



COLLEGE OF BUSSINESS AND ECONOMICIS

SCHOOL OF BUSINESS

**THE INTERFACE OF THE UNIVERSITY OF RWANDA, COLLEGE OF
BUSINESS AND ECONOMICS (UR-CBE) AND THE NEIGHBOURHOOD - A
CASE STUDY GIKONDO CAMPUS KINUNGA CELL**

**A Thesis Submitted to the University of Rwanda – College of Business and
Economics in Partial Fulfilment of the Requirements for the Award of the
degree of masters of Science in Accounting**

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Declaration

I Mukarukiza Felister declare that the project titled, “*the interface of the University of Rwanda – College of Business and Economics and the neighborhood – a case study of Gikondo campus in Kinuga Cell*” is original work and has never been submitted to any University or other Institutions of Higher Learning. It is my own research wherever other scholars’ writings were cited, they are recognized and references provided. I thus declare that this work is mine and it was successfully completed under the supervision of Prof. Rama B. Rao

Sign _____

Date _____

Mukarukiza Felister

Certificate

This is to certify that Ms. Murakiza Felister has worked under my supervision for her thesis titled *“the interface of the University of Rwanda – College of Business and Economics and the neighborhood – a case study of Gikondo campus in Kinuga Cell”*. I certify that this is a genuine work done by the student and has not been presented to any other purpose to any other institution.

Signature:

Supervisor’s Name: **Prof. Rama R. Rao**

Date:

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Abbreviations and Acronyms

AD:	Anno Domini
ADB:	Asian Development Bank Institute
AIP:	African Innovation Prize
CASS:	College of Arts and Social Sciences
CAVM:	College of Agriculture and Veterinary Medicine
CBE:	College of Business and Economics
CE:	College of Education
CED:	Center of Enterprise Development
CMHS:	College of Medicine and Health Sciences
CST:	College of Science and Technology
GNP:	Gross National Product
ICT:	Information and Communication Technology
ILO:	International Labor Organization
IMF:	International Monetary Fund
KTPs:	Knowledge Transfer Partnerships
MINECOFIN:	Ministry of Finance and Economic Planning
MINICOM:	Ministry of Commerce
NISR:	National Institute of Statistics of Rwanda
NUR:	National University of Rwanda
PhD:	Doctor of Philosophy
R&D:	Research and Development
SMEs:	Small and Medium Enterprises
STEP:	Student Training for Entrepreneurial Promotion
UNES:	University of Nairobi Enterprises and Services
UNIDO:	United Nations Industrial Development Organization
UON:	University of Nairobi
UR:	University of Rwanda
USA:	United States of America

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Abstract

The study was purposely conducted to examine the interface of the University of Rwanda's College of Business and Economics (UR-CBE) Gikondo campus and its neighborhood in Kinunga Cell. The specific objectives were to determine the rate of business growth around CBE, identify the business linkages between CBE and surrounding community and establish the effect of CBE on social development of the community in Kinunga Cell. The researcher used analytical/explanatory research design with a single case study approach. The sample size was 373 people who were selected from both CBE and its neighborhood but only 227 were able to provide data. These respondents were selected by use of simple random sampling and purposive sampling techniques. The questionnaire and interview guide were used to collect primary data while documentary checklist was used to collect secondary data. Data entry was done by use of MS Excel which produced table, charts and graphs that were backed by frequency and percentages. Data analysis and reporting was done within the context of the data produced. In terms of business growth around CBE, the study finds that 37% were dealing in general merchandize, 24% in hospitality and 15% were engaged in stationary services. The study found out that 64% were operating two or more businesses and they were attracted to locate businesses by high population (41%), academic pursuit at CBE (26%) and easy access of labor force (21%). Forty five (45%) of businesses get customers come from educational institutions followed by 41% who get them from area residents. This shows how CBE has become a market hub for Kinunga businesses. Business competition was rated as very high (60%) and high (34%) also noted that competition was high. This shows that there are increased costs of doing business in the area. The major role of CBE in the growth of local business were identified as creation of CBE-affiliated enterprises (99%), growth of infrastructure (99%), creation of market (98%), skills development (97%), networks and business clusters (96%), knowledge and skills transfer (89%) and provision of consultancy services (59%). Similarly, CBE has benefited from the local community areas such as easy access to goods and services (95%), market for CBE consultancy services (93%), provision of student internship placements (87%) and supplying labor force to CBE (78%). This shows that contributions are reciprocated. It must be recognized that CBE has also contributed to the social development of Kinunga Cell. The social contributions to the local community were identified as cultural change (99%), employment opportunities (99%), break up of social barriers (97%), community development (97%), behavioral change (96%), growth of social centres (94%), social harmony and peace building (92%), population growth check (89%), increased social capital (78%), growth of social networks (77%) and social change through social research (74%). The local businesses need to diversify their income generating activities since CBE market is unreliable when the college sends students on holidays.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

In today's globalised and changing world, the role of universities and other institutions of higher learning has expanded from classroom teaching to include entrepreneurship training and the fostering of local economic development in their neighborhoods. The role of promoting entrepreneurship and the growth of the local communities and neighborhoods has become a major focus of development scholars. The University of Rwanda came in to existence in 2013 as an amalgamation of seven former higher learning institutions. It has six colleges among which the College of Business and Economics (CBE) is the largest in terms of students' intake, geographical coverage and the number of programmes offered. It has a legacy of the historical background of the former institutions namely, the National University of Rwanda, School of Finance and Banking, Kigali Institute of Education and the Umutara Polytechnic. CBE with its head quarters located in Mburabuturo, Gikondo in Kigali is surrounded by the industrial and residential neighborhoods. The interesting question is about how the communities living around the CBE have been perceiving its presence and functioning and its impact on the well being of the communities. Since it's a considerable period has passed since early 2013, with the formation of CBE, it is found interesting and necessary to trace the neighborhood's perceptions about the role and functioning of the CBE.

This study is aimed at analyzing the impact of the University of Rwanda's College of Business and Economics (Gikondo Campus) on the neighborhood between 2013 and 2015. This chapter highlights the background to the study, statement of the problem, research objectives and questions, scope and significance of the study and organization of the study.

1.1 Background to the study

In the contemporary world, regions and development activities around universities and other higher learning institutions are considered to be the new 'units' of development and of economic power. It is an undeniable reality that most communities which record an accelerated rhythm of economic and social progress are those that collaborate with universities and higher learning institutions to find local solutions to the challenges and problems (Kitagawa, 2005). As communities and businesses in particular seek ways of forging partnerships with markets of

added value and centers of excellence in terms of entrepreneurship development, universities and other institutions of higher learning become vital agents in filling this gap because they present segments of market with a big added value, and offer 'knowledge-intensive' services in terms of entrepreneurship and technological development through trainings, workshops, etc

Marga (2005, 2009) defines the university as an institution legitimized through cultural foundations, and which takes an active position in the context where it belongs. The context can be geographical or conceptual. The geographical context refers to the surrounding areas of the university while conceptual context refers to the domain of knowledge that is disseminated by the university. The autonomous decisions of universities and other higher learning institutions depend directly upon the demands of the neighbourhoods. The duty of the university is to clarify the situation of the higher level education, taking into consideration the current life conditions, and to offer new answers for the relationship between education and the labour market, considering the universities' neighbourhoods in particular.

The active involvement of the University and other higher learning institutions in their neighbourhoods becomes increasingly important for its sustainable development, answering to its particular needs (Clark, 1998) and moral responsibilities. Although governments still have significant responsibilities in what concerns the politics of research and education in most countries, universities and other higher learning institutions assume more and more decisional attributions, including those regarding involvement on local level.

Modern universities and other higher learning institutions incorporate more and more of their contribution to the economic, local and regional social development as part of their mission, as function additional to the educational and research ones. Smart (2009), for example, argues that it is necessary for universities to collaborate with local businesses to develop new and innovative business ideas as well as create linkages for sustainable development. A first aspect tied to the role of the university and other higher learning institutions in the local development of the neighborhood is represented by the accommodation of the university to the specific of the socio-economic and cultural environment to which it belongs, on the one hand. On the other hand, it is also represented by the environment's accommodation to the university's core values, mission and vision.

In this sense, a redefining the process of superior education is necessary, by combining the significance of academic merits, the maximum of their economic and social impact in their local environments. Thus, universities and other higher learning institutions must gradually take into consideration a great variety of actors such as the business community around the institutions, religious institutions, social centres and political-administrative local centres (Paterson, 2001). In some cases, however, the establishment of the objective of becoming an institution can be met with reluctance, although on the other hand local partnerships might constitute a way of attaining a recognized national status both in what concerns research and education. Neighborhood orientation might also influence the significance of the University's traditional functions. These functions have known a dynamic change with time, redefining in their turn the mission of the university, in the sense of making the most of its potential to contribute in the economic and social development of the region where the universities and other higher learning institutions are located.

The model of university and other higher learning institutions with entrepreneurial spirit has opened the way to the active involvement of these institutions on the growth and development of the local level where they operate (Clark, 2001; Kitagawa, 2005). For example, Pawlowski (2009) believes that one of the most important factors to influence local development is the entrepreneurial behavior and the innovative spirit of the inhabitants, Universities and other higher learning institutions being assigned an essential role in their cultivation. According to Pawlowski (2009), universities and other higher learning institutions with an entrepreneurial spirit are the ones that maintain a strong connection with their environment by directly and indirectly facilitating the economic and social development of their localities. Universities and other higher learning institutions, which try to change their external environments through educational, cultural, civic, and economic initiatives and through cooperation with various institutions and businesses pertaining to that local environment, would be those that are fundamentally altered due to this interaction with the local environment and neighborhood (Marga, 2010).

One of the functions of such a university is the establishment of its own environment, both social and economic, and the first step towards the fulfillment of this function consists in influencing,

to a smaller or bigger extent, the changes which occur in the environment where it functions. In extreme situations, it is even capable of influencing the total transformation of the environment according to the needs of the knowledge-based economy (Kitagawa, 2005).

In modern times, universities are increasingly perceived as producers of knowledge, innovation, technology and labour force qualified from an economic point of view, thus contributing to the creation of wealth and means necessary for regional, national, and international competitiveness. The contribution of universities in the economic and social development of the regions to which they belong must be assessed according to their role as providers of education (initial education, and continuous training and development of the human capital), but also as producers of knowledge and technology, as economic entities, as institutional actors trained in various networks (Boucher, Conway & Van der Meer, 2003; Charles & Benneworth, 2002).

The College of Business and Economics (CBE) is one of the institutions of higher learning in Rwanda which is the largest constituent college of the University of Rwanda. It was officially established by law 38 of 23/09/2013 as part of University of Rwanda by amalgamating former School of Finance and Banking, Faculty of Economics and Management of former National University of Rwanda and the Department of Commerce and Management of former Kigali Institute of Education and the Faculty of Management Studies of former Umutara Polytechnique. It has four campuses at Mubuabuturo, Gikondo, Kigali, Huye, Rusizi and Nyagatare. The College of Business and Economics in general has 199 staffs (Gikondo Campus has 98 staffs, Huye Campus (62), Rusizi campus (10) while Nyagatare campus has 29 staffs) and 5000 students distributed in the four campuses. Programmes offered in CBE cover both business and economics courses from Undergraduate to Masters Programs and also offer professional courses (CBE, 2014).

The mission of the University of Rwanda College of Business and Economics is to deliver quality education and developing innovative teaching and research meant to address the problem of the population by creating applied, evidenced- driven, research centers focused on problem solving, aligned with Rwandan's development needs (CBE, 2014).

The University of Rwanda College of Business and Economics was initiated to put in place the Center of Enterprise Development (CED), by playing the role of developing economic and poverty reduction strategies, by working with public and private sectors especially middle class entrepreneurs (CBE Statistics, 2014).

The Center of Enterprise Development was aimed to serve as the College's Centre for Excellence to develop an entrepreneurial culture and promote business innovation and development, job creation, as well as knowledge generation. This was to be achieved by organizing entrepreneurship workshops for Small and Medium Enterprises (CBE, 2014).

The CED was also aimed to deliver multi-disciplinary business programs which are necessary to combat the local, regional and international business challenges. It was therefore established as the focal point to link the college with real business world to make contributions in developing enterprises (CBE Statistics, 2014), generally in Rwanda and the College's neighbourhoods in particular.

The College of Business and Economics through its Center of Enterprise Development was mandated to play an active role in the socio-economic development of Rwanda and in particular its neighbourhoods. This study therefore seeks to establish the impact that the University of Rwanda's College of Business and Economics has had on the growth of its neighbourhoods with a special focus on Gikondo campus.

