

Knowledge Transfer through Internship: The EASLIS Experience in Strengthening the Governance Decentralisation Programme in Uganda

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community about the library and information science profession, the balancing of theory with practice in the delivery of EASLIS programmes, and improved professional confidence and abilities of its students and graduates. The paper is concluded with various recommendations addressed to the University and local governments for improving the benefits of the programme.

Abstract

Makerere University, Kampala, Uganda has attempted over many years to integrate knowledge transfer programmes into its higher education programmes through various strategies, including internship and fieldwork studies. The internship programmes have gained popularity, especially through the interventions from the Innovations at Makerere Committee of the University that supported a number of academic units to enhance the decentralisation of the internship to the local governments in Uganda. The East African School of Library and Information Science (EASLIS) has implemented knowledge transfer of information management practices through its internship programme since 2006. This paper highlights the activities undertaken by EASLIS students during the internship and the perceptions of the field supervisors on the performance of students in terms of the students' competences and performances, benefits to local governments, challenges being faced, and aspects requiring improvement. This internship programme has brought about significant changes, including improved perceptions in the

Introduction

The Makerere University, Kampala, Uganda has attempted over many years to shift from the traditional instruction-dominated paradigm toward paradigms that enable its students to acquire both traditional and generalist, as well as practical skills so that its graduates can compete in the dynamic knowledge-driven economies of the world (Makerere University, 2008). The University philosophy is founded on the following three pillars: Learner centeredness, research driven university and knowledge transfer partnerships and networking to meet the needs of its local community, the university began in 2001 to implement decentralised service delivery through its innovation committee nicknamed I@MAK.COM, supported by World Bank and the Rockefeller Foundation (Makerere University, I@MAK.COM, 2008). The innovation focuses on enhancing service delivery that directly affects the lives of the poor, good governance and transparency, among others. In the spirit of the innovation, the East African School of Library and Information Science (EASLIS) has also pledged to promote knowledge transfer of information management practices through various strategies, including internship for

its students (EASLIS, 2007). This is one of the strategies towards meeting the goals of an earlier study on “Information manpower capacity building for decentralization in Uganda through Industrial Training”, by Magara and Bukirwa (2002), that provided strategies for the implementation of industrial training (internship) in local governments to enhance the knowledge transfer partnership and strengthen the decentralised system of governance in Uganda.

Earlier, in 2003, EASLIS had revised its curriculum to incorporate internship, technically referred to as practicum (Makerere University, 2003). The internship is conducted during the recess term after the second year of the Bachelor of Library and Information Science programme. The aim of the internship is to expose students to the real work environment and to enable them gain practical skills in information systems and services management. The internship programme is further intended to expose students to the real work environment alongside its challenges and to provide an opportunity to the participating institutions to benefit from the skills these students have acquired from the university. During the internship, students get attached to established libraries, registries, record centres, archival institutions, information service centres, documentation centres, community telecentres, publishing houses, statistics databanks and financial institutions. Students are required to get involved in the day-to-day information management activities of the institutions and are supervised by both the field personnel (in the host organisations) and EASLIS academic staff. Students are required to produce a report about what they have done and learnt in the field. The report and the field supervisor and academic staff assessments are considered for awarding the final grade for the practicum. In order to ensure a conducive internship environment, a pre-planning exercise is conducted by EASLIS staff to assess the suitability of the various prospective internship placement sites.

EASLIS has conducted internship in various organisations including the decentralised local governments since 2006. This paper considers selected cases for students that undertook their training in the local governments between 2006 and 2008. The cases selected are those that were

supported by the [I@mak.com](http://@mak.com), whose aim was to enhance service delivery in local governments in Uganda. This paper highlights the effect of the internship programme on knowledge transfer towards strengthening decentralisation programme in the Uganda. Towards that aim, the paper: (a) assesses the activities undertaken by EASLIS students during internship; (b) explains the perceptions of the field supervisors on the performance of students in terms of the students’ technical competencies and personality and proposed areas for improvement; (c) assesses the benefits of internship to local governments and their opinions on the considerations for participation in the internship programme; (d) assesses the problems experienced during internship; and (e) makes suggestions for the improvement of the internship programme.

