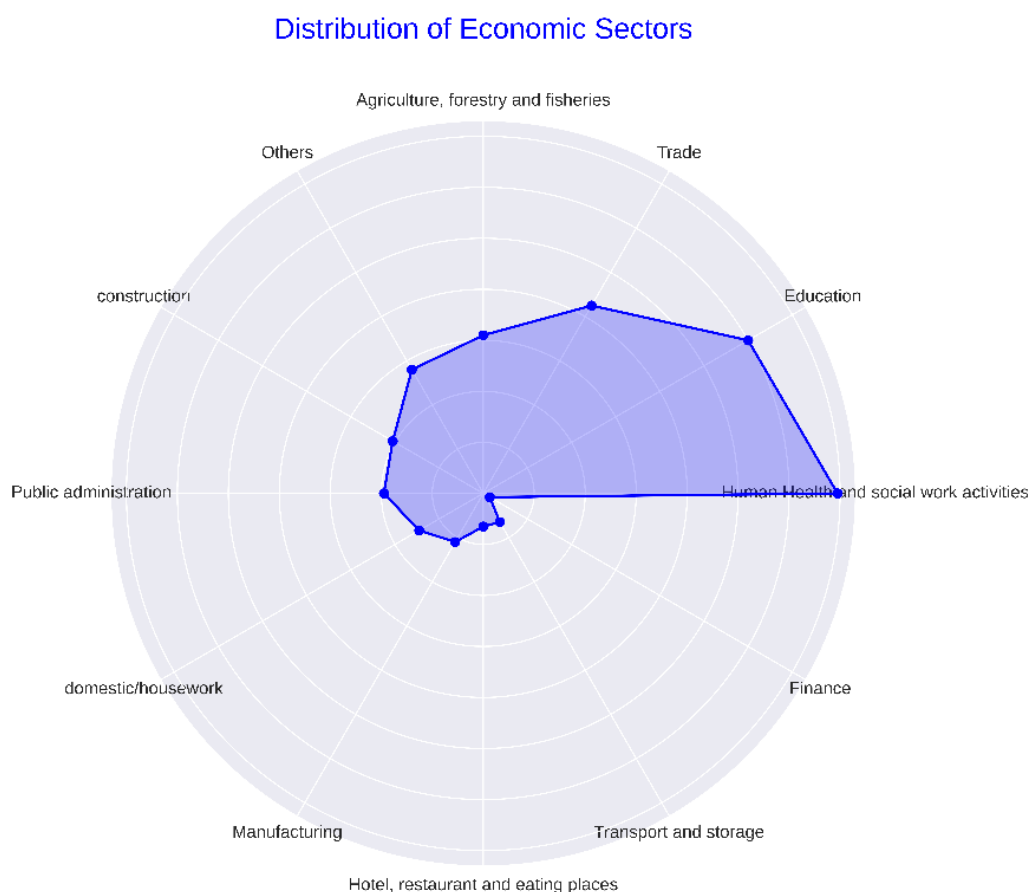
Chapter 8:
Essential Skills and Competencies Required in the Graduate's Current Job

Respondents were asked to rate the extent to which the following skills / competencies were required in their current employment using a Likert scale starting from "Not required at all, slightly required, Moderately required, considerably required to highly required." The skills and competencies assessed were:

* Master of my field/subject specific knowledge

* Ability to develop new ideas and solutions

* Ability to assert my authority

* Ability to adapt to changing conditions

* Ability to mobilize the capacities of others

* Analytical thinking

* Willingness to question my and others' ideas

* Ability to work efficiently towards a goal

* Ability to organize my work processes efficiently

* Ability to work productively with others

* Ability to perform well under pressure

Figure 93 provides a detailed view of the distribution of requirement levels for various skills and competencies in the current jobs of graduates. The key observations and insights from the plot were as follows:

Observations:

1. Highly Required Skills:
   • Analytical Thinking: Approximately 58.4% of respondents indicated that analytical thinking is highly required in their current job roles.
   • Working Productively: Around 60.7% of respondents reported that working productively is highly required.
   • Working Efficiently: About 57.8% of respondents indicated that working efficiently is highly required.
   • Adaptation: Approximately 52.7% of respondents reported that adaptation is highly required.
   • Mobilizing Others: Around 43.2% of respondents indicated that mobilizing others is highly required.
2. Considerably Required Skills:
   • Developing Ideas: Approximately 19.6% of respondents indicated that developing ideas is considerably required.
   • Asserting Authority: Around 26.9% of respondents reported that asserting authority is considerably required.
   • Mastery of Subject: About 14.3% of respondents indicated that mastery of the subject is considerably required.

3. Moderately Required Skills:
   • Questioning Ideas: Approximately 18.9% of respondents indicated that questioning ideas is moderately required.
   • Organizing Processes: Around 14.6% of respondents reported that organizing processes is moderately required.
   • Working Under Pressure: About 13.7% of respondents indicated that working under pressure is moderately required.
4. Slightly Required Skills:
   • Developing Ideas: Approximately 10.1% of respondents indicated that developing ideas is slightly required.
   • Asserting Authority: Around 17.5% of respondents reported that asserting authority is slightly required.
   • Mastery of Subject: About 14.8% of respondents indicated that mastery of the subject is slightly required.
5. Not at All Required Skills:
   • Working Under Pressure: Around 4.7% of respondents reported that working under pressure is not required at all.
   • Organizing Processes: About 3.4% of respondents indicated that organizing processes is not required at all.

Figure 93 Rating of skills and competencies required of current job

Rating of the Level of Requirements for Skills in Graduates' Current Jobs
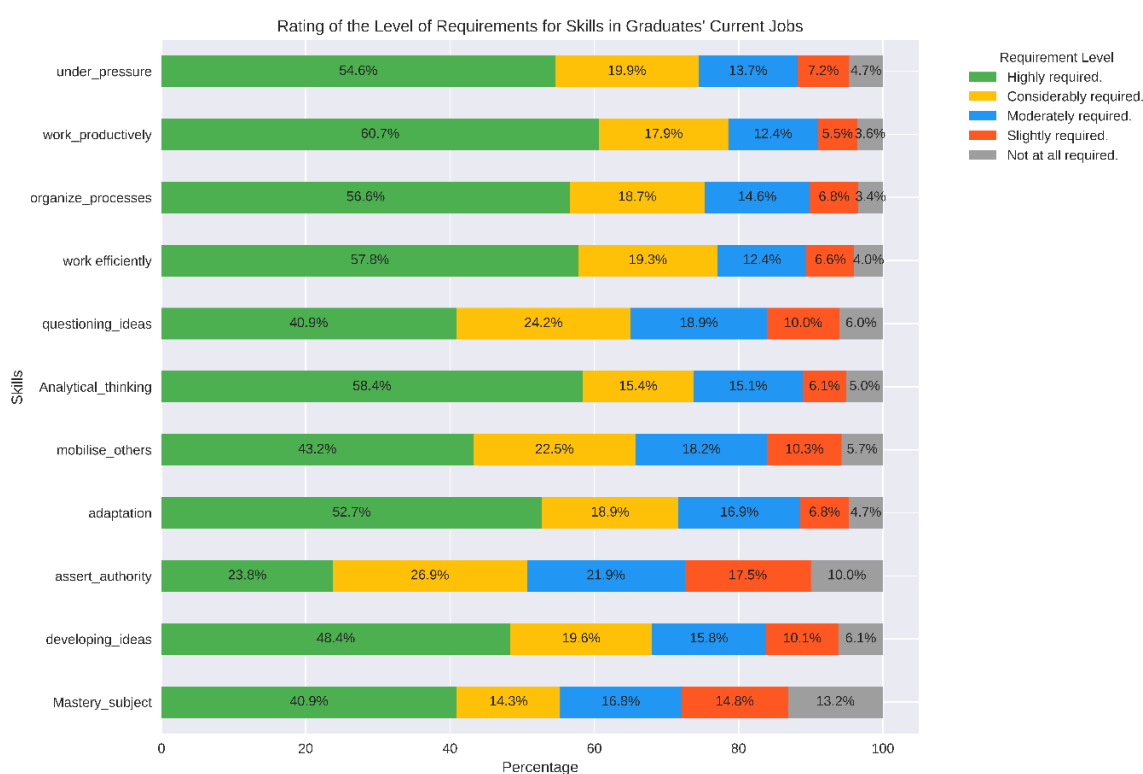
Insights:

1. Emphasis on Analytical and Productive Skills:
   - The plot highlights the significant emphasis placed on analytical thinking and working productively in the current job roles of graduates. These skills are highly valued and required by a majority of respondents, indicating their critical importance in the workplace.
2. Adaptation and Efficiency:
   - Adaptation and working efficiently are also highly required skills, suggesting that graduates need to be adaptable and efficient to succeed in their job roles. These skills are essential for navigating dynamic work environments and achieving productivity.
3. Leadership and Authority:
   - Skills related to leadership, such as mobilizing others and asserting authority, are also important but to a slightly lesser extent. This indicates that while leadership skills are valued, they may not be as universally required as analytical and productive skills.
4. Curriculum and Training:
   - The findings suggest a need for Makerere university and other universities equally to emphasize the development of analytical, productive, and adaptive skills in their curricula. Providing training and resources to enhance these skills can better prepare graduates for the demands of the workplace.
5. Diverse Job Requirements:
   - The diversity in the reported levels of requirement for different skills indicates that graduates are entering a wide range of job roles with varying demands. This underscores the importance of providing a well-rounded education that equips students with both specialized knowledge and transferable skills.

Overall, the plot provides valuable insights into the skills that are most required in the current job roles of graduates, highlighting areas for potential improvement in educational programs to better prepare students for the workforce.

Recommendations for Makerere University and Other Educational Institutions:

Based on the observed skill requirements, educational institutions can take several steps to better prepare students to meet the demands of the workplace. Here are some key recommendations:

1. Emphasize Analytical Thinking and Problem-Solving:
   - Curriculum Integration: Incorporate courses and modules that focus on analytical thinking, data analysis, and problem-solving. Use real-world case studies and projects to help students apply these skills in practical scenarios.
   - Critical Thinking Exercises: Implement regular critical thinking exercises and activities that challenge students to analyse information, identify patterns, and develop solutions.
2. Enhance Productivity and Efficiency Training:
   - Time Management Workshops: Offer workshops and training sessions on time management, productivity techniques, and efficient work practices.
   - Project-Based Learning: Encourage project-based learning where students must manage their time and resources effectively to complete tasks and meet deadlines.
3. Develop Adaptability and Flexibility:
   - Dynamic Learning Environments: Create dynamic learning environments that require students to adapt to changing conditions and unexpected challenges.
   - Interdisciplinary Courses: Offer interdisciplinary courses that expose students to different fields and perspectives, helping them become more adaptable and versatile.
4. Foster Leadership and Authority Skills:
   - Leadership Programs: Develop leadership programs and initiatives that provide students with opportunities to lead projects, teams, and organizations.

- Role-Playing and Simulations: Use role-playing and simulation exercises to help students practice asserting authority and making decisions in leadership roles.
5. Promote Collaboration and Teamwork:
   - Group Projects: Encourage group projects and collaborative assignments that require students to work together, communicate effectively, and mobilize others.
   - Peer Learning: Implement peer learning activities where students can learn from each other and develop teamwork skills.
6. Integrate Practical and Hands-On Experience:
   - Internships and Work Placements: Facilitate internships, work placements, and co-op programs that provide students with hands-on experience in their field of study.
   - Industry Partnerships: Establish partnerships with industry organizations to offer students practical training, mentorship, and exposure to real-world work environments.
7. Provide Continuous Professional Development:
   - Workshops and Seminars: Offer workshops, seminars, and short courses on emerging trends, technologies, and skills relevant to the job market.
   - Alumni Networks: Leverage alumni networks to provide current students with insights, advice, and opportunities for professional development.
8. Encourage Lifelong Learning and Self-Improvement:
   - Learning Resources: Provide access to a wide range of learning resources, including online courses, libraries, and research materials.
   - Personal Development Plans: Encourage students to create personal development plans that outline their goals, strengths, and areas for improvement.

By implementing these recommendations, Makerere University and other educational institutions can better equip students with the skills and competencies needed to thrive in the modern workplace. This holistic approach to education will help graduates meet the demands of their job roles and contribute effectively to their organizations.

8.1 Mastery of the subject knowledge by college

Figure 94 illustrates the distribution of mastery levels required for graduates' current jobs across different colleges. The mastery levels are arranged from "Highly required" to "Not at all required." The key observations and insights from the chart are as follows:

Observations:
1. College of Agricultural and Environmental Sciences (CAES):
   - A significant proportion of graduates (approximately 37%) reported that a high level of mastery in the subject matter is required for their current job.
   - Around 20% indicated that a considerable level of mastery is required.
   - Moderate and slight levels of mastery are required by approximately 11% and 14% of graduates, respectively.
   - About 18% reported that mastery is not required at all.
2. College of Engineering, Design, Art and Technology (CEDAT):
   - The highest proportion of graduates (50%) indicated that a high level of mastery is required.
   - Considerable and moderate levels of mastery are required by approximately 15% and 10% of graduates, respectively.
   - Slightly required mastery is reported by around 17% of graduates.
   - About 8% indicated that mastery is not required at all.

3. College of Education and External Studies (CEES):
   - A majority of graduates (approximately 58%) reported that a high level of mastery is required.
   - Moderate and slight levels of mastery are required by around 13% each.
   - Considerable mastery is required by about 6% of graduates.
   - Approximately 10% indicated that mastery is not required at all.
4. College of Health Sciences (CHS):
   - The highest proportion of graduates (approximately 61%) indicated that a high level of mastery is required.
   - Moderate and slight levels of mastery are required by around 12% each.
   - Considerable mastery is required by about 3% of graduates.
   - Approximately 20% reported that mastery is not required at all.
5. College of Humanities and Social Sciences (CHUSS):
   - The distribution is more balanced, with around 24% indicating that a slight level of mastery is required.
   - High and considerable levels of mastery are required by approximately 17% and 18% of graduates, respectively.
   - Moderate mastery is required by about 24% of graduates.
   - Approximately 16% reported that mastery is not required at all.

Insights:

1. Relevance of Academic Knowledge:
   - The chart highlights the varying degrees of relevance that academic knowledge has for graduates in their professional roles across different colleges. For instance, graduates from CEDAT, CEES, and CHS report a higher requirement for mastery in their subject matter compared to other colleges.
2. Curriculum and Job Market Alignment:
   - The findings suggest that certain colleges, such as CEDAT, CEES, and CHS, have curricula that are more closely aligned with the demands of the job market, as indicated by the high proportion of graduates requiring a high level of mastery in their subject matter.
3. Diverse Job Requirements:
   - The diversity in the reported levels of mastery required indicates that graduates from different colleges are entering a wide range of job roles with varying demands for subject matter expertise. This underscores the importance of providing a well-rounded education that equips students with both specialized knowledge and transferable skills.
4. Targeted Support and Resources:
   - Colleges with a higher proportion of graduates reporting that mastery is not required at all, such as CAES and CHUSS, may benefit from targeted support and resources to better align their programs with industry needs and enhance the employability of their graduates.
5. Further Research:
   - Additional research could explore the specific factors that influence the varying levels of mastery required, such as industry type, job role, and individual career paths. Understanding these factors can help in tailoring educational programs to better meet the needs of graduates and employers.

Overall, the chart provides valuable insights into the applicability of academic knowledge in the professional lives of graduates, highlighting areas for potential improvement in educational programs to better prepare students for the workforce.

Figure 94 Mastery of subject level by college
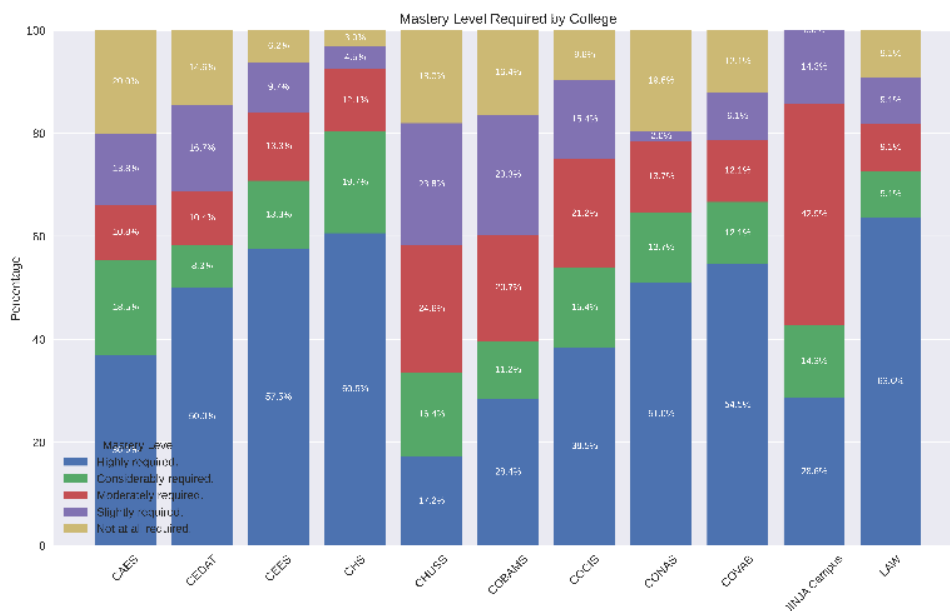
8.2 Ability to develop new ideas and solutions required at work

Figure 95 illustrates the distribution of the requirement for the ability to develop new ideas across different colleges at Makerere University. The ratings range from "Highly required" to "Not at all required," providing a comprehensive view of how graduates perceive the necessity of creativity and innovation in their current workplaces. The key observations and insights from the plot are as follows:

Observations:
1. Highly Required:
   • The highest proportion of respondents from CEES (College of Education and External Studies) indicated that the ability to develop new ideas is highly required (approximately 65.5%). This is followed by LAW (63.6%) and COVAB (56.3%). This suggests that graduates from these colleges find creativity and innovation to be critical components of their job roles.
2. Considerably Required:
   • CHS (College of Health Sciences) and COCIS (College of Computing and Information Sciences) have a notable proportion of respondents indicating that developing new ideas is considerably required (29.2% and 29.1%, respectively). This indicates that a substantial portion of graduates from these colleges also find a strong need for creativity and innovation in their roles.
3. Moderately Required:
   • JINJA Campus has the highest proportion of respondents indicating that developing new ideas is moderately required (42.9%). This suggests that for graduates from this campus, creativity and innovation are necessary but not the primary focus of their job roles.
4. Slightly Required:
   • CHUSS (College of Humanities and Social Sciences) and CEDAT (College of Engineering, Design, Art and Technology) have a higher proportion of respondents indicating that developing new ideas is slightly required (16.4% and 14.6%, respectively). This indicates that for some graduates from these colleges, creativity and innovation are not heavily relied upon in their current job roles.

5. Not at All Required:
    - LAW and CAES (College of Agricultural and Environmental Sciences) have a notable proportion of respondents indicating that developing new ideas is not required at all (18.2% and 9.1%, respectively). This suggests that for a minority of graduates from these colleges, their job roles do not necessitate the application of creative thinking and innovation.

Insights:
1. Importance of Creativity and Innovation:
    - The plot highlights the varying degrees of importance that creativity and innovation have for graduates in their professional roles. A significant proportion of respondents from certain colleges find the ability to develop new ideas to be highly relevant, indicating that many workplaces value and rely on innovative thinking.
2. Curriculum and Skill Development:
    - The findings suggest a need for universities to emphasize the development of creative and innovative skills in their curricula, particularly for colleges where these skills are highly required. Ensuring that graduates possess the ability to develop new ideas can enhance their employability and job performance, especially in industries that prioritize innovation.
3. Diverse Job Requirements:
    - The diversity in the reported levels of requirement for developing new ideas indicates that graduates are entering a wide range of job roles with varying demands for creativity. This underscores the importance of providing a well-rounded education that equips students with both specialized knowledge and transferable skills, including creativity.
4. Targeted Support and Resources:
    - For graduates in roles where the ability to develop new ideas is not required, targeted support and resources could be provided to help them identify and pursue opportunities for innovation within their job roles. This can help in fostering a culture of continuous improvement and creativity in the workplace.
5. Further Research:
    - Additional research could explore the specific factors that influence the varying levels of requirement for developing new ideas, such as industry type, job role, and individual career paths. Understanding these factors can help in tailoring educational programs to better meet the needs of graduates and employers.