1.2 Statement of the problem

Globally, universities and other higher learning institutions have played and continue to play an important role in the development of small businesses in their neighborhoods. The traditional strength of universities and other institutions of higher education is the generation and dissemination of new knowledge that can lead to important economic developments (Sanford, 2004). They also train many of the skilled technicians and entrepreneurs who make an impact on the economy. They also create linkages with businesses in their neighborhood and this stimulates growth. As the knowledge-based economy transcends the historical economy in which growth was based on physical capital and labor, this role can only grow in importance and global reach (Rodney & Padma, 2005).

It is emphasized that small businesses initiated and encouraged by university faculty members as well as by university-business collaborations will continue to influence the pace and quality of the universities' neighborhoods' and national economies at large (Schramm, 2004). Locally, deliberate as well as unplanned actions and initiatives by institutions of higher education are driving both local revitalization efforts and fostering local economic development. These projects are often supported through partnerships with both local and international stakeholders such as governments and non-government institutions which provide the incentive for many universities to turn their attention to the communities in which they are located (Clark, 2001). The efforts by institutions of higher education to prioritize the needs of the small business community in their neighborhoods and in their spheres of interest translate into economic and social progress of the community.

The University of Rwanda's College of Business and Economics (CBE) was established to be a center of excellence in offering business, entrepreneurship and economics programmes so as to enhance national development. It was also tasked to facilitate businesses with new ideas in entrepreneurship so as to stimulate the growth of Small and Medium Enterprises in Rwanda, particularly SMEs that are located in its immediate neighborhoods (CBE, 2014) with a concern to community and society needs. The institution's impact of its physical presence on the surrounding society's overall betterment is perceived to be a consequence of its interaction and the existence in the vicinity.

However, to the best knowledge of the researcher, no academic study has been conducted to establish how CBE has impacted its neighborhoods in terms of social and economic development. The research problem that motivated this research therefore was: How has the College of Business and Economics impacted its immediate neighborhoods in terms of economic and social growth?

1.3 Objectives of the Study

1.3.1 General Objective

The study was intended to examine the contribution of the University of Rwanda's College of Business and Economics on the growth of the neighboring communities between 2013 and 2016.

1.3.2 Specific Objectives

- To establish the rate of entrepreneurship development around CBE in 2013-2016.
- To find out business linkages that exist between CBE and the neighbourhoods
- To establish the contribution of CBE to the social development of the surrounding communities

1.4 Research Questions

- What is the rate of entrepreneurship development around CBE in 2013-2016?
- What are the business linkages that exist between CBE and the neighbourhoods?
- What is the contribution of CBE to the social development of the surrounding communities?

1.5 Scope of the Study

1.5.1 Subject Scope

The study focused on the contribution of the University of Rwanda's College of Business and Economics on the growth of the neighboring communities. CBE was the independent variable while growth of the neighborhood was the dependent variable. This subject was preferred because the neighbourhoods of this college have registered tremendous growth yet no study has been conducted to determine the cause of this growth.

1.5.2 Geographical Scope

The study covered the University of Rwanda's College of Business and Economics (CBE) main campus which is located in Kigali City, Kicukiro District, Gikondo Sector, Kinunga cell in Ruganwa II village. Data was collected from CBE members and the local community residents of Kinunga Cell. Kinunga cell was preferred because it is in the immediate neighborhood of CBE since it is where the college is located.

1.5.3 Time scope

The study covered the period from 2013 to 2016. This period was preferred because it is in 2013 that the College of Business and Economics was established as part of the Greater University of Rwanda. Additionally, according to the researcher's own observation, it is during this period that

the neighborhoods of this college registered impressive growth because of increase in the population size of CBE.

1.6 Significance of the Study

The study on the impact of University of Rwanda - College of Business and Economics on the neighborhood will likely be useful to various people in the following ways:

To CBE

The study will guide CBE to harness programs that can help develop the surrounding areas such as entrepreneurship development and small business development. This will motivate the local communities to interact with the institution so as to improve community's welfare and to justify the meaningfulness for the CBE's existence.

To UR and other institutions of higher learning

This research study is vital to UR, the public and other educational institutions since it will provide data for academicians and future researchers with knowledge on universities contributions to the surrounding areas. It will also act as a reference manual for other research students thus contributing knowledge to the academic field.

To the surrounding business community

The study will sensitize them to understand that CBE can be their valuable partner in business development in as far as exchange of goods and services is concerned. This will help them to innovate goods and services they can exchange with the institution thus promoting their entrepreneurial growth.

1.7 Organization of the study

This research is divided into five chapters. The first chapter contains general introduction, chapter two focuses on review of related literature while chapter three covers the research methodology. Chapter four covers data analysis and results while chapter five highlights the summary, conclusions and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents review of literature on the impact of universities and other institutions of higher learning on the growth of their neighborhoods. It is a discussion of various authors that have carried out studies (Kombo and Tromp, 2006) on universities /institutions of higher learning and the growth of their neighborhoods. It covers the rate of entrepreneurship development around universities/institutions of higher learning, business linkages that exist between universities/institutions of higher learning and their neighbourhoods and the relationship between universities/institutions of higher learning and the growth of surrounding communities.

2.1 Key Concepts in the study

2.1.1 Higher Educational Institutions

Higher Learning and Educational Institutions are institutions that train highly qualified specialists and scientific and pedagogical personnel for various branches of the economy, science, and culture; conduct theoretical and applied scientific research, which forms the basis for training specialists; and provide refresher courses for teachers in higher and secondary specialized schools and for specialists employed in diverse branches of industry, agriculture, and culture (Grendler, 2004; Water, 2004). Some higher educational institutions are called higher schools, conservatories and colleges in some countries.

Higher educational institutions include universities, polytechnic institutes, industrial institutes, branch institutes of different specializations (for example, engineering, agriculture, medicine, pedagogy, the arts and economics) and higher military educational institutions. In many countries there are various kinds of higher theological educational institutions as well as secular higher educational institutions (Scott, 2006).

As one category of Higher Learning and Educational Institutions, universities train mostly specialists in the humanities and natural sciences, though some also train engineers and medical personnel. Polytechnical institutes and other technical higher educational institutions train engineers of various specializations. Branch institutes train specialists for specific branches of the national economy, science, and culture, for example, agronomists, economists, lawyers, physicians, teachers, artists, and actors (Gendler, 2004).

On a historical perspective, Grendler (2004) and Olaf (1997) indicate that higher learning and educational institutions first appeared in Athens and in Rome in the fifth through third centuries B.C. According to the author, the first higher learning and educational institution to be termed a university (in the code of Theodosius, AD 438) was a philosophy school, opened in Constantinople in AD 425. As a type of higher educational institution, universities appeared much later: in the 11th and 12th centuries in Italy (Salerno and Bologna), at the beginning of the 12th century in France (Paris), and at the end of the 12th century and beginning of the 13th century in Spain (Salamanca) and England (Oxford).

In the 11th-17th centuries, universities and higher learning and educational institutions were established in the USSR, England, Italy, Portugal, Spain, Bohemia, Austria, Germany and elsewhere (Johnson, 2000; Gendler, 2004). According to Walter (2004), the establishment of universities was accelerated during the Renaissance, when universities were founded in many large cities of Western and Central Europe-in Barcelona (1450), Freiburg (1457), Basel (1460), Munich (1472), Uppsala (1477), Madrid (1508), Jena (1558), Geneva (1559), Edinburgh (1583), Dublin (1591), and Ljubljana (1595).

In the late 17th and early 18th century, advances were made in knowledge in response to the requirements of the production of material goods and of trade and navigation; science was emancipated from the power of religion; the natural sciences developed; achievements were made in mathematics, physics, and astronomy; and industry and culture grew rapidly (Olaf, 1997). All this contributed to the development of universities, for example, Yale University, University of Caracas, University of Havana, University of Gottingen, University of Pennsylvania, Columbia University in New York and the University of Bonn (Hilde de, 1992).

In Africa, Universities and higher learning institutions can be traced as far back as 331 BC with the establishment of the Alexandrian academy and its famous Library in Egypt, followed by Al-Quarawiyyin university in Morocco in 859 AD, Al-Azhar University in Egypt in 970 AD (Richard, 1992), The University of Timbuktu in 1100 AD, Fourah Bay College in Sierra Leone in 1827 AD, University of Cape Town and Stellenbosch University in South Africa in 1829 and 1866 respectively, Khartoum University in 1902, The University of Algiers in Algeria in 1909, Fort Hare University in South Africa in 1916, Makerere University in Uganda in 1921, Ibadan

University in Nigeria in 1948 and the University of Nairobi in Kenya in 1956 (M&G Africa, 2015, Olaf, 1997).

In Rwanda, the National University of Rwanda (NUR) or Université nationale du Rwanda in French was the first university in the country. It was located in the city of Butare and was established in 1963 by the government in cooperation with the Congregation of the Dominicans from the Province of Quebec, Canada. In 2013, along with all public higher education institutions in Rwanda, it was merged into the newly created University of Rwanda (MacGregor, 2014). The University currently has six constituent colleges which include College of Agriculture and Veterinary Medicine (CAVM), College of Arts and Social Sciences (CASS), College of Business and Economics (CBE), College of Education (CE), College of Medicine and Health Sciences (CMHS) and College of Science and Technology (CST) (Kwizera, 2013).

2.1.2 Economic growth

According to Nouriel and David (2001) growth in economics refers to an increase in a country's productive capacity, as measured by comparing gross national product (GNP) in a year with the GNP in the previous year. It involves increase in the capital stock, advances in technology, and improvement in the quality and level of literacy are considered to be the principal causes of economic growth (IMF, 2013). In recent years, the idea of sustainable development has brought in additional factors such as environmentally sound processes that must be taken into account in growing an economy.

2.1.3 Neighborhood or Local Community

A neighborhood or is a geographically localized community within a larger city, town, suburb or rural area (Harper, 2013). Amie and Rosenbuam (2006) indicate that neighborhoods are often social communities with considerable face-to-face interaction among members. They are spatial units in which face-to-face social interactions occur - the personal settings and situations where residents seek to realize common values, socialize and maintain effective social control.

On the other hand, local community is a group of interacting people sharing an environment. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other

conditions may be present and common, affecting the identity of the inhabitants or participants and their degree of cohesiveness (Chavis & Wandersman, 1990).

A community is a group of interacting people living in a common location, organized around common values and with social cohesion within a shared geographical location, generally in social units larger than a household (Mancin & Marek, 2004). The word can also refer to the national community or global community but for the case of this study, local community means a group of people living and working in the same geographical area, sharing resources and with deep social cohesion.

2.2 Background of CBE as a Higher Learning and Educational Institution

The College of Business and Economics (formerly known as the School of Finance and Banking) is one of the colleges of University of Rwanda established on 23rd September 2013 to provide training at higher learning level in the fields of business and economics and to conduct research in relation to business and economics (Koenig, 2014, Kwizera, 2013).

The College of Business and Economics (CBE) have two schools: School of Business and School of Economics and covers 4 campuses in Rwanda which include Gikondo Campus, Huye Campus, Nyagatare Campus and Rusizi Campus (CBE Statistics, 2014). It is also planning to establish a third school namely the School of Tourism and Hospitality Management and to commence programmes from the academic year 2016-2017.

In an attempt to accomplish its mandate, CBE came up with mission which is “to Create and disseminate knowledge and develop skills and attitudes that meet business challenges in the global market”. CBE currently offers under graduate programs in business and economics and post graduate programs in Business administration, Accounting, Economics, and ICT Policy & Regulation, procurement in partnership with Turin University of Italy and PhD by research in economics and management (UR-CBE Concept Note, 2015). Further the CBE has also been preparing to introduce PhD programmes in economics and management with course work and thesis from the academic year 2016-2017.

CBE's mission is strengthened by its core values statement which aims "to promote excellence through multi-disciplinary business education, research and training by inspiring and empowering individuals to develop their capabilities to full potential" (CED, 2014).

Generally, CBE has resulted into the growth and development of neighborhoods especially by training entrepreneurs who later establish businesses in the neighborhood and the country in general. The College also has resulted into the development of linkages between the institution and the neighboring communities such as provision of goods and services by the business community to the college such as food stuffs, transport services, accommodation, entertainment services, etc. On the other hand the college also provides market for goods and services to the business community as well as entrepreneurship training services, research, ICT and consultancy services (UR-CBE Concept Note, 2015).

In regard to entrepreneurship promotion in the neighboring communities, CBE started programs that help businesses acquire entrepreneurship and innovation skills. Some of the outstanding programs that have been initiated include Student Training for Entrepreneurial Promotion (STEP), African Innovation Prize (AIP) and Goldman Sach's 10,000 Women (CED, 2014).