Knowledge Transfer in a University Environment

In most universities, the core mandates include teaching and learning, research and innovation, and knowledge transfer. Knowledge Transfer (KT) has significantly influenced the learning process among learners (Geuna and Muscio, 2008). Knowledge falls into two categories — tacit and explicit knowledge. Explicit knowledge comprises the formal and written knowledge, while tacit knowledge is personal, based on an individual’s experience, insights and intuition (Mchombu, 2006) within a defined environment. The tacit knowledge approach emphasises understanding the kinds of knowledge that individuals in an organisation have, moving people to transfer knowledge within an organisation, and managing key individuals as knowledge creators and carriers (Sanchez, 2004). By contrast, the explicit knowledge approach emphasises processes for articulating knowledge held by individuals, the design of organisational approaches for creating new knowledge, and the development of systems (including information systems) to disseminate articulated knowledge within an organisation. The central strategies to seed and develop such values include: nurturing critical thinking skills and widening creative expression among the learners and their integration into the environment in which learning takes place.

Knowledge Transfer (KT) concerns all activities that generate, use, apply or exploit knowledge and other university capabilities outside the academic environment and includes access to the university's knowledge base by external organisations, communities and individuals (University of St. Andrews, 2008). To put it simply, KT involves interaction between people and movement of knowledge from one place to another (Malhotra, 2002).

A review of KT models, frameworks and theories by Graman, Logan, Tetroe and Robinson (2005) indicates that KT has a potential to increase the utilisation of existing knowledge as a useful tool to best practices in the implementation of endeavours. Some of these knowledge movements include technological transfer initiatives, fostering linkages, and stimulating private sector participation. The fundamental factors that support KT include cooperation, belonging, skills, leadership, knowledge and practice (Ssekamwa, 1997). This is why Collins (1993) as cited by Blackler (1995) contends that for KT to evolve, knowledge is "embrained (conceptual and cognitive skills), embodied (action oriented with conceptual practices), encultured (shared understanding), embedded (resides within systematic routines) and encoded (conveyed through appropriate technologies)." On the other hand, KT, according to Mahitra (2002), requires specialisation, externalisation, combination and internalisation. The challenge is to develop supporting schemes to transfer such knowledge between universities and industry (private and public sector) to facilitate the learning process. This requires a collaborative learning environment to enable learners exploit the outcome of their learning processes.

A number of different knowledge transfer models have been used in universities, including collaborative research and development, teaching and learning, information exchange, and innovation and intellectual property commercialisation (Geuna and Musco, 2008). One of other means to facilitate KT has been engaging learners in the internship programme, so that both the learners and the organisations where the internship takes place benefit.

The term 'internship' has been used interchangeably with such other terms as cooperative

education, field studies, field attachment, service-learning, practicum and industrial training. Internships require students to apply classroom learning, theories, and experiences to professional settings with a general goal of having students apply learning and linking it to the curriculum (London University, 2009). For instance, according to Galagedera (2005), industrial training methods as used by Sri Lankan universities can be classified as structured, problem-oriented or informal. Of the three categories, structured training appears to be the most effective, while problem-oriented training places much reliance on the commitment of the trainee. The least effective is the informal type, which can only be successful by chance.

Baird (2008) acknowledges, anticipates, and addresses the everyday questions and concerns of interns, and recommends that internship should help to bridge the gap between academic coursework and the knowledge, skills, and emotional challenges that are found beyond the classroom. As noted by Dreuth and Dreuth-Fewell (2002), many universities and colleges in the USA integrate student classroom learning with interaction in the community. They also observed that KT programmes require a strategy of integrating community service learning with professional practice, and suggested that a developmental model of learning that ranges from basic understanding of the subject matter to the application of community-based learning models. At the City University London, KT is described as a two-way process from placement (internship) to partnerships. It is therefore important to assess how a university unit like EASLIS of the Makerere University is making use of the existing learning models to enhance knowledge transfer among its students, local communities and organisations.

Methodology

This paper is based on a practical programme by the East African School of Library and Information Science (EASLIS) Makerere University that has been done over four years regarding the Internship (Field attachment). The internship programme was held in 22 districts which include Arua, Bugiri, Luwero, Masaka, Bushenyi, Gulu, Iganga, Jinja,

Kampala, Kayunga, Kiboga, Masindi, Mbale, Mbarara, Mpigi, Mubende, Mukono, Nakasongora, Rakai, Soroti, Tororo and Wakiso. The table below shows the analysis of students allocated to districts in the respective placement areas. Placement sites identified included registries, record centers, libraries, data processing centres and resource centres. The central registry, education departments and hospital registries were of major concern in most of the districts that were covered. Overall, 109 students did their internship in the local governments that were supported by I@MAK.COM.

