

Impact of the University of Swaziland on national economic development efforts

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Abstract

The University of Swaziland (Uniswa) has a critical role to play in local, regional, and national economic development efforts. Higher education and economic development are inextricably linked to one another. Universities have long been seen as partners in economic development processes. Since many people are unfamiliar with economic development as it relates to universities, this is an important subject to be addressed in the university strategic planning. This paper addresses the expectation of university of Swaziland (Uniswa) in economic development by referring to a number of issues on how to get involved. The paper is based on a literature review of development concepts. Improvements in the level of education impact positively on the lives of the people. Development concepts described in this paper include: economic development, sustainable development, and the notion of human capital development. The paper also describes the ways in which Uniswa can participate in local, regional and national economic development efforts. The paper expresses that increase in the level of education makes people more conscious about their role in social development. This has a self propelling effect and is important for sustainable socio-economic development. The paper notes that an increase in the level of education provides the country with needed skills to meet the challenges of socio-economic development and globalisation.

Keywords: higher education, impact, economic development, sustainable development, national effort, Swaziland

1. INTRODUCTION

Development is a complex issue, with many different and sometimes contentious definitions. A basic perspective equates development with economic growth. The United Nations Development Programme uses a more detailed definition, development is to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. Achieving human development is linked to a third perspective of development which views it as freeing people from obstacles that affect their ability to develop their own lives and communities (UNDP, 2008). Development, therefore, is empowerment: it is about local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems (Todaro, 2003). Development economics is a branch of economics that looks at how development works from an economic perspective in developing nations. As a field, development economics looks not only at traditional economic rubrics, such as GDP or per-capita income, but also at standard of living, health care, education, and equal rights opportunities. As a result, development economics concerns itself with political processes and agendas, as well as with more specific economic agendas (Nafziger, 2006). Much of contemporary development economics grows from these early works, although the field has since grown far beyond its early roots into a more holistic look at all the disparate elements that make up a healthy society. Development is the act of making some area of land or water more profitable or productive or useful; "the development of Alaskan resources"; "the exploitation of copper deposits". A process in which something passes by degrees to a different stage (especially a more advanced or more mature stage) the development of this idea took years "the evolution of Greek civilization" "the slow development of her skill as a writer" (ARD, 2011; WiseGEEK, 2011). Development is about improving quality of life and ensuring that everyone has the choice in what that life looks like. These choices are broadened through the joint effort of local people, governments, international bodies and a range of civil society organisations including NGOs, community organisations, churches and religious groups. Good development is lead by those living in poverty and tackles the inter-related causes of poverty. It works for long-term change, not quick-fixes (World Vision UK, 2011). Thus it is no wonder that countries with similar average incomes can differ substantially when it comes to people's quality of life: access to education and health care, employment opportunities, availability of clean air and safe drinking water, the threat of crime, and so on (World Bank Group, 2000).

1.1 The Problem

Economic development is a term which generally refers to the sustained, concerted effort of policymakers and community to promote the standard of living and economic health in a specific area. Such effort can involve multiple areas including development of human capital, critical infrastructure, regional competitiveness, environmental sustainability, social inclusion, health, safety, literacy, and other initiatives. Economic development differs from economic growth. Whereas economic development is a policy intervention endeavor with aims of economic and social well-being of people, economic growth is a phenomenon of market productivity and rise in GDP. Following Sen (1983), economic growth is one aspect of the process of economic development. The scope of economic development includes the process and policies by which a nation improves the economic, political, and social well-being of its

people (O'Sullivan and Sheffrin, 2003). Economic development' is a term that economists, politicians, and others have used frequently in the 20th century. The concept, however, has been in existence in the West for centuries. Modernization, Westernization, and especially Industrialization are other terms people have used when discussing economic development. Although no one is sure when the concept originated, most people agree that development is closely bound up with the evolution of capitalism and the demise of feudalism (Wikipedia,2011). Economic development has been understood since the World War II to involve economic growth, namely the increases in per capita, and attainment of a standard of living equivalent to that of industrialised countries (Mansell and Wehn, 1998; Schumpeter and Backhaus, 2003). Economy development can also be considered as a static theory that documents the state of economy at a certain time. Changes in this equilibrium state to document in economic theory can only be caused by intervening factors coming from the outside (Abbott, 2003; Schumpeter (2003). The study of economic development encompasses theories of industrial/economic modernisation causes, the historical phases or waves of economic development, and the organizational aspects of enterprise development in modern societies with knowledgeable social scientists.