2.2.1 Student Training for Entrepreneurial Promotion (STEP)

The major goal of the Training for Entrepreneurial Promotion is to Promote Entrepreneurship among students through changing the mind-set by projecting self-employment as attractive and feasible career option, increasing business start-up rate by boosting the number of new ventures founded and nurturing job creators instead of job seekers (UR-CBE, 2015a). This program has created an impact among the participants in form of stronger entrepreneurial self-efficacy, more business opportunities identified, more start-up activities planned, increase in entrepreneurial action, increase in new venture start-ups, higher number of employees as well as positive effect on employees (CED, 2014).

2.2.2 African Innovation Prize

The African Innovation Prize (AIP) is a UK based registered non-profit organization founded by Cambridge University Graduates in 2010 to inspire student innovation and entrepreneurship in Africa, through university based business planning competitions and training. The program's

mission and vision is to inspire and support university entrepreneurship in Africa and having African universities with vibrant entrepreneurship cultures respectively (CED, 2014).

AIP inspires Rwandan university students to *dream, design* and *dedicate* themselves to their business ideas. They run a three phase programme consisting of training, mentoring and a two part business plan competition that aims to take students from an initial idea to investment ready (Igihe, 2014). The primary purpose is to unleash the entrepreneurial potential of students in Africa by providing them with the training and seed funding they require to establish successful enterprises (African Innovation Prize, undated; UR-CBE, 2016).

2.2.3 Goldman Sach's 10,000 Women

Goldman Sach's "10,000 Women" is an innovative program launched and underwritten by Goldman Sachs as part of a global initiative to increase the number of women entrepreneurs in the business world (Brush, undated). The initiative seeks to expand "the entrepreneurial talent and managerial pool in developing and emerging economies - especially among women."The "10,000 Women" program is a major step towards acknowledging the important role women serve in business, in helping to reduce inequality, and ensuring women an opportunity for shared economic growth (Kwizera, 2009; MINICOM, undated, Brush, undated).

When Goldman launched 10,000 Women, there were only 2,600 women attending MBA programs in all of Africa, a continent of 900 million people. In Rwanda, the program started in September 2009 and as of June 2014 the program had graduated more than 1,200 women in 11 groups. Many of the 10,000 Women graduates in Rwanda have significantly grown their businesses after the program (CED, 2014).

The Center for Entrepreneurship Development (CED) in the University of Rwanda-College of Business and Economics (UR-CBE) has been providing educational programming and venture support to a diverse population of entrepreneurs since its founding in 2007. Today, the center is a leading force within the UR-CBE entrepreneurial ecosystem (CED, 2014).

The center is guided by a belief that at the heart of every successful venture there is an entrepreneur, whose knowledge, skills and imagination give constant rise to innovative moments.

The CED mission is to cultivate entrepreneurial thinkers, and help them structure business ideas and build value through innovation (CED, 2014, Brush, undated).

2.3 Business growth around Universities and Higher educational institutions

Universities have potentially a pivotal role to play in the social and economic development of their local communities (King, 2004). Successful mobilization of the resources of the university can have a disproportionately positive effect on their regional economies and achievement of comprehensive regional strategies.

According to Henry and Loet (1997), the universities' ability to mobilize their communities to become entrepreneurial is vital in creating massive high-growth startups in the local community. By engaging a broad and diverse population of the university community (students, faculty, alumni, local business and civic leaders) in entrepreneurship activities, universities and colleges aim to catalyze more solutions to major societal and economic problems - from inside and outside the lab-and to create an infrastructure supporting startup creation in the local areas (Yusuf & Nabeshima, 2007). Brennan, et al. (2004) have shown that across the globe, the rate of enterprise growth and development around universities and other higher learning institutions is growing at a higher rate compared to those where there are no such establishments.

The development of enterprises around universities and other institutions of higher learning is diverse and has been documented by various case studies. Matkin (1997) indicated that Michigan University in the USA has a mixture of small and large firms in life sciences, with most of the larger firms clustered around the university because of the linkages they receive. The author indicates that beyond the region's impressive research assets anchored by the University of Michigan, there is a diverse base of firms across several life science sectors. It is a diverse sector that spans pharmaceuticals, biomedical devices, surgical instruments, medical imaging, diagnostics and therapies (Tornatzky, et al., 2002). For example, the author shows that Parke-Davis, maker of Lipitor, was located in the region before Pfizer acquired it and established the Pfizer Global Research and Development facility in the region. Both the University of Michigan and Pfizer/Parke-Davis have been important sources of startup firms for the region's life science cluster. According to data from the UNIDO (2013), there were more than 486 firms that have developed because of their links to the University.

The University of Daytona in the USA has promoted the establishment of many businesses in the local community in form of institutional clusters (Rahm, 2000). Large facilities or clusters attract a base of suppliers to meet the demand of the institution. Although the institution maintains a dominant role over these suppliers and private firms in general compared to other cluster types. Institutional clusters are generally externally focused, responding first to their goals and needs of the institution, which may be externally focused and only secondarily providing benefits to the local economy. Henry, et al. (2000) note that institutional clusters, especially when they are dominated by a single large facility, can become economically dependent on the source of support for that institution. The characteristics of an institutional cluster have implications for a region's ability to further develop the cluster or for a university to align with the cluster. Mateos-Garcia and Sapsed (2011) estimated that as of 2011, there were more than 200 clusters affiliated to the university with more than 780 independent businesses whose localization has been influenced by the presence of the university. These businesses supply goods and services to the university such as stationery services, accommodation and a wide range of other products and services.

In Kenya, the University of Nairobi's (UON) development has also resulted into the establishment of various businesses. Bailey, et al. (2013) have shown that the UON has contributed greatly to the development of Kenya not only in teaching, but also research and consultancy services in various fields in the country and the region. In addition, the university takes part in establishing various businesses under the University of Nairobi Enterprises and Services (UNES) Limited which is a commercial arm of the University. It is charged with the responsibility of promoting and coordinating income-generating activities in the University. Since its establishment in 1996, UNES has established various profit making enterprises on behalf of the university such as UNES Consultancy Unit, Arziki Restaurants and Conference Centres, Financial Management Business Unit, Chiromo Funnel Parlor, Diagnostic and Imaging Radiation, Veterinary Farm, University Library, Hematology Services, University Dental Hospital and an Animal Clinic (University of Nairobi, 2016). In addition to UNES, Bailey, et al. (2013) indicated that other independent businesses have sprung up around the six college campuses of the university which are spread across various locations. The author estimated that there are more than 2796 businesses whose localization has been influenced by the UON. These

businesses include accommodation services, restaurants, recreation and entertainment centres, stationery, printing and publishing services, etc. These are all aimed at meeting the increasing demand from university students, staffs and visitors.

Across East Africa, universities have favored the establishment of various business enterprises to cater for the growing demand for goods and services. Makerere University in Uganda – Kampala, for example has favored the growth of towns and businesses in its neighborhoods such as Wandegeya, Kikoni, Mulago, Karerwe, Nakulabye, etc. Among the businesses that have developed as a result of this university include banking institutions such as Centenary Bank, Stanbic bank, hotels and restaurants such as College Inn, Chicken tonight, Chez Johnson, etc, student hostels such as Akamwesi, Nana, etc. Additionally many other small businesses like entertainment and recreation centres, salons, bakeries, health centres and pharmacies and supermarkets have also sprung up in the neighborhood of the university. In Wandegeya for example, as the number of students admitted to Makerere University increased, investors began to tear down the slum housing and erected high-rise student hostels in the area. Today, respectable businesses such as the Wandegeya Post Office, several commercial banks and an office of the Salvation Army, have relocated into the area (Bwambale, 2014). It has been indicated that there as many as approximately 2032 businesses that have been established to fulfill staffs and students demands from Makerere university (Bwambale, 2014).

In Rwanda, many businesses have developed in the vicinity of universities and other tertiary institutions. For example, Butare town has developed into a busy business center partly because of the presence of the National University of Rwanda (Ntambara, 2009). Due to the large number of university students and student-centered activities in the city, Butare is often regarded as a university city. The city has well developed hotels, lodges, hostels, restaurants, transport facilities, stationery shops and printeries, recreation and entertainment centres, etc (Tanganika, 2010). All these business facilities have developed because of the growing demand for goods and services from university students, staffs and visitors. It must be recalled that the growth of various enterprises directly promotes the development of the local area.

In regard to the CBE, the number of students and staffs has continued to increase and this increases demand for goods and services around the university. For example, in the academic

year 2013-2014 CBE total enrolled students are 7851 in undergraduate program and 311 in post graduate. The current CBE staff in 2014 was 247 where 177 are males and 70 are females (CBE Statistics, 2014). This population size requires well established businesses in the vicinity of the university to meet the increasing demand for goods and services. In response to the growing demand, various enterprises have been established around CBE and the Gikondo industrial park to meet the needs of the growing market (Mugoya, 2012; Kanyesigye, 2013). These include stationery and printing businesses, garment shops, hostels, restaurants and entertainment centres, etc. Additionally, CBE is in the vicinity of Gikondo expo grounds which attract over 330 exhibitors from various countries and foreign firms from Uganda, Kenya, Tanzania, Ghana, Egypt, Nigeria, Ivory Coast, United Arab Emirates, Pakistan, Iran, India, Malaysia, Singapore and Poland to participate in the annual event. The previous experience shows that after the expo, most exhibitors proceed and start business in the country (FPR, undated). Such businesses contribute not only to the growth of CBE neighborhood but the nation at large.

2.4 Business linkages that exist between universities and local communities

Universities and other higher learning educational institutions have potentially a pivotal role to play in the social and economic development of their local communities and regions. They are a critical 'asset' of the surrounding communities.

According to Brennan, et al. (2004), universities and other higher learning institutions promote research and development activities which play a key role in local development by providing the knowledge base that can stimulate innovation (Reinhilde & Cassiman, 2005). It ought to be indicated that one of the most important ways in which a university and other higher learning institutions can contribute to their local communities is through the conversion of research into forms that can be taken up by local community actors in the private and public sector.

Recent research into the role of universities and local community development has begun to find other incidences of robust university involvement in local economies. Rosenberg (2003) argues that American commercial success in high-technology sectors of the economy, "owes an enormous debt to the entrepreneurial activities of American universities". He attributes much of this entrepreneurial activity to the willingness of university faculty to go beyond their traditional research and teaching activities and engage in the commercialization of their research. Though

linkages are manifested in different ways and to differing degrees, more and more cases of “entrepreneurial research universities” are emerging in the literature (Feldman, 2003; Feldman and Desrochers, 2004). The Innovation U project, a recent study of how a small group of research universities in the southern U.S. are using their technological strength to build links with industry identifies the emergence of a new 21st century model of an “entrepreneurial research university” that “aggressively partners with technology-based industry and regional economic development interests, exhibits and encourages entrepreneurial behaviour, and champions these new directions in its public pronouncements and internal values” (Tornatzky, et al. 2002).

Provision of consultancy services is one of the most straightforward ways of encouraging business-university interactions (Brennan, et al., 2004; Aldo & Nesta, 2006). Universities and other higher learning institutions will often have some kind of “business engagement” office or centre, where businesses can request specialist support in overcoming what is usually an immediate problem which requires a short term solution. Gibbons and Limoges (1994) indicated that consultancy projects offered by universities are usually time bound, contract driven and with clear milestones, targets and costs. Consultancy services enable businesses to access the vast knowledge resources of the university and also helps to embed university expertise within the private sector, thus demonstrating impact of their research. The Association of European Universities (1998) has indicated that businesses that engage with universities and other higher learning institutions are more likely to be innovative and growth oriented and therefore have the potential to make a greater contribution to their local and regional economy. However, many businesses find it difficult to identify access points and route ways in to universities. Universities need to not only proactively promote their services to local businesses but also ensure that there are clear contact and entry points.

In a similar development, Henry and Loet (1997) and Shinichi (1997) argue that universities and other institutions of higher learning promote local communities and businesses through innovation vouchers. Innovation Vouchers enable small and medium-sized businesses to buy specialist support from knowledge-based institutions. These are a bit more complex and they differ from consultancy as they are geared towards stimulating demand for university research

rather than a response to existing problems in the business. Innovation vouchers support SMEs to purchase services for which the outcomes and process will be less clear (Henry & Loet, 1997). This can range from addressing problems in the business operations to helping unlock innovations in products or services. Innovation vouchers offer more opportunities for growth than simply responding to a request for services as in the case of a consultancy relationship. The European Creative Industries Alliance (2014) argues that innovation vouchers are useful to build relationships between suppliers who transfer services and knowledge and beneficiaries may lead to long-term partnerships between them. Therefore, universities and other institutions of higher learning with their research orientation and curiosity driven cultures have a large role to play in fostering innovation in their regions.