Table 1: Distribution of Placement Areas by District in Uganda

Districts in Uganda	Library/ Resource Centres	Registres/ Records Centres	Total
Arua	1	1	2
Bugiri		2	2
Bushenyi	1	4	5
Gulu	3	1	4
Iganga	1	1	2
Jinja	6	2	8
Kampala	17	11	28
Kayunga	1	2	3
Kiboga		1	1
Luwero	2	2	4
Masaka	4	4	8
Masindi		1	1
Mbale	1	3	4
Mbarara	9	3	12
Mpigi		2	2
Mubende	1	2	3
Mukono	1		1
Nakasongola		2	2
Rakai	1		1
Soroti		4	4
Tororo	2	6	8
Wakiso	2	2	4
Total			109

Each student was allocated two supervisors: a field supervisor and a faculty supervisor. The field supervisors were identified at the time of internship pre-planning. The supervisors were responsible for monitoring and guiding students' day to day work at the internship institutions and also report the welfare of the interns in the respective districts. Prior to their departure to the field, the interns are briefed on the expectations of the internship programme in the districts, and the academic staff are also reminded of their roles and responsibilities in terms of supervision and assessment of the performance of the interns. Students are given letters of introduction from the University indicating the placement area and the activities the students were expected to be involved in. Field supervisors, faculty supervisors and students are also given instructions to follow during the internship (EASLIS, 2006; Makerere University, 2007). Students report in their respective places of internship in the first week of the recess term, and the Chief Administrative Officers of the local governments write to the respective departments to allocate work to the interns.

The field supervisors are required to fill in an assessment form provided at the time of a visit by the faculty supervisor in order to make a general assessment of the internship programme. The assessment involved the evaluation of the student's performance and include request for both quantitative assessment data and qualitative comments on each student supervised. The faculty supervisors visit the students at least twice during the internship period. Students are also required to provide detailed reports on their internship experience, including records of their daily activities in a diary. Most of the students sign their daily attendance in the organisations, as well as in their personal diary, which is countersigned by the field supervisor as proof of the execution of the activities by the interns.

The selection of field supervisors was mainly based on the level of professional training they possessed and/or the employment responsibilities held. The professionals that participated as field supervisors included librarians, ICT officers, senior records officers, assistant librarians, senior

librarians, assistant records officers, records assistants, records officers, senior assistant records officers, information management assistants, assistant data management officers, and information and reference services officer. Some of the students were supervised by officers who were not necessarily library and information professionals. These included commercial officers, office superintendent, inspector of schools, secretary district service commission, assistant town clerk, hospital administrator, senior nursing officer, deputy registrar, court clerk, secretary district service commission, director, district health services, district staff surveyor, chief administrative officer, headmasters, and officer in-charge of registry.

The faculty supervisors also assess the interns on their performances in their respective duty stations. After the internship, a one-day seminar is organised at EASLIS for the interns to provide feedback and experiences to their fellow students. From this exercise, two students are selected to present their internship experiences to a forum of library and information science stakeholders as a way of sensitising the LIS profession on the EASLIS internship programme.

Findings

This section summarises findings in respect of various aspects of the EASLIS internship programme. The findings were compiled from various reports provided by the interns, field supervisors and faculty supervisors.

Activities Undertaken by Students

Students were involved in a number of activities in library and information services and in various institutions including libraries, information centres and records centres/registries. Those students who were attached to district hospitals participated in data collection, analysis, processing and interpreting, record keeping and reporting. Students who were attached to registries and records centres were engaged in records management activities like

opening new files, file referencing, file indexing, filing, control of file movement, file routing, file classification, file census and management of electronic records. The majority of such students were involved in cleaning of records centres, file labeling, file routing and movement and tracking. Other students were involved in updating databases, generating reports, organising records, training and orienting other staff and file coding.

The majority of students who did their internship in libraries were engaged in stock selection, budgeting, processing of library materials, shelf arrangement, issuing and circulation, weeding, stocktaking, and promotional activities. Some of the students participated in book ordering, handling book deliveries, collecting library statistics, establishing a resource centre. Others participated in shelf reading, data entry, sending overdue notices and library orientation. In a few instances, some students were engaged in database design and management. Some students were engaged in desktop publishing activities such as designing and publishing bulletin and newsletters of the respective organisations. Unexpectedly for some of the students, they found themselves involved in dusting and cleaning of books on the shelves, and opening and closing the library.