Overall, the plot provides valuable insights into the applicability of creative and innovative skills in the professional lives of graduates, highlighting areas for potential improvement in educational programs to better prepare students for the workforce.

Figure 95 Requirement of developing new ideas at work by college

Figure 95 Requirement of developing new ideas at work by college
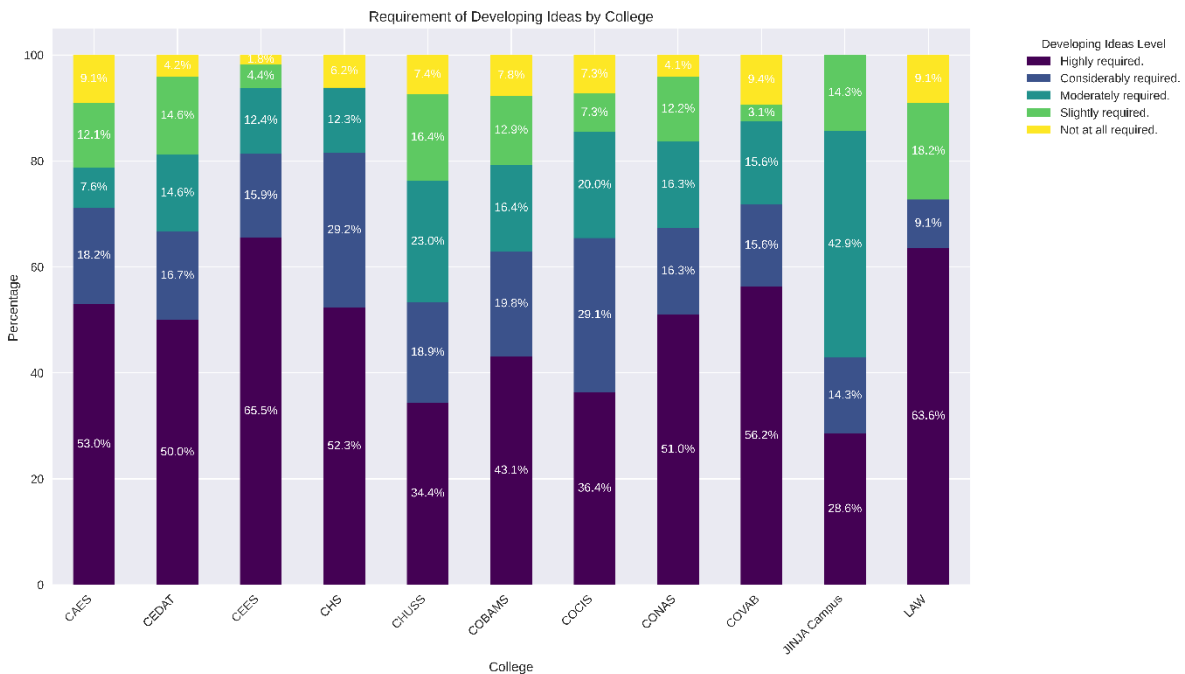
8.3 Ability to assert authority by college

Figure 96 illustrates the distribution of the requirement for the ability to assert authority at current job of respondents across different colleges at Makerere University. The ratings range from "Highly required" to "Not at all required," providing a comprehensive view of how graduates perceive the necessity of asserting authority in their current workplaces. The key observations and insights from the plot are as follows:

Observations:

1. Highly Required:
   • The highest proportion of respondents from LAW (45.5%) indicated that the ability to assert authority is highly required. This is followed by CHS (40.0%) and CEES (38.9%). This suggests that graduates from these colleges find asserting authority to be a critical component of their job roles.
2. Considerably Required:
   • CHS (40.0%) and CEES (29.2%) have a notable proportion of respondents indicating that asserting authority is considerably required. This indicates that a substantial portion of graduates from these colleges also find a strong need for asserting authority in their roles.
3. Moderately Required:
   • JINJA Campus has the highest proportion of respondents indicating that asserting authority is moderately required (42.9%). This suggests that for graduates from this campus, asserting authority is necessary but not the primary focus of their job roles.
4. Slightly Required:
   • CHUSS (24.2%) and COBAMS (18.1%) have a higher proportion of respondents indicating that asserting authority is slightly required. This indicates that for some graduates from these colleges, asserting authority is not heavily relied upon in their current job roles.

5. Not at All Required:
   - LAW and CAES have a notable proportion of respondents indicating that asserting authority is not required at all (18.2% and 13.6%, respectively). This suggests that for a minority of graduates from these colleges, their job roles do not necessitate the application of authority.

Insights:

1. Importance of Asserting Authority:
   - The plot highlights the varying degrees of importance that asserting authority has for graduates in their professional roles. A significant proportion of respondents from certain colleges find the ability to assert authority to be highly relevant, indicating that many workplaces value and rely on authoritative skills.

2. Curriculum and Skill Development:
   - The findings suggest a need for universities to emphasize the development of authoritative skills in their curricula, particularly for colleges where these skills are highly required. Ensuring that graduates possess the ability to assert authority can enhance their employability and job performance, especially in industries that prioritize leadership and management.

3. Diverse Job Requirements:
   - The diversity in the reported levels of requirement for asserting authority indicates that graduates are entering a wide range of job roles with varying demands for authoritative skills. This underscores the importance of providing a well-rounded education that equips students with both specialized knowledge and transferable skills, including leadership.

4. Targeted Support and Resources:
   - For graduates in roles where the ability to assert authority is not required, targeted support and resources could be provided to help them identify and pursue opportunities for leadership within their job roles. This can help in fostering a culture of continuous improvement and leadership in the workplace.

5. Further Research:
   - Additional research could explore the specific factors that influence the varying levels of requirement for asserting authority, such as industry type, job role, and individual career paths. Understanding these factors can help in tailoring educational programs to better meet the needs of graduates and employers.

Overall, the plot provides valuable insights into the applicability of authoritative skills in the professional lives of graduates, highlighting areas for potential improvement in educational programs to better prepare students for the workforce.

Requirement of Asserting Authority by College
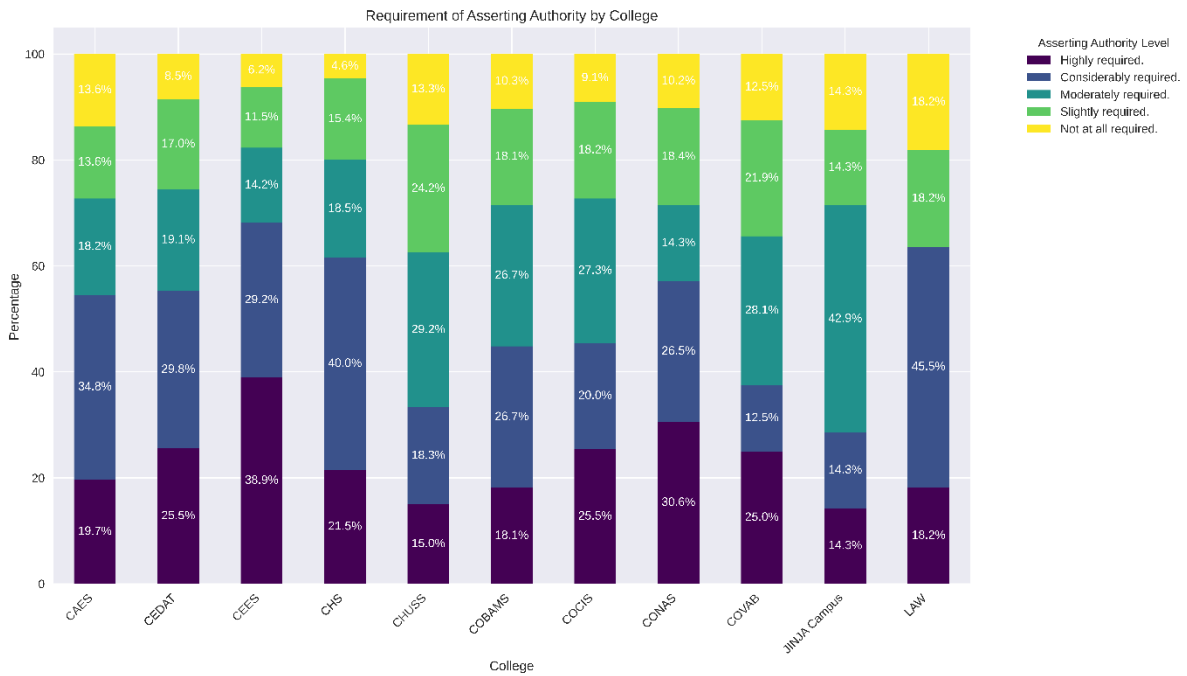
8.4 Ability to adapt to changing conditions by collage

Figure 97 visualizes the distribution of adaptation levels across different colleges, arranged from "Highly required" to "Not required at all." Each bar represents a college, and the segments within each bar show the percentage of graduates who reported each level of adaptation requirement in their current workplaces.

Insights:
1. High Adaptation Requirement:
   • A significant proportion of graduates across most colleges report that adaptation is "Highly required" in their current workplaces. This indicates that the ability to adapt to changing conditions is a critical skill for graduates in various fields.
2. Considerable and Moderate Adaptation:
   • Many colleges also have a notable percentage of graduates who find adaptation "Considerably required" or "Moderately required." This suggests that while adaptation is crucial, the degree of necessity varies across different work environments and roles.
3. Low Adaptation Requirement:
   • A smaller percentage of graduates report that adaptation is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of adaptability from their employees.
4. College-Specific Trends:
   • Some colleges may have unique trends in adaptation requirements. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" adaptation, reflecting the dynamic nature of industries related to those fields of study.
5. Implications for Curriculum Development:
   • The high demand for adaptability across various sectors suggests that universities should emphasize developing this skill in their curricula. Incorporating training and experiences that enhance adaptability can better prepare graduates for the workforce.

6. Policy and Support:
   - Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their adaptability skills. This could include workshops, mentorship programs, and real-world problem-solving experiences.

Conclusion:

The plot highlights the importance of adaptability in the current job market, with a significant number of graduates across various colleges reporting high adaptation requirements. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary skills to thrive in dynamic work environments.

Figure 97 Requirement to adapt to changing conditions at workplace by college
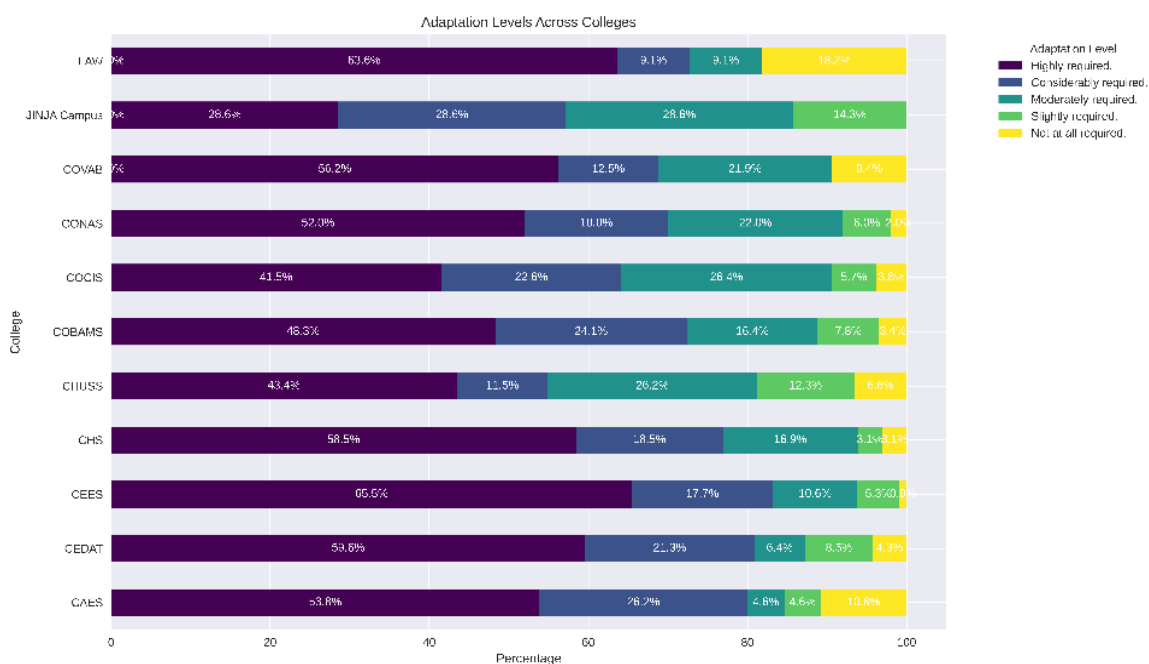
8.4.1 Implications of Adaptation Requirements for Graduates in the Context of Remote Work and Digital Transformation:
   1. Increased Need for Digital Literacy:
      - Digital Tools and Platforms: Graduates must be proficient in using various digital tools and platforms that facilitate remote work. This includes communication tools (e.g., Zoom, Slack), project management software (e.g., Trello, Asana), and collaboration tools (e.g., Google Workspace, Microsoft Teams).
      - Continuous Learning: The rapid pace of technological advancements requires graduates to continuously update their digital skills. Lifelong learning and adaptability to new technologies are essential.
   2. Flexibility and Self-Management:
      - Time Management: Remote work often requires a high degree of self-discipline and time management skills. Graduates must adapt to managing their schedules, setting priorities, and meeting deadlines without direct supervision.
      - Work-Life Balance: The blurring of boundaries between work and personal life in remote work settings necessitates the ability to maintain a healthy work-life balance. Adaptability in creating and adhering to personal routines is crucial.

3. Communication and Collaboration:
    - Virtual Communication: Effective communication in a remote work environment requires proficiency in virtual communication. Graduates must adapt to conveying ideas clearly and effectively through written and video communication.
    - Team Collaboration: Remote work often involves collaborating with team members across different time zones and locations. Adaptability in using collaborative tools and techniques to work effectively in virtual teams is essential.
4. Problem-Solving and Innovation:
    - Remote Problem-Solving: Graduates must be able to solve problems and make decisions independently in a remote work setting. This requires adaptability in applying critical thinking and innovative solutions to challenges.
    - Innovation and Creativity: The digital transformation of industries demands innovative thinking. Graduates must adapt to leveraging digital technologies to drive creativity and innovation in their work.
5. Resilience and Mental Health:
    - Coping with Change: The shift to remote work and digital transformation can be stressful. Graduates must develop resilience and adaptability to cope with changes and uncertainties in their work environment.
    - Mental Health Support: Organizations should provide support for mental health and well-being. Graduates must adapt to seeking and utilizing available resources to maintain their mental health.
6. Career Development and Networking:
    - Virtual Networking: Building professional networks in a remote work environment requires adaptability in using digital platforms for networking and career development.
    - Remote Career Opportunities: The digital transformation has expanded career opportunities beyond geographical boundaries. Graduates must adapt to exploring and pursuing remote job opportunities.

Conclusion:

The adaptation requirements for graduates in the context of remote work and digital transformation highlight the need for a diverse set of skills, including digital literacy, flexibility, communication, problem-solving, resilience, and networking. Makerere University, Educational institutions and employers must work together to provide the necessary training and support to help graduates thrive in this evolving work environment.

8.5 Ability to mobilize the capacities of others by college

Figure 98 visualizes the distribution of respondents rating of the ability to mobilize others' capacities at current workplaces across different colleges, arranged from "Highly required" to "Not required at all." Each bar represents a college, and the segments within each bar show the percentage of graduates who reported each level of mobilization requirement in their current workplaces.

Insights:
1. High Mobilization Requirement:
    - A significant proportion of graduates across most colleges report that mobilizing others' capacities is "Highly required" in their current workplaces. This indicates that leadership and teamwork skills are critical for graduates in various fields.
    - Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong leadership and the ability to inspire and coordinate team efforts.

2. Considerable and Moderate Mobilization:
   - Many colleges also have a notable percentage of graduates who find mobilizing others "Considerably required" or "Moderately required." This suggests that while leadership and teamwork are crucial, the degree of necessity varies across different work environments and roles.
   - Graduates from these colleges may be entering roles that require a balanced approach to individual and team contributions.
3. Low Mobilization Requirement:
   - A smaller percentage of graduates report that mobilizing others is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of leadership and teamwork from their employees.
   - Colleges with higher percentages in these categories may be preparing students for more independent roles or specialized positions where teamwork is less emphasized.
4. College-Specific Trends:
   - Some colleges may have unique trends in mobilization requirements. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" mobilization, reflecting the collaborative nature of industries related to those fields of study.
   - Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.
5. Implications for Curriculum Development:
   - The high demand for mobilizing others' capacities across various sectors suggests that universities should emphasize developing leadership and teamwork skills in their curricula.
   - Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.
6. Policy and Support:
   - Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their leadership and teamwork skills. This could include workshops, mentorship programs, and real-world team projects.
   - Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of mobilizing others' capacities in the current job market, with a significant number of graduates across various colleges reporting high mobilization requirements. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary leadership and teamwork skills to thrive in dynamic work environments.

Figure 98 Ability to mobilize others capacities in the graduates' current workplace

Mobilise Others Levels Across Colleges
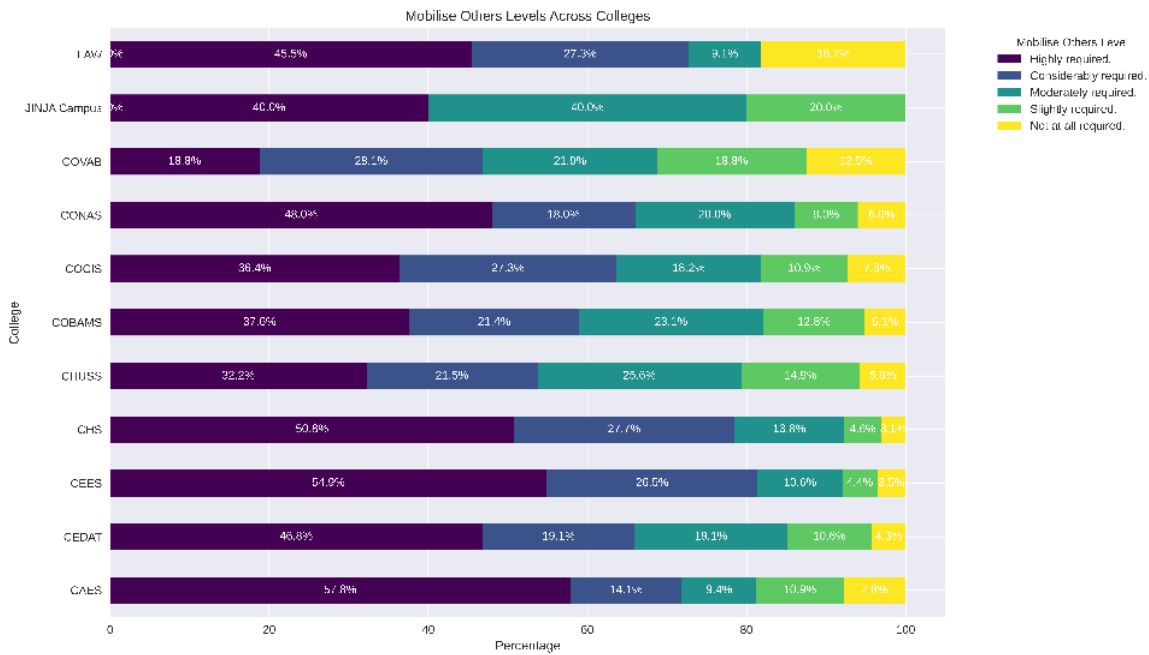
8.5.1 Key Insights and Recommendations for Incorporating Leadership and Teamwork Training into Curricula

1. Integrate Leadership and Teamwork Modules into Existing Courses:
   • Course Design: Embed leadership and teamwork training within existing courses across various disciplines. This can be achieved through group projects, case studies, and role-playing exercises that require students to take on leadership roles and collaborate with peers.
   • Interdisciplinary Approach: Encourage interdisciplinary projects that bring together students from different fields to work on common goals. This fosters diverse perspectives and enhances teamwork skills.
2. Offer Dedicated Leadership and Teamwork Workshops:
   • Workshops and Seminars: Organize workshops and seminars focused on leadership and teamwork skills. These can be led by industry professionals, alumni, or faculty members with expertise in these areas.
   • Practical Training: Include practical training sessions that simulate real-world scenarios, allowing students to practice and refine their leadership and teamwork abilities.
3. Incorporate Leadership and Teamwork in Internships and Practicums:
   • Internship Programs: Design internship programs that emphasize leadership and teamwork. Encourage students to take on leadership roles within their internship placements and work collaboratively with colleagues.
   • Reflection and Feedback: Provide opportunities for students to reflect on their experiences and receive feedback on their leadership and teamwork performance during internships.
4. Develop Extracurricular Activities and Student Organizations:
   • Student Organizations: Support the formation of student organizations and clubs that focus on leadership and teamwork. These organizations can provide a platform for students to practice these skills in a less formal setting.
   • Leadership Roles: Encourage students to take on leadership roles within these organizations, such as club president, project manager, or team leader.