In exploring further on the contribution of universities and higher institutions of learning, Johannesson (2008) indicated that these institutions favor the establishment of Knowledge Transfer Partnerships (KTPs) with local communities. Ondigi (2011) indicated that knowledge transfer partnerships are arrangements where businesses with a strategic need are allowed by universities and other higher education institutions to access their expertise and knowledge so as to improve their competitiveness, productivity and performance. The scheme involves a high caliber graduate working in a company with academic supervision. This often results in strategic advantages for the company; academic benefits to the University and valuable industrial experience to the associates. KTPs are an important tool in disseminating research from universities into local businesses and communities. These ensure that maximum 'value' from the investment in research is embedded in the community. Also universities may be working with a number of businesses in the same industry, so can diffuse learning between them. University researchers may be operating in a much broader geographic sphere than SMEs and therefore can bring global experience and expertise to help address local issues.

Universities and other institutions of higher learning are also credited for promoting the growth of science and technology parks (Bronwyn & Mairesse, 2006). These are centres at universities and other education institutions which are established to provide a focal point for related business in a particular industry or sector. The authors argue that features of science and technology parks can include specialist management, incubation and business support, links to

university and other research centres, shared resources and equipment and “soft” support such as mentoring, networking, business counseling, etc. It must be recalled that science parks usually have formal and operational links with centres of knowledge creation, such as universities and create a mechanism to commercially exploit research being carried out there. Such parks are often built around a specialized industry that an area is trying to develop or exploit, and as such can act as a showcase in marketing itself and attracting inward investments. The underlying theory behind Science parks is that there will be agglomeration effects from collocating research intensive businesses that will benefit the wider economy.

Hand in hand with science and technology parks, Bronwyn and Mairesse (2006) opine that universities and other institutions of higher learning facilitate the growth of Research and Technology Centres. These centres create a critical mass for business and research innovation by focusing on a specific technology where there is a potentially large global market and a significant national capability. Michael and Chakrabarti (2002) also indicated that universities in collaboration with the established research and technology centres provide a translational infrastructure to provide a business-focused capacity and capability that bridges research and technology commercialization. They are generally focused on the exploitation of new technologies to facilitate business growth and innovation. These centres are an important part of the innovation system, with potential to make a major long-term contribution to economic growth. They allow businesses to access equipment and expertise that would otherwise be out of reach, as well as conducting their own in-house research and development (R&D).

Through analysis of education and enterprise growth, Clark (1998) argues that universities and other institutions of higher learning encourage and promote graduate enterprise (training, placements, new firms). The author indicates that there are three main thematic areas deployed by universities to support entrepreneurship among students and recent graduates, i.e., training in the skills of ‘being enterprising, providing business experience through placements in local small and medium enterprises (SMEs) and supporting them in the creation of new ventures and the exploration of new business opportunities. King (2004) and Mateos-Garcia and Sapsed (2011) have indicated that the support that universities and other higher education institutions offer to their entrepreneurial students can include assistance in compiling a business plans, free office

space and equipment, free access to meeting and administration areas, specialist industry advice from business mentors as well as grants and financial assistance. It must be emphasized that universities that are actively promoting and supporting entrepreneurship amongst students and graduates are supporting their local and regional economies, firstly by adding to the pool of businesses in the economy; and secondly, by retaining high skilled individuals in the local community or region.

Universities and other institutions of higher learning facilitate the growth of networks and cluster initiatives in the local community or region (Mateos-Garcia & Sapsed, 2011). Such business initiatives are concentrated on encouraging and supporting inter-firm collaboration, institutional development and support in targeted industrial sectors. The sectors usually targeted are those that offer the most local economic development potential. Where the local economy has existing clusters this may provide a more targeted approach to improving economic development activity by leveraging resources in the direction of greatest potential return. Yusuf and Nabeshima (2007) and Ejnazarzala, et al. (undated) argue that cluster development can help identify a region's economic strengths, identify realistic ways to shape the region's economic future and help distinguish itself from other regions. It creates linkages within sectors, as local firms trade with each other, collaborate on projects and provide a platform for shared marketing activities.

Universities and other higher learning institutions create international linkages with local communities. For example, Ondigi (2011) argues that universities are increasingly operating in a globally competitive marketplace, both in terms of student recruitment and attraction of academic staff. This leads to a growth in international partnerships and collaboration also has an impact on staff who are likely to be required to be more internationally mobile if involved in research projects or teaching programmes, which could include exchanges or periods teaching overseas. The University of Glasgow, in its Internationalization Strategy Paper (2010) indicates that opening the university to international collaboration provides a range of opportunities to contribute to the economic, social and cultural development of the local area and region in partnership with civic leaders, key organizations and the international community. Ondigi (2011) notes that globally, connected universities and higher education institutions act as "windows" on the community and region in building and enhancing the image and reputation of the community

to the wider world. This can benefit the development of the community in a number of ways, i.e., connecting people from all over the world into the community which can act as a vehicle for future cooperation; attracting researchers from around the world who will contribute to the development of new technologies which may result in new, innovative spin out firms being established; act as a lever for international investment as firms grow around areas of international specialism and expertise.

Universities and other higher learning institutions are credited for fostering workforce development through skills development programmes. The World Bank (undated) defines workforce development projects as skills development programmes which are designed to meet the needs of the employer (by meeting a current or future business need), the employee (in terms of their career progression and professional development), and the community (by ensuring the right skills exist to build community advantage in line with smart innovation strategies). For this reason universities design and deliver various courses to ensure that local industries can have their employees retrained in form of refresher courses and improve of their skills and career progress. During the 88th session of the International Labour Conference in Geneva in 2000 ILO (2000) indicated that workforce development programmes are vital in exposing people to skills and knowledge, improving links between universities and business and involving universities in the development of specific key sectors in the local economy. Additionally, the European Commission (2010) indicates that connections between the local community and the university can help to raise the profile of local sectors and clusters as they become more connected to the university and its networks beyond the region. As workers become more skilled they are more valued by employers - not only can this attract new companies to the community but also makes them more employee-friendly as they are reluctant to lose the workers they have invested in training.

In regard to employment, the Asian Development Bank Institute (ADBI), et al. (2014) has indicated that universities and other tertiary institutions increase labour mobility of staffs and students (internship and placement). ILO, et al. (2015) define labour mobility programmes as arrangements which encourage movement of university staff and students between the university and the public and private sectors in the neighborhood and the region. As with most

interventions, ILO, et al. (2015) further indicate that labor mobility programmes can have a number of effects for the community by increasing employability, particularly in the case of students, by giving them ‘hands on’ experience in the workplace, promoting knowledge transfer and unlocking some of the intellectual assets of the university for the benefit of the host organization. Labour mobility programmes can also help to build skills, especially among academics, which in turn can create opportunities for future collaborations by breaking down barriers between the university and other sectors within the local community.

In a related development, Henry (2002) indicates that universities and other higher learning institutions encourage talent attraction and retention (incoming mobility, fellowship) in the local community. According to McKenzie (2007), talent attraction and retention refers to interventions aimed at enticing individuals with specific skills and attributes to move in to, return to, or remain in the area. It must be recognized that the impact of attracting and retaining skilled staffs is powerful, as there is a clear link between presence of highly skilled people and regional growth. It has been indicated by the International Labor Organization (2010) that clear targeting of people with specific sectoral skills can help build up a critical mass, which in turn can act as an attractor of other individuals and businesses.

On the social scene, universities and other institutions of higher learning foster student volunteering and community work which are instrumental in promoting the well being of the local communities. Brennan, et al. (2004) indicated that many universities offer programmes that enable students the opportunity to get involved in activities beyond the limit of their academic pursuits and give something back to local communities. Kwiek (2001) stresses that the objective of student voluntary and community work programmes is often to create more rounded individuals by helping them build problem solving skills which in turn enhance their chances of future employment. It is important to understand that well thought out programmes will not only deliver the objectives of improving student skills, but also help to mobilize the student population to address wider societal problems. This can also help in making connections between universities and local areas which may result in future mutually beneficial partnerships.

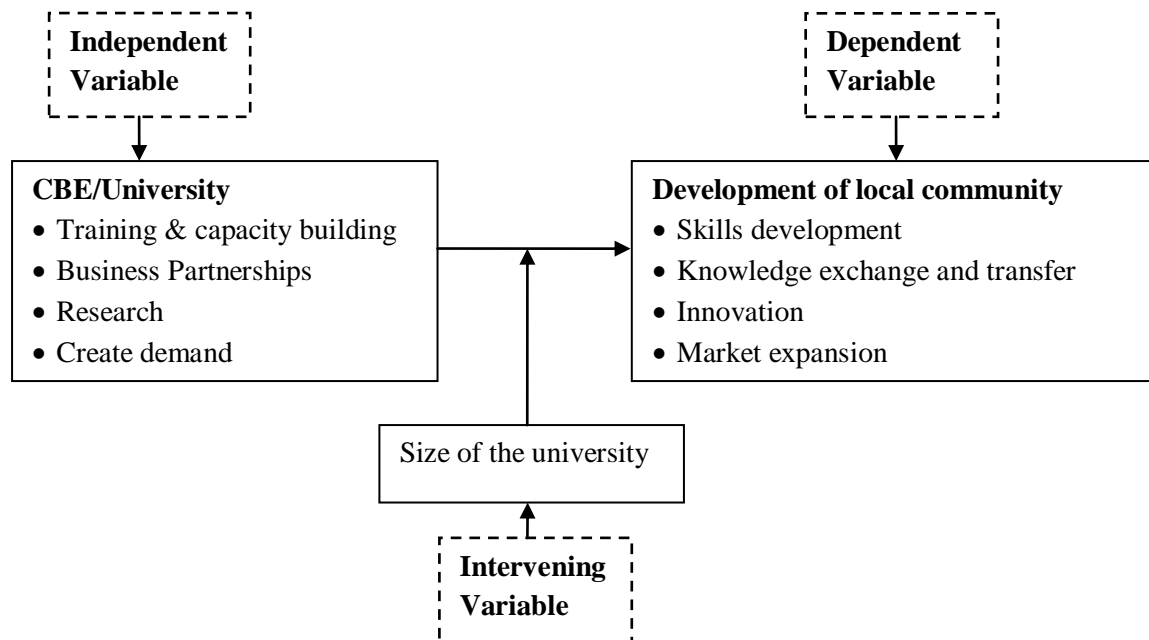
Institutions of higher learning are also focal points for cultural development and promotion of art. Brennan, et al. (2004) have revealed that universities and institutions of higher learning can

contribute to the cultural development of the local area through promoting cultural activities and infrastructure, but also more generally by enhancing the amenities in the area through investment in capital development projects. Universities are often a key partner in the development of museums, galleries, theatre, art studios and galleries, and there may be strong links back to the research expertise of the university, which helps promote the area as a cultural centre. Florida (2002), in his works on *the rise of the creative class* proposed that the presence of a creative class who are attracted by the presence of cultural assets can act as a catalyst for economic development, innovation and tolerance in communities where universities and other higher education institutions are located.

2.5 Conceptual framework

The conceptual framework is a diagrammatical representation of the relationship between the independent and dependent variables in the research study. Figure 2.1 depicts the conceptual framework for this study. It shows the relationship between the College of Business and Economics as a university college of UR and the development of the local community.

Figure 2.1: Conceptual framework of CBE and development of local community



Source: Designed by the researcher

According to figure 2.1, the College of Business and Economics (University College), which is the independent variable, represented by the functions that it performs in its attempt to improve service delivery (Training & capacity building, Business Partnerships, Research and Creation of demand). Training and capacity building refers to strengthening the skills, competencies and abilities of people and communities in developing societies so they can become more productive in the society. Business partnerships refer to the collaboration between the university college and the local business community in exchanging knowledge and other resources to improve productivity. Researching universities involve the systematic investigation and study of materials and sources in order to create a new product or service or improve the existing one to make them beneficial to society. In the execution of its activities and projects, the university purchases goods and services that facilitate the operations and this creates demand for goods and services from the local businesses.

In performing the above functions, the university college/CBE promotes the growth and development of the local community (which is a dependent variable for this study). For example, training and capacity building improves the skills of the local labor force, Business Partnerships encourage knowledge/skills exchange and transfer within the community, Research gives rise to innovations in various fields and the creation of demand widens the available market for goods and services provided by the local businesses.

The size of the university/college is an intervening variable for this study. It is the size of the university that determines whether it will be beneficial to the local community because the size determines the amount of funds that will be allocated to the university and the size of the staff. The size of the university will also influence the effectiveness of the training and capacity building programs, the number and effectiveness of business partnerships and research to be conducted. The size of the university also determines the demand that the institution will have on the local community.