Field Supervisors' Assessment of the Students' Performances

The internship programmes required the field supervisors to guide and expose students to the day to day operations of the work units where they were deployed. The field supervisors were also required to use different parameters to evaluate the performances of the students at work. In order to do this, the field supervisors were asked to rate students on 10-point Likert scales, with the response options interpreted as follows: 1 to 3 = "needs improvement", 4 and 5 = "fair", 6 to 8 = "above average" and 9 and 10 = "outstanding". The assessments by the field supervisors are summarised in Table 2.

Table 2: Assessment by Field Supervisors on the Performance of Students (N=109)

Parameters	Needs Improvement	Fairly good	Good	Outstanding
Organisation of work/ regular attendance	7 (6.4%)	13 (11.9%)	39 (35.8%)	50 (45.9%)
Timely completion of assignment and punctuality at work	1 (0.9%)	8 (7.3%)	58 (53.2%)	42 (38.5%)
Innovativeness and resourcefulness	4 (3.7%)	1 (0.9%)	62 (56.9%)	42 (38.5%)
Accuracy of work	-	-	55 (50.5%)	54 (49.5%)
Adaptation to working conditions	18 (16.5%)	5 (4.6%)	70 (64.2%)	16 (14.7%)
Ability to work with others	-	3 (2.8%)	40 (36.7%)	66 (60.6%)
Follow up on assignments	-	2 (1.8%)	54 (49.5%)	53 (48.6%)
Ability to communication with superiors	15 (13.8%)	4 (3.7%)	52 (47.7%)	38 (34.9%)
Ability to apply theory in practice	-	6 (5.5%)	58 (53.2%)	45 (41.3%)
Ability to judge and take decisions	-	7 (6.4%)	65 (59.6%)	37 (33.9%)

Generally, it is apparent that the students' performances during the internship were rated mostly good (i.e. above average) in demonstrating adaptation to working environment (64.2%), ability to take decisions (59.6%), innovativeness (56.9%) and ability to apply theory and practice (53.2%). A clear majority of the students were also rated outstanding in their ability to work with others (60.6%), which almost half of them were rated outstanding on accuracy of work (49.5%) and following up with assignments (48.6%). However, very few students were rated outstanding on adaptation to working conditions (16.5%), ability to communicate with superiors (13.8%) and organisation of work (6.4%). There is therefore need for improvement in these areas.

Technical Competencies of Students

According to the field supervisors, most of the students were competent in technical work. Those who worked in libraries were competent in classification and cataloguing, library administration,

compiling user statistics, newspaper indexing, accessioning, reference service and information work, and binding. In addition, the faculty supervisors thought that the students possessed some customer care skills in managing library services.

Those students who worked in registries and records centre exhibited abilities to translate the theories and principles learned in the classroom into specialised information management systems (e.g. Health Management Information Systems). Such students got involved in record keeping, filing and supervision of other lower cadre staff. Majority of students attached to registries/records centres were involved in the establishment and/or re-organisation of registries/records centres. Majority of students also exhibited knowledge and skills in computer use, data management and database management systems.

Students' Personality

Field and faculty supervisors were requested to comment on how they would describe the students' personality to others. According to the field

supervisors, majority of the students exhibited excellent communication skills and were willing to take up new challenges. The students were also described as having ability to execute and follow up assignments without much supervision. Some of the students exhibited good time management, public relations and high commitment to the work, while some others demonstrated teamwork ability to learn fast and follow. In many cases, students were observably self confident, self-motivated, and exhibited interpersonal skills. The majority of students were friendly, trainable and credible.

In terms of character traits, the field supervisors described the students as disciplined, straightforward, honest, humble, courteous, polite and respectful with a commitment and positive attitude towards work. Majority of the students were also described as creative, participatory and industrious, and quickly adapted to the new working environment.

Students' Assessment of the Internship Programme

The majority of the students reported that they learned a great deal about how local governments operate. They also claimed that they were able to apply what they learnt in class into practice. Their reports show that, as a result of this internship training, students gained a significant deal of experience in several aspects of information management and technology. Students also learned teamwork, clients handling and public relations skills, customer care, and minutes and report writing. Students also reported that they have acquired communication skills, interpersonal relationship skills, records and information management skills, word processing skills, etc, and made new friends.