5. Leverage Technology and Online Platforms:
   • Online Courses: Offer online courses and modules on leadership and teamwork. These can be self-paced or instructor-led, providing flexibility for students to learn at their own pace.
   • Virtual Collaboration Tools: Utilize virtual collaboration tools to facilitate teamwork in online and hybrid learning environments. This prepares students for remote work scenarios where digital collaboration is essential.
6. Incorporate Leadership and Teamwork in Assessment and Evaluation:
   • Assessment Methods: Include leadership and teamwork as key components in assessment methods. This can be done through peer evaluations, group project assessments, and self-assessments.
   • Continuous Improvement: Use feedback from these assessments to continuously improve the curriculum and provide targeted support to students who need it.
7. Engage Industry Partners and Alumni:
   • Industry Collaboration: Collaborate with industry partners to design and deliver leadership and teamwork training that aligns with industry needs. This ensures that the skills taught are relevant and up-to-date.
   • Alumni Involvement: Involve alumni in mentoring programs, guest lectures, and networking events. Alumni can share their experiences and provide valuable insights into the importance of leadership and teamwork in the workplace.

Conclusion:

By incorporating leadership and teamwork training into their curricula, educational institutions can better prepare graduates for the demands of the modern workplace. These skills are essential for success in various industries, particularly in the context of remote work and digital transformation. Implementing the above recommendations can help institutions create a well-rounded educational experience that equips students with the necessary skills to thrive in their careers.

8.6 Analytical thinking

Figure 99 visualizes the distribution of analytical thinking requirements across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Analytical Thinking Requirement:
   • A significant proportion of graduates across most colleges report that analytical thinking is "Highly required" in their current workplaces. This indicates that critical thinking and problem-solving skills are essential for graduates in various fields.
   • Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong analytical skills and the ability to evaluate complex information.
2. Considerable and Moderate Analytical Thinking:
   • Many colleges also have a notable percentage of graduates who find analytical thinking "Considerably required" or "Moderately required." This suggests that while analytical skills are crucial, the degree of necessity varies across different work environments and roles.
   • Graduates from these colleges may be entering roles that require a balanced approach to analytical and practical skills.
3. Low Analytical Thinking Requirement:
   • A smaller percentage of graduates report that analytical thinking is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level

of analytical thinking from their employees.

- Colleges with higher percentages in these categories may be preparing students for more hands-on roles or specialized positions where analytical thinking is less emphasized.

4. College-Specific Trends:
- Some colleges may have unique trends in analytical thinking requirements. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" analytical thinking, reflecting the analytical nature of industries related to those fields of study.
- Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.

5. Implications for Curriculum Development:
- The high demand for analytical thinking across various sectors suggests that universities should emphasize developing critical thinking and problem-solving skills in their curricula.
- Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.

6. Policy and Support:
- Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their analytical thinking skills. This could include workshops, mentorship programs, and real-world problem-solving projects.
- Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of analytical thinking in the current job market, with a significant number of graduates across various colleges reporting high analytical thinking requirements. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary critical thinking and problem-solving skills to thrive in dynamic work environments.

Figure 99 Requirement of Analytical thinking ability at graduates' current workplace by college
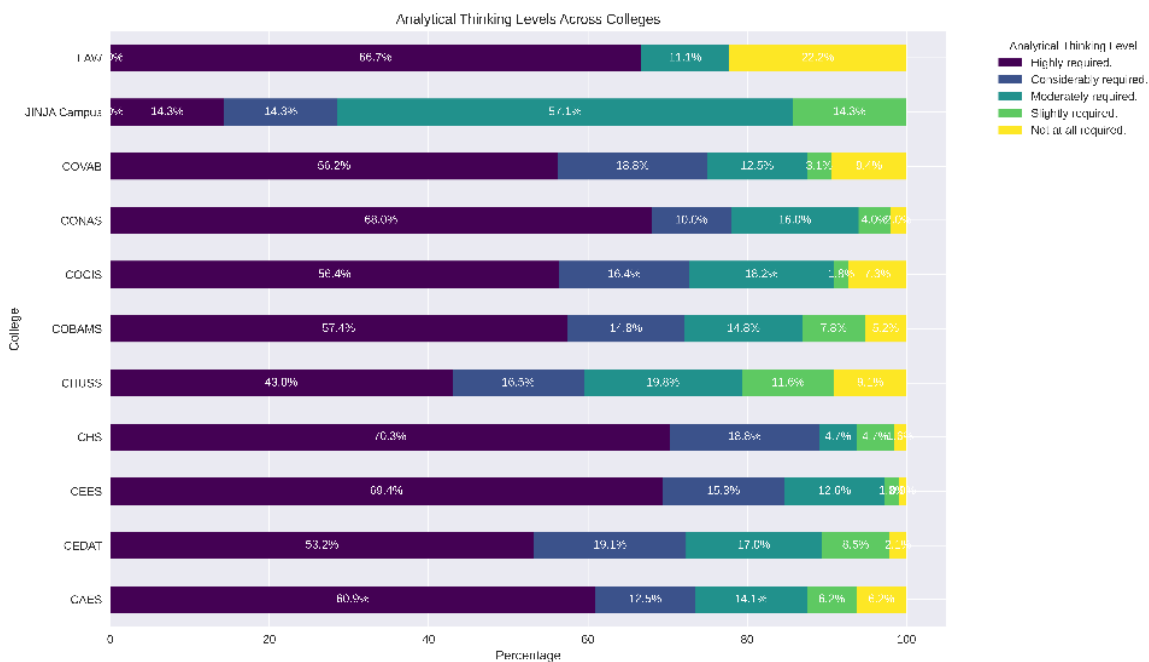
8.6.1 Strategies to Enhance Students' Analytical Thinking Skills:

1. Integrate Analytical Thinking Modules into Existing Courses:
   - Embed analytical thinking training within existing courses across various disciplines. This can be achieved through case studies, data analysis exercises, and critical thinking assignments.
2. Offer Dedicated Workshops and Seminars on Analytical Thinking:
   - Organize workshops and seminars focused on developing analytical thinking skills. These can be led by industry professionals, alumni(Convocation office), or faculty members with expertise in these areas.
3. Incorporate Real-World Problem-Solving Projects into the Curriculum:
   - Design projects that require students to solve real-world problems using analytical thinking. This provides practical experience and enhances their ability to apply theoretical knowledge.
4. Encourage Interdisciplinary Collaboration and Projects:
   - Promote interdisciplinary projects that bring together students from different fields to work on common goals. This fosters diverse perspectives and enhances analytical skills.
5. Utilize Technology and Online Platforms for Analytical Thinking Training:
   - Offer online courses and modules on analytical thinking. These can be self-paced or instructor-led, providing flexibility for students to learn at their own pace.
   - Use data analysis software and tools to facilitate hands-on learning.
6. Develop Extracurricular Activities and Student Organizations Focused on Analytical Thinking:
   - Support the formation of student organizations and clubs that focus on analytical thinking. These organizations can provide a platform for students to practice these skills in a less formal setting.
7. Engage Industry Partners and Alumni in Training Programs:
   - Collaborate with industry partners to design and deliver analytical thinking training that aligns with industry needs. This ensures that the skills taught are relevant and up-to-date.
   - Involve alumni in mentoring programs, guest lectures, and networking events.
8. Incorporate Analytical Thinking in Assessment and Evaluation Methods:
   - Include analytical thinking as a key component in assessment methods. This can be done through project evaluations, case study analyses, and critical thinking assessments.
   - Use feedback from these assessments to continuously improve the curriculum and provide targeted support to students who need it.

Conclusion:

By implementing these strategies, colleges can enhance students' analytical thinking skills, better preparing them for the demands of the modern workplace. These skills are essential for success in various industries, particularly in the context of data-driven decision-making and problem-solving.

8.7 Willingness to question my and others' ideas by College

Figure 100 visualizes the distribution of the willingness to question one's and others' ideas at the current workplaces across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Requirement for Questioning Ideas:
   - A significant proportion of graduates across most colleges report that the willingness to question ideas is "Highly required" in their current workplaces. This indicates that critical evaluation and the ability

to challenge existing ideas are essential skills in various fields.
   • Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong critical thinking and the ability to engage in constructive debates.

2. Considerable and Moderate Requirement:
   • Many colleges also have a notable percentage of graduates who find questioning ideas "Considerably required" or "Moderately required." This suggests that while the skill is crucial, the degree of necessity varies across different work environments and roles.
   • Graduates from these colleges may be entering roles that require a balanced approach to questioning and accepting ideas.

3. Low Requirement for Questioning Ideas:
   • A smaller percentage of graduates report that questioning ideas is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of critical evaluation from their employees.
   • Colleges with higher percentages in these categories may be preparing students for more hands-on roles or specialized positions where questioning ideas is less emphasized.

4. College-Specific Trends:
   • Some colleges may have unique trends in the requirement for questioning ideas. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" questioning skills, reflecting the critical nature of industries related to those fields of study.
   • Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.

5. Implications for Curriculum Development:
   • The high demand for the willingness to question ideas across various sectors suggests that universities should emphasize developing critical evaluation and debate skills in their curricula.
   • Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.

6. Policy and Support:
   • Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their skills in questioning ideas. This could include workshops, mentorship programs, and real-world problem-solving projects.
   • Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of the willingness to question one's and others' ideas in the current job market, with a significant number of graduates across various colleges reporting high requirements for this skill. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary critical evaluation and debate skills to thrive in dynamic work environments.

Figure 100 Requirement for the skills of willingness to question ideas at current workplace

Willingness to Question One's and Others' Ideas Across Colleges
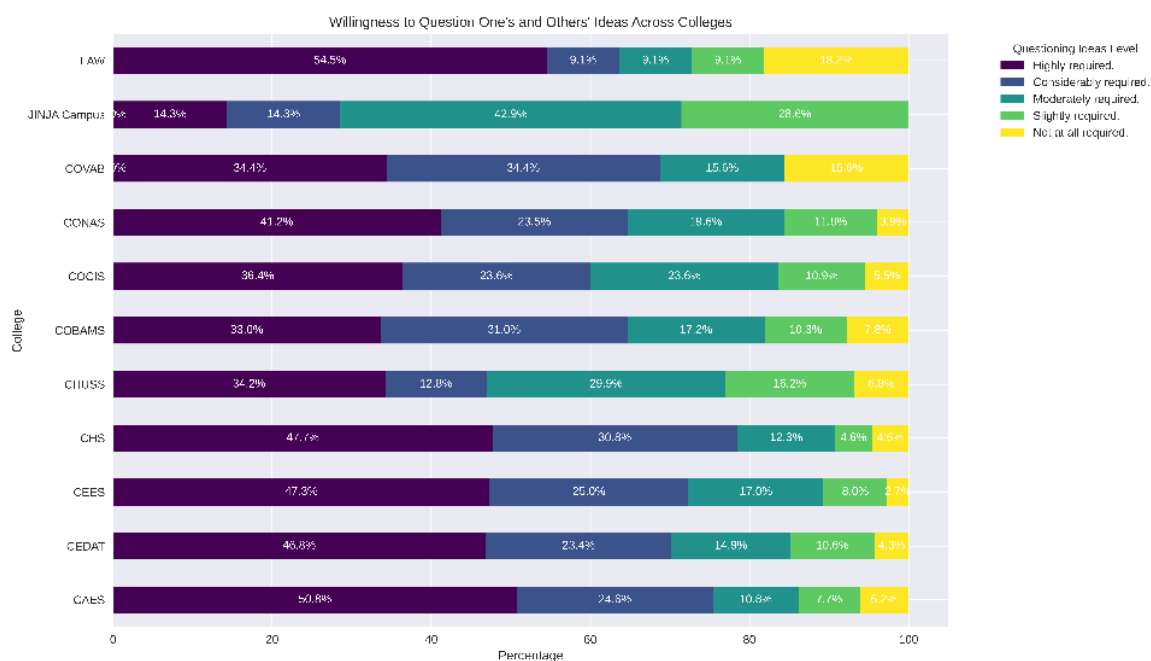
8.7.1 Strategies for Incorporating Training for Critical Evaluation and Debate Skills into Curricula:

1. Integrate Critical Evaluation Modules into Existing Courses:
    *   Embed critical evaluation and debate training within existing courses across various disciplines. This can be achieved through case studies, critical analysis exercises, and debate assignments.
    *   Encourage students to critically evaluate research papers, articles, and case studies as part of their coursework.
2. Offer Dedicated Workshops and Seminars on Critical Evaluation and Debate:
    *   Organize workshops and seminars focused on developing critical evaluation and debate skills. These can be led by industry professionals, alumni, or faculty members with expertise in these areas.
    *   Provide opportunities for students to participate in mock debates and critical thinking exercises.
3. Incorporate Real-World Problem-Solving Projects into the Curriculum:
    *   Design projects that require students to solve real-world problems using critical evaluation and debate. This provides practical experience and enhances their ability to apply theoretical knowledge.
    *   Encourage students to work in teams to analyze and debate different solutions to complex problems.
4. Encourage Interdisciplinary Collaboration and Projects:
    *   Promote interdisciplinary projects that bring together students from different fields to work on common goals. This fosters diverse perspectives and enhances critical evaluation skills.
    *   Create opportunities for students to engage in cross-disciplinary debates and discussions.
5. Utilize Technology and Online Platforms for Critical Evaluation Training:
    *   Offer online courses and modules on critical evaluation and debate. These can be self-paced or instructor-led, providing flexibility for students to learn at their own pace.
    *   Use online discussion forums and platforms to facilitate debates and critical discussions among students.
6. Develop Extracurricular Activities and Student Organizations Focused on Critical Evaluation and Debate:
    *   Support the formation of student organizations and clubs that focus on critical evaluation and debate.

These organizations can provide a platform for students to practice these skills in a less formal setting.
- Organize debate competitions, critical thinking challenges, and discussion groups.
7. Engage Industry Partners and Alumni in Training Programs:
    - Collaborate with industry partners to design and deliver critical evaluation and debate training that aligns with industry needs. This ensures that the skills taught are relevant and up-to-date.
    - Involve alumni in mentoring programs, guest lectures, and networking events to share their experiences and insights.
8. Incorporate Critical Evaluation in Assessment and Evaluation Methods:
    - Include critical evaluation and debate as key components in assessment methods. This can be done through project evaluations, case study analyses, and debate assessments.
    - Use feedback from these assessments to continuously improve the curriculum and provide targeted support to students who need it.
9. Create a Supportive Learning Environment:
    - Foster a classroom environment that encourages open discussion, questioning, and critical thinking. Encourage students to express their opinions and challenge ideas respectfully.
    - Provide constructive feedback to help students improve their critical evaluation and debate skills.
10. Provide Access to Resources and Materials:
    - Ensure that students have access to resources and materials that support the development of critical evaluation and debate skills. This can include books, articles, online courses, and multimedia content.
    - Create a library of case studies and debate topics that students can use for practice.

Conclusion:

By implementing these strategies, educational institutions can enhance students' critical evaluation and debate skills, better preparing them for the demands of the modern workplace. These skills are essential for success in various industries, particularly in the context of data-driven decision-making and problem-solving.

8.8 Ability to work efficiently towards a goal

Scientific Interpretation and Insights:
Interpretation:

Figure 101 visualizes the distribution of the responses on ability to work efficiently towards a goal at current workplaces across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Requirement for Working Efficiently:
    - A significant proportion of graduates across most colleges report that the ability to work efficiently towards a goal is "Highly required" in their current workplaces. This indicates that goal-oriented efficiency is a critical skill in various fields.
    - Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong organizational and time-management skills to achieve specific objectives.
2. Considerable and Moderate Requirement:
    - Many colleges also have a notable percentage of graduates who find working efficiently "Considerably required" or "Moderately required." This suggests that while the skill is crucial, the degree of necessity varies across different work environments and roles.
    - Graduates from these colleges may be entering roles that require a balanced approach to efficiency and flexibility in goal achievement.

3. Low Requirement for Working Efficiently:
   - A smaller percentage of graduates report that working efficiently is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of efficiency from their employees.
   - Colleges with higher percentages in these categories may be preparing students for more creative or exploratory roles where strict goal-oriented efficiency is less emphasized.
4. College-Specific Trends:
   - Some colleges may have unique trends in the requirement for working efficiently. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" efficiency skills, reflecting the structured and goal-oriented nature of industries related to those fields of study.
   - Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.
5. Implications for Curriculum Development:
   - The high demand for the ability to work efficiently towards a goal across various sectors suggests that universities should emphasize developing organizational, time-management, and goal-setting skills in their curricula.
   - Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.
6. Policy and Support:
   - Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their skills in working efficiently towards goals. This could include workshops, mentorship programs, and real-world project management experiences.
   - Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of the ability to work efficiently towards a goal in the current job market, with a significant number of graduates across various colleges reporting high requirements for this skill. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary organizational and time-management skills to thrive in dynamic work environments.

Figure 101 A requirement for the ability to work efficiently towards a goal in graduates current workplace
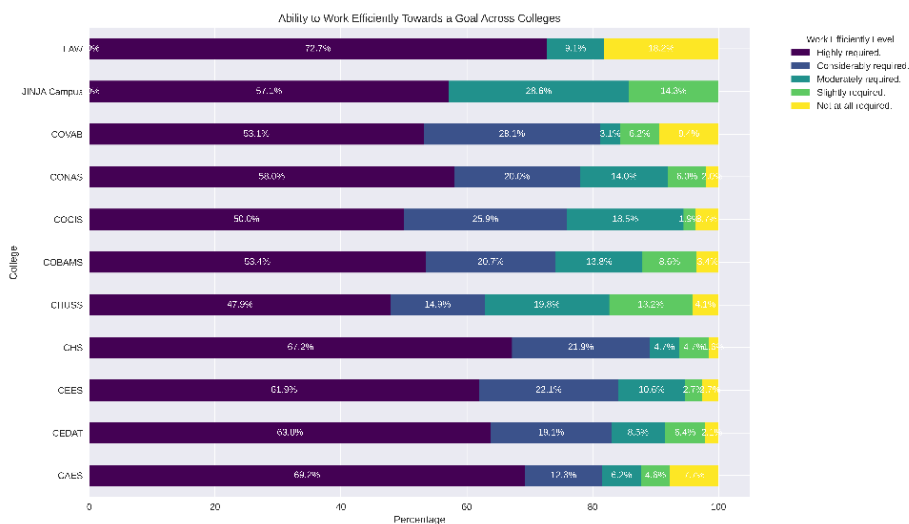
8.8.1   Strategies for Incorporating Practical Experiences or Training to Develop the Ability to Work Efficiently Towards a Goal:

	Description	Implementation
Project-Based Learning (PBL):	Implement project-based learning where students work on real-world projects that require setting goals, planning, and executing tasks efficiently.	Assign projects that span across multiple courses or semesters, allowing students to experience long-term goal setting and management. Provide clear objectives and deadlines to simulate real workplace scenarios.
Internships and Co-op Programs:	Facilitate internships and cooperative education programs that place students in real work environments where they can practice working efficiently towards goals.	Partner with industry organizations to offer structured internship programs. Ensure that students have specific goals and tasks to complete during their internships, with regular feedback from supervisors.
Simulation and Role-Playing Exercises:	Use simulation and role-playing exercises to mimic workplace scenarios that require efficient goal management.	Create scenarios where students must work in teams to achieve specific goals within a set timeframe. Use tools like business simulators or project management software to enhance the experience.
Workshops and Seminars on Time Management and Goal Setting:	Organize workshops and seminars focused on time management, goal setting, and efficient work practices.	Invite industry experts to conduct sessions on best practices for working efficiently. Provide hands-on activities and exercises to reinforce learning.
Dissertation Projects:	Incorporateand strengthen dissertation projects in the final year of study, where students must complete a comprehensive project that integrates their learning and requires efficient goal management.	Design dissertation projects that address real-world problems and require students to set goals, plan, and execute their projects efficiently. Include regular progress reviews and feedback sessions.
Team-Based Assignments and Collaborative Learning:	Encourage team-based assignments and collaborative learning activities that require students to work together towards common goals	Assign group projects with clear objectives and deadlines. Use collaborative tools and platforms to facilitate communication and project management among team members.
Mentorship Programs:	Establish mentorship programs where students are paired with industry professionals who can guide them in developing efficient work practices.	Match students with mentors based on their career interests and goals. Encourage regular meetings and goal-setting sessions to track progress and provide feedback.