Therefore, the university/CBE has both direct and indirect effects on the local community in form of providing goods and services as well as widening the market for goods and services.

Summary of lessons learnt

From the literature reviewed, it can be argued that universities and other institutions of higher learning play a positive role in the development of their neighborhoods. The role spans across various dimensions including consultancy services, knowledge and skills transfer, technology parks, development of entrepreneurship skills and business incubation centres, business cluster development. However, neighborhood communities also contribute to the growth of these institutions as they are sources of the labourforce; provide other services such as accommodation for both students and staffs,

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology of research; namely research design, target population, sample design and size, sampling technique, data collection methods, reliability and validity of data instruments, data analysis procedure and ethical consideration.

3.1 Research Design

The researcher used an explanatory research study design. According to Creswell (2008), an explanatory study design, sometime referred to as analytical study is used to identify any causal links between the factors or variables that pertain to the research problem.

This research design is was preferred for this study because the researcher was interested in determining the link between two variables (CBE/university and the growth of local community). This means to study whether a change in community progress was linked to the existence of CBE. To this effect, the researcher was interested in determining the link between CBE as a university college and the growth of local community.

An explanatory research was designed by following the steps outlined by Creswell (2008) and Lodico, et al. (2006). These included identifying the study variables (CBE University College and the growth of local community), selection of enterprises/ population and a sample size, selection of a method of measurement, collection of necessary data, data analysis and interpretation of results.

The researcher used a case study of UR-CBE Gikondo Campus as a university college and Kinunga Cell as the neighboring community. Creswell (2008) defines a case study as a detailed analysis of a single person, group or geographical setting and its relationship to a phenomenon. The case study approach was used because according to Lodico, et al. (2006), case studies allow the researcher to collect in-depth data from a single phenomenon.

3.2 Target Population

The target population of this study was people who reside in Gikondo sector, Kinunga cell, where UR-CBE main campus is located. According to Rwanda's 4th Population and Housing

Census, 2012, there are 16,542 people in Gikondo sector (MINECOFIN & NISR, 2015) out of which 5,641 are from Kinunga Cell.

3.3 Sample Size Determination

3.3.1 Sample Size

Since the total target population of Kinunga Cell is 5,641 people, the researcher was unable to cover the entire population. Therefore, the sampling formula by Yamane (1997; cited by Israel, 2013) was used to determine the manageable sample size of respondents to participate in the study.

This formula is stated as $n = \frac{N}{1+N(e)^2}$, where n is the sample size, N is the population size (5,641), and e is the level of precision (0.05).

$$n = \frac{N}{1 + N(e)^2} = \frac{5,641}{1 + 5,641 (0.05)^2} = \frac{5,641}{1 + 5,641 * 0.0025} = \frac{5,641}{15.1} = 373$$

Therefore, the sampling equation above shows the application of Yamane’s formula to the population size of 5,641 people which gave the sample size of 373 respondents.

3.3.2 Sampling Technique

Simple random sampling was also applied in selecting the sample because it helps to eliminate bias and prejudice. This is a sampling technique in which respondents are chosen randomly and each individual has the same probability of being chosen at any stage during the sampling process (Yates, et al., 2008). This method was applied in selecting both the local community and CBE members. Local administration was sought to identify and locate the respondents. The respondents were selected randomly from the residents of the localities by taking into consideration of their education, age, occupation and relation to CBE. To apply this technique, the rotary and number method was used where the researcher wrote numbers from 1 to 5,641 on pieces of paper which were folded and carried in a bag. Before engaging the respondent, the researcher would request him/her to pick his/her lucky number. People who picked numbers 1 to 373 were selected to participate in the study because 373 was the highest limit of the sample size.

3.4 Data Collection Methods

3.4.1 Data Collection Instruments

The researcher used three instruments or tools during the data collection process. These include the questionnaire, interview guide and secondary documents (both published and unpublished).

The questionnaire with close-ended questions was used during primary data collection and was administered to both CBE and the local community in Kinunga Cell. Close ended questions were preferred because they are quick and easy for respondents to answer. The questionnaire was preferred because it collects information from many respondents in a projected time frame. All respondents were given the same sets of questions except in technical circumstances.

Both formal and informal interviews with selected business operators from Kinunga Cell and CBE were conducted using the interview guide. Guiding questions were used for the interviews but during the course, other questions were asked depending on the responses by the respondents. The interview guide was composed of open-ended questions and this was intended to give respondents a chance to support their opinions in a free atmosphere in addition to predetermined choices. Results from interviews helped in complementing information obtained from the questionnaire. During interviews, clarification would take place enabling interviewees to reveal their view points.

Documents such as CBE reports, newspapers, magazines, brochures, etc were also reviewed to establish the impact of CBE/University College on the development of the local community in Kinunga Cell. Documentary analysis was used because it enhances the researcher's overall understanding of the situations under study, by providing information which cannot be obtained using other instruments.

Table 3.1 Objective-wise data needs, sources and collection tools

Objective of research	Needed		Sources of		Tools for collecting	
	Primary Data	Secondary Data	Primary Data	Secondary Data	Primary Data	Secondary Data
1. Rate of Business growth	factors for business location around CBE, number of businesses operated	Factors that influence businesses location around universities	Business operators in Kinunga	Reports, newspapers, magazines	Questionnaire, Interview guide	Document Review
2. Linkages between CBE & businesses by community	Services provided by local community to CBE, services provided by CBE to local community	Services provided by local community to universities, services provided by universities to local community	CBE and Business operators in Kinunga	CBE reports, news papers, magazines	Questionnaire, Interview guide	Document Review
3. CBE & social development	Role of CBE in social development	Role of universities in social development	CBE and Kinunga Residents	CBE reports, news papers, magazines	Questionnaire, Interview guide	Document Review

Source: Researcher's Own

As table 3.1 shows, Primary data (or firsthand information) was accessed through the filled questionnaires and interview guides. It was provided by respondents from CBE and the local community. It focused on the factors that influence business location in Kinunga, the services provided by CBE to the local community and those provided by the local community to CBE, as well as the contributions of CBE to the social development of the local community.

On the other hand, secondary data was accessed from textbooks, journals, reports, and others documents that have already been compiled.

It focused on factors that influence businesses location around universities, Services provided by local community to universities, services provided by universities to local community and the

role of universities in social development. It was obtained by reviewing various documents published by other writers.

3.4.2 Administration of Data Collection Instruments

After the approval of the proposal by CBE, the researcher sought a letter of introduction to the business enterprises in Kinunga Cell. The researcher then met the management and sought permission to administer the research instruments to their enterprises. The major research instrument, the questionnaire was given to technical staffs and experts to get their comments on where changes were needed. This expanded the validity and consistency of questionnaire after their input. After making some modifications, it was re-administered. The secretary of Kinunga Cell helped in identifying potential respondents who were deemed to provide reliable and valid data. It is after the guidance of the secretary that the researcher was able to effectively administer the research instruments.

3.4.3 Validity and Reliability

Validity of data collection instruments refers to the appropriateness of instrument to measure a variable and come up with intended results (Amin, 2005). Validity means the success of the scale in measuring what it sets out to measure. The researcher pretested the questionnaire by using research experts especially lecturers of CBE. These were requested to judge whether questions in the questionnaire are relevant and able to collect valid data for the study. The lecturers, particularly the research supervisor were requested to make some recommendations for improvement. Where suggestions were made, the researcher then made changes in line with the supervisor's suggestions.

Reliability of a measurement instrument on the other hand is the extent to which it yields consistent results when the characteristic being measured has not been changed (Leedy & Ormrod, 2005). Furthermore, in order to increase reliability, the researcher should use the same template as far as possible and use static methods (Cameron, 2008). To ensure the reliability of measurement instrument, the researcher first performed standardized pilot-tests by administering the instrument from one person or situation to another.

Besides, the researcher also believes that this study was reliable since the respondents were selected from the local population based on their past experience and interactions between CBE and the local community. Therefore, the researcher believes that their answers were credible and reliable. Furthermore, the questionnaire and interview guide was interpreted into the local language that all respondents can easily understand.

3.5 Data Analysis Procedure

Before the data was entered into the computer for analysis and interpretation, the researcher cross-checked responses to identify and remove errors. Then data was coded and entered into computer using MS Excel spreadsheet which converted the data into tables, pie-charts and graphs backed by frequency and percentage presentation so as to aid the researcher to meaningfully describe the distribution of responses using a few indices. Qualitative data obtained was analyzed where opinions, ideas, beliefs, attitudes, statements or arguments were classified into themes, categorized and then discussed within the context of interpretation of research findings. Secondary data was used to complement primary data where comparisons were made.

3.6 Ethical Considerations

While conducting the study, the researcher observed various research ethics such as honesty, integrity, humility, confidentiality, non-discrimination, human subjects' protection, etc. The researcher first explained the purpose of the research to respondents and then sought permission for conducting the study. The researcher respected human dignity and the respondents' choice to answer/not answer the questions presented in the questionnaire and interview guide. Confidentiality was then observed and names of respondents were not published in final project report.

3.7 Limitations

The process of collecting data and writing this project report was not easy as the researcher faced the following challenges.

Illiteracy among respondents: Some respondents wanted to fill questionnaires for themselves but some of them did not know how to read and write. The researcher therefore had to read questions, interpret for them and they provided verbal responses and the researcher recorded what they said.

Suspicion among business operators: Some business operators were suspicious about the objective of the study in their businesses. It is believed that they suspected the researcher to be an undercover revenue investigation agent. Some of them were hesitant to provide data. It was after laborious introduction and explanation that they accepted to provide data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The study focuses on the interface of the University of Rwanda, College of Business and Economics and the neighborhood - a case study of Gikondo Campus in Kinunga Cell. Therefore, the aim of this chapter is to present the data collected from the field and describe the interface of UR-CBE and its neighborhood. Data analysis and interpretation helps to present the raw data in a simple and straightforward form such that it can be easily understood by other readers. The presentation and analysis is according to the objectives of the study and is divided into four sections which include response rate, respondents' relevant background data, the rate of entrepreneurship development around CBE, business linkages that exist between CBE and the neighbourhoods and the relationship between CBE and the growth of surrounding communities.

4.1 Kinunga Cell

4.1.1 Profile of the Area

Kinunga Cell is one of the administrative divisions in Gikondo sector, Kicukiro District in the City of Kigali. It comprises of 855 households with a total population of 5,641 people. By economic activity, the majority of the population is engaged in operating businesses, salaried workers, students and the unemployed.

4.1.2 Response Rate

In order to obtain primary data for presentation of research findings, the researcher distributed questionnaires to 373 residents of Kinunga sector to clearly collect their views of how UR-CBE has affected their neighborhoods. However, 146 of the administered questionnaires were returned blank as respondents reported that they lacked adequate time to respond while others did not know how to read and write. Therefore, out of the sample size of 373 people who were selected, data was collected from 227 respondents, who constituted a response rate of 62%. This response rate is valid since it exceeds Altman and Bland's (2007) recommendation of at least 50%. Altman and Bland (2007) indicate that obtaining a response rate that exceeds a half of the selected samples is preferable because the missing data is always inevitable since some respondents may decide not to respond to some items or the whole questionnaire.

4.2 Respondents' Background Information

The study questionnaire was designed beginning with relevant background data on gender, level of education, length of time spent living in Kinunga cell and the respondents' occupation. This section is very important as it helps the researcher to determine respondents' backgrounds which have implication on the relevancy, validity and reliability of data provided. Table 4.1 shows the findings.