According to the students, the training was relevant to the BLIS programme. Students expressed satisfaction with the various skills acquired from the exercise, and perceived the training as completely successful as they were warmly welcomed and managed to adapt to the work environment. Furthermore, students noted that some of the activities were intellectually engaging because they required a quick memory and a good knowledge of the collection, policies and regulations of the

information centre. According to them, appropriate conduct is a very important requirement in the working environment, including mode of dressing, punctuality and presence.

The students were confident that they had gained some abilities in teamwork and ability work and associate with other people, and respect professional ethics. Some of the students appreciated that they had become better informed on existing documents, manuals and policies relevant to local government, which has made some of them understand the way local governments work.

Areas that Need Improvement

There were significant mentions and concerns regarding some special skills and professional aspects of information management in which the students were weak and were needed to be improved. In the library domain, it was felt important for students to strive to have a better understanding of theoretical base of library classification. Majority of students were reported to have lacked binding skills. According to the field supervisors, students lacked some tacit and explicit knowledge in information management. Some of the students also needed to improve on their knowledge and skills in library automation and other library ICT related aspects, and in abstracting and indexing.

The students who worked in records centres/registries required knowledge in the areas of classification systems for local government records and in the legal aspects of records management in Uganda. There was a general lack of knowledge in specialised records management systems, e.g. Health Management Information System (HMIS) where the students lacked some knowledge in the medical vocabulary and the coding system. In few instances, lack of adequate knowledge in registry procedures and personal file classification was identified.

The field supervisors noted that students needed improvements in leadership skills and innovativeness, human resource management and office management and practice. The field supervisors considered it important that students should be exposed to information and data analysis techniques should be able to apply computer

applications/software in the library environment, and should be able to communicate well, develop work discipline and ethics and adapt to harsh working conditions. Faculty supervisors emphasised the need for the students to be able to handle many clients, answer client's queries, handle monotonous routine tasks, and develop communication and advocacy skills.

Benefits to the Local Governments

In most of the districts, field supervisors indicated that their departments/organisations benefited from the skills the interns had acquired from university. To most of them, students boosted the operations of the departments by clearing backlogs. This was further manifested by a student who explained that *"the host institution received extra and free labour and my presence reduced the work load of the limited staff."* Majority of the students initiated and/or participated in the establishment or organisation of information centres such as registries, records centres, archives, databases and resource centres. For instance, in Kitagata Hospital in 2006, a Senior Nursing Officer (2006) reported:

Students have activated the hospital records management system, upgraded the health management information system, opened a registry for the hospital, the first of its kind since the hospital was started in 1969, trained and oriented our records staff to new methods of records keeping and management.

The students who were interns at records centres affirmed that they contributed greatly to the organisations. Due to lack of adequate staff in most of the districts, some of the students took over full responsibility of some of the centres in the absence of the designated officers. The field supervisors also affirmed that information materials were now properly organised, easily accessible, and were being optimally utilized. Overall, field supervisors believed that the internship programme has marketed both the local governments and the skills of the students.

According to the students, some of the regular staff received some new skills from them, and this made some local governments to develop interest in employing library and information workers. Many of the faculty supervisors agreed with the views above, and that the majority of the organisations had backlog of work which they were able to clear with the help of the students.

The field supervisors were required to indicate whether they would consider having one or more interns in future runs of the programme, and all of them expressed the need for more interns than were allocated to them, although they also wanted improved gender balancing of the interns.

Problems Experienced during the Internship

Field supervisors were required to mention any problems they had experienced with the students during the internship period. In very few incidences, it was noted that students lacked time management, understanding of office behaviour, ethics and etiquette. Some students required unnecessarily too much supervision. In many of the organisations, there were inadequate or lack of facilities, equipment and appropriate software to enable the students to practise the information management skills and procedures that they had been taught in class. For example, in some libraries, there was absence of classification schemes, lists of subject headings and computers. Where computers existed, there were inadequate specialised applications for library management and records management. This made most of the practical training more or less manual than computer-based.

When students were required to indicate the problems experienced during the field attachment, it was clear that they faced the problems of long distances from their places of residence to the work places, language and food problems, high cost of living in some places, lack of skilled personnel in the districts and lack of stationary and financial resources in the work places. According to students, it appeared that some special needs of students were not considered while allocating the interns, and that, in most of the information centres, there were inadequate considerations of those needs. The students were also bothered by the bureaucracy in

the local governments. “Sometimes you have to contact more than four people for a single task to be done”, one student lamented. Moreover, according to the students, some of the officers were not ready to adhere to new ideas brought in by the interns. One student reported: *“I introduced the idea of clients showing identity cards or written documents from people who have sent them to collect documents, but most of them saw that as a problem ...”*

According to the students, some staff did not want to work with students which they considered to be “brushing shoulders with kids”. In addition, the working environment in many cases was not conducive. For example, for those students who were attached to hospitals, they noted that “working with sick people, seeing patients and/or dead bodies almost all the time” without prior orientation was not easy for many students, and this affected some of them psychologically. Some students also exhibited allergies to some of the places which were very dusty.