	Description	Implementation
Use of Technology and Project Management Tools:	Integrate technology and project management tools into the curriculum to help students learn how to manage tasks and goals efficiently.	Teach students how to use project management software, time-tracking tools, and productivity apps. Incorporate these tools into assignments and projects to simulate real workplace practices.
Case Studies and Real-World Problem Solving:	Use case studies and real-world problem-solving exercises to teach students how to work efficiently towards goals.	Present students with case studies that require them to analyze situations, set goals, and develop action plans. Encourage critical thinking and efficient problem-solving techniques.
Continuous Assessment and Feedback:	Description: Implement continuous assessment and feedback mechanisms to help students improve their efficiency in working towards goals.	Provide regular feedback on assignments and projects, focusing on time management and goal achievement. Use self-assessment and peer-assessment tools to encourage reflection and improvement.

Conclusion:

By incorporating these strategies into their curricula, colleges can help students develop the ability to work efficiently towards goals, preparing them for the demands of the modern workplace. These practical experiences and training programs will enhance students' organizational, time-management, and goal-setting skills, making them more effective and productive in their future careers.

8.9 Ability to organize my work processes efficiently

Figure 102 visualizes the distribution of the ability to organize work processes efficiently at the respondents workplaces across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Requirement for Organizing Work Processes:
   - A significant proportion of graduates across most colleges report that the ability to organize work processes efficiently is "Highly required" in their current workplaces. This indicates that efficient organization of work processes is a critical skill in various fields.
   - Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong organizational skills to manage workflows and processes effectively.
2. Considerable and Moderate Requirement:
   - Many colleges also have a notable percentage of graduates who find organizing work processes "Considerably required" or "Moderately required." This suggests that while the skill is crucial, the degree of necessity varies across different work environments and roles.
   - Graduates from these colleges may be entering roles that require a balanced approach to process organization and flexibility in managing tasks.
3. Low Requirement for Organizing Work Processes:
   - A smaller percentage of graduates report that organizing work processes is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of organizational efficiency from their employees.

- Colleges with higher percentages in these categories may be preparing students for more creative or exploratory roles where strict process organization is less emphasized.

4. College-Specific Trends:
   - Some colleges may have unique trends in the requirement for organizing work processes efficiently. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" organizational skills, reflecting the structured and process-oriented nature of industries related to those fields of study.
   - Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.

5. Implications for Curriculum Development:
   - The high demand for the ability to organize work processes efficiently across various sectors suggests that universities should emphasize developing organizational and process management skills in their curricula.
   - Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.

6. Policy and Support:
   - Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their skills in organizing work processes efficiently. This could include workshops, mentorship programs, and real-world project management experiences.
   - Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of the ability to organize work processes efficiently in the current job market, with a significant number of graduates across various colleges reporting high requirements for this skill. Understanding these trends can help Makerere University and other educational institutions tailor their programs to better equip students with the necessary organizational and process management skills to thrive in dynamic work environments.

Figure 102 Ability to organize work processes efficiently at the current workplace
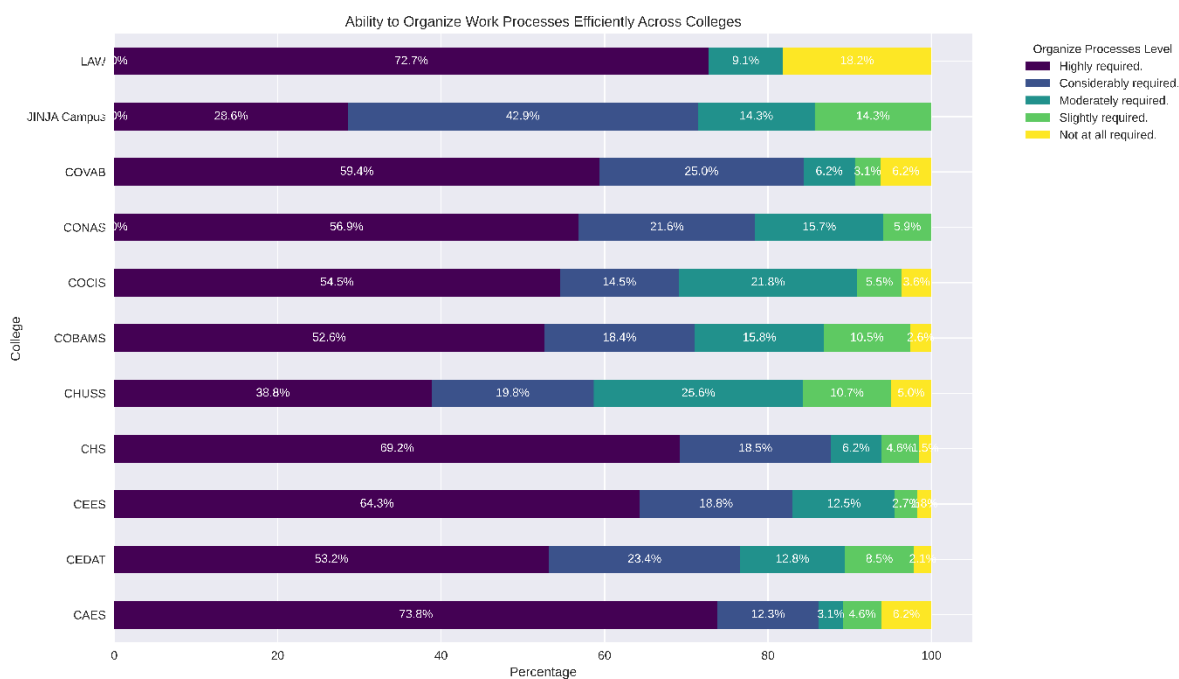
8.9.1 Strategies for Incorporating Practical Experiences to Develop Students' Skills in Organizing Work Processes Efficiently:

	Description:	Implementation:
Project-Based Learning (PBL):	Implement project-based learning where students work on real-world projects that require organizing work processes efficiently.	Assign projects that span across multiple courses or semesters, allowing students to experience long-term process organization. Provide clear objectives and deadlines to simulate real workplace scenarios.
Internships and Co-op Programs:	Facilitate internships and cooperative education programs that place students in real work environments where they can practice organizing work processes efficiently.	Partner with industry organizations to offer structured internship programs. Ensure that students have specific goals and tasks to complete during their internships, with regular feedback from supervisors.
Simulation and Role-Playing Exercises:	Use simulation and role-playing exercises to mimic workplace scenarios that require efficient process organization.	Create scenarios where students must work in teams to organize workflows and processes efficiently. Use tools like business simulators or project management software to enhance the experience.
Workshops and Seminars on Process Management:	Organize workshops and seminars focused on process management, workflow optimization, and efficient work practices.	Invite industry experts to conduct sessions on best practices for organizing work processes. Provide hands-on activities and exercises to reinforce learning.
Capstone Projects:	Incorporate capstone projects in the final year of study, where students must complete a comprehensive project that integrates their learning and requires efficient process organization.	Design capstone projects that address real-world problems and require students to organize workflows and processes efficiently. Include regular progress reviews and feedback sessions.
Team-Based Assignments and Collaborative Learning:	Encourage team-based assignments and collaborative learning activities that require students to work together to organize work processes efficiently.	Assign group projects with clear objectives and deadlines. Use collaborative tools and platforms to facilitate communication and project management among team members.
Mentorship Programs:	Establish mentorship programs where students are paired with industry professionals who can guide them in developing efficient process organization skills.	Match students with mentors based on their career interests and goals. Encourage regular meetings and goal-setting sessions to track progress and provide feedback.
Use of Technology and Project Management Tools:	Integrate technology and project management tools into the curriculum to help students learn how to manage workflows and processes efficiently.	Teach students how to use project management software, workflow optimization tools, and productivity apps. Incorporate these tools into assignments and projects to simulate real workplace practices.

	Description:	Implementation:
Case Studies and Real-World Problem Solving:	Use case studies and real-world problem-solving exercises to teach students how to organize work processes efficiently.	Present students with case studies that require them to analyze situations, organize workflows, and develop action plans. Encourage critical thinking and efficient problem-solving techniques.
Continuous Assessment and Feedback:	Implement continuous assessment and feedback mechanisms to help students improve their efficiency in organizing work processes.	Provide regular feedback on assignments and projects, focusing on process organization and workflow management. Use self-assessment and peer-assessment tools to encourage reflection and improvement.

Conclusion:

By incorporating these strategies into their curricula, educational institutions can help students develop the ability to organize work processes efficiently, preparing them for the demands of the modern workplace. These practical experiences and training programs will enhance students' organizational and process management skills, making them more effective and productive in their future careers.

8.10 Ability to work productively with others by college

Figure 103 visualizes the distribution of the respondents rating of the skills to work productively with others across at the current workplace across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Requirement for Working Productively with Others:
   - A significant proportion of graduates across most colleges report that the ability to work productively with others is "Highly required" in their current workplaces. This indicates that teamwork and collaboration are critical skills in various fields.
   - Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong interpersonal and collaborative skills to achieve common goals.
2. Considerable and Moderate Requirement:
   - Many colleges also have a notable percentage of graduates who find working productively with others "Considerably required" or "Moderately required." This suggests that while the skill is crucial, the degree of necessity varies across different work environments and roles.
   - Graduates from these colleges may be entering roles that require a balanced approach to individual and team-based work.
3. Low Requirement for Working Productively with Others:
   - A smaller percentage of graduates report that working productively with others is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of teamwork and collaboration from their employees.
   - Colleges with higher percentages in these categories may be preparing students for more independent roles where collaboration is less emphasized.
4. College-Specific Trends:
   - Some colleges may have unique trends in the requirement for working productively with others. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" collaborative skills, reflecting the team-oriented nature of industries related to those fields of study.

- Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.
5. Implications for Curriculum Development:
    - The high demand for the ability to work productively with others across various sectors suggests that universities should emphasize developing interpersonal and teamwork skills in their curricula.
    - Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.
6. Policy and Support:
    - Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their skills in working productively with others. This could include workshops, mentorship programs, and real-world team-based project experiences.
    - Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of the ability to work productively with others in the current job market, with a significant number of graduates across various colleges reporting high requirements for this skill. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary interpersonal and teamwork skills to thrive in dynamic work environments.

Figure 103 Skills of working productively with others required at current workplace
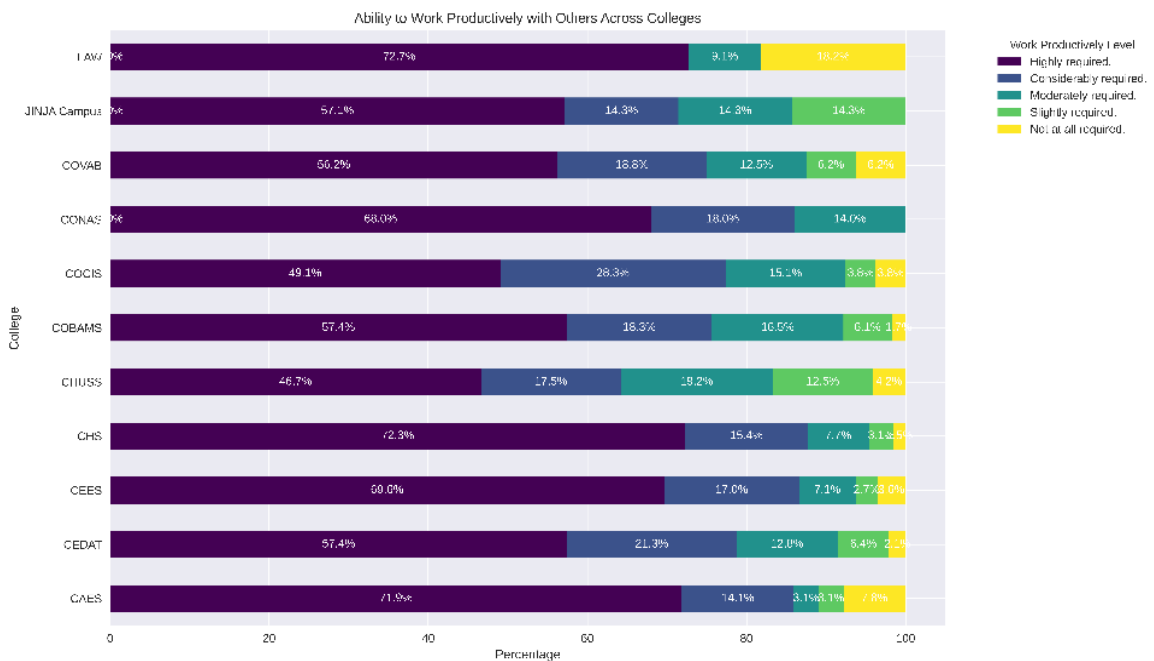
8.10.1   Strategies for Incorporating Practical Experiences and Training to Enhance Students' Ability to Work Productively with Others:

	Description:	Implementation:
Team-Based Projects and Assignments:	Implement team-based projects and assignments that require students to collaborate and work together towards common goals.	Assign group projects in various courses where students must work in teams to complete tasks. Ensure that projects have clear objectives and deadlines, and encourage the use of collaborative tools and platforms.
Collaborative Learning Environments:	Create collaborative learning environments that promote teamwork and peer-to-peer interaction.	Design classroom activities that require students to work in groups, such as problem-solving exercises, case studies, and discussions. Use collaborative technologies like shared documents and online discussion boards.
Internships and Co-op Programs:	Facilitate internships and cooperative education programs that place students in real work environments where they can practice working productively with others.	Partner with industry organizations to offer structured internship programs. Ensure that students have specific team-based goals and tasks to complete during their internships, with regular feedback from supervisors.
Simulation and Role-Playing Exercises:	Use simulation and role-playing exercises to mimic workplace scenarios that require teamwork and collaboration.	Create scenarios where students must work in teams to achieve specific objectives. Use tools like business simulators or project management software to enhance the experience.
Workshops and Seminars on Teamwork and Collaboration:	Organize workshops and seminars focused on teamwork, collaboration, and effective communication.	Invite industry experts to conduct sessions on best practices for working productively with others. Provide hands-on activities and exercises to reinforce learning.
Capstone Projects:	Incorporate capstone projects in the final year of study, where students must complete a comprehensive project that integrates their learning and requires teamwork.	Design capstone projects that address real-world problems and require students to work in teams. Include regular progress reviews and feedback sessions to ensure effective collaboration.
Peer Mentorship Programs:	Establish peer mentorship programs where students are paired with peers to guide and support each other in developing teamwork skills.	Match students with peer mentors based on their interests and goals. Encourage regular meetings and collaborative activities to foster teamwork and mutual support.
Use of Technology and Collaborative Tools:	Integrate technology and collaborative tools into the curriculum to help students learn how to work productively with others.	Teach students how to use collaborative software, communication platforms, and project management tools. Incorporate these tools into assignments and projects to simulate real workplace practices.

	Description:	Implementation:
Case Studies and Real-World Problem Solving:	Use case studies and real-world problem-solving exercises to teach students how to work productively with others.	Present students with case studies that require them to analyze situations, collaborate with peers, and develop action plans. Encourage critical thinking and effective teamwork techniques.
Continuous Assessment and Feedback:	Implement continuous assessment and feedback mechanisms to help students improve their ability to work productively with others	Provide regular feedback on group assignments and projects, focusing on teamwork and collaboration. Use self-assessment and peer-assessment tools to encourage reflection and improvement.

Conclusion:

By incorporating these strategies into their curricula, colleges can help students develop the ability to work productively with others, preparing them for the demands of the modern workplace. These practical experiences and training programs will enhance students' interpersonal, communication, and teamwork skills, making them more effective and collaborative in their future careers.

8.11 Ability to work and perform well under pressure

Figure 104 visualizes the distribution of the ability to work and perform well under pressure across different colleges, arranged from "Highly required" to "Not required at all."

Insights:
1. High Requirement for Working Under Pressure:
   - A significant proportion of graduates across most colleges report that the ability to work and perform well under pressure is "Highly required" in their current workplaces. This indicates that handling stress and maintaining performance under pressure are critical skills in various fields.
   - Colleges with a higher percentage of "Highly required" responses may be preparing students for roles that demand strong stress management and resilience to perform effectively in high-pressure situations.
2. Considerable and Moderate Requirement:
   - Many colleges also have a notable percentage of graduates who find working under pressure "Considerably required" or "Moderately required." This suggests that while the skill is crucial, the degree of necessity varies across different work environments and roles.
   - Graduates from these colleges may be entering roles that require a balanced approach to managing pressure and maintaining performance.
3. Low Requirement for Working Under Pressure:
   - A smaller percentage of graduates report that working under pressure is "Slightly required" or "Not at all required." These categories are less common, indicating that most workplaces expect a certain level of stress management and performance under pressure from their employees.
   - Colleges with higher percentages in these categories may be preparing students for more stable and less stressful roles where pressure is less emphasized.

4. College-Specific Trends:
   • Some colleges may have unique trends in the requirement for working under pressure. For example, certain colleges might have a higher percentage of graduates reporting "Highly required" stress management skills, reflecting the high-pressure nature of industries related to those fields of study.
   • Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.
5. Implications for Curriculum Development:
   • The high demand for the ability to work and perform well under pressure across various sectors suggests that universities should emphasize developing stress management and resilience skills in their curricula.
   • Incorporating training and experiences that enhance these skills can better prepare graduates for the workforce, making them more effective in their roles.
6. Policy and Support:
   • Institutions and policymakers should consider providing additional support and resources to help graduates develop and enhance their skills in working under pressure. This could include workshops, mentorship programs, and real-world high-pressure project experiences.
   • Employers should also recognize the importance of these skills and provide opportunities for employees to develop and practice them in the workplace.

Conclusion:

The plot highlights the importance of the ability to work and perform well under pressure in the current job market, with a significant number of graduates across various colleges reporting high requirements for this skill. Understanding these trends can help educational institutions tailor their programs to better equip students with the necessary stress management and resilience skills to thrive in dynamic work environments.