Table 4.1: Respondents' Background Information

Gender	No. of Respondents	Percentage
Male	119	52
Female	108	48
Total	227	100
Education		
University/Postgraduate	91	40
Secondary	47	21
Tertiary, technical or vocational	89	39
Total	227	100
Time living in the area		
0-2 years	34	15
2-4 years	82	36
4-6 years	71	31
6+years	40	18
Total	227	100
Occupation		
Student	97	43
Business	86	38
Others	44	19
Total	227	100

Source: Primary Data, May 2016

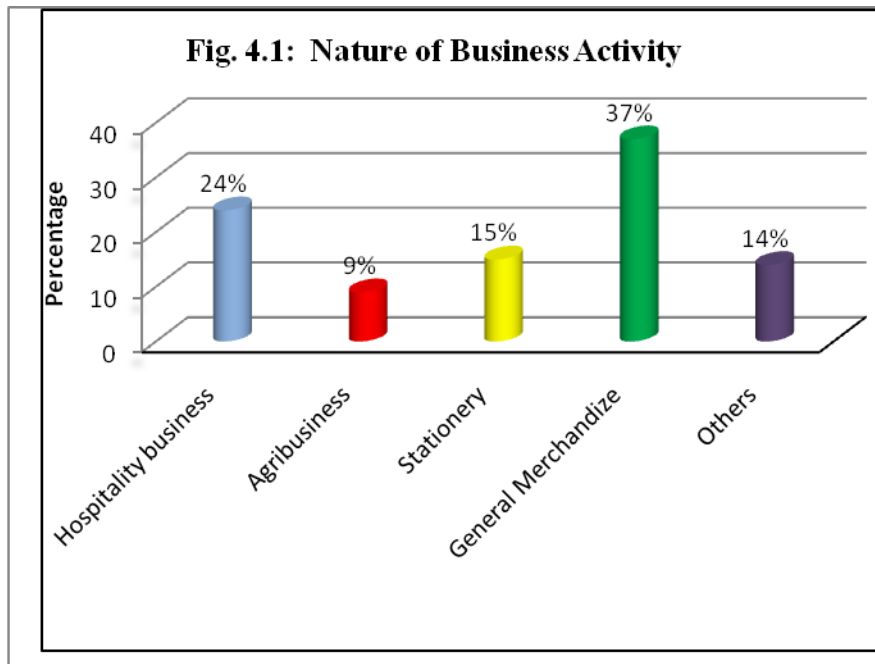
As table 4.1 shows, 52% of the respondents were male while 48% were female. This indicates that both sexes were equitably represented in the study which is an important element since Rwandan communities have mainstreamed gender issues in all development programs. Concerning education, 40% were university and postgraduates, 39% had completed tertiary, technical or vocational education while 21 had completed secondary school. Since education enables people to widen knowledge, it can be argued that the respondents have better understanding of the contribution of CBE to the community and therefore the data they provided was valid and relevant for the study. Regarding the length of time spent living in the area, 85% had lived/worked in Kinunga for a period of 2 or more years. This period is adequate to enable respondents understand how CBE has contributed to the growth of their neighborhoods. In terms of occupation, 43% of respondents were students, followed by 38% who were business people and 19% others (such as farmers, art and craft, employed people, etc). This indicates that the majority beneficiaries of CBE's existence are students and business people who are the majority in Kinunga Cell.

4.3 Rate of business growth around CBE

The study also sought to investigate the rate of business growth which is one of the indicators of development in Kinunga Cell. The subsequent analysis shows the findings.

4.3.1 Nature of business activity

The researcher started by determining the nature of business activities operated by respondents. Figure 4.1 shows the results.



Source: Primary data, May 2016

As indicated in figure 4.1, 37% of respondents were dealing in general merchandize, 24% were in hospitality business (hotel, lodges, restaurants, entertainment, etc), 15% were dealing in stationery (books, papers, pens and secretarial work, etc) while 9% were in agribusiness. Other business activities included art and craft, transport and communication, etc (14%). This indicates that residents of Kinunga sector have taken it upon themselves to uplift their livelihoods and utilize the market potential of the area by engaging in business activities.

4.3.2 Number of Businesses Activities Operated in Kinunga

Having identified the business activities in the area, the researcher was also interested in finding out the number of businesses/Income generating activities operated by respondents. Table 4.2 shows the findings.

Table 4.2: Number of Businesses Activities Operated in Kinunga

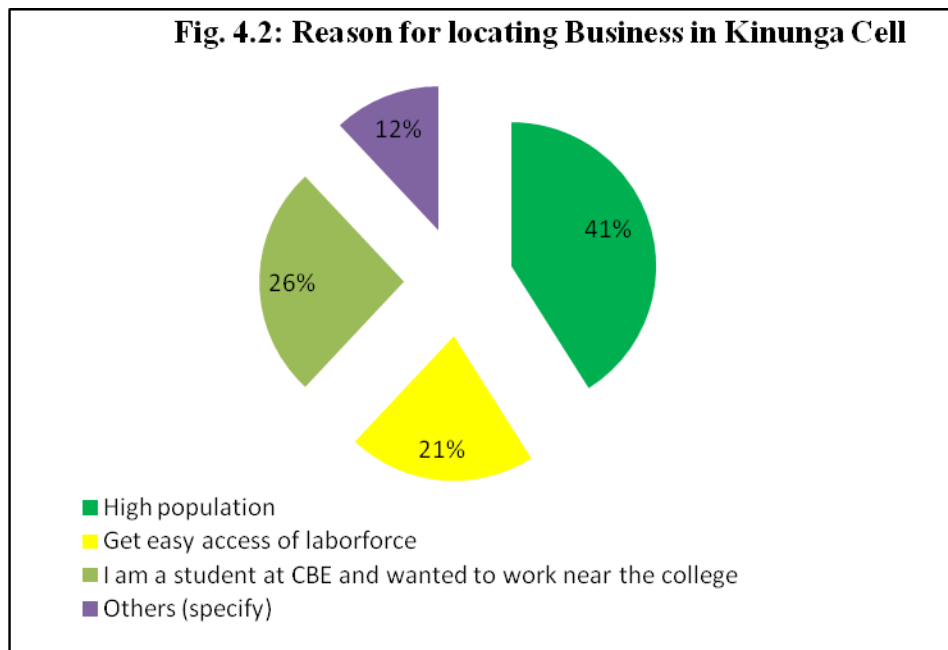
Number of Business Activities	No. of Respondents	Percentage
One (1)	31	36
Two (2)	38	44
Three or more (3+)	17	20
Total	86	100

Source: Primary Data, May 2016

According to table 4.2, the study finds that only 86 respondents were business operators. Among those, 64% were operating two or more businesses. This indicates the innovativeness of Kinunga residents in diversifying their income generating activities. This may signify that there are various demands for goods and services that need to be met.

4.3.3 Reason for Business Location Kinunga

Having identified the nature of businesses, the researcher also tried to establish the reasons why business owners chose to locate their businesses in Kinunga sector and not any other areas in Kigali. Figure 4.2 shows the responses.



Source: Primary Data, May 2016

Findings as indicated in figure 4.2 show that 41% of respondents were attracted by high population. This can be attributed to the high demand for goods and services created by the existence of CBE. Secondly, 26% revealed that they were students at CBE and wanted to work near the college. This also indicates that CBE has stimulated business start ups in Kinunga since some of the entrepreneurial students have relocated their businesses to area for easy accessibility after school. Furthermore, 21% of respondents also revealed that they got attracted to locate their businesses in Kinunga so as to get easy access of labor force. This may be construed as a strategy to get cheap labour from part-time students at the College. Other factors that attracted businesses in Kinunga included desire to get easy access to university partnerships, proximity to the shopping center in Kigali town, easy access to entrepreneurship training at CBE as well as availability of transport and communication facilities (12%). Generally, all the factors that attracted businesses into the area are related to the existence of CBE. This indicates that CBE has greatly contributed to the growth of entrepreneurship in Kinunga Cell.

4.3.4 Number of Customers and Revenue Generated

The study also investigated the number of customers and revenue registered by respondents daily. This was intended to determine business ability to generate profits in the areas. Table 4.3 shows the findings.

Table 4.3: Number of Customers and Revenue Generated

No of Customers	No. of Respondents	Percentage
≤ 15	6	7
16-30	15	17
31-45	23	27
46+	42	49
Total	86	100
Estimated Daily Revenue (Rwf)		
≤ 100,000	26	30
100,001-200,000	29	34
200,001-300,000	22	26
300,000+	9	10
Total	86	100

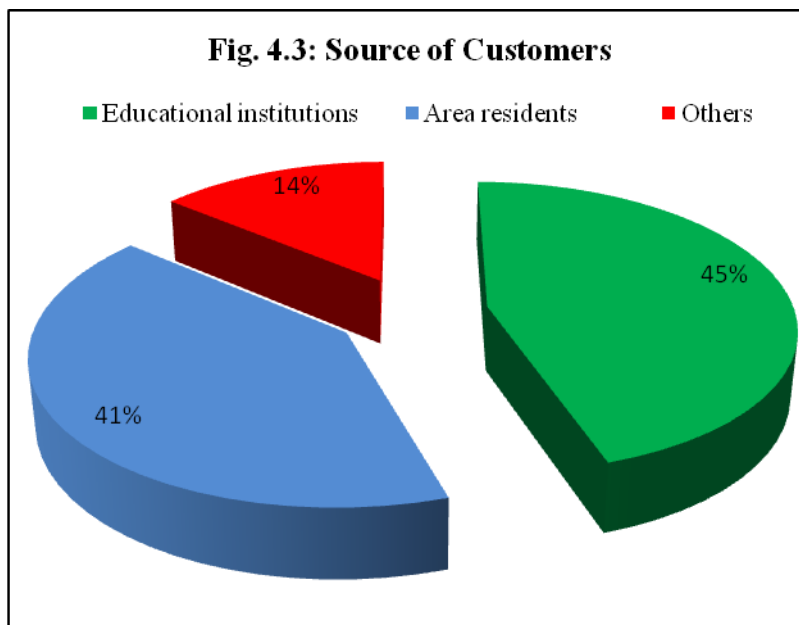
Source: Primary Data, May 2016

In terms of customers, 49% of respondents revealed that on a daily basis, they registered 46 customers and more, 27% said that they registered 31-45 customers while 17% received 16-30 customers. In terms of revenue, 34% were registering Rwf 100,001-200,000 in their books of accounts, followed by 30% who were registering Rwf \leq 100,000 and 26% who were registering Rwf 200,001-300,000.

However, data from interviews indicated that the number of customers and amount of revenues registered by Kinunga businesses on daily basis declined in the months of June – September and December every year. A closer look at CBE’s academic calendar showed that this is the same period when students go for holidays. The decline in customers and revenues at the same time when CBE closes is an indication that most of the customers for businesses in Kinunga Cell come from the CBE community.

4.3.5 Source of Customers

The researcher also asked respondents who were operating businesses in Kinunga Cell to reveal where most of their customers come from. This was aimed at determining which institutions contributed bigger market shares. Figure 4.3 shows the responses.



Source: Primary Data, May 2016

As shown in figure 4.3, 45% of respondents revealed that their customers were coming from educational institutions such as CBE and surrounding schools, followed by 41% who said their customers were area residents. Similarly, 14% said that their customers came from other sources such as visitors in the area, religious institutions and fellow business people. Since CBE is the biggest educational institution in the area, it can be argued that it forms the biggest market share for businesses in Kinunga Cell.

Furthermore, data from interviews revealed that since most students and lecturers at CBE reside in the neighborhood, they form a big market base from the surrounding businesses. One shop owner stated that, *“CBE is the largest institution that purchases most of the goods and services we produce in the neighborhood. I, for example deal in stationary items and services and all my customers are from CBE”*

4.3.6 Business Competition in Kinunga Cell

The researcher further asked respondents to explain the level of business competition in the area in their respective business line. This was intended to determine whether more businesses are being attracted into the area. Table 4.4 shows the responses.

Table 4.4: Business Competition in Kinunga Cell

Response	No. of Respondents	Percentage
Very high	52	60
High	29	34
Moderate	5	6
Total	86	100

Source: Primary Data, May 2016

According to table 4.4, 60% of the businesspeople revealed that competition for customers in Kinunga cell was very high while 34% also noted that competition was high. This can be attributed to increased demand for goods and services from CBE whose population keeps increasing. This has attracted many businesses to locate in the area providing similar goods and services.

Findings from interviews also indicated that demand for business and residential premises was very high which meant that landlords were increasing rent charges which further accelerated competition between businesses.

4.4 Role of CBE in local business growth

The researcher sought to determine the role that CBE has played in the growth of businesses in its neighborhood. A five-point Likert Scale was used to rate 9 items in form of statements that were perceived to be the role of CBE in business growth. Table 4.5 shows the findings.

