

**THE NATIONAL UNIVERSITY OF LESOTHO AND LOCAL
DEVELOPMENT IN THE ROMA REGION: FOCUS ON STREET
VENDING ENTERPRISES**

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ABSTRACT

This study sought to investigate the impact of the National University of Lesotho (NUL) on local development in the Roma Region with specific reference to street vending enterprises. The study used quantitative and qualitative data collection methods. Major findings show that unintended impacts of NUL on street vending enterprises were in the provision of both students and employees as their market located around its campus gates. Furthermore vendors felt that while these links were meritorious, they were spontaneous and, at times, conflicted with their core business in street vending by presenting some challenges that hindered the effectiveness of their businesses. Therefore they recommend that the NUL must start partnership programmes on local development with street vendors through deliberate policy interventions to promote regional development within its host community. Some of the areas recommended for partnership were the development of vending stalls on campus for rent to vendors; NUL assistance in the regulation and standardisation of vending sheds off campus around its gates for scenic and environmental sustainability; provision of training on basic bookkeeping, literacy programmes, environmental health, food and nutrition; horticulture by relevant NUL academic departments; formation of a joint committee between NUL and the relevant stakeholders from the community and vendors to synergise activities.. The NUL should act as a catalyst for twinning between the local vendors and vendors from elsewhere and development partners nationally and globally to enhance their social capital.

Keywords: National University of Lesotho, Local Development, Street Vending Enterprises, Roma, Lesotho.

1. INTRODUCTION

Since its establishment in 1945, the National University of Lesotho (NUL) celebrated its 70th birthday in 2015, as the pillar of academic excellence and scholarship in both Lesotho, and southern Africa as a whole after hosting and according higher education to scores of willing and refugee students from South Africa, Zimbabwe, Mozambique, Namibia, and farther afield from Uganda, Kenya, Sudan and others. While that enormous contribution is recorded officially by the NUL and cherished with the pride that it deserves, little attention, recognition and celebration is made of the contribution of NUL to the local development of the Roma region within which it has mainly been located throughout these over 70 years.

Therefore the objective of this research was to fill this gap by making an investigation into the impact of the NUL on the nature of street vending business around it and to find out the inter linkages between the two of them, with the view to assessing how these relationships might be further strengthened to promote stronger NUL – community partnerships for sustainable local development in the Roma region.

The research objective was operationalised through the following for research questions;

- Who are the street vendors around the NUL?
- What businesses do they do and how?
- What relationships do they have with the NUL?
- What suggestions do they have to strengthen the NUL - street vending business relationships?

2. RESEARCH METHODS

The survey used secondary and primary data collection methods. Secondary data was used mainly, but not exclusively for literature review. Transect walks were also used to determine the operational business enterprises around the NUL campus in Roma in order to establish a sampling frame.

Quantitative methods were then used to do sampling of some units for interview in the street vending business survey. A Total of 136 vending units were identified in cluster 1 along the main road from Ha Scout to the post office; 16 vending units at the Hata-butle gate, and 3 at the north gate near the weather station. This made a total of 155 vending units. Due to resource constraints, 30% out of the 155, which is equal to 47 and was rounded up to 50 vending units, was sampled as a statistically acceptable sample size to be interviewed. Then a proportionate sampling procedure was applied to determine the quota for each cluster as follows:

Cluster 1 = $136/155 \times 50 = 44$; Cluster 2 = $16/155 \times 50 = 5$; Cluster 3 = $3/155 \times 50 = 1$.

Since the vending sheds are located linearly, a systematic sampling procedure was applied to identify the actual units in the sample to be interviewed in each cluster. This was based on the use of a sampling interval of 3 determined through dividing the sampling frame of 155 vending units by the sample size of 50 ($155/50 = 3$). The interviews were conducted using a questionnaire on the business and income issues in relation to NUL and the contribution to community livelihoods in Roma.

The paper is divided into six sections. Section one is the introduction. Section two is the conceptual overview. Section three is research methodology. Section four is a descriptive overview of the NUL and Roma region. Section five presents the survey results and their discussion. Section five is the conclusion and recommendations.