Figure 104 A requirement for the ability to perform well under pressure in the current workplace
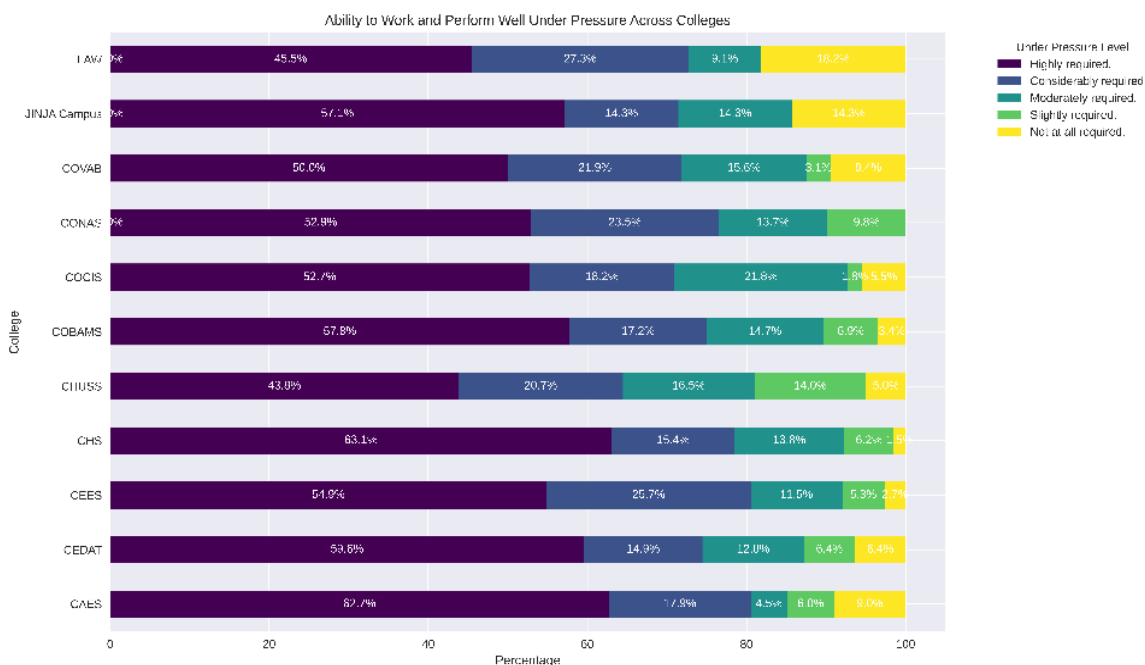
8.11.1   Strategies for Incorporating Stress Management and Resilience Training into Curricula:

	Description:	Implementation:
Stress Management Workshops and Seminars:	Organize workshops and seminars focused on stress management techniques and resilience building.	Invite mental health professionals and industry experts to conduct sessions on stress management strategies, mindfulness, and resilience. Provide hands-on activities and exercises to reinforce learning.
Incorporate Stress Management into Existing Courses:	Integrate stress management and resilience training into existing courses and programs.	Include modules on stress management, time management, and resilience in courses related to personal development, psychology, and professional skills. Use case studies and real-world examples to illustrate the importance of these skills.
Mindfulness and Meditation Programs:	Offer mindfulness and meditation programs to help students develop techniques for managing stress and building resilience.	Provide regular mindfulness and meditation sessions on campus. Encourage students to participate in these programs and integrate mindfulness practices into their daily routines.
Peer Support and Mentorship Programs:	Establish peer support and mentorship programs to create a supportive community for students.	Pair students with peer mentors who can provide guidance and support in managing stress and building resilience. Encourage regular meetings and collaborative activities to foster a sense of community and mutual support.
Resilience-Building Activities and Challenges:	Design activities and challenges that promote resilience and stress management.	Organize team-building exercises, outdoor adventures, and resilience challenges that require students to work together and overcome obstacles. Use these activities to teach problem-solving, adaptability, and stress management skills.
Counselling and Mental Health Services:	Provide access to counselling and mental health services to support students in managing stress and building resilience.	Ensure that students have access to professional counseling services on campus. Promote awareness of these services and encourage students to seek help when needed.
Stress Management and Resilience Courses:	Develop and offer dedicated courses on stress management and resilience.	Create courses that focus on teaching students practical techniques for managing stress, building resilience, and maintaining mental well-being. Include assessments and projects that allow students to apply what they have learned.
Real-World High-Pressure Project Experiences:	Incorporate real-world high-pressure project experiences into the curriculum.	Design projects and assignments that simulate high-pressure work environments. Provide opportunities for students to practice stress management and resilience in these scenarios, with regular feedback and support from instructors.

	Description:	Implementation:
Time Management and Organizational Skills Training:	Offer training on time management and organizational skills to help students manage their workload and reduce stress.	Include workshops and courses on effective time management, prioritization, and organizational techniques. Provide tools and resources to help students plan and manage their tasks efficiently.
Promote a Healthy Work-Life Balance:	Encourage students to maintain a healthy work-life balance to reduce stress and build resilience.	Promote the importance of self-care, physical activity, and leisure activities. Provide resources and support for students to balance their academic responsibilities with personal well-being.

Conclusion:

By incorporating these strategies into their curricula, educational institutions can help students develop the skills needed to manage stress and build resilience, preparing them for the demands of the modern workforce. These practical experiences and training programs will enhance students' ability to perform well under pressure, making them more effective and adaptable in their future careers.

8.11.2 Key Considerations for Implementing Stress Management and Resilience Training in College Curricula:

	Description:	Implementation:
Needs Assessment:	Conduct a thorough needs assessment to understand the specific stressors and challenges faced by students.	Use surveys, focus groups, and interviews to gather data on student stress levels, sources of stress, and existing coping mechanisms. Tailor the training programs to address the identified needs.
Integration into Existing Curriculum:	Seamlessly integrate stress management and resilience training into the existing curriculum without overloading students.	Identify courses and programs where stress management modules can be incorporated. Ensure that the training complements the academic content and enhances overall learning outcomes.
Evidence-Based Approaches:	Use evidence-based approaches and techniques for stress management and resilience training.	Incorporate scientifically validated methods such as cognitive-behavioral techniques, mindfulness practices, and resilience-building exercises. Collaborate with mental health professionals to design effective training programs.
Accessibility and Inclusivity:	Ensure that stress management and resilience training is accessible and inclusive for all students.	Provide training sessions at various times and formats (e.g., in-person, online, workshops, seminars) to accommodate different schedules and learning preferences. Consider the diverse needs of students, including those with disabilities or from different cultural backgrounds.
Qualified Instructors and Facilitators:	Engage qualified instructors and facilitators with expertise in stress management and resilience training.	Hire or collaborate with mental health professionals, counselors, and experienced trainers to deliver the programs. Provide ongoing training and support for instructors to ensure the quality of the training.

	Description:	Implementation:
Student Engagement and Participation:	Foster student engagement and active participation in stress management and resilience training	Use interactive and experiential learning methods such as group discussions, role-playing, and hands-on activities. Encourage students to share their experiences and practice the techniques learned.
Continuous Evaluation and Feedback:	Implement continuous evaluation and feedback mechanisms to assess the effectiveness of the training programs.	Use pre- and post-training assessments, feedback surveys, and focus groups to gather data on the impact of the training. Make necessary adjustments based on the feedback to improve the programs.
Supportive Campus Environment:	Create a supportive campus environment that promotes mental well-being and resilience.	Foster a culture of openness and support where students feel comfortable seeking help. Provide resources such as counseling services, peer support groups, and wellness programs to complement the training
Holistic Approach:	Adopt a holistic approach that addresses various aspects of student well-being, including physical, emotional, and social health.	Integrate stress management and resilience training with other wellness initiatives such as physical fitness programs, nutrition education, and social activities. Encourage a balanced lifestyle that supports overall well-being.
Long-Term Sustainability:	Ensure the long-term sustainability of stress management and resilience training programs	Secure funding and resources to support the ongoing implementation of the programs. Establish partnerships with external organizations and stakeholders to enhance the reach and impact of the training.

Conclusion:

Implementing stress management and resilience training in college curricula requires careful planning and consideration of various factors. By addressing these key considerations, educational institutions can create effective and sustainable programs that equip students with the skills needed to manage stress and build resilience, ultimately enhancing their academic performance and overall well-being.

Chapter 9:
Relationship between Study and Employment

The respondents were asked the following questions about the relationship between their study and current employment:

* To what extent are the knowledge and skills you acquired during study utilized in your current job?

* In your opinion, what field of study is most appropriate for your current job?

* In your opinion, which qualification/degree level matches best for your current job

* To what extent is your professional position appropriate to your course of study?

* If your job is not related to your course of study, why did you choose this job?

The findings for these questions are presented subsquently.

9.1 Utilization of the Knowledge and Skills Acquired from the University

Figure 105 provides insights into the extent to which knowledge acquired during studies is utilized in the jobs held by graduates. The key insights are:

1. Distribution of Knowledge Utilization:
   The graph shows the percentage distribution of different levels of knowledge utilization in jobs. This helps in understanding how well the education system aligns with the job market requirements.
2. High Utilization:
   If a significant percentage of respondents report high knowledge utilization, it indicates that the education provided is relevant and applicable to their job roles. This can be a positive indicator of the curriculum's effectiveness.
3. Low Utilization:
   Conversely, if a large percentage of respondents report low or no knowledge utilization, it suggests a potential mismatch between the skills taught and the skills required in the job market. This could indicate a need for curriculum reform or additional training programs.
4. Policy Implications:
   The insights from this graph can inform policymakers and educational institutions about the effectiveness of their programs. They can use this data to make informed decisions about curriculum changes, career counselling, and job placement services.
5. Career Guidance:
   For students and job seekers, understanding the levels of knowledge utilization in various fields can guide their career choices and help them seek additional skills or certifications that are in demand.
6. Economic Impact:
   High knowledge utilization can lead to higher job satisfaction, better job performance, and potentially higher economic productivity. On the other hand, low utilization might lead to job dissatisfaction, higher turnover rates, and underemployment.
7. Further Research:
   The data can be a starting point for further research into the reasons behind low or high knowledge utilization. Factors such as industry demands, technological advancements, and changes in the job market can be explored.

Overall, the Figure 106 serves as a valuable tool for assessing the alignment between education and employment, guiding improvements in educational programs, and enhancing the overall job market efficiency.

Figure 105 The extent of utilizing knowledge acquired from the university in the graduates current job
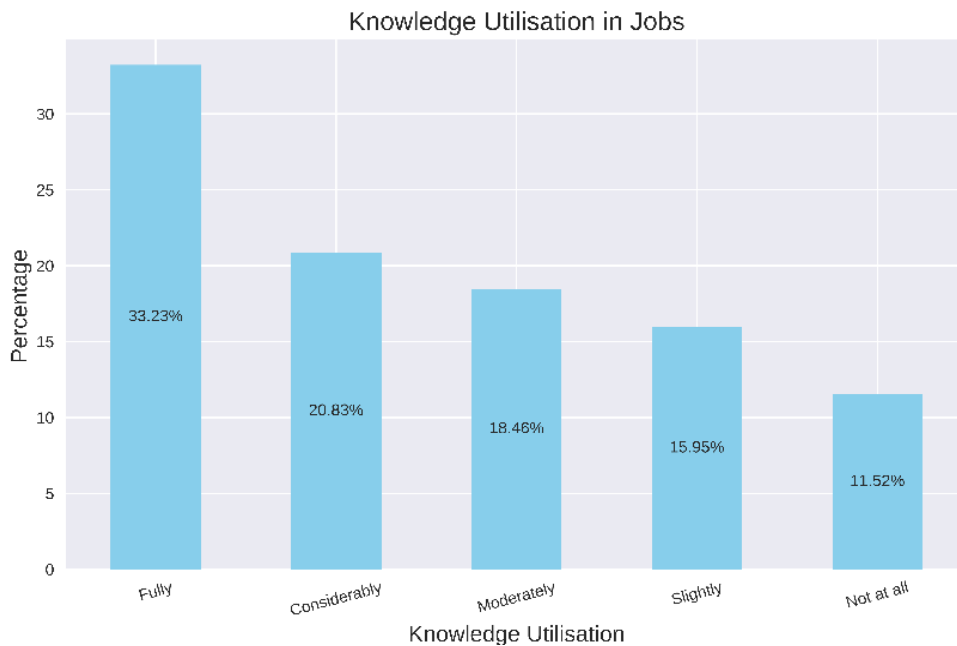
9.1.1   Utilization of the knowledge and skills acquired from the University by college

Figure 106 visualizes the distribution of the level of utilizing the knowledge acquired from the University by graduates in their current jobs across different colleges. Each bar represents a college, and the segments within each bar show the percentage of graduates who reported each level of knowledge utilization in their current workplaces.

Insights:

1. High Knowledge Utilization:

    A significant proportion of graduates across most colleges report that the knowledge acquired from the University is "Fully" or "Considerably" utilized in their current jobs. This indicates that the education provided by these colleges is highly relevant and applicable to the graduates' professional roles.

    Colleges with a higher percentage of "Fully" utilized responses may be offering programs that are closely aligned with industry needs and practical applications.

2. Moderate Knowledge Utilization:

    Many colleges also have a notable percentage of graduates who find the knowledge acquired "Moderately" utilized. This suggests that while the education is relevant, there may be areas where the curriculum could be further aligned with the specific demands of the job market.

    Graduates from these colleges may be entering roles that require a balanced mix of theoretical knowledge and practical skills.

3. Low Knowledge Utilization:

    A smaller percentage of graduates report that the knowledge acquired is "Slightly" or "Not at all" utilized. These categories are less common, indicating that most graduates find their education at least somewhat relevant to their current jobs.

    Colleges with higher percentages in these categories may need to review and update their curricula to better match the evolving needs of the job market.

4. College-Specific Trends:

    Some colleges may have unique trends in the level of knowledge utilization. For example, certain colleges might have a higher percentage of graduates reporting "Fully" utilized knowledge, reflecting the strong alignment of their programs with industry requirements.

    Understanding these trends can help colleges tailor their programs to better align with industry demands and prepare students for their future roles.

5. Implications for Curriculum Development:

    The high levels of knowledge utilization across various sectors suggest that universities should continue to emphasize practical and industry-relevant education in their curricula.

    Incorporating real-world projects, internships, and industry collaborations can further enhance the applicability of the knowledge acquired by students.

6. Policy and Support:

    Institutions and policymakers should consider providing additional support and resources to help graduates apply their knowledge effectively in the workplace. This could include career counselling, job placement services, and ongoing professional development opportunities.

    Employers should also recognize the importance of continuous learning and provide opportunities for employees to further develop and apply their knowledge in the workplace.

Conclusion:

Figure 107 highlights the importance of the knowledge acquired from the University in the current job market, with a significant number of graduates across various colleges reporting high levels of knowledge utilization. Understanding these trends can help Makerere University and other educational institutions tailor their programs to better equip students with the necessary skills and knowledge to thrive in their professional roles.

Figure 106 The extent of utilizing knowledge acquired from the university in the current graduates job

Level of Utilizing Knowledge Acquired from University in Current Jobs Across Colleges
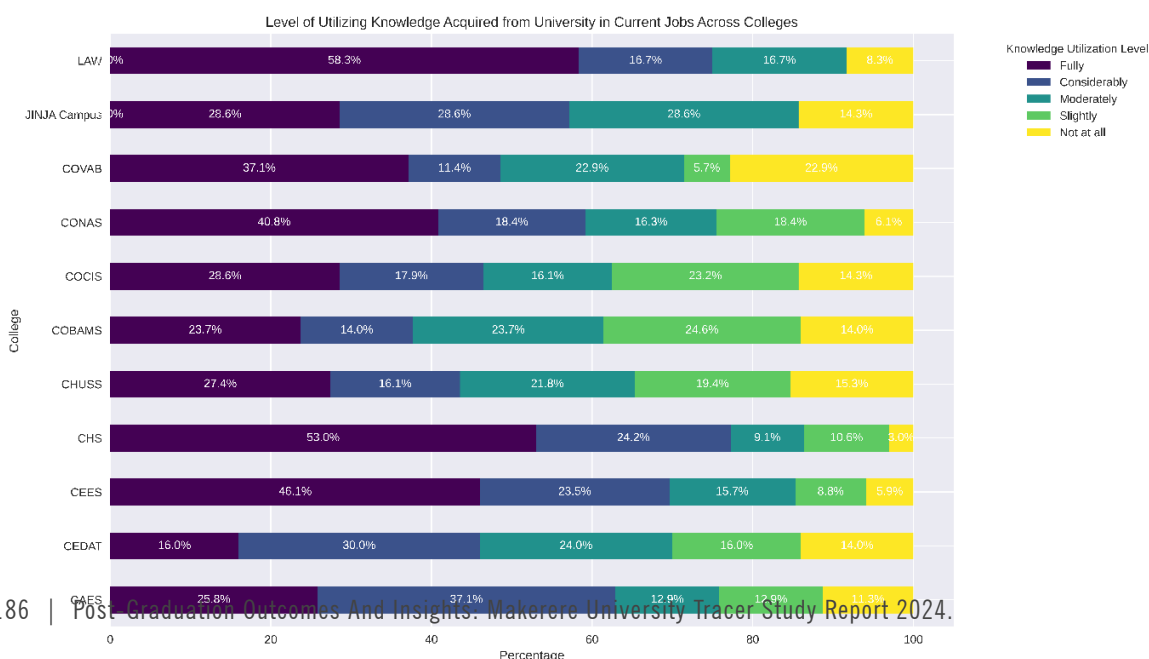
Courses with High Theoretical Content and Low Practical Content:

Based on the insights from the plot, here are some strategies colleges can implement to enhance the practical applicability of their curricula:

1. Incorporate Industry Collaborations:

    Internships: Partner with industries to provide students with internship opportunities. This allows students to gain hands-on experience and apply theoretical knowledge in real-world settings.

    Project-Based Learning: Integrate industry-sponsored projects into the curriculum. Students can work on real-world problems and develop practical solutions, enhancing their problem-solving skills.

    Guest Lectures and Workshops: Invite industry professionals to deliver guest lectures and conduct workshops. This provides students with insights into current industry practices and trends.

2. Update Teaching Methods:

    Hands-On Learning: Incorporate more hands-on activities, such as laboratory experiments, simulations, and practical exercises, to reinforce theoretical concepts.

    Problem-Solving Approaches: Use case studies and problem-based learning methods to encourage students to apply their knowledge to solve real-world challenges.

    Collaborative Learning: Promote group projects and collaborative learning activities to develop teamwork and communication skills.

3. Curriculum Review and Enhancement:

    Regular Curriculum Review: Conduct regular reviews of the curriculum to ensure it remains relevant to industry needs. Involve industry experts in the review process to provide valuable feedback. The process of reviewing curriculums should start immediately when the implementation begins.

    Incorporate Emerging Technologies: Update the curriculum to include emerging technologies and industry trends. This ensures that students are equipped with the latest skills and knowledge.

    Practical Assessments: Include practical assessments, such as projects, presentations, and practical exams, to evaluate students' ability to apply theoretical knowledge.

4. Professional Development for Faculty:

    Industry Exposure: Encourage faculty members to gain industry experience through sabbaticals, consultancy projects, and industry collaborations. This helps them stay updated with industry practices and incorporate them into their teaching.

    Training and Workshops: Provide faculty with training and workshops on innovative teaching methods and emerging technologies. This enhances their ability to deliver practical and industry-relevant education.

5. Student Support and Resources:

    Career Counselling: Offer career counselling services to help students identify their career goals and develop a plan to achieve them. Provide guidance on industry trends and job market demands.

    Access to Resources: Ensure students have access to resources such as laboratories, libraries, and online learning platforms. This supports their learning and practical application of knowledge.

Conclusion: By implementing these strategies, colleges can enhance the practical applicability of their curricula, better preparing students for the demands of the modern workforce. This alignment with industry needs will ensure that graduates are equipped with the skills and knowledge required to excel in their professional roles.

Next Steps for Enhancing Practical Applicability of Curricula:

Student Support and Resources

Career Counselling: Offer career counselling services to help students identify their career goals.

Access to Resources: Ensure students have access to resources such as laboratories, libraries, and online learning platforms.

Incorporate Industry Collaborations

Internships: Partner with industries to provide students with internship opportunities.

Project-Based Learning: Integrate industry-sponsored projects into the curriculum.

Guest Lectures and Workshops: Invite industry professionals to deliver guest lectures and conduct workshops.

Professional Development for Faculty

Industry Exposure: Encourage faculty members to gain industry experience.

Training and Workshops: Provide faculty with training and workshops on innovative teaching methods and emerging technologies.

Update Teaching Methods

Hands-On Learning: Incorporate more hands-on activities, such as laboratory experiments, simulations, and practical exercises.

Problem-Solving Approaches: Use case studies and problem-based learning methods.

Collaborative Learning: Promote group projects and collaborative learning activities.

Curriculum Review and Enhancement

Regular Curriculum Review: Conduct regular reviews of the curriculum with industry experts.

Incorporate Emerging Technologies: Update the curriculum to include emerging technologies and industry trends.

Practical Assessments: Include practical assessments, such as projects, presentations, and practical exams.

Implementation Plan:

Step 1: Incorporate Industry Collaborations
Let's start by identifying potential industry partners and creating a plan for internships, project-based learning, and guest lectures.

01

Step 2: Update Teaching Methods
Next, we will update the teaching methods to include more hands-on, problem-solving, and collaborative learning activities.

02

Step 3: Curriculum Review and Enhancement
Conduct a regular review of the curriculum with industry experts and update it to include emerging technologies and practical assessments.

03

Step 4: Professional Development for Faculty
Encourage faculty members to gain industry experience and provide them with training and workshops on innovative teaching methods.

04

Step 5: Student Support and Resources
Offer career counselling services and ensure students have access to necessary resources.

05

How to Incorporate Industry Collaborations.

Potential Industry Partners and Collaboration Opportunities:

• Conduct an analysis of potential partners and collaborations. You can use a simple matrix below.