Economic development embraces sociological research on a variety of topics including: business organisation, enterprise development, evolution of markets and management, and cross-national comparisons of industrial organisation patterns. A question frequently asked in this regard is “why are levels of direct foreign investment and labour productivity significantly higher in some countries than in others?”. In economics, the study of economic development was borne out of an extension to traditional economics that focused entirely on national product, also known as the aggregate output of goods and services.

Economic development was concerned in the expansion of people's entitlements and their corresponding capabilities, mobility, nourishment, literacy, education, training and other socio-economic indicators (Hirschman, 1981). Borne out of the backdrop of Keynesian theory that advocates government intervention, and neoclassical economics that stresses reduced intervention. This theory led to increased high-growth in countries such as Singapore, South Korea and Hog Kong, including some planned governments in countries such as Argentine, Chile, and Uganda. Economic development (development economics) emerged amidst these mid-20th century theoretical interpretations of how economies can prosper a nation (Sen,1983). Also, a major contribution to development economics by other economists asserted that economic development grew to concentrate on the poor regions of the world of Africa, Asia and Latin America, yet on the outpouring of the fundamental ideas and development models (Ranis et al, 2000).

Training social scientists is to educate people who can study all aspects of society, from past events and achievements to human behavior and relationships among groups. Their research provides insights into the different ways individuals, groups, and institutions make decisions, exercise power, and respond to change. They look at the data collected in detail, reanalysing already existing data, analysing historical records and documents, and interpreting the effect of economic development and other aspects of society. Through their studies and analyses, social scientists offer insight into the physical, cultural, social and economic development of humans, as well as the links between human activity and the environment. While a bachelor's degree is the minimum educational requirement for many market and research jobs, however, higher degrees are usually required for advanced and more technical positions. Strong quantitative skills

and keeping current with the latest methods of developing, conducting, and analysing surveys and other data are important for Swaziland (US Department of Labor. 2009).

Given the above background, the main purpose of this paper is to describe the ways in which university of Swaziland can impact on national economic development in Swaziland, and to highlight the meaning of related development concepts.

The remaining of this paper is divided as follows: section 2 provides methodology, section 3 outlines policies for economic development, section 4 explains growth and human development and sustainable development, section 5 describes the role of University of Swaziland in economic development, section 6 suggests how can Uniswa impacts on economic development in Swaziland, section 7 suggests effective ways for Uniswa to support economic development in Swaziland, section 8 provides list of key elements to be considered for economic development strategic plan, and section 9 concludes.

2. RESEARCH METHODOLOGY

2.2 The Country

Swaziland, officially known as the Kingdom of Swaziland (*Umbuso we Swatini*), and sometimes called Ngwane or Swatini, is a landlocked country in Southern Africa, bordered to the north, south and west by South Africa, and to the east by Mozambique (See Appendix 1, Figure 1). The nation, as well as its people, are named after the 19th century king Mswati II. Swaziland is a small country, no more than 200 kilometres north to south and 130 kilometres east to west. The western half is mountainous, descending to a lowveld region to the east. The eastern border with Mozambique and South Africa is dominated by the escarpment of the Lebombo Mountains. The climate is temperate in the west, but may reach 40 °C in summer in the lowveld. Rainfall occurs mainly in the summer and may reach 2 metres in the west. The area that Swaziland now covers has been continuously inhabited since prehistory. Today, the population is primarily ethnic Swazi whose language is siSwati, though English is spoken as a second language. The Swazi people descend from the southern Bantu who migrated from Central Africa in the 15th and 16th centuries. The Anglo Boer war saw the United Kingdom make Swaziland a protectorate under its direct control.

Swaziland gained independence in 1968, and the country is a member of the Southern African Development Community, the African Union, and the Commonwealth of Nations. The head of state is the king, who appoints the prime minister and a small number of representatives for both chambers of parliament. Elections are held every five years to determine the majority of the representatives following the 2005 new constitution. About 75% of the population are employed in subsistence farming. Swaziland's main trading partner is South Africa, and its currency is pegged to the South African rand. Swaziland's economic growth and societal integrity is highly endangered by its disastrous HIV epidemic (Wikipedia, 2011)

2.2 Information Used

The information for this paper was obtained through a document methods study. Secondary sources of information were used. Although it might be argued that the primary-secondary distinction is blurred, the difference is clear in so far as primary sources are considered to be the original written materials of the author's own experiences and observations

(Bailey,1994). Secondary sources are the materials derived from someone else as the original source. Therefore, this paper investigates cultural practice that harm women and girls by analysing both primary and secondary sources. Secondary sources include data from official documents (e.g. statistical reports, annual reports, inter-office memos, and financial reports), mass media (printed and audio-visual, newspapers, magazines, journals and newsletters), and personal documents, bibliographies, memoirs and personal letters to the press (Baker, 1998). The examination of these various sources assisted in looking at the impact of higher education on national development efforts.