3. UNIVERSITIES, REGIONAL AND LOCAL DEVELOPMENT: AN OVERVIEW OF DEBATES

Contemporary debates on the universities centre around, on the one hand, their maintenance as elite institutions with a focus on their classic role to play what is called first and second sector roles which entail the provision of teaching respectively to an elite class that is meant to take leadership in the management of national affairs in their countries and lead the rest of the people towards an ideal good national future. On the other hand, other analysts criticize this viewpoint as being limited in scope and isolated from the people and therefore makes universities to remain ivory tower institutions within the regions where they are based, which focus on national development at the expense of due consideration for promoting the welfare of the areas and communities that host them. This role is to be promoted through the addition to the second sector role which involves innovative community based and linked research by universities; and the third sector role which involves their instrumentalism in promoting research and commercialisation through entrepreneurship starting with themselves as competitive corporate entrepreneurs in the business world. Within this latter viewpoint universities must find themselves duty bound and seek to contribute to local development directly through deliberate policies aimed at promoting this result, through, inter alia, "town and gown" programmes, and indirectly through spill over effects of their activities into the local host areas and communities (Ohme, 2003; Hoffman & Hill, 2009; Kotosz, 2013; Ciapetti, 2009; Thompson, 2014; Cox, 2000).

Multiple and competing approaches have been used to identify and analyze contributions of universities to local development. The most commonly used are input-output analysis which identifies the activities done and resources used under demand and supply basis as inputs to drive the university system composed of the university administrative and technical machinery,

workers and students on the one hand, and the results or outcomes of the application of this university machinery which act as outputs that are released to the community and nation for consumption and improvement of lives and livelihoods (Kotosz, 2013:22).

Some studies employ the use of the economic base approach in which the key activities and expenditures of income by the university and other income related expenditures by its employees and the students are identified as the key drivers of the local economic development which would then be the basis for social, infrastructure and technological developments within the host areas and communities (Kotosz, 2013:22).

The third category of studies is the regional multiplier approach which concentrates on the identification and analysis of pre- university scenarios and compares them with the current study time scenarios that are supposed to be a result of the presence and operations of the university. Quantifiable regional performance indicators of both scenarios are used to do this analysis. This method is highly demanding in terms of availability of quantifiable regional and local data, and is not ideal for data scarce situations such as those that prevail in most poor countries and rural regions which might be hosts of some universities.

There is lack of academic literature on studies in Africa and southern Africa on the contributions of the universities in local development. Studies available concentrate on analysis of the contribution of universities mainly to national development (see Kongolo, 2011) for University of Swaziland, for instance, while Fongwa et al. (2014) present the case for universities and regional development in South Africa. However, in the developed world, especially in North America and Europe, there is abundance of studies on universities and local as against national development (Dallago, 2014). Universities contribute to the development of their host area and communities in multiple ways that can be classified in different ways. Some of the contributions are economic, social and infrastructure services, while others are in training, research, innovations, and so on. Some contributions are tangible while others are intangible. Others are quantifiable, some are qualitative. Some are short term while others are long term. Yet others are individual while some are community-wide. Cox (2000: 9-10) argues that the contribution of a university to local development can be analysed as higher education institution – community partnership that is composed of 5 linkages, namely human capital, social capital, economic infrastructure, physical infrastructure, institutional infrastructure, and political capital empowerment.

Within the context of economic infrastructure contributions, Kotosz (2013: 23) and Cox (2000: 10) argue that the main focus is on some of the activities that deal with economic and commercial activities that result from the university-community linkages such as employment

within the university whose indicators are rates/ number of jobs within the university and its related institutions occupied by the employees from the local area or region. Estimation of its percentage of employees would reveal its significance for the university employees and management alike; and its percentage of all employees in the region would show its importance in regional employment creation. Closely related to employment are the individual and household incomes that accrue from the employment. This income increases the purchasing power of the individual and/ or households and increases their consumer spending on goods and services whose supply is likely to increase in accordance with the qualitative/ effective demand exerted by increases in the purchasing power of the individuals and/ or households in the local communities. Therefore employment generation becomes an economic basic activity of the local area or region which it also exports to other regions, nation and even international level areas by sourcing extra supply of labour outside the local area from them.

Other issues of focus on economic contributions are on university income and its expenditure on the acquisition of goods and services from the local area/ region for use as inputs into its operations. Consumer spending also results in spiral effects on private entrepreneurs to supply goods and services, and thus promotes the entrepreneurial and innovative capacity of the local communities. Commercial, retail, banking and food services are among some economic services that respond more quickly to increased consumer spending by the university, its employees and students (Hoffman & Hill, 2009: 7-9).