	Industry Partner	Sector	Potential Collaboration
0	Company A	Technology	Internships
1	Company B	Healthcare	Project-Based Learning
2	Company C	Finance	Guest Lectures
3	Company D	Manufacturing	Internships and Guest Lectures

Based on the identified potential industry partners, proceed with the following steps:

Step 1:

Contact Industry Partners:

Reach out to the identified industry partners to discuss potential collaboration opportunities.

Establish formal agreements for internships, project-based learning, and guest lectures.

A

B

C

Step 3:

Implement Collaborations:

Integrate the collaborations into the curriculum and provide students with information on available opportunities.

Monitor and evaluate the effectiveness of these collaborations to ensure they meet the desired outcomes.

Step 2:

Develop Collaboration Plans:

Work with industry partners to develop detailed plans for internships, project-based learning, and guest lectures.

Ensure that these collaborations align with the curriculum and provide practical learning experiences for students.

Next Step: Update Teaching Methods

Proceed with updating the teaching methods to include more hands-on, problem-solving, and collaborative learning activities.

Updated Teaching Methods: First conduct analysis of the courses using the sample matrix below.

	Course	Hands-On Activities	Problem-Solving Approaches	Collaborative Learning
0	Course A	Lab Experiments	Case Studies	Group Projects
1	Course B	Simulations	Problem-Based Learning	Team-Based Learning
2	Course C	Practical Exercises	Real-World Challenges	Peer Reviews
3	Course D	Field Work	Industry Projects	Collaborative Workshops

Based on the updated teaching methods, you can proceed with the following steps:

Implement Hands-On Activities:

Lab Experiments: Integrate laboratory experiments into the curriculum to provide students with practical experience.

Simulations: Use simulations to replicate real-world scenarios and allow students to practice their skills.

Practical Exercises: Include practical exercises that require students to apply theoretical knowledge.

Field Work: Organize fieldwork opportunities for students to gain hands-on experience in real-world settings.

STEP 01

Incorporate Problem-Solving Approaches:

Case Studies: Use case studies to present real-world problems and encourage students to develop solutions.

Problem-Based Learning: Implement problem-based learning methods to promote critical thinking and problem-solving skills.

Real-World Challenges: Present students with real-world challenges and tasks to solve.

Industry Projects: Collaborate with industry partners to provide students with industry projects.

STEP 02

STEP 03

Promote Collaborative Learning:

Group Projects: Encourage group projects to develop teamwork and communication skills.

Team-Based Learning: Use team-based learning activities to promote collaboration.

Peer Reviews: Implement peer review processes to provide students with feedback from their peers.

Collaborative Workshops: Organize collaborative workshops to facilitate knowledge sharing and teamwork.

Next Step: Curriculum Review and Enhancement

Let's proceed with conducting regular curriculum reviews and incorporating emerging technologies and industry trends to ensure the curriculum remains relevant.

Curriculum Review and Enhancement: Conduct analysis as in the matrix below:

	Course	Current Content	Proposed Changes	Industry Feedback
0	Course A	Theory-Heavy	Add Practical Labs	Positive
1	Course B	Balanced	Include Emerging Tech	Needs Improvement
2	Course C	Practical-Heavy	Update Theory Content	Highly Relevant
3	Course D	Outdated	Revise Entire Curriculum	Not Relevant

Based on the curriculum review and enhancement data, we can proceed with the following steps:

Implement Proposed Changes:

Course A: Add practical labs to balance the theory-heavy content.

Course B: Include emerging technologies to keep the curriculum up-to-date.

Course C: Update the theory content to complement the practical-heavy approach.

Course D: Revise the entire curriculum to make it relevant to current industry standards.

Regular Curriculum Reviews:

Conduct regular reviews of the curriculum to ensure it remains relevant and up-to-date.

Involve industry experts in the review process to provide valuable insights and feedback.

01

03

02

Incorporate Industry Feedback:

Use the feedback from industry partners to guide the curriculum changes.

Ensure that the proposed changes align with industry needs and expectations.

Next Step: Professional Development for Faculty

Proceed with providing faculty with training and opportunities for industry exposure to enhance their ability to deliver practical and industry-relevant education.

Professional Development for Faculty: Staff analysis

	Faculty Member	Current Expertise	Proposed Development	Expected Outcome
0	Dr. Smith	Theoretical Knowledge	Industry Sabbatical	Enhanced Practical Skills
1	Prof. Johnson	Industry Experience	Teaching Workshops	Updated Teaching Methods
2	Dr. Lee	Research Focus	Research Collaboration	Industry-Relevant Research
3	Prof. Brown	Teaching Focus	Industry Training	Practical Knowledge

Based on the professional development data, we can proceed with the following steps:
1. Implement Proposed Development Plans:
    *   Dr. Smith: Arrange an industry sabbatical to enhance practical skills.
    *   Prof. Johnson: Provide teaching workshops to update teaching methods.
    *   Dr. Lee: Facilitate research collaboration to focus on industry-relevant research.
    *   Prof. Brown: Offer industry training to gain practical knowledge.
2. Monitor and Evaluate Development:
    *   Track the progress and outcomes of the professional development plans.
    *   Ensure that the faculty members are able to apply their new skills and knowledge in their teaching.

Next Step: Student Support and Resources

Let's proceed with offering career counselling services and ensuring students have access to resources to support their learning and practical application of knowledge.

Student Support and Resources:

	Service	Description	Expected Outcome
0	Career Counselling	Guidance on career goals and job market demands	Informed Career Choices
1	Job Placement	Assistance with job placement and internships	Successful Job Placements
2	Professional Development Workshops	Workshops on professional skills and development	Enhanced Professional Skills
3	Access to Laboratories	Access to state-of-the-art laboratories and equipment	Hands-On Learning Experience

Based on the student support and resources data, we can proceed with the following steps:

1. Implement Career Counselling Services:
    *   Provide guidance on career goals and job market demands to help students make informed career choices.
2. Job Placement Assistance:
    *   Offer assistance with job placement and internships to ensure successful job placements for students.
3. Professional Development Workshops:
    *   Conduct workshops on professional skills and development to enhance students' professional skills.
4. Access to Laboratories:
    *   Ensure students have access to state-of-the-art laboratories and equipment to support hands-on learning experiences.

Conclusion:

By implementing these strategies, colleges can enhance the practical applicability of their curricula, better preparing students for the demands of the modern workforce. This alignment with industry needs will ensure that graduates are equipped with the skills and knowledge required to excel in their professional roles.

Best Practices for Integrating Hands-On Activities into College Curricula

Based on the insights from the Makerere University Tracer study data and previous discussions, here are the best practices for integrating hands-on activities into college curricula:

1. Align Hands-On Activities with Learning Objectives:
   - Ensure that hands-on activities are directly linked to the learning objectives of the course.
   - Design activities that reinforce theoretical concepts and provide practical experience.
2. Incorporate Diverse Hands-On Activities:
   - Use a variety of hands-on activities such as laboratory experiments, simulations, fieldwork, and practical exercises.
   - Tailor activities to the specific needs and context of each course.
3. Collaborate with Industry Partners:
   - Partner with industry professionals to design and implement hands-on activities.
   - Provide students with real-world problems and projects sponsored by industry partners.
4. Use Technology and Simulations:
   - Integrate technology and simulations to create realistic and interactive learning experiences.
   - Use virtual labs and simulation software to provide hands-on experience in a controlled environment.
5. Provide Adequate Resources and Support:
   - Ensure that students have access to necessary resources such as laboratories, equipment, and materials.
   - Provide guidance and support to help students successfully complete hands-on activities.
6. Assess Hands-On Activities Effectively:
   - Develop assessment methods that evaluate students' practical skills and application of knowledge.
   - Use rubrics, peer reviews, and practical exams to assess hands-on activities.
7. Encourage Reflection and Feedback:
   - Encourage students to reflect on their hands-on experiences and provide feedback.
   - Use student feedback to continuously improve hands-on activities and teaching methods.

Implementation Plan for Integrating Hands-On Activities

1. Step 1: Align Hands-On Activities with Learning Objectives
   - Review the learning objectives of each course.
   - Design hands-on activities that reinforce theoretical concepts and provide practical experience.
2. Step 2: Incorporate Diverse Hands-On Activities
   - Use a variety of hands-on activities such as laboratory experiments, simulations, fieldwork, and practical exercises.
   - Tailor activities to the specific needs and context of each course.
3. Step 3: Collaborate with Industry Partners
   - Partner with industry professionals to design and implement hands-on activities.
   - Provide students with real-world problems and projects sponsored by industry partners.
4. Step 4: Use Technology and Simulations
   - Integrate technology and simulations to create realistic and interactive learning experiences.
   - Use virtual labs and simulation software to provide hands-on experience in a controlled environment.
5. Step 5: Provide Adequate Resources and Support
   - Ensure that students have access to necessary resources such as laboratories, equipment, and materials.

- Provide guidance and support to help students successfully complete hands-on activities.
6. Step 6: Assess Hands-On Activities Effectively
   - Develop assessment methods that evaluate students' practical skills and application of knowledge.
   - Use rubrics, peer reviews, and practical exams to assess hands-on activities.
7. Step 7: Encourage Reflection and Feedback
   - Encourage students to reflect on their hands-on experiences and provide feedback.
   - Use student feedback to continuously improve hands-on activities and teaching methods.

By following these best practices and implementation steps, colleges can effectively integrate hands-on activities into their curricula, enhancing the practical applicability of their education programs.

Summary of the Plan for Implementing Best Practices for Integrating Hands-On Activities into College Curricula

1. Align Hands-On Activities with Learning Objectives:
   - Review and design activities that reinforce theoretical concepts and provide practical experience.
2. Incorporate Diverse Hands-On Activities:
   - Use laboratory experiments, simulations, fieldwork, and practical exercises tailored to each course.
3. Collaborate with Industry Partners:
   - Partner with industry professionals to design and implement real-world problems and projects.
4. Use Technology and Simulations:
   - Integrate virtual labs and simulation software for realistic and interactive learning experiences.
5. Provide Adequate Resources and Support:
   - Ensure access to laboratories, equipment, and materials, and provide necessary guidance.
6. Assess Hands-On Activities Effectively:
   - Develop assessment methods such as rubrics, peer reviews, and practical exams.
7. Encourage Reflection and Feedback:
   - Encourage student reflection and feedback to continuously improve activities and teaching methods.

By following these steps, colleges can enhance the practical applicability of their curricula, better preparing students for the demands of the modern workforce.

9.2 Respondents Perceptions of the Appropriate Field of Study for their Current Job

The respondents were asked: "In your opinion, what field of study is most appropriate for your current job?" Figure 107 illustrates the respondents' perceptions of the most appropriate field of study for their current job, expressed as percentages. The categories are:

1. Own or a related field: 39.55%
2. Exclusively own field: 25.27%
3. A completely different field: 18.79%
4. No particular field: 16.39%

Insights

1. High Alignment with Field of Study:
   - A significant proportion of respondents (39.55%) perceive their current job to be in their own or a related field. This suggests that the education and training they received are highly relevant to their current employment, indicating a strong alignment between academic programs and job market requirements.
2. Exclusive Field Relevance:
   - 25.27% of respondents believe their job is exclusively in their own field of study. This further emphasizes the direct applicability of their academic background to their professional roles, highlighting the effectiveness of specialized education in preparing students for specific careers.
3. Cross-Disciplinary Employment:
   - 18.79% of respondents are working in a completely different field from their study. This indicates a level of flexibility and adaptability among graduates, suggesting that the skills and knowledge acquired during their education are transferable across different industries and job roles.
4. Generalist Roles:
   - 16.39% of respondents feel that their job does not require a particular field of study. This could imply that certain roles value general skills and competencies over specific academic qualifications, or that these roles are more focused on on-the-job training and experience.

9.2.1 Implications for Makerere University and other Educational Institutions
1. Curriculum Development:
   - The high percentage of respondents working in their own or related fields suggests that current curricula are well-aligned with job market needs. However, there is room for improvement in ensuring that more graduates find employment directly related to their field of study.
2. Career Services and Guidance:
   - Institutions should enhance career services and guidance to help students understand the relevance of their studies to various career paths, including those that may not be directly related to their field of study.
3. Interdisciplinary Programs:
   - Developing interdisciplinary programs and promoting the acquisition of transferable skills can help graduates adapt to a wider range of job opportunities, as evidenced by the 18.79% working in completely different fields.
4. Employer Collaboration:
   - Strengthening partnerships with employers can provide insights into the evolving job market and help tailor academic programs to better meet industry demands, ensuring that graduates are well-prepared for their careers.

By understanding these insights, educational institutions can make informed decisions to enhance their programs and better prepare students for the diverse and dynamic job market.

Figure 107 perception of the most appropriate field of study for the graduates' current job

Respondents' Perception of the Most Appropriate Field of Study for Their Current Job

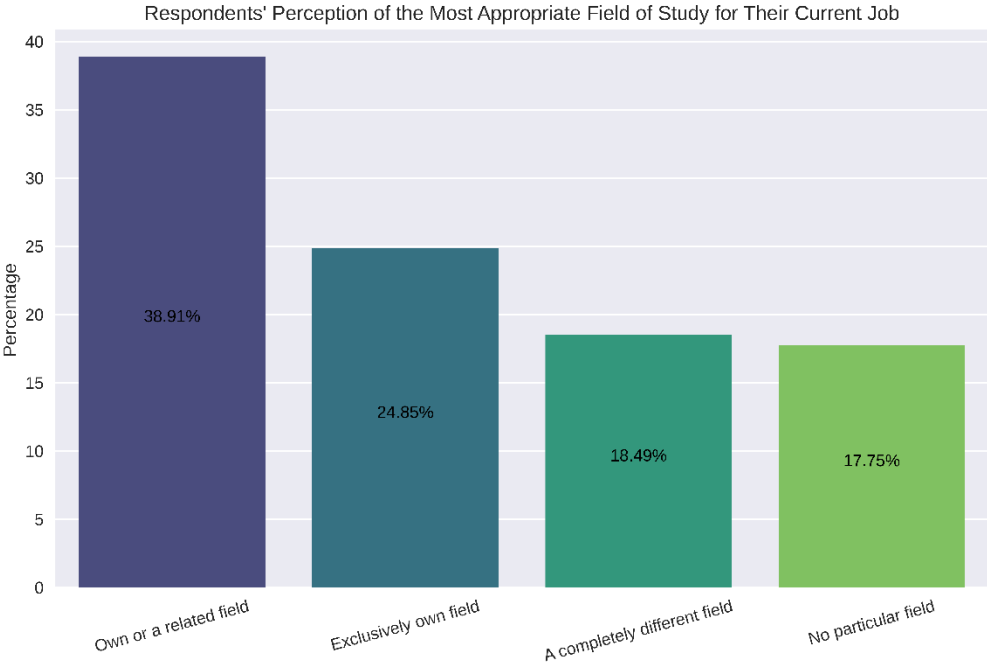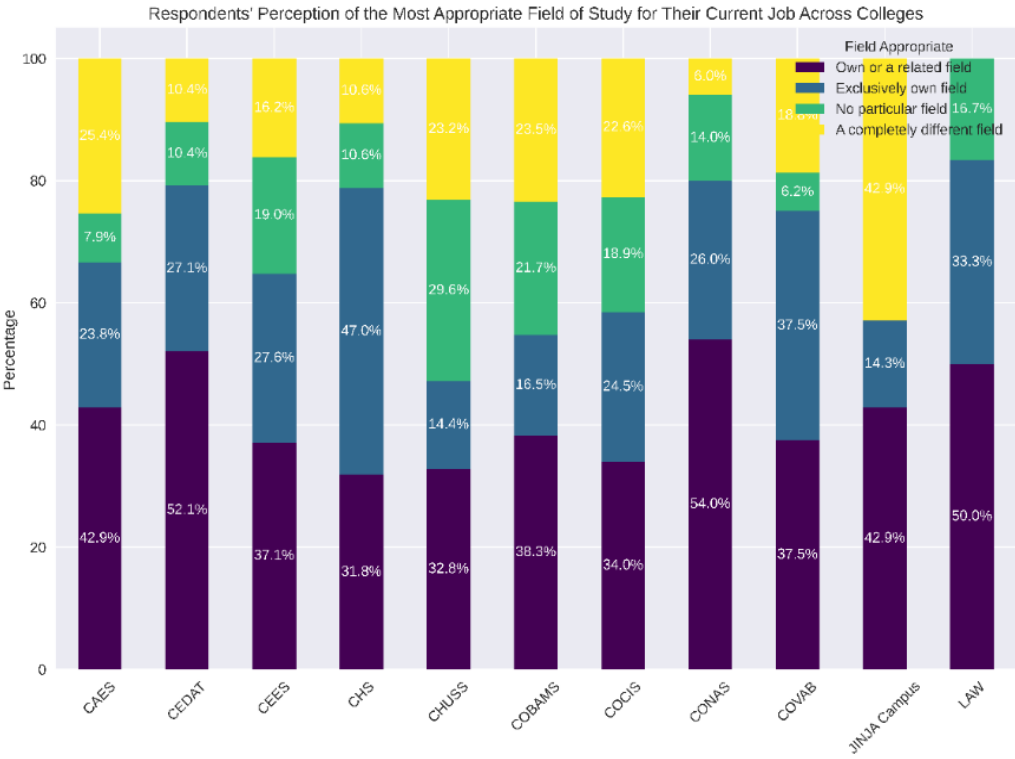**Figure 108 perception of the most appropriate field of study for the graduates' current job by college**

Respondents' Perception of the Most Appropriate Field of Study for Their Current Job Across Colleges

9.2.2 Enhancing Career Services and Guidance

Makerere University and its colleges can take several steps to enhance career services and guidance, helping students understand the relevance of their studies to various career paths. Here are some strategies:

1. Career Counselling and Advising
   - Personalized Career Counselling: Offer one-on-one career counselling sessions to help students identify their strengths, interests, and career goals. Personalized advice can guide students in choosing courses and extracurricular activities that align with their career aspirations.
   - Career Pathway Workshops: Conduct workshops that explain different career pathways related to various fields of study. These workshops can include information on required skills, potential job roles, and industry trends.
2. Industry Engagement and Partnerships
   - Industry Panels and Guest Lectures: Invite industry professionals to speak about their career journeys and the relevance of their academic background to their current roles. This provides students with real-world insights and networking opportunities.
   - Internships and Co-op Programs: Develop partnerships with companies to offer internships and cooperative education programs. These experiences allow students to apply their knowledge in real-world settings and gain valuable work experience.
3. Career Development Programs
   - Skill Development Workshops: Offer workshops on essential skills such as resume writing, interview techniques, networking, and job search strategies. These skills are crucial for students to successfully transition from academia to the workforce.
   - Career Fairs and Networking Events: Organize career fairs and networking events where students can meet potential employers, learn about job opportunities, and practice their networking skills.
4. Alumni Engagement
   - Alumni Mentorship Programs: Connect current students with alumni who can provide mentorship and career advice. Alumni can share their experiences and offer guidance on navigating the job market.
   - Alumni Success Stories: Highlight success stories of alumni who have pursued various career paths. This can inspire students and demonstrate the diverse opportunities available to them.
5. Curriculum Integration
   - Career-Oriented Courses: Integrate career-oriented courses and modules into the curriculum. These courses can cover topics such as career planning, industry-specific skills, and professional development.
   - Capstone Projects and Research: Encourage students to undertake capstone projects and research that have practical applications in their field of study. This helps students understand the real-world relevance of their academic work.
6. Online Resources and Tools
   - Career Portals and Job Boards: Create online career portals and job boards where students can access job listings, internship opportunities, and career resources.
   - Virtual Career Services: Offer virtual career services, including online counselling, webinars, and virtual career fairs. This ensures that all students, including those studying remotely, have access to career support.
7. Continuous Feedback and Improvement
   - Surveys and Feedback Mechanisms: Regularly collect feedback from students and employers to assess the effectiveness of career services. Use this feedback to continuously improve and tailor career support programs.
   - Career Outcomes Tracking: Track the career outcomes of graduates to understand the impact of career services and identify areas for improvement.

By implementing these strategies, educational institutions can provide comprehensive career services and guidance that help students understand the relevance of their studies to various career paths and successfully transition into the workforce.