On the side of the faculty supervisors, having to supervise students in the field in addition to the routine teaching and research work was a challenging task.

Suggestions for the Improvement of Internship Programme

The field supervisors, faculty supervisors and students provided the following suggestions for improving the internship programme to boost its benefits for the university, the organisations and the students:

- a) **Programme coverage, timing and supervision:** EASLIS should define more clearly the work areas where they require students to practise and provide those areas to field supervisors in advance. According to some students, there should be a clear analysis of the activities to be done. The internship should be undertaken during the second and third years of study to increase the students’ exposure, as well as chances of getting employment upon completion. In addition, students on formal employment

should request for leave from their employers so that they can concentrate fully on the internship programme. The time allocated should be revised to provide a more convenient opportunity for students to gain hands on experience. Both the faculty and the students expressed the need of having more than two visits from faculty supervisors during the internship.

- b) **Accommodation and welfare for interns:** Both the field supervisors and the students suggested that prior arrangements between the faculty and the host organisations should be made concerning the students’ accommodation for their safety and convenience. The host institutions should plan to provide some support to the interns in respect of appropriate accommodation, feeding and out of pocket expenses. Furthermore, the health status and special needs of individual students should be considered before sending them to the placement areas.
- c) **Students; commitment:** Students should be more committed to the assignments and the work given during the internship. According to field supervisors, students need to be prepared to face the challenges in the work environment.
- d) **Improved facilities for information management services in local governments:** Local governments should acquire ICT equipment to enhance effective information management and provide functional and purpose-built buildings for information management centres. Districts should also develop policies governing the access to and management of information, e.g. library and records management policies.
- e) **Sensitisation and awareness promotion:** The university should organize a sensitisation programme of the intended beneficiaries to inform them about the different aspects of the internship programme. EASLIS should sensitize the public about library and information science careers because the interns often had to explain what the

discipline can contribute to the organisations and the society. In addition, EASLIS should sensitise the host institutions about the importance of internship and the institutions' expected roles and responsibilities.

Observations and Conclusions

The internship programme has shown clearly that the level of knowledge and skills acquired by students before their internship, and the preparations made for the programme both contribute to the success of the programme and, consequently, the host institutions' perceptions of the library and information science profession. The interns bring to the internship mostly explicit and some tacit knowledge in the university. These must be combined with explicit knowledge passed on to them through the internship guidelines provided to them by their field and faculty supervisors. However, real life practical work demands the development and use of high levels of tacit knowledge, and this enables interns to develop their levels of tacit knowledge. Also important for the development of the tacit knowledge are the attitudes, perceptions, motivations, and commitment of the interns prior to and during their internship experience. The quality of the explicit knowledge passed on to the interns by the field and faculty supervisors also contributes to the level of harnessing of tacit knowledge by the interns. Indeed, such matters as the assignment of tasks, supervision and motivation provided by the various parties (supervisors, host institutions, interns themselves) have a bearing on the interns' satisfaction with programme and, possibly, their future career prospects in profession.

LIS training schools therefore require balancing theory and practice to ensure that students demonstrate competences in the workplace. The abilities exhibited by students during the internship also contribute to the abilities by the organisations in appreciating the roles played by the profession in enhancing good governance. Therefore, advance preparation of both the students and the field supervisors promotes the need for internship programme in the local governments. Furthermore, the success of the programme depends on the benefits

gained by all participating stakeholders including the faculty, the students, and the host institutions. This however depends on the facilitation (e.g. funding) availed to students, the environment in which the internship is taking place and the level of social acceptance by the host institutions. Universities should therefore streamline funding of the internship programme to ensure that an appropriate environment is provided. In addition, there is a need for lobbying Government to promulgate a corporate social responsibility policy for all public and private sector institutions to enhance the internship programme in the country. Such arrangements will ensure that internship programmes enhance on the knowledge transfer towards strengthening decentralisation programme in Uganda.

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