3. POLICIES OF ECONOMIC DEVELOPMENT

In its broadest sense, the policies of economic development should encompass the following three major areas:

- Governments undertaking to meet broad economic objectives such as price stability, high employment, and sustainable growth. Such efforts should include monetary and fiscal policies, regulation of financial institutions, trade, and tax policies.
- Programs that provide infrastructure and services such as highways, parks, affordable housing, crime prevention, and education.
- Job creation and retention through specific efforts in business finance, marketing, neighborhood development, workforce development, small business development, business retention and expansion, technology transfer, and real estate development. This third category is a primary focus of economic development professionals (Nafziger, 2006).

One growing understanding in economic development is the promotion of regional clusters and a thriving metropolitan economy. In today's global environment, location is vitally important and becomes a key in competitive advantage. The cluster of similar industries, specialties, skilled labour force, and technologies help lower transaction costs and foster a growing environment of commerce, entrepreneurship, exports, and other market productive activities. In addition, local services such as restaurants, stores, and trades experience growth as well, helping to develop a vibrant region for the wider community. Even the USA, Economic Development Administration recognizes the importance of clusters with their continued regional innovation clusters initiative which aims to "create jobs and grow the economy" through the geographic concentrations of industries and firms in their need for talent, technology, and infrastructure (WiseGEEK. 2011). Economic development has evolved into a professional industry of highly specialized practitioners. The practitioners have two key roles, namely: to provide leadership in policy-makers, and to administer policy, programs, and projects.

Economic development practitioners generally work in public offices on the state, regional, or municipal level, or in public-private partnerships organizations that may be partially funded by local, regional, state, or federal tax money. These economic development organizations function as individual entities and in some cases as departments of local governments. Their role is to seek out new economic opportunities and retain their existing business wealth. There are numerous other organizations whose primary function is not economic development work in partnership with economic developers. They include the news media, foundations, utilities, schools, health care providers, faith-based organizations, and colleges, universities, and other education or research institutions (Ibanez, 2011).

4. GROWTH & HUMAN DEVELOPMENT AND SUATAINABLE DEVELOPMENT

4.1 Growth and Development

Dependency theorists argue that poor countries (such as Swaziland) have sometimes experienced economic growth with little or no economic development initiatives. This is a case where such countries have functioned mainly as resource-providers to wealthy industrialized countries. However, there are opposing arguments of growth causes development, because some of the increase in income gets spent on human capital development such as literacy, education and health (Wikipedia, 2011). Economic growth and human development is a two-way relationship (Ranis et al, 2000). Moreover, the first chain consists of economic growth benefiting human development with GNP. Specifically, GNP increases human development by increasing expenditure of families, government and organizations such as NGOs. With the rise in economic growth, families and individuals will likely to increase expenditures with heightened incomes, which in turn leads to growth in human development. Further, with increased consumption, health and education grow, also contributing to economic growth (Anand and Sen, 2000). In addition to increasing private incomes, economic growth also generates additional resources that can be used to improve social services such as healthcare, safe drinking water and other. By generating additional resources for social services, unequal income distribution will be mitigated as such social services are distributed equally across each community, thereby benefiting each individual, thus, increasing living standards for the public as shown in Appendix 2, Figure 2 (Anand and Ravallion, 1993). Concisely, the relationship between human development and economic development can be explained in the following three ways.