With respect to social capital, Cox (2000: 9) maintains that these contributions arise because universities are melting pots composed of local, national and international students and employees of multiple ethnic, racial, gender and national identities and cultures who coexist with social difference tolerance, mutual virtue, respect and understanding, all of which are hall marks of universal humanity. These social values permeate and diffuse into the local communities as well and characterize them in the long term with positive impacts on the development of local social capital. Knowledge, fame, community twinning, community partnerships between local communities and external home areas of some of the employees and students are, inter alia, some of the social networks that are likely to fuel positive impacts for social capital for local development due to the universities. All these are based on acceptance, cooperation and trust.

The contributions on human capital are based on the outputs of the training offered to students, research activities of the staff and students, innovations and entrepreneurial acumen of the staff and students, especially local ones, which are all likely to attract industries from outside into the local communities, and/ or promote the formation of them from within the local communities themselves as a result of this development of human capital (Hoffman & Hill, 2009: 10; Cox, 2000: 9). A controversial issue is, however, to what extent these trained expertise and

innovations actually become applied to and rooted in local communities to promote sustainable local development. For universities based in small towns or villages in poor countries this is likely to drift to the major cities where opportunities and amenities are better, unless deliberate policy measures are enforced to promote their retention as capacity building in local development initiatives.

With regard to physical infrastructure contributions, universities help to directly and/or indirectly stimulate the development of housing, transport, recreation and leisure services within their host communities (Cox, 2000: 9).

Concerning institutional infrastructure contributions, multiple social institutions are attracted into the community as a result of the universities and their work. Some come from outside while others are community-grown and/or indigenous. Universities can promote this local institutional capacity building through capacity training programmes meant to enhance their efficiency and management in local development, and even participation in national and international affairs (Cox, 2000: 10).

As far as political empowerment contributions are concerned, universities are centres of excellence in intellectual discourses and critical thinking and participation (Cox, 2000:10). Therefore public lectures, open seminars and debates on national and international issues provide fora within which local citizens can participate to become more informed and inform the intellectuals more on bread and butter issues both of which can result in a symbiotic political relationship of knowledge, opinion and power sharing between the university and the local communities which promotes the latter's empowerment and political capital.

It might be concluded that while the contributions of universities to local development are multiple and varied, most studies on this research problem have concentrated on economic capital and human capital analysis with a focus on direct university induced impacts that arise from spin off or trickle down effects arising from them; and the teaching, training and research activities respectively. While these are certainly important, there is paucity and dire need to promote the conduct of studies that are holistic in nature and factor in all contributions including indirect ones as well in order to come to fuller understanding of the contributions of universities on sustainable local development, especially in poorly resourced countries such as those in Africa where some universities are either, or yet to be, located in peripheral rural regions. This survey of the National University of Lesotho hopes to contribute to one such a rurally located university and its indirect contributions to rural regional development.

4. THE STUDY AREA: A DESCRIPTIVE OVERVIEW

Roma is a small rural service centre in the Maseru district in Lesotho located about 35 km south east of Maseru city. The Basotho name for this region is Ha Maama; and it is under the Principal Chieftainship of chieftainess Mabela Maama. Roma is the Christian name that came with and is based on the presence of the Roman Catholic Church which its national headquarters there after its pioneers were placed there by the Great founder of the Basotho Moshoeshe I on their arrival in Lesotho.

The population of the Ha Maama constituency was estimated at 6,950 households with 22, 736 people in 2006 (BOS, 2006). This population is spread in village settlements within the Ha Maama ward that fall under 10 chieftainship areas namely, Boinyatso and Ha Liile; Ha Maja and Thaba-khupa; Mokema; Ha Maama; Ha Mafefoane and Qhobosheaneng; Popa le Popanyane; Ha Elia; Ha Lekunutu; Nkoeng; and Litoaneng. The Ha Mafefoane and Qhobosheaneng area is the location within which the NUL falls. There are also Roman Catholic Church missions, Roma hospital, 2 high schools, Catholic Priests training centres, police station, post office, community council offices, LEC electricity supply office, WASA office, Agriculture office, and shopping centre, among other services. Therefore it functions as the service centre for the Roma region, and is officially designated as one of the service centres in the country.