Table 4.5: Role of CBE in Local Business Growth

No	Item	Number/Percentage of Respondents				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Provision of Consultancy services	117(52%)	16(7%)	3(1%)	32(14%)	59(26%)
2	Growth of networks and business clusters in the neighborhood	219(96%)	8(4%)	-	-	-
3	Knowledge and skills transfer	201(89%)	10(4%)	16(7%)	-	-
5	Skills development	221(97%)	6(3%)	-	-	-
6	Product or service innovation	12(5%)	-	135(59%)	34(15%)	46(20%)
7	Market for goods and services	223(98%)	4(2%)	-	-	-
8	Creation of College-affiliated enterprises	225(99%)	2(1%)	-	-	-
9	Growth of infrastructure, e.g. roads, electricity, water, etc	224(99%)	3(1%)	-	-	-

Source: Primary Data, May 2016

NB: Figure in parentheses represent percentages of the total respondents of 227 people

As shown by table 4.5, the majority respondents strongly agreed that CBE has played a key role in the growth of local businesses in her neighborhood. In item 9, 99% of respondents SA that CBE has accelerated creation of College-related enterprises. This can be attributed to the fact

that some businesses related to CBE such as restaurants and canteens, consulting firms, and student hostels, etc, have been established and these provide various services to both CBE and the surrounding areas. Item 8 shows that 99% also strongly agreed that CBE has promoted the growth of infrastructure, e.g. roads, electricity, water, etc. These have eased business process and service delivery to customers. Furthermore, in item 7, 98% of respondents strongly agreed that CBE has created market for goods and services. It is worth to note that this has widened customer base and revenue earnings for surrounding businesses. In Item 5, 97% strongly agreed that CBE has promoted skills development. This was attributed to the entrepreneurship programs that CBE provides to entrepreneurs which foster business growth. Furthermore, item 2 shows that 96% strongly agreed that CBE has promoted the growth of networks and business clusters in the neighborhood. These are businesses that benefit from CBE –related entrepreneurial innovation, research and funding.

Similarly, item 3 shows that 89% also strongly agreed that CBE has promoted knowledge and skills transfer. This can be attributed to the entrepreneurship programs offered to businesses, the number of students who are trained and graduate from CBE as well as internship programs where students transfer their skills to the attached businesses. These help in transferring business knowledge and skills to the business community. Additionally, in item 1, 59% strongly agreed that CBE provides consultancy services to the business community. This credit can be attributed to the consultancy department at CBE which offers various consultancy services such as business planning, accounting and auditing services, etc to the surrounding businesses. However, in item 6, 59% remained neutral on the statement that CBE has promoted product or service innovation. This may indicate lack of awareness about the products that CBE has innovated.

Findings from interviews highlighted mixed result on the role of CBE towards the growth of businesses. One hostel owner revealed that CBE has *“created demand for accommodation services for both CBE students and staffs which has encouraged entrepreneurs to invest in provision of such services”*. This indicates that indeed CBE is a potential attraction for business investments in Kinunga Cell. In relation to provision of consultancy services, another respondent said that *“CBE’s staffs and the consultancy units provide affordable business consulting services*

such as book keeping, auditing, taxation, etc which have helped us modernize our business operations”. Similarly, another respondent revealed that CBE entrepreneurial programs

Lastly, there was a general agreement that respondents were not aware of the beneficial products that CBE has innovated which could be useful to business operations in Kinunga Cell.

4.5 Contribution of local business/community to the growth of CBE

Since CBE is part of local community in Kinunga Cell, it was important to find out how the local business community in Kinunga Cell has contributed to the growth of CBE. Table 4.6 shows the responses.

Table 4.6: Contribution of Local Community to the Growth of CBE

No	Item	Number and Percentage of Respondents				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Jobs to CBE graduates/students	112(49%)	12(5%)		98(43%)	5(2%)
2	Supplying goods and services	217(95%)	8(4%)	2(1%)	-	-
3	Supplying manpower to CBE	178(78%)	11(5%)	12(5%)	-	26(11%)
4	Provide Internships placements	197(87%)	11(5%)	-	15(7%)	4(2%)
5	Market for CBE researches and innovation	8(4%)	11(5%)	189(83%)	3(1%)	16(7%)
6	Market for CBE consultancy services	212(93%)	15(7%)	-	-	-

Source: Primary Data, May 2016

NB: Figure in parentheses represent percentages of the total respondents of 227 people

Accordingly, table 4.6 shows that the local business community has contributed greatly to the growth of CBE. Item 2 shows that 95% of respondents strongly agreed that the local community supplies goods and services such as food stuffs, stationery, transport services, etc to CBE. This indicates that the local community is involved in the running of CBE.

In item 6, 93% of respondents revealed that the local community provides market for CBE consultancy services. This is attributed to the services such as business planning, taxation and auditing which are provided by CBE consultancy unit to the local community. These increase CBE's revenue generation and reputation.

Furthermore, in item 4, 87% strongly agreed that the local community's contribution to CBE growth is provision of internships placements. This can be attributed to the fact that some firms around CBE offer industrial training vacancies to CBE students which helps them to acquire on-the-job/practical skills thus preparing them for work real work experience beyond the theoretical classroom.

Similarly, item 3 shows that 78% strongly agreed that the local community is significant in supplying manpower (such as teaching and non-teaching staffs) to CBE who help in the management of the institution. Furthermore, item 1 shows that 54% also agreed that the local business community creates jobs to CBE graduates/students who work in the neighborhood businesses such as restaurants, hostels, etc. This indicates that Kinunga cell creates market for labor force produced by CBE.

On the other hand however, item 3 shows that 83% remained neutral to the statement that the local community creates market for CBE researches and innovation. This may signify that the local business community does not utilize CBE innovations.

Findings from interviews are also consistent with data from the questionnaire. During the interview discussions, one respondent who owns a hostel, restaurant and entertainment centre said, *"my businesses have greatly eased service delivery to the CBE community because majority of the students dine at my restaurant, others reside in my hostel and my nightclub provides them with entertainment services"*.

Another respondent who owned a wholesale shop noted that the local business community has indeed created market for CBE consultancy services which increases the income earnings of the CBE community. He said, *"I get auditing, book keeping and taxation services from CBE lecturers who do consultancy as a part time job. Some CBE students also help me during tax filings and declarations and I pay them some money which helps them cater for their basic and*

educational needs". Such responses indicate that the local community is significant in the welfare of the CBE community.

4.6 Contribution of CBE to social development of the local community

Having identified the economic/business linkages between CBE and the local community, the researcher also investigated the contribution of CBE to the social development of Kinunga Cell.

Table 4.7 shows the findings.

Table 4.7: Contribution of CBE to Social Development of the Local Community

No	Item	Number and Percentage of Respondents				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Behavior change	219(96%)	8(4%)	-	-	-
2	Break up of social barriers	221(97%)	2(1%)	4(2%)	-	-
3	Avenue for population control	203(89%)	-	-	2(1%)	22(10%)
4	Social research & social change	168(74%)	8(4%)	11(5%)	13(6%)	26(11%)
5	Religious tolerance and spiritual growth	110(48%)	16(7%)	67(29%)	21(9%)	13(6%)
6	Increase in social capital	178(78%)	38(17%)	-	11(5%)	-
7	Peace building	208(92%)	12(5%)	2(1%)	-	5(2%)
8	Community development activities	220(97%)	-	6(3%)	-	-
9	Partnerships with local communities	68(30%)		109(52%)	15(7%)	25(11%)
10	Social networks	176(77%)	57(25%)	38(17%)	13(6%)	-
11	Cultural revolution	225(99%)	2(1%)	-	-	-
12	Jobs for local labor force	224(99%)	3(1%)	-	-	-
13	Growth of Social centres	213(94%)	8(4%)	-	6(7%)	-

Source: Primary Data, May 2016

NB: Figure in parentheses represent percentages of the total respondents of 227 people

According to table 4.7, CBE has greatly contributed to the social development of the local community in Kinunga Cell. As item 11 shows, 99% strongly agreed that cultural revolution. This can be attributed to the fact that CBE welcomes people (students and staff) from all cultures locally and has resulted into rise of new cultures. Similarly, the local culture is being preserved by CBE in form of libraries, art galleries and museums at the school.

In item 12, it is found out that 99% also strongly agreed that CBE has created employment opportunities for the local labour force in form of direct job offers in the college as well as created demand for goods and services which has motivated the local community to engage in self-employment. It must be appreciated that these employment opportunities have helped beneficiaries to improve their incomes and standards of living.

Furthermore, item 2 shows that 97% strongly agreed that CBE has helped to break up of social barriers between various classes of people for example, the rich and poor. This is attributed to the fact that CBE is an all inclusive institution that welcomes people based on their potential.

Regarding item 8, 97% also strongly agreed that CBE has promoted community development activities. This can be attributed to social activities that CBE community usually engages in such as helping genocide victims and other vulnerable people, engaging in community work (umuganda) to develop the neighborhood, etc.

Additionally, item 1 shows that 96% strongly agreed that CBE has nurtured behavioral change among students. This can be attributed to the fact that like any other education institution, the education provided by the CBE helps students to learn new ways of living harmoniously in society and get a better perspective towards life.

Furthermore, item 13 shows that 94% also strongly agreed (SA) that CBE has encouraged the growth of social centres. This can be credited to the conference center operated by CBE where people can organize social gatherings, the night clubs that have sprung up in Kinunga to cater for entertainment needs of the CBE community. Through these centres, people can meet and improve their social interactions.

In terms of social harmony, item 7 shows that 92% also SA that CBE has promoted peace building. This is premised on the fact that CBE encourages cultural diversity by attracting people of diverse cultures.

In a related development, item 3, shows that 89% of respondents SA that CBE has created an avenue for population control. This may be attributed to the fact that like all other education institutions, CBE discourages early and unplanned pregnancy among students by guiding them to pursue their academic careers which prolongs the period at which they start producing children. It must be recognized that education has become an indirect population control measure.

Pertaining to human skills, item 6 shows that 78% SA that CBE has facilitated increase in social human capital. This can be attributed to the graduates that the college sends out to the local community after graduation who get involved in various activities for social change as well as entrepreneurship programs which empower people especially women to engage in activities for transforming their livelihoods.

In terms of social interactions, item 10 shows that 77% SA that CBE has improved social networking within the community. This can be attributed to the interactions between people of various cultures and backgrounds such as during debates, discussion groups among students, scripture unions and fellowships, etc. These social networks are appreciated for instilling a spirit of togetherness within the community.

Furthermore, item 4 indicates that 74% SA that CBE, through her consultancy unit conducts social research which have promoted positive social change. This can be attributed to the fact that research in social sciences such as sanitation, housing, security, etc always make recommendations for policy action which aim at improving the standards of living within the community.

In regard to spiritual growth, item 5 shows that 55% also agreed that CBE has promoted religious tolerance and spiritual growth. This is due to the fact that the college welcomes people from all religious faiths and accommodates them as they live in harmony with each other.

However, item 9 shows that 30% remained neutral to the statement that CBE has created partnerships with local communities. This may indicate that these partnerships are less publicized among the local population.

Findings from interviews produced mixed results, for example, there was limited awareness about the nature of partnerships between CBE and the local community. However, there was a general agreement that CBE has greatly contributed to the social development of the local community. One family that had benefited from CBE community development activities said that, *“me and my family are very happy and grateful to CBE students. Our family house was destroyed by a storm and CBE students came and helped us in constructing a new house. They made bricks and even when bricks dried, they came back to and did the construction. It is because of their courtesy that we now what we call a home. It is not only our family where they helped. The storm destroyed many homes in this village and each affected home got help from CBE students”*. Another resident said that *“CBE has attracted infrastructural development programs in the area such as roads, electricity and water, etc which have helped to connect with other residents and improved our living conditions”*. Similarly, through community development activities, respondents said that CBE always engages with residents during community work (umuganda) to develop the area in terms of hygiene and sanitation, drainage, road construction and rehabilitation, etc.

4.7 Discussion of findings

The research was aimed at describing the interface of the University of Rwanda, College of Business and Economics and its neighborhood - a case study of Gikondo Campus in Kinunga Cell. It ought to be recalled that the specific objectives of the study were to determine the rate of business growth around CBE, identify the business linkages that exist between CBE and the neighbourhoods and the contribution of CBE to the social development of the surrounding communities.

In addition to what was already known through the reviewed literature, the current research findings contribute a large body of knowledge to the understanding of how education institutions affect the growth of their neighborhoods both economically and socially and how the local neighborhoods also contributes to the growth of the university.

Regarding the rate of business growth, the study recognizes that business growth rate in Kinunga cell is very high because of the presence of CBE and has brought increased competition for both premises and scramble for customers. This finding is corroborated by Scott (2006) who found out that areas around education institutions especially higher learning institutions were attracting more businesses compared to where such institutions were lacking. Despite this progress, it must be indicated that areas around CBE attract small scale businesses which can hardly create a significant impact on the neighborhood.

In the case of the role played by CBE in business growth in the community, the study finds that indeed CBE has created demand for goods and services that are consumed by the university community. This was credited for widening the market of the neighboring businesses which range from hospitality, general merchandise, transport, stationary, etc. Similarly, it must be appreciated that CBE has improved business skills through entrepreneurship training programs that target business start ups and other potential entrepreneurs. A study by Leitch (2006) also revealed that most businesses around institutions of higher learning specialize in goods and services that have demand with the institution's community. CIHE (2012) also found out that businesses that had received entrepreneurship training were performing better than those whose management did not expose their staffs to basic training in business operations and management. However, the businesses in Kinunga Cell are selective and they significantly deal in goods and services that are of high demand among university students. This indicates that other goods are given limited attention since Kinunga has very few non-student residents.