First, increase in average income leads to improvement in health and nutrition, also known as capability expansion through economic growth. Second, it is believed that social outcomes can only be improved by reducing income poverty, also known as capability expansion through poverty reduction. Third, social outcomes can also be improved with essential services such as education, healthcare, and clean drinking water, also known as capability expansion through social services. Recently, the United Nations emphasis is on "human development," measured by life expectancy, adult literacy, access to all three levels of education, as well as people's average income which is a necessary condition of their freedom of choice. In a broader sense the notion of human development incorporates all aspects of individuals' well-being, from their health status to their economic and political freedom (Hanushek et al, 2008). For the United Nations Development Programme, "Human Development is the end- economic growth means". It is true that economic growth, by increasing a nation's total wealth, also enhances its potential for reducing poverty and solving other social problems. But history offers a number of examples where economic growth was not followed by similar progress in human development. Instead growth was achieved at the cost of greater inequity, higher unemployment, weakened democracy, loss of cultural identity, or overconsumption of resources needed by future generations (World Bank Group, 2000). To be sustainable, economic growth must be constantly nourished by the fruits of human development such as improvements in workers' knowledge and skills along with opportunities for their efficient use: more and better jobs, and better conditions. Conversely, slow human development can put an end to fast economic

growth. Economic development with slow human development and rapid growth have a virtuous circle in which human development and growth can become mutually reinforcing.

When slower human development has invariably been followed by slower economic growth, this growth pattern was known as a "dead end" (World Bank Group, 2000). Essentially, Swaziland's economic development is related to its human development, which encompasses, among other things, health and education. These factors are, however, closely related to economic growth so that development and growth often go hand in hand (Nafziger, 2006).

4.2 Sustainable Development

Sustainable development is a term widely used by politicians all over the world even though the notion is still rather new and lacks a uniform interpretation. Important as it is, the concept of sustainable development is still being developed and the definition of the term is constantly being revised, extended, and refined. Using this term, one can try to improve its definition as one learns more about the relationships among its main components, namely: economic, social, and environmental factors of sustainable development, as one decides on their relative significance based on one's system of values. United Nations (1996) argue that, classically, development is sustainable if it "meets the needs of the present without compromising the ability of future generations to meet their own needs." It is usually understood that this "intergenerational" justice would be impossible to achieve in the absence of present-day social justice, if the economic activities of some groups of people continue to jeopardize the well-being of people belonging to other groups or living in other parts of the world (World Bank Group, 2000). The continuing deforestation of the Amazon basin and Congo basins, known for their outstanding biodiversity, will definitely lead to the extinction of an unresearched plant species that could help cure acquired immune deficiency syndrome (AIDS), or a lethal disease threatening people all over the world. Emissions of greenhouse gases, generated mainly by industrial countries, definitely lead to global warming and flooding of certain low-lying islands, resulting in the displacement and impoverishment of entire nations as it has been the cases recently (Srinivas, 2009). Social justice defined as equality of opportunities for well-being, both within and among generations of people, can be seen as having at least three aspects: economic, social, and environmental (See Appendix 3, Figure 3). Only development that manages to balance these three groups of objectives can be sustained for long. Conversely, ignoring one of the aspects can threaten economic growth as well as the entire development process (World Bank Group, 2000). Sustainable development is also about maintaining a delicate balance between the human needs to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend on the other hand.

This type of development meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development implies economic growth together with the protection of environmental quality, each reinforcing the other. The essence of this form of development is a stable relationship between human activities and the natural world, which does not diminish the prospects for future generations to enjoy a quality of life at least as good as our own. The term refers to achieving economic and social development in ways that do not exhaust a country's natural resources (Srinivas, 2009). Figure 3 provides the concept of sustainable development according to Wikipedia (2011). Sustainable development is a process of change in which the exploitation of resources together with the direction of investments, orientation of technological development, and institutional change are

made consistent with the future as well as present needs. Sustainable development respects the limited capacity of an ecosystem to absorb the impact of human activities. Some people also believe that the concept of sustainable development should include preserving the environment for other species as well as for people as shown in Figure 3 (Srinivas, 2009).

Sustainable development ties together concern for the carrying capacity of natural systems with the social challenges facing humanity. Following Figure 3, the field of sustainable development can be conceptually broken into three constituent parts, namely: environmental sustainability, economic sustainability and sociopolitical sustainability (Wikipedia, 2011).