The NUL started in 1945 as Pius XII College under the ownership of the Roman Catholic Church. It was since then up to the 1960s partnered to UNISA under whom it offered degree courses. It changed names in 1963 to become the University of Bechuanaland, Basutoland and Swaziland (UBBS) and offered its degrees independently since then; and changed names in 1966 to become University of Botswana, Lesotho and Swaziland (UBLS) until 1975 when the countries split to form their own institutions, and it became the National University of Lesotho (NUL Strategic Plan, 2007: 5).

At present the NUL has 5 campuses, the main campus is at Roma. Regional campuses are spread in Lesotho with the second largest campus in Maseru. The third is Mohale's Hoek in the southern region of Lesotho, the 4th campus is at Mahobong in Leribe in the northern region, and the 5th one is at Thaba-tseka in the mountain region of the country. These last 3 regional centres have been suspended due to scarcity of operational funding. The overall student population of the NUL including that of the regional campus in Maseru is currently estimated at 10, 000 students. This has declined from about 13, 000 in the past before the NUL reduced intake in order to effect some restructuring process that was done then which resulted in the suspension of programs and intake in the southern, northern and mountain regional centres. Therefore an effective student population of around 8, 000 is estimated for the Roma based main campus alone at present.

The main campus at Roma operates a residential university system in which students are resident on campus in accommodation provided by the university. However, massification of students' intake since the era of transformation in 2001 increased numbers beyond the on-campus residential capacity. Lenomo (2012) estimated that campus accommodation was around 2,000 students. This has effectively left out about 6,000 students at the Roma campus to seek off campus accommodation and related services.

The NUL also offers undergraduate degrees in Humanities; Social Sciences, Science and Technology; Law; Agriculture; Education, and Health Sciences at the Roma campus. All these offer teaching, training and research activities to students and by staff respectively. All the programmes are full time and no significant distance learning is in place yet except for the part time degree in Bed Primary Education. Only few faculties and departments offer postgraduate degree programmes so far.

5. SURVEY RESULTS AND DISCUSSION

Discussions with the NUL management indicated that the NUL currently had no specific officially articulated policy on the NUL and the local development in the Roma region. However, one of the NUL Strategic Plans made reference to promoting and enhancing NUL-community partnerships under its Strategic Goal 8 which was on "strengthened local, regional and international partnerships" (NUL Strategic Plan, 2007: 30). The NUL itself had many contributions that it made to local development in the Roma region and the communities. These were direct and indirect in nature, and fell within the linkages of economic capital, human capital, infrastructure services, social capital and political empowerment arena. However the focus of this paper was on indirect economic contributions with specific reference to the development and operation of street vending enterprises around the NUL campus in Roma.

5.1 Demographic profile of the sampled street vendors

The gender aspect of the respondents in the sample was investigated. This was so because studies show that women are more prevalent in street vending economic activities in Africa because it, inter alia, gives them economic empowerment, it is flexible in employment for them to juggle it with home chores and formal employment has male bias (Mitullah, 2003:4; Nani, 2016: 551-552; Beccles, 2014:7). Therefore concerning the gender dimensions, the results of the survey indicated that 52 percent out of the street vendors interviewed were women, while 48 percent were men. This was a majority of the vendors in the sample and indicated the opportunity granted by NUL to offer women economic empowerment in the midst of increased unemployment which with a gender bias against them in recent years in Lesotho. What the NUL might wish to consider is to forge and strengthen gender partnerships with the vending women

and act as a link for their twinning with other women vending associations/ groups near other universities in the SADC and further afield in order to enhance their economic self empowerment.

Literature on street vending in Africa shows that it is prevalent among the youth who have just entered the economically active age and the middle age people due to high unemployment at these ages (Nani, 2016, 552-553; Beccles, 2014; 7). In the case of the ages of the interviewed street vendors, the findings of this survey showed that the majority of the interviewees, 38 percent, were in the age group of between 31 to 40 years. This was the prime age of the economically active group in the region, but had sought economic employment refuge in street vending indirectly induced by NUL due to absence of employment.

Household size of the street vendors has also been discussed in literature and consensus is that medium households with around 5 members are prevalent (Baliyan & Srivastava, 2016: 69). Household sizes of the interviewees were investigated in this study as well. The household size data shows that the highest household sizes reported, 52 percent, among the respondents were medium with 4-6 members.

Studies show that in the case of marital status, single women in southern Africa participate more in street vending enterprises (Nani, 2016: 552). In this survey marital status was investigated. The findings revealed that 68 percent of the vendors were actually married instead of single. This implies that