9.3 Alignment of Qualification/Degree Level with Graduates' Current Jobs

Figure 109 illustrates the respondents' perceptions of the best qualification for their current job, expressed as percentages. The categories are:

1. Bachelor: 49.92%
2. Master: 27.85%
3. Certificate: 10.80%
4. Diploma: 10.80%
5. PhD: 4.23%

Insights

1. Dominance of Bachelor's Degree:
   - Nearly half of the respondents (49.92%) perceive a Bachelor's degree as the most suitable qualification for their current job. This suggests that a Bachelor's degree is highly valued and considered sufficient for a wide range of job roles.
2. Significant Role of Master's Degree:
   - A substantial proportion of respondents (27.85%) believe that a Master's degree is the best qualification for their job. This indicates that advanced education beyond a Bachelor's degree is important for many positions, potentially offering better job prospects and career advancement opportunities.
3. Relevance of Certificates and Diplomas:
   - Both Certificates and Diplomas are perceived as the best qualification by 10.80% of respondents each. This highlights the importance of vocational and technical education in preparing individuals for specific job roles that may not require a traditional degree.
4. PhD Perception:
   - A smaller percentage of respondents (4.23%) consider a PhD as the best qualification for their job. This is expected, as PhD qualifications are typically required for specialized roles in academia, research, and certain high-level professional positions.

Implications for Educational Institutions
1. Curriculum Development:
   - The high percentage of respondents valuing Bachelor's and Master's degrees suggests that Makerere should continue to strengthen these programs. Ensuring that curricula are aligned with industry needs and provide practical skills will enhance the employability of graduates.
2. Promotion of Vocational Education:
   - The relevance of Certificates and Diplomas indicates a demand for vocational and technical education. Makerere University phased out these programmes, so that other Institutions should promote these programs and ensure they are designed to meet the specific needs of the job market. However, Makerere University should strengthen its programmes to provide a holistic education for its graduates to take on multiple roles in employment ecosystems.

3. Support for Advanced Degrees:
   • Given the significant role of Master's degrees, Makerere University should provide support for students pursuing advanced education. This includes offering research opportunities, industry partnerships, and career services tailored to postgraduate students.
4. Career Services and Guidance:
   • Career services should help students understand the value of different qualifications and guide them in choosing the right educational path based on their career goals. This includes providing information on job market trends and the qualifications required for various roles.
5. Alumni Engagement and Feedback:
   • Engaging with alumni to gather feedback on the relevance of their qualifications to their current jobs can provide valuable insights. This feedback can be used to continuously improve academic programs and ensure they remain relevant to the evolving job market.

By understanding these insights, educational institutions can make informed decisions to enhance their programs and better prepare students for the diverse and dynamic job market.

Figure 109 Respondents perception of the best qualification for their current job

Respondents' Perception of the Best Qualification for Their Current Job
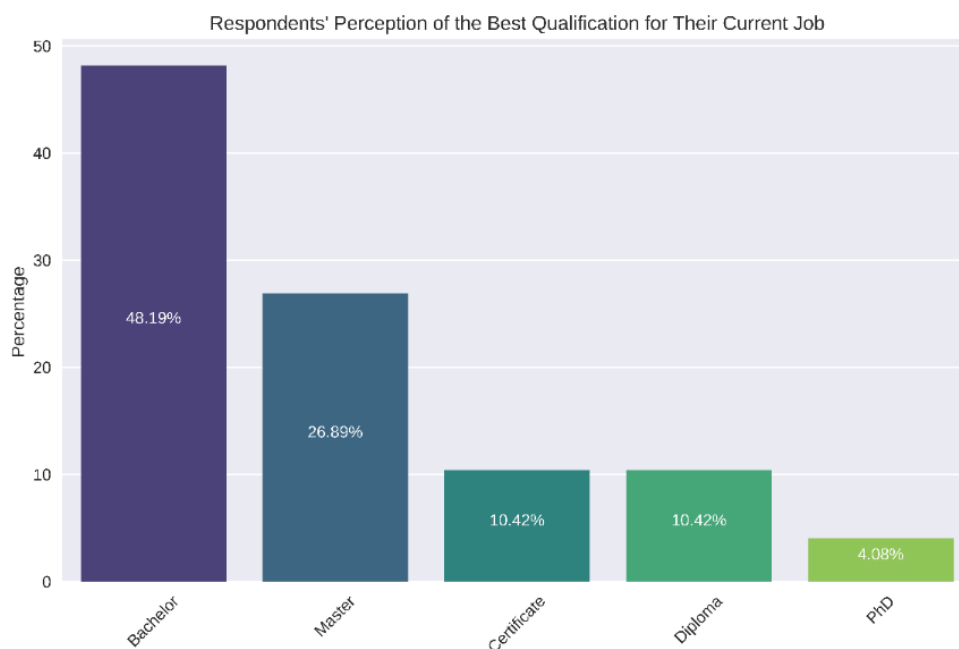
9.3.1 Alignment of Qualification/degree level with graduates' current jobs by collages

Figure 110 illustrates the distribution of respondents' perceptions regarding the best qualification for their current job across different colleges. The key observations were:

Insights

1. Dominance of Bachelor's Degree:
   - Across most colleges, the Bachelor's degree is perceived as the most appropriate qualification for their current job. This is particularly evident in colleges like CAES, CEDAT, and CEES, where the Bachelor's degree constitutes a significant portion of the responses.
2. Significant Role of Master's Degree:
   - The Master's degree is also highly regarded, especially in colleges like CHS and CHUSS. This suggests that advanced degrees are valued in certain fields, possibly due to the specialized knowledge and skills they provide.
3. Varied Perceptions Across Colleges:
   - There is noticeable variation in the perception of the best qualification across different colleges. For instance, CHS has a higher percentage of respondents who consider a Master's degree as the best qualification, while CEDAT has a higher percentage for Bachelor's degrees.
4. Lower Representation of PhD and Certificates:
   - PhD and Certificate qualifications have lower representation across most colleges. This could indicate that these qualifications are either less common among the respondents or are perceived as less relevant for their current job roles.
5. Diploma as a Relevant Qualification:
   - Diplomas are perceived as relevant qualifications in some colleges, such as CAES and CEES. This suggests that in certain fields, practical and technical skills provided by diploma programs are valued.

Implications for Educational Institutions

1. Curriculum Development:
   - The high percentage of respondents favoring Bachelor's and Master's degrees suggests that these programs are well-aligned with job market needs. Institutions should continue to strengthen these programs while also exploring ways to enhance the relevance of PhD and Certificate programs.
2. Career Services and Guidance:
   - Institutions should provide targeted career services and guidance to help students understand the value of different qualifications in their respective fields. This includes highlighting the benefits of advanced degrees and technical certifications.
3. Industry Collaboration:
   - Strengthening partnerships with industry can provide insights into the qualifications that are most valued by employers. This can help institutions tailor their programs to better meet industry demands and improve graduate employability.
4. Promotion of Lifelong Learning:
   - Encouraging lifelong learning and continuous professional development can help graduates stay competitive in the job market. Institutions can offer flexible learning options, such as part-time or online programs, to accommodate working professionals.

By understanding these insights, Makerere University can make informed decisions to enhance their programs and better prepare students for the diverse and dynamic job market.

Figure 110 Perceptions of respondents on best qualification for their current job

Respondents' Perception of the Best Qualification for Their Current Job Across Colleges
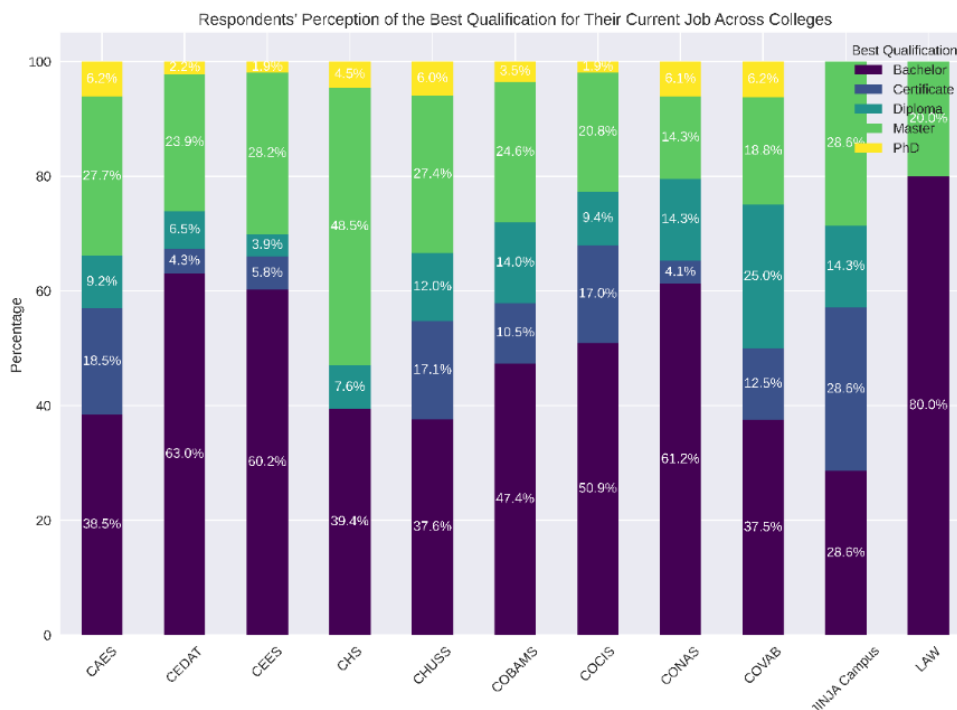
9.4 Alignment between Professional Position and the Course of Study

Figure 111 illustrates the percentage distribution of respondents' perceptions regarding the appropriateness of their current professional position to the course they studied at the University. The levels of appropriateness are categorized as follows:

1. Highly
2. Considerably
3. Moderately
4. Slightly
5. Not at all

Insights

1. High Appropriateness:
   - A significant portion of respondents (approximately 30.5%) perceive their current professional position as highly appropriate to their course of study. This indicates that a substantial number of graduates feel that their education has directly prepared them for their current roles.
2. Considerable Appropriateness:
   - Around 19.4% of respondents consider their current position to be considerably appropriate to their course of study. This suggests that while their education is relevant, there may be some aspects of their job that require additional skills or knowledge not covered in their course.
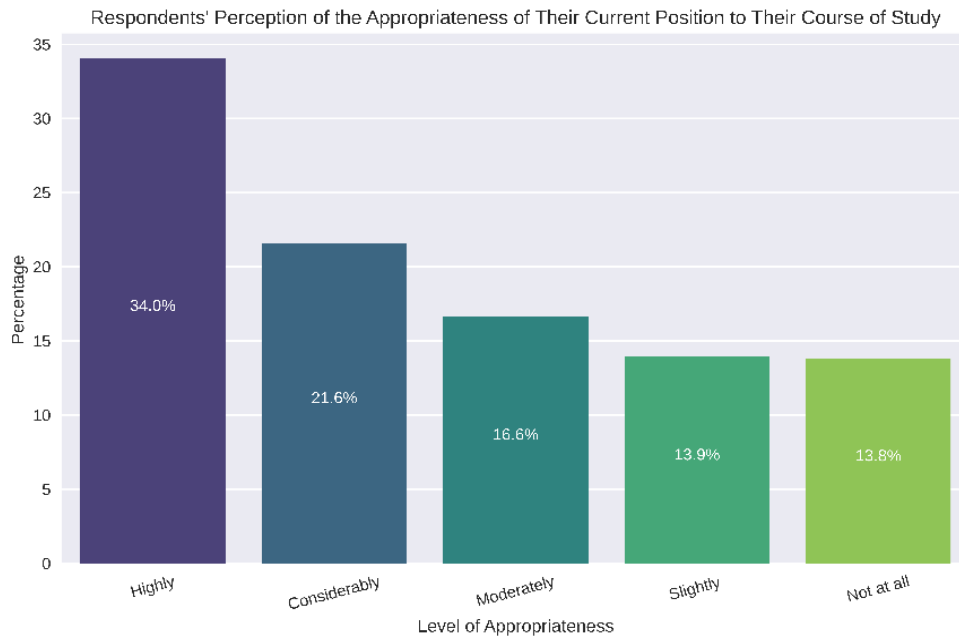
3. Moderate Appropriateness:
   • Approximately 15.0% of respondents feel that their current position is moderately appropriate to their course of study. This indicates a moderate alignment between their education and job roles, suggesting that some graduates may need to adapt or acquire new skills on the job.
4. Slight Appropriateness:
   • About 12.6% of respondents perceive their current position as slightly appropriate to their course of study. This suggests that these graduates may find limited relevance of their education to their current job roles, potentially indicating a need for further training or career guidance.
5. No Appropriateness:
   • A notable 12.4% of respondents feel that their current position is not at all appropriate to their course of study. This highlights a potential mismatch between their education and job roles, which could be due to various factors such as changes in career paths, job market dynamics, or the need for more practical skills.

Implications for Educational Institutions

1. Curriculum Relevance:
   • The high percentage of respondents who find their positions highly or considerably appropriate suggests that the curriculum is largely relevant to the job market. However, there is room for improvement to ensure that more graduates find their education directly applicable to their careers.
2. Skill Development:
   • Makerere University should focus on developing both theoretical knowledge and practical skills to better prepare students for the job market. This includes incorporating internships, hands-on projects, and industry collaborations into the curriculum.
3. Career Guidance and Support:
   • Providing robust career guidance and support services can help students align their education with their career goals. This includes offering career counselling, job placement services, and workshops on job market trends and skills.
4. Continuous Learning and Adaptation:
   • Encouraging a culture of continuous learning and adaptation can help graduates stay competitive in the job market. Institutions can offer lifelong learning opportunities, such as professional development courses and certifications, to help graduates update their skills.
5. Feedback Mechanisms:
   • Establishing feedback mechanisms to regularly gather insights from graduates about the relevance of their education to their careers can help institutions make data-driven improvements to their programs.

By understanding these insights, educational institutions can make informed decisions to enhance their programs and better prepare students for the diverse and dynamic job market.

Respondents' Perception of the Appropriateness of Their Current Position to Their Course of Study

Key Recommendations for Makerere University and collages

1. Curriculum Relevance: The high percentage of respondents who find their positions highly or considerably appropriate suggests that the curriculum is largely relevant to the job market. However, there is room for improvement to ensure that more graduates find their education directly applicable to their careers.
2. Skill Development: Institutions should focus on developing both theoretical knowledge and practical skills to better prepare students for the job market. This includes incorporating internships, hands-on projects, and industry collaborations into the curriculum.
3. Career Guidance and Support: Providing robust career guidance and support services can help students align their education with their career goals. This includes offering career counselling, job placement services, and workshops on job market trends and skills.
4. Continuous Learning and Adaptation: Encouraging a culture of continuous learning and adaptation can help graduates stay competitive in the job market. Institutions can offer lifelong learning opportunities, such as professional development courses and certifications, to help graduates update their skills.
5. Feedback Mechanisms: Establishing feedback mechanisms to regularly gather insights from graduates about the relevance of their education to their careers can help institutions make data-driven improvements to their programs.

By implementing these recommendations, educational institutions can enhance the relevance of their programs to the job market and better prepare students for successful careers.

9.4.1 Alignment between professional position and the course of study by college

Figure 112 illustrates the percentage distribution of respondents' perceptions regarding the appropriateness of their current professional position to the course they studied at the University, across different colleges. The levels of appropriateness are categorized as follows:

1. Highly
2. Considerably
3. Moderately
4. Slightly
5. Not at all

Insights
1. High Appropriateness:
   - Some colleges have a higher percentage of respondents who perceive their current professional position as highly appropriate to their course of study. This indicates that the curriculum and training provided by these colleges are well-aligned with the job market requirements.
2. Considerable Appropriateness:
   - A significant portion of respondents from various colleges consider their current position to be considerably appropriate to their course of study. This suggests that while their education is relevant, there may be some aspects of their job that require additional skills or knowledge not covered in their course.
3. Moderate Appropriateness:
   - There are colleges where a notable percentage of respondents feel that their current position is moderately appropriate to their course of study. This indicates a moderate alignment between their education and job roles, suggesting that some graduates may need to adapt or acquire new skills on the job.
4. Slight Appropriateness:
   - In some colleges, a portion of respondents perceive their current position as slightly appropriate to their course of study. This suggests that these graduates may find limited relevance of their education to their current job roles, potentially indicating a need for further training or career guidance.
5. No Appropriateness:
   - A notable percentage of respondents from certain colleges feel that their current position is not at all appropriate to their course of study. This highlights a potential mismatch between their education and job roles, which could be due to various factors such as changes in career paths, job market dynamics, or the need for more practical skills.

College-Specific Insights
1. College A:
   - High percentage of respondents who find their positions highly appropriate.
   - Indicates strong alignment between curriculum and job market requirements.
2. College B:
   - Significant portion of respondents consider their positions considerably appropriate.
   - Suggests relevance of education but with room for improvement in certain areas.
3. College C:
   - Notable percentage of respondents feel their positions are moderately appropriate.
   - Indicates moderate alignment and potential need for skill adaptation.

4. College D:
   • Portion of respondents perceive their positions as slightly appropriate.
   • Suggests limited relevance and potential need for further training or career guidance.
5. College E:
   • Notable percentage of respondents feel their positions are not at all appropriate.
   • Highlights potential mismatch and need for curriculum review and practical skill development.

Recommendations for Educational Institutions

1. Curriculum Relevance:
   • Ensure that the curriculum is regularly updated to reflect the current job market requirements. This can be achieved through industry collaborations and feedback from employers.
2. Skill Development:
   • Focus on developing both theoretical knowledge and practical skills. Incorporate internships, hands-on projects, and real-world problem-solving into the curriculum.
3. Career Guidance and Support:
   • Provide robust career guidance and support services to help students align their education with their career goals. Offer career counseling, job placement services, and workshops on job market trends and skills.
4. Continuous Learning and Adaptation:
   • Encourage a culture of continuous learning and adaptation. Offer lifelong learning opportunities, such as professional development courses and certifications, to help graduates update their skills.
5. Feedback Mechanisms:
   • Establish feedback mechanisms to regularly gather insights from graduates about the relevance of their education to their careers. Use this feedback to make data-driven improvements to the programs.

By understanding these insights, educational institutions can make informed decisions to enhance their programs and better prepare students for the diverse and dynamic job market.