5. UNIVERSITY OF SWAZILAND' ROLE IN NATIONAL ECONOMIC DEVELOPMENT

Historically, Higher Education has included economic development as part of its core mission. Most Universities serving the region have allocated fiscal, physical and human resources and have created entrepreneurship systems within the institutions to advance economic development of the region. University of Swaziland connects workforce development to the economic development of Swaziland by matching instructional programmes to the needs of business and industry in the country. Extra efforts in this direction should include working together with government and business to identify specific needs, providing work-based learning opportunities for students, offering and supporting apprenticeship programmes, convening and being responsive to advisory committees with representative from business and industry. Once the needs have been identified, University of Swaziland and industry/business should work together to attract students into these critical programmes (Gigerich, 2009). In an earlier day, when the role of universities in the national economy was discussed, universities were credited with providing opportunities for citizens to develop themselves and advance economically. It was readily conceded that these educated persons were, by their presence and the larger contributions they were capable of making, beneficial to society. A some campuses of the University of Swaziland, faculty conduct research which occasionally produce scientific breakthroughs for economic development. It was recognized that these breakthroughs improved the life in unanticipated ways.

But Uniswa was not broadly perceived as pivotal, as key to the economic success of a region or of the nation (Sampson, 2004). All Across Swaziland one encounters a growing expectation that Uniswa should play a greater role in national economic development, and that expectation is still present even today. This paper wants to tell the government, business and civic leaders that Uniswa expects to play an enlarged role in advancing the prosperity of the regions in Swaziland. Knowledge is the driving force in the rapidly changing globalised economy and society. The quantity and quality of highly specialised human resources determine their competence in regional, national and the global market economy, where demand and supply are the major forces of creative economy. Emergence of knowledge as driving factor results in both challenges and opportunities for the country. The critical challenge for Swaziland as a country is how best to provide strategically the workforce needed to develop and strengthen its economic development. While the literature recognizes the role of higher educational institutions in local and regional economic development and their importance in reference to human capital development, very little attention has been devoted to the ways they can contribute to local, regional and national economic development efforts (Riddel, 2006).

6. HOW CAN UNISWA IMPACTS ON NATIONAL ECONOMIC DEVELOPMENT EFFORTS ?

Universities have a critical role to play in regional, statewide and national economic development efforts. Clearly, higher education and economic development are inextricably linked to one another. For Swaziland to be successful in the process of economic development, university of Swaziland, the only higher educational institution in the country must be the key partners throughout the process. University of Swaziland plays a crucial role in generating new ideas and in accumulating and transmitting knowledge to future labour forces. Yet it has remained peripheral to development concerns, with little or no consultation by local authorities. Although it is not the sole generator of knowledge needed for development in the country, as an institution of high learning, through its research and training, University of Swaziland has the ability to produce expertise needed in the country, manage development, engineer social transformation, and to preserve social values and cultural ethos, as described in the evolving roles below (IIEP, 2007).

6.1 Evolving Roles

- In the past, universities focused on one main objective - educating students in different subject matters for different roles in society. In many cases, universities taught students and awarded degrees based upon the programmes that have been in place for many years. These programmes were driven by what the universities wanted to teach and what students were interested in.
- While there is nothing wrong with this type of approach, it is usually not very responsive to the needs of private sector employers. As a result, many students would graduate with a degree in a subject matter areas that did not translate into a good job in a growing economic sector.
- Over the years, universities have evolved their roles into a broader mission that better support companies and economic development efforts. While the education of students is and should be the primary objective, other roles have become and are more important to better support business and economic development initiatives.
- During the past twenty years, research & development activities at universities have become much more important. In some countries, educational and governmental entities have put more money into research related activities. This change has been driven by the evolution of the world economy, the demands by business community and the need for universities to find additional funding sources.
- Universities have also recognized the need to help nurture entrepreneurs through technical and financial assistance programmes. These efforts have resulted in the survival of many young businesses that otherwise might have failed due to a lack of capital, access to research and management expertise. University of Swaziland recognises the need to help these companies survive for a variety of reasons, the obvious one being national economic development in Swaziland.
- If the University of Swaziland can help entrepreneurs survive and succeed, it will be making a significant contribution to the geographic area it is serving, it can use its success to market the institution to new students locally and regionally, including business partners, and at the same time, secure financial returns for the university.

- University of Swaziland recognises the need to become intimately involved in local, regional and national economic development initiatives for the benefits of the country.

Part of this increased role in economic development efforts can be traced to economic development organizations doing better jobs of reaching out to University of Swaziland and its desire to help contribute to the public good in Swaziland (Gigerich, 2009).