Having identified the role of CBE in the growth of the neighborhood businesses, it is important to establish how the local community has in turn helped CBE grow. Findings shows that the local community especially businesses supply CBE with goods and services such as accommodation and catering services, entertainment, etc. Additionally, the local community provides internship placements to students which help them acquire industry skills. There is ample theoretical and empirical literature that is consistent with these findings, for example, Rodney and Padma (2005) in their study on Institutions of Higher Education as Engines of Small Business Development found out that students in the University of Leeds preferred to do their internship programs among businesses that were close to the university. Similarly, Ondigi (2011)

found out that most students in Kenyan Universities preferred to reside in proximity with their institutions as a way of cutting transport costs. This reaffirms that the local community is very instrumental in providing housing and accommodation services to students and even university staffs. However, a close look at businesses in Kinunga revealed that majority businesses were operating on small scale and could not provide the required industry related skills to CBE students during internship.

Lastly, in the social aspect, findings show that CBE has immensely contributed to social development of the local community. It was found out that the college has promoted culture reformation and safety through interactions with people of diverse cultures as well as keeping the Rwandan culture through libraries, galleries and social centres. Community development is another aspect where the college has been significant to the neighborhood. The findings are consistent with Mancini and Marek (2004) who opine that universities enrich their local culture through a variety of activities and facilities. For example, many universities showcase exhibitions. The exhibitions, along with public lectures, and music and drama performances often show a rich cultural heritage. University art galleries, botanic gardens, libraries, theatres, concert halls, film showings and many other activities help to provide a colorful and lively environment for local residents. These facilities are regularly available for the wider community. Similarly, a study by Universities UK (2009) found out that the commitment from student volunteers through students' unions is substantial in community development. The study found out that every year, 67,000 students volunteer with a charity and the most common reason given is to help in their local community. Students actively contribute to local life through their participation in volunteering schemes, such as helping the elderly, supporting people with disabilities, supporting other vulnerable groups, working with children, for example, after school workshops and mentoring. Universities increasingly work in partnership with students' unions to identify ways in which they can have a positive impact on their local communities.

4.8 Answers to Research Questions

The first research question was aimed at establishing the rate of entrepreneurship development around CBE in 2013-2016. The research finds out that the rate of entrepreneurship development around CBE in 2013-2016 was very high. For example, it is established that the rate of

competition in business start up around CBE as high and majority business people were operating two or more businesses.

The second research question was intended to find out business linkages that exist between CBE and the neighbourhoods. The study found out that there are many linkages that have positively affected the growth of CBE and the local community. CBE has contributed to the growth of the local community and in return, the local community has promoted the growth of CBE.

The third research question was designed to establish the contribution of CBE to the social development of the surrounding communities. The study finds out that CBE has positively contributed to the social development of the local community in areas such as cultural diffusion, community development, etc.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study was conducted to describe the interface of the University of Rwanda, College of Business and Economics on the growth of the neighborhood community using a case study of Gikondo Campus. Its objectives were to establish the rate of entrepreneurship development around CBE, to find out business linkages that exist between CBE and the neighbourhoods and establish the contribution of CBE to the social development of the surrounding communities. In this chapter, the researcher presents the summary of findings, conclusion, recommendations and suggestions for further research. The aim of this chapter is to present the findings in a brief format for easy interpretation by other readers.

5.1 Summary of Findings

In terms of business growth around CBE, the study finds that 37% were dealing in general merchandize, 24% in hospitality and 15% were engaged in stationary services. In terms of number of businesses per respondent, 64% were operating two or more businesses.

Findings on the factors that attracted people to locate businesses in the area showed that 41% were attracted by high population thus demand potential, followed by 26% who were attracted by academic pursuit at CBE while 21% were attracted by easy access of labor force.

Businesses around CBE receive more customers and revenues during the months of January – May and September –December when the college is in operation. Sales and revenues decline during June- September when the school close for holiday.

It must be appreciated that 45% of businesses get customers come from educational institutions followed by 41% who get them from area residents. This shows how CBE has become a market hub for Kinunga businesses.

Business competition was rated as very high (60%) and high (34%) also noted that competition was high. This shows that there are increased costs of doing business in the area.

The major role of CBE in the growth of local business were identified as creation of CBE-affiliated enterprises (99%), growth of infrastructure (99%), creation of market (98%), skills

development (97%), networks and business clusters (96%), knowledge and skills transfer (89%) and provision of consultancy services (59%).

Similarly, CBE has benefited from the local community areas such as easy access to goods and services (95%), market for CBE consultancy services (93%), provision of student internship placements (87%) and supplying labor force to CBE (78%). This shows that contributions are reciprocated.

It must be recognized that CBE has also contributed to the social development of Kinunga Cell. The social contributions to the local community were identified as cultural change (99%), employment opportunities (99%), break up of social barriers (97%), community development (97%), behavioral change (96%), growth of social centres (94%), social harmony and peace building (92%), population growth check (89%), increased social capital (78%), growth of social networks (77%) and social change through social research (74%). This shows that much as CBE is a college for business and economics its benefits also promote social progress.

5.2 Conclusions

It must be appreciated that University of Rwanda's College of Business and Economics has greatly contributed to the socio-economic growth of the local community in various ways, and at the same time benefiting from the local community.

The existence of CBE has significantly encouraged business growth around the college by creating market for goods and services. This increases the incomes of the local people. Nevertheless, the businesses operate in small scale and are limited to the goods and services demanded by students.

Most of the businesses that operate around CBE are involved in general merchandize, hospitality and stationery. The major factors that attracted these businesses were high population from CBE, desire to live near the college since some of the business operators were students.

It is worth to appreciate that CBE has revolutionalized local business through growth of CBE-affiliated enterprises, attracting the establishment of infrastructures, creation of market for goods and services, as well as entrepreneurship development.

Similarly, the local community has been instrumental in creating linkages for CBE growth in terms of internship placements for students, ensuring CBE's easy access to goods and services and creating market for CBE consultancy services.

CBE's contribution has been extended to social development of the local community. It has encouraged diffusion of ideas and cultural change, broken up social barriers by allowing interactions of different social classes of people. CBE has also supported community development initiatives and improved on the community's social capital by training manpower.

Local businesses need to widen their target market beyond CBE since it consumes limited categories of goods and services. Real estate developers should be encouraged to construct housing units around CBE to cater for the growing demand for both residential and commercial purposes.

5.3 Recommendations

Based on the academic gaps that were identified in the study, the researcher makes the following recommendations for the local business community, CBE and future researchers.

Local businesses operators need to widen their target market beyond CBE since it consumes limited categories of goods and services such as stationary and hospitality services. This can be achieved by opening up parallel businesses in other locations.

The local community should invest in real estate development by constructing housing units around CBE to cater for the growing demand for both residential and commercial purposes.

University students who reside around CBE should be encouraged to open up businesses in the neighborhood since they have insider knowledge of the goods and services that are on demand in the college community.

CBE should continuously encourage her students to seek internship placements elsewhere. This is because most businesses operating around CBE are small scale and cannot absorb students from CBE and offer them internship placements. They can hardly offer the required skills.

CBE should always sensitize the local community about any partnership that the college has with the neighborhood such as security and infrastructure partnerships.

There was limited time and the researcher could not cover all the colleges affiliated to the University of Rwanda (UR) to determine how they have contributed to the growth of their neighbourhoods. Future researchers should be facilitated to conduct a university-wide study and establish how the local communities have benefited from UR.

CBE should open a business incubator and encourage residents in the neighborhood to develop their ideas into services and products.

CBE should create a community service organization (Itorero) and link it to the neighborhood in providing business advisory services.

Kinunga Cell administration should be in continuous touch and interact with Itorero group of CBE for advisory services and mutual co-operation thus contributing to have more understanding of community needs.

CBE should provide scholarship to at least one best and meritorious student to pursue a Bachelor of Business Administration as Kinunga Scholar.

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APPENDICES

Appendix 1: Questionnaire for General Households within CBE neighborhood

Dear Respondent

I am a student of the University of Rwanda – College of Business and Economics, pursuing a Master of Science in Accounting. I am currently conducting a study on the effect of the University of Rwanda - College of Business and Economics on the growth of the Neighborhood - A Case Study of Gikondo Campus. The study is solely for academic purposes and your business has been identified to provide data on how CBE has impacted the growth this neighborhood. You are hereby requested to please assist in completing the attached questionnaire.

Thank you very much.

Respondents' Background Information

1. Gender Male Female
2. Level of education attained (**Tick one**) University Secondary Tertiary Primary
Other training programs (specify)
3. How long have you been living in this area? 0-2 years 2-4 years 4-6 years 6+years
4. What is your other income generating activity? Student Farming Casual laborer
Business Others (specify)

Rate of business growth around CBE

5. What is the nature of your business/Income generating activity?
Art and craft
Hospitality business (hotel, lodges, restaurants, entertainment, etc)
Agribusiness (dealing in all agricultural products)
Stationery (books, papers, pens and secretarial work)
Wholesale business (dealing in various items)
Others (specify)
6. How many businesses/Income generating activities do you operate?.
7. Why did you locate your business in this area other than other areas in Kigali?

- Good location High population Get easy access of laborforce Get easy access to university partnerships I am a student at CBE and wanted to work near the college
- Others (specify)

8. Indicates the estimated number of customers you receive on a daily basis.....

9. Indicated your estimated daily sales revenue.

10. How do you describe your customers? Individual customers Institutional customers

11. From which type of institutions do you get most customers?

- Educational institutions Religious institutions Area residents Others (specify)

12. Explain the level of business competition

13. Role of CBE in local community development

For items in the table, tick against the appropriate answer of your choice (Use a five-point Likert Scale, where 5= Strongly Agree 4=Agree, 3= Neutral (neither agree nor disagree) 2= Disagree 1= Strongly Disagree

Item	5	4	3	2	1
I utilize CBE research in my business' product development					
CBE provides consultancy services to my business					
CBE has promoted growth of networks and business clusters in the neighborhood					
CBE has promoted knowledge and skills transfer					
CBE has promoted retention of skills in the local areas					
CBE has promoted skills development					
We get knowledge from CBE Research and Technology Centres					
Promoting the growth of science and technology parks					
CBE has promoted product or service innovation					
CBE has created demand for goods and services					
CBE has fostered creation of College-affiliated enterprises					
CBE has promoted creation of employment for the local labourforce					
CBE has promoted growth of infrastructure, e.g. roads, electricity, water, etc					

14. Contribution of local business/community to the growth of CBE

For items in the table, tick against the appropriate answer of your choice (Use a five-point Lickert Scale, where 5= Strongly Agree 4=Agree, 3= Neutral (neither agree nor disagree) 2= Disagree 1= Strongly

Disagree

Item	5	4	3	2	1
My enterprise employs some of the CBE graduates					
My enterprise supplies goods and services to CBE					
Our community supplies manpower to CBE					
My enterprise supports the development of industry-related skills in form of offering internships to CBE graduates					
My business has contributed to demand for CBE researches and innovation					
My business has contributed to demand for CBE consultancy services					

15. Contribution of CBE to social development of the local community

For items in the table, tick against the appropriate answer of your choice (Use a five-point Lickert Scale, where 5= Strongly Agree 4=Agree, 3= Neutral (neither agree nor disagree) 2= Disagree 1= Strongly Disagree

Item	5	4	3	2	1
CBE has contributed to positive behavior change in the community					
CBE has helped to break social barriers between social classes of people					
CBE has created an avenue for population control					
Has improved social tolerance and harmony					
Social research has promoted social change					
Promoted religious tolerance and spiritual growth					
Has contributed to increase in social capital					
Promoted peace building					
Promoted community development activities					
Promoted the development of partnerships with the local communities					
Development of corporate social responsibility					
Development of social networks					
Development of new cultures through attracting different people					
Preservation of the local cultures in libraries and museums, etc					

Creation of employment for the local labourforce					
Growth of social centres around the College					
Encouraged community participation in program design and implementation					

Appendix II: Timeline for the Research

The researcher plans to complete the entire research within six (6) months as shown in the work plan below.

Research schedule

No	List of activities	Timeframe (2015-2016)							
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Selecting & approving the research topic								
2	Writing a research proposal								
3	Reviewing the research proposal								
5	Data collection								
6	Data entry and presentation								
7	Data analysis & writing draft dissertation								
8	Reviewing of the draft dissertation								
9	Submission of final dissertation								