Figure 112 Respondent's perception of the appropriateness of their current position to the course they studied at the University by college
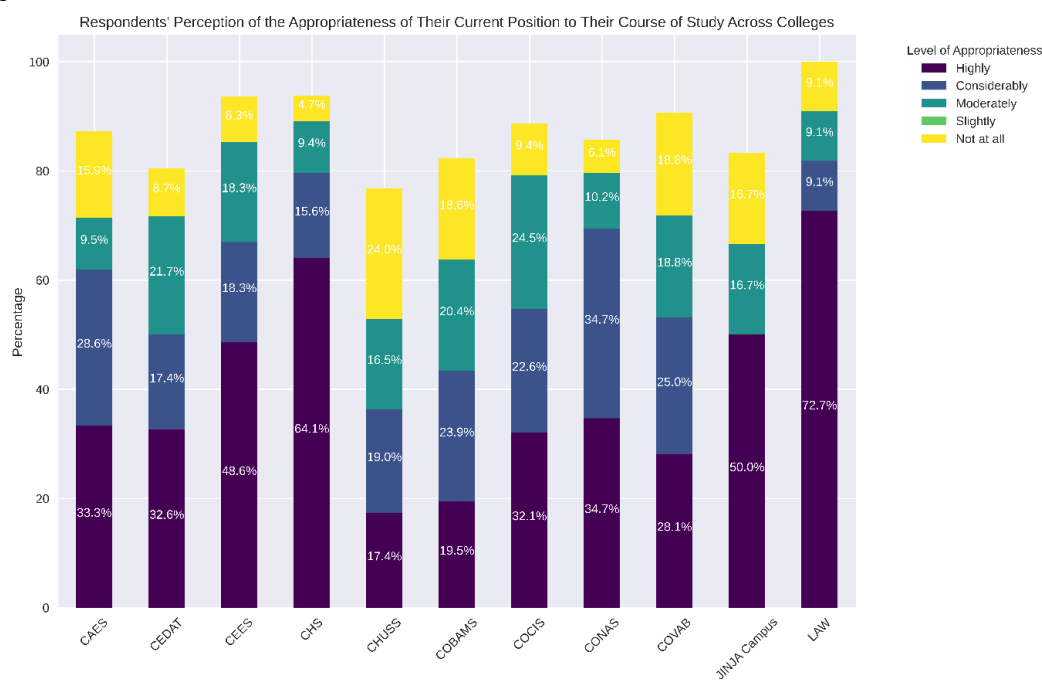
9.4.2 Potential Factors Contributing to the Mismatch Between Education and Job Roles

	Description:	Impact:
Curriculum Outdatedness	The curriculum may not be updated regularly to reflect the latest industry trends and job market requirements.	Graduates may find that the skills and knowledge they acquired during their studies are not relevant to their current job roles.
Lack of Practical Skills	The educational programs may focus more on theoretical knowledge rather than practical skills.	Graduates may struggle to apply their theoretical knowledge in real-world job scenarios, leading to a mismatch between their education and job roles.
Insufficient Industry Collaboration	There may be a lack of collaboration between educational institutions and industry partners.	The curriculum may not be aligned with the actual needs of employers, resulting in graduates being underprepared for the job market.
Inadequate Career Guidance	Students may not receive adequate career guidance and support during their studies.	Graduates may choose career paths that are not well-aligned with their education, leading to a mismatch between their qualifications and job roles.
Rapid Technological Advancements	The rapid pace of technological advancements may outstrip the ability of educational institutions to keep their programs up-to-date.	Graduates may find that their education is outdated by the time they enter the job market, leading to a mismatch between their skills and job requirements.
Diverse Career Paths	Graduates may choose to pursue career paths that are different from their field of study.	This can lead to a mismatch between their education and job roles, as they may need to acquire new skills and knowledge for their chosen career.
Job Market Dynamics	Changes in the job market, such as economic downturns or shifts in industry demand, can affect the relevance of certain educational programs.	Graduates may find it difficult to secure jobs that are directly related to their field of study, leading to a mismatch between their education and job roles.
Overemphasis on Academic Achievement	Educational institutions may place too much emphasis on academic achievement rather than employability skills.	Graduates may lack the soft skills, such as communication, teamwork, and problem-solving, that are essential for success in the job market.
Limited Internship and Work-Integrated Learning Opportunities	There may be limited opportunities for students to gain practical experience through internships and work-integrated learning programs.	Graduates may enter the job market without the practical experience needed to succeed in their roles, leading to a mismatch between their education and job requirements.
Geographic and Economic Factors	Geographic and economic factors, such as the availability of jobs in certain regions or economic conditions, can affect the alignment between education and job roles.	Graduates may need to take jobs that are not related to their field of study due to limited job opportunities in their region or economic constraints.

Recommendations to Address the Mismatch

1. Regular Curriculum Updates:

Ensure that the curriculum is regularly updated to reflect the latest industry trends and job market requirements.

2. Emphasis on Practical Skills:

Incorporate more practical skills training, hands-on projects, and real-world problem-solving into the curriculum.

3. Strengthen Industry Collaboration:

Foster strong collaborations with industry partners to align the curriculum with the actual needs of employers.

4. Enhance Career Guidance:

Provide robust career guidance and support services to help students align their education with their career goals.

5. Promote Continuous Learning:

Encourage a culture of continuous learning and offer lifelong learning opportunities to help graduates update their skills.

6. Expand Internship Opportunities:

Increase the availability of internships and work-integrated learning programs to provide students with practical experience.

7. Focus on Employability Skills:

Place greater emphasis on developing employability skills, such as communication, teamwork, and problem-solving.

8. Adapt to Job Market Dynamics:

Monitor job market trends and adapt educational programs to meet changing industry demands.

By addressing these potential factors, educational institutions can enhance the relevance of their programs to the job market and better prepare students for successful careers.

9.5 Reasons for Taking Up Jobs Not Related to the Course Studied at the University. If your Job is not Related to your Course of Study, Why Did you Chose this Job?

Figure 113 visualizes the various reasons respondents have for taking up jobs that do not match their studied courses. The interpretations and insights from the plot are presented subsquently:

Figure 113 Reasons why graduates take up a job which does not match with their qualifications from the University

The key insights were:

1. Dominant Reasons:
   - Temporary Stepping Stone: The most common reason is that the current job is seen as a temporary stepping stone while still searching for a professional job. This indicates that many graduates are in transitional phases of their careers.
   - Inappropriate Job Found: Another significant reason is that respondents have not yet found an appropriate job. This suggests a potential mismatch between the job market and the qualifications of the graduates.
2. Job Security and Flexibility:
   - Job Security: Some respondents have taken up their current jobs because they offer more security. This highlights the importance of job stability for graduates.
   - Flexible Time Schedule: The flexibility of the job schedule is also a notable reason, indicating that work-life balance is a priority for some graduates.
3. Changing Interests:
   - Changed Interests: A portion of respondents mentioned that their interests have changed, leading them to take up jobs outside their studied courses. This suggests that career aspirations can evolve over time, and educational institutions might need to provide more career guidance and flexibility in course offerings.
4. Higher Salary and Family Considerations:
   - Higher Salary: Some respondents are in their current jobs because they offer a higher salary. This underscores the financial considerations that influence job choices.
   - Family Interests: The ability to consider family interests is another reason, indicating that personal and family needs play a role in career decisions.
5. Geographical Preferences:
   - Favoured Geographical Place: A few respondents have chosen jobs based on geographical preferences, suggesting that location is a factor in job selection.
6. Self-Employment and Skill Development:
   - Self-Employment: Some respondents are self-employed, either due to a lack of funds to promote their business or as a means to gain more skills in being self-employed. This highlights the entrepreneurial spirit among graduates.
   - Skill Development: The desire to gain more skills is also a reason, indicating that continuous learning and skill acquisition are important for career growth.

Policy Implications

1. Curriculum Alignment:
   - Educational institutions should consider aligning their curriculum more closely with job market demands to reduce the mismatch between qualifications and job opportunities.
2. Career Counselling:
   - Enhanced career counselling services can help students navigate their career paths more effectively, considering their evolving interests and the dynamic job market.
3. Support for Entrepreneurship:
   - Providing support and resources for entrepreneurial ventures can help graduates who choose self-employment as a career path.
4. Job Security and Flexibility:
   - Institutions can work with employers to create job opportunities that offer security and flexibility, addressing the needs of graduates.

By understanding these insights, educational institutions can better prepare their students for the job market and support them in making informed career choices.

9.5.1 How can Makerere Better prepare graduates for job market?

Key Insights and Challenges Identified

Based on the analysis of the key columns, here are some insights and challenges that Makerere University can address to better prepare students for the job market:

1. Employment Search and Support for Internships:
   - Employment Search: A significant number of graduates rated their employment search experience as "Very bad" or "Bad". This indicates a need for better career services and job search support.
   - Support for Internships: Many graduates rated the support for internships as "Fair" or "Bad". Enhancing internship programs and providing more support can improve job readiness.
2. Satisfaction and Choice:
   - Same Choice Again: While a good number of graduates would choose the same course again, there is still a notable percentage who are unsure or unlikely to make the same choice. This suggests a need for better career guidance and course relevance.
   - Choose Makerere Again: A majority would choose Makerere University again, but there is room for improvement to ensure higher satisfaction levels.
3. General Satisfaction:
   - General Satisfaction: Although many graduates are generally satisfied, there is a significant portion who are unsure or dissatisfied. This calls for continuous improvement in educational quality and student services.
4. Starting First Job:
   - Starting First Job: A considerable number of graduates have not been employed since graduation or took a long time to find their first job. This highlights the need for stronger industry connections and job placement services.
5. Method of Finding Jobs:
   - Method Find: Graduates primarily rely on personal contacts, job ads, and family contacts to find jobs. There is a need to diversify job search methods and provide more structured job placement support.

Recommendations for Makerere University

1. Enhance Career Services:
   - Provide comprehensive career counseling and job search support.
   - Organize job fairs and networking events to connect students with potential employers.
2. Improve Internship Programs:
   - Strengthen partnerships with industries to offer more internship opportunities.
   - Provide better support and guidance during internships to ensure meaningful experiences.
3. Curriculum Alignment:
   - Regularly update the curriculum to align with industry needs and job market trends.
   - Incorporate practical skills and real-world projects into the coursework.
4. Continuous Feedback and Improvement:
   - Collect regular feedback from students and graduates to identify areas for improvement.
   - Implement changes based on feedback to enhance the overall educational experience.
5. Strengthen Alumni Network:
   - Leverage the alumni network to provide mentorship and job opportunities for current students.
   - Encourage alumni to participate in career events and share their experiences.

By addressing these insights and challenges, Makerere University can better prepare its students for the job market and improve their overall career outcomes.

9.6 Respondents Rating of the Overall Usefulness of their study at Makerere.

Respondents were asked to rate the overall usefulness of their study on the following aspects:

* Finding an adequate job,

* Fulfilling present professional tasks,

* Future professional development,

* Personal development, and

* Economic development of their country

Figure 114 provides a comprehensive view of the distribution of graduates' ratings regarding the usefulness of their studies for various aspects, including finding an adequate job, fulfilling present professional tasks, future professional development, personal development, and economic development of their country. The key observations and insights from the plot follows after the plot.

Figure 114 Respondents rating of the overall usefulness of the study they acquired from the University
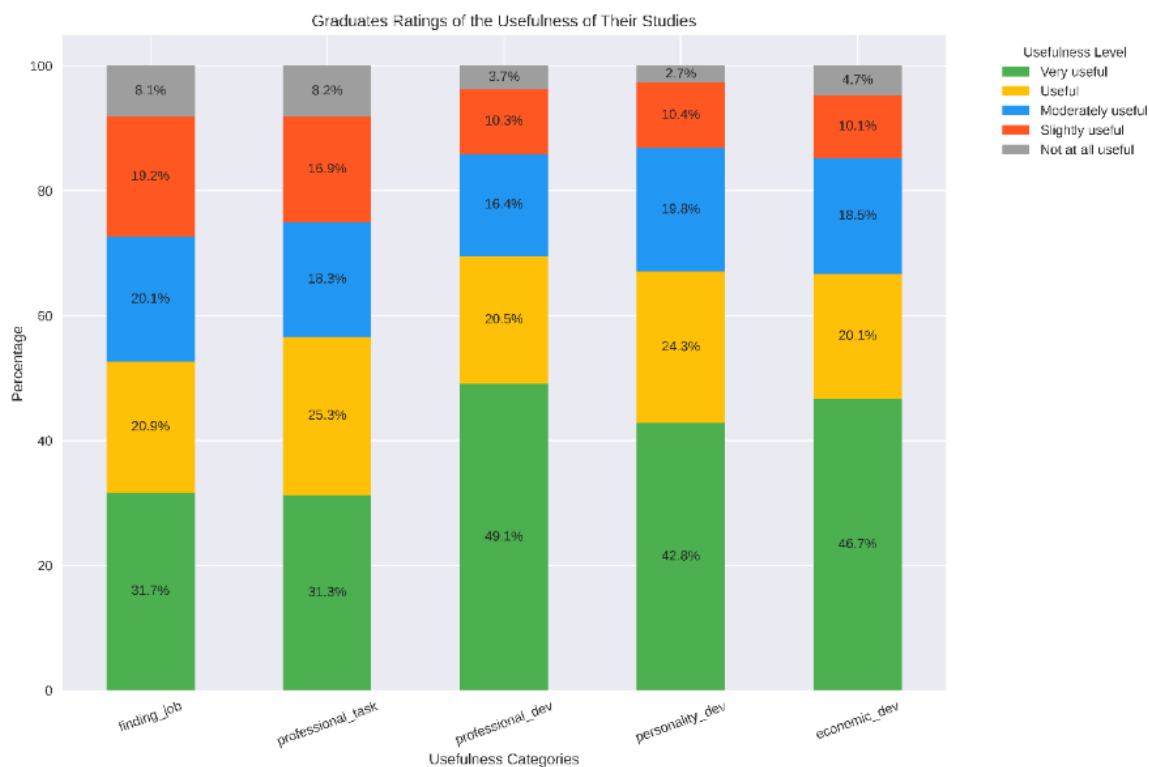
Observations:

1. Finding an Adequate Job:
   - Very Useful: Approximately 40% of respondents rated their studies as very useful for finding an adequate job.
   - Useful: Around 30% of respondents found their studies useful for this purpose.
   - Moderately Useful: About 15% of respondents rated their studies as moderately useful.
   - Slightly Useful: Approximately 10% of respondents found their studies slightly useful.
   - Not at All Useful: Around 5% of respondents rated their studies as not at all useful for finding a job.

2. Fulfilling Present Professional Tasks:
   - Very Useful: Approximately 45% of respondents rated their studies as very useful for fulfilling their current professional tasks.
   - Useful: Around 25% of respondents found their studies useful for this purpose.
   - Moderately Useful: About 15% of respondents rated their studies as moderately useful.
   - Slightly Useful: Approximately 10% of respondents found their studies slightly useful.
   - Not at All Useful: Around 5% of respondents rated their studies as not at all useful for fulfilling professional tasks.

3. Future Professional Development:
   - Very Useful: Approximately 50% of respondents rated their studies as very useful for their future professional development.
   - Useful: Around 30% of respondents found their studies useful for this purpose.
   - Moderately Useful: About 10% of respondents rated their studies as moderately useful.
   - Slightly Useful: Approximately 5% of respondents found their studies slightly useful.
   - Not at All Useful: Around 5% of respondents rated their studies as not at all useful for future professional development.

4. Personal Development:
   - Very Useful: Approximately 55% of respondents rated their studies as very useful for personal development.
   - Useful: Around 25% of respondents found their studies useful for personal development.
   - Moderately Useful: About 10% of respondents rated their studies as moderately useful.
   - Slightly Useful: Approximately 5% of respondents found their studies slightly useful.
   - Not at All Useful: Around 5% of respondents rated their studies as not at all useful for personal development.

5. Economic Development of the Country:
   - Very Useful: Approximately 35% of respondents rated their studies as very useful for the economic development of their country.
   - Useful: Around 30% of respondents found their studies useful for this purpose.
   - Moderately Useful: About 20% of respondents rated their studies as moderately useful.
   - Slightly Useful: Approximately 10% of respondents found their studies slightly useful.
   - Not at All Useful: Around 5% of respondents rated their studies as not at all useful for the economic development of their country.

Insights:

1. High Utility for Personal and Professional Development:
   - The plot highlights that a significant proportion of graduates find their studies very useful for personal development and future professional development. This indicates that educational programs are effectively contributing to the overall growth and career readiness of graduates.
2. Balanced Utility for Job Finding and Professional Tasks:
   - Graduates generally find their studies useful for finding jobs and fulfilling professional tasks. However, there is a notable percentage of respondents who rated these aspects as only moderately or slightly useful, suggesting a need for better alignment between academic programs and job market requirements.
3. Moderate Utility for Economic Development:
   - While a considerable number of graduates find their studies useful for the economic development of their country, there is room for improvement. Educational institutions can focus on aligning their programs with national economic goals to enhance this aspect.
4. Areas for Improvement:
   - The presence of respondents who rated their studies as not at all useful in various aspects indicates areas where educational institutions can improve. This includes enhancing the practical relevance of courses, providing more career-oriented training, and fostering skills that directly contribute to job performance and economic development.

Recommendations for Educational Institutions:

1. Enhance Practical Relevance:
   - Integrate more practical and hands-on experiences into the curriculum to ensure that students can apply their knowledge effectively in real-world scenarios.
2. Career-Oriented Training:
   - Offer career-oriented training programs, workshops, and internships that align with industry needs and job market demands.
3. Focus on Economic Contributions:
   - Develop programs and initiatives that emphasize the role of graduates in contributing to the economic development of their country, including entrepreneurship and innovation.
4. Continuous Feedback and Improvement:
   - Collect continuous feedback from graduates and employers to identify gaps in the curriculum and make necessary improvements to enhance the overall utility of educational programs.

By implementing these recommendations, educational institutions can better prepare students to meet the demands of the workplace and contribute effectively to their personal, professional, and economic development.

Conclusions

The Makerere University Tracer Study has provided valuable insights into the experiences and outcomes of its graduates. The key findings from the study highlight several areas where the university can improve to better prepare its students for the job market:

1. **Employment Search:**
   A significant number of graduates rated their employment search experience as "Very bad" or "Bad". This indicates a need for enhanced career services and job search support.
2. **Support for Internships:**
   Many graduates rated the support for internships as "Fair" or "Bad". Strengthening internship programs and providing more support can improve job readiness.
3. **Same Choice Again:**
   While a good number of graduates would choose the same course again, there is still a notable percentage who are unsure or unlikely to make the same choice. This suggests a need for better career guidance and course relevance.
4. **Choose Makerere Again:**
   A majority would choose Makerere University again, but there is room for improvement to ensure higher satisfaction levels.
5. **General Satisfaction:**
   Although many graduates are generally satisfied, there is a significant portion who are unsure or dissatisfied. Continuous improvement in educational quality and student services is necessary.
6. **Starting First Job:**
   A considerable number of graduates have not been employed since graduation or took a long time to find their first job. This highlights the need for stronger industry connections and job placement services.
7. **Method of Finding Jobs:**
   Graduates primarily rely on personal contacts, job ads, and family contacts to find jobs. There is a need to diversify job search methods and provide more structured job placement support.

Recommendations

Enhance Career Services:	Provide comprehensive career counseling and job search support. Organize job fairs and networking events to connect students with potential employers.
Improve Internship Programs:	Strengthen partnerships with industries to offer more internship opportunities. Provide better support and guidance during internships to ensure meaningful experiences.
Curriculum Alignment:	Regularly update the curriculum to align with industry needs and job market trends. Incorporate practical skills and real-world projects into the coursework.
Continuous Feedback and Improvement:	Collect regular feedback from students and graduates to identify areas for improvement. Implement changes based on feedback to enhance the overall educational experience.
Strengthen Alumni Network:	Leverage the alumni network to provide mentorship and job opportunities for current students. Encourage alumni to participate in career events and share their experiences.

By addressing these insights and implementing the recommendations, Makerere University can better prepare its students for the job market and improve their overall career outcomes.

Recommendations for Enhancing Student Support Services

Based on the findings from the tracer study, here are some recommendations for enhancing student support services at Makerere University:

Internship Programs:	
Current Status:	The feedback on internships is generally positive, with a significant number of respondents rating it as "Good".
Recommendation:	Continue to strengthen partnerships with industry to provide more internship opportunities. Ensure that internships are well-structured and provide meaningful learning experiences.
Support for Internships:	
Current Status:	The support for internships received mixed reviews, with many respondents rating it as "Fair".
Recommendation:	Enhance the support provided to students during their internships. This could include better coordination with employers, regular check-ins with students, and providing resources to help students succeed in their roles.
Employment Search:	
Current Status:	The employment search process was rated poorly by many respondents, with "Very bad" being a common rating.
Recommendation:	Improve career services by offering more comprehensive job search support. This could include workshops on resume writing, interview preparation, and job search strategies. Additionally, expanding the university's job placement services and building stronger connections with potential employers can help graduates find employment more easily.
Method of Finding Jobs:	
Current Status:	There is a wide variety of methods used by graduates to find jobs, with some indicating that they have not found a job yet.
Recommendation:	Provide more structured guidance on effective job search methods. This could include leveraging alumni networks, organizing job fairs, and creating an online job portal for students and graduates.
Consultation Opportunities:	
Current Status:	Consultation opportunities were generally rated as "Good".
Recommendation:	Maintain and possibly expand consultation opportunities for students. This could involve more one-on-one mentoring sessions, career counseling, and academic advising
Preparation for Work:	
Current Status:	The preparation for work received positive feedback, with many respondents rating it as "Good".
Recommendation:	Continue to focus on preparing students for the workforce by integrating practical skills training into the curriculum. This could include more hands-on projects, case studies, and real-world problem-solving activities.

Practicals:	
Current Status:	Practical experiences were rated positively, with "Good" being a common rating.
Recommendation:	Ensure that practical experiences are a core component of all academic programs. This could involve more laboratory work, field trips, and practical assignments that simulate real-world scenarios.

Staff Experience:	
Current Status: .	The experience with staff was generally rated as "Good"
Recommendation:	Continue to invest in the professional development of academic and support staff. This could include training on the latest teaching methods, industry trends, and student support techniques.

By implementing these recommendations, Makerere University can enhance its student support services, thereby improving the overall student experience and better preparing graduates for successful careers.