7. UNIVERSITY OF SWAZILAND CONTRIBUTIONS TO ECONOMIC DEVELOPMENT EFFORTS

Many public and private universities have made significant contributions to national economic development efforts in their respective countries. During the past decade, universities in many countries around the world have become more aggressive in terms of economic development initiatives, helping governments and business community in these initiatives. It is important to note that while the university of Swaziland has for the most part always been contributing at some level to economic development efforts, the launch of business related activities such as high technology or any other business initiatives for example, can be coupled with significant funding from the Corporate Partnership, that may be of benefit to the university (Gigerich, 2009). It is critical important to point out that these contributions, along with many others, can result in short and long-term positive outcomes for the country. For example: Wits University has made a concerted effort to focus its energies in developing and commercializing HIV/AIDS related solutions and investing in young companies, partnering with the business community to meet their needs and adopting economic development as part of the university's mission to help improve South Africa. Efforts by Wits university to leverage its scientific disciplines to help business and entrepreneurs succeed, have already generated tremendous results in South Africa. University of Cape Town and Pretoria University have also supported development in information systems and business and have shown great interest in partnering with economic development stakeholders to help implement regional economic development strategies in the different areas of the country, which resulted in many positive outcomes for South Africa.

7.1 Most Effective Ways to Support Economic Development Efforts

There are several ways in which university of Swaziland can make significant contributions to local, regional, and national economic development initiatives: (i) the university of Swaziland should first have a desire to do so; (ii) it must know its strengths and assets that can be leveraged to benefit its organization and geographic area in which it can have an impact; (iii) it must have a vision of what it would like to achieve; (iv) it must have an implementable strategic plan. To maximize the results for a region/country, university of Swaziland must be engaged (network) with government, the private sector, other academic institutions and the non-profit organisations (NGOs). If everyone is working together to support economic development initiatives, everyone will benefit. Whether public or private, university of Swaziland needs to determine the best ways to participate in local, regional, and national economic development initiatives. It is important for university of Swaziland to look for the ways it can best leverage its assets to help support its mission and the economic development goals of the country. Where should university of Swaziland starts when it comes to deciding the best ways for it to

participate in economic development process? It should first begin the process by completing a comprehensive inventory of all activities that have a material impact on economic development initiatives in Swaziland. This process will allow the institution to identify its key assets which can be leveraged to help grow the local, regional, national economies. The next step in this process requires the university to take its key assets and match them up with local, regional, national economic development initiatives. This presents an opportunity for the leveraging of the people, facilities and capital by the university to support national economic development efforts. This mapping process allows the university for a more efficient use of public, private and not-for-profit human and financial capital to its disposal. Once the mapping process has been completed, it is then important for the University to develop a strategic plan, with the necessary implementation steps. This strategic plan will help guide the university in the most effective ways to contribute to economic development initiatives in Swaziland (Gigerich, 2009; Chiswick, 2002). The following section 8 provides the list of some suggested key elements to be considered by the university of Swaziland for economic development strategic plan.

8. LIST OF KEY ELEMENTS TO BE CONSIDERED FOR ECONOMIC DEVELOPMENT STRATEGIC PLAN

Key elements following Gigerich (2009) are presented below for which the list is not exhaustive:

- Description of Initiative
- Key University Person(s) Responsible for Implementation
- Geographic Area to be Served
- University Fiscal/Budget Impact
- Short-term & Long-term Success Measurements (Quantitative & Qualitative)
- Key Implementation Milestones/Steps
- Timeline for Implementation
- Key External Resources/Partners Required for Implementation & Success (People & Funding)
- Key Internal Resources/Partners Required for Implementation & Success (People & Funding)
- Key Internal & External Challenges to Overcome to Ensure Success (Culture, Funding & People)
- Best of Breed Models Used in the country and elsewhere (University, Private & Not-for-profit)
- Priority Ranking

CONCLUSION

University of Swaziland has a critical role to play in local, regional, statewide and national economic development efforts. Higher education and economic development are inextricably linked to one another. Universities have long been viewed as important to economic development. Universities are important and do play critical in economic development. People who are not familiar with economic development as it relates to universities, could learn on this important subject when it is addressed in the university strategic planning. This paper addresses the expectation of the university of Swaziland in economic development by referring

to a number of issues on how to get involved. The paper is based on a document methods with literature review of development concepts. It suggests that improvements in the level of education impact positively on the lives of the people. Development concepts described in this paper include: economic development, sustainable development, and the notion of human capital development. The paper has described the ways in which Uniswa can participate in local, regional and national economic development efforts. The paper shows that increase in the level of education makes people more conscious about their role in social development. This has a self propelling effect and is important for sustainable socio-economic development of the country. Finally, the paper, however, notes that an increase in the level of education provides the country with needed skills to meet the challenges of socio-economic development and globalisation.

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APPENDIXES

Appendix 1:

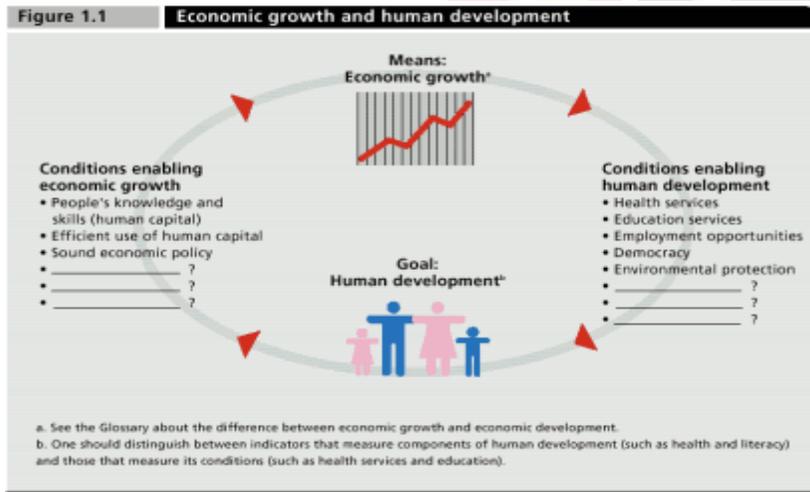
Figure 1: Map of the Kingdom of Swaziland



Source: Wikipedia, 2011

Appendix 2:

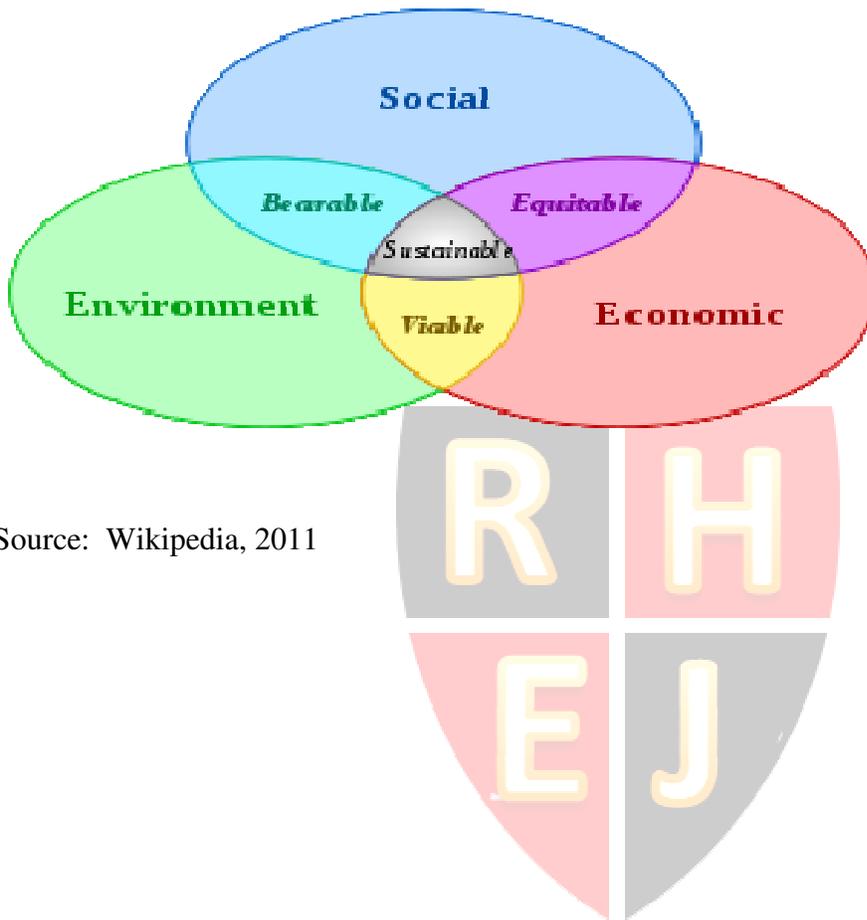
Figure 2: Economic development and Human development



Source: World Bank Group, 2000.

Appendix 3:

Figure 3: The concept of Sustainable Development



Source: Wikipedia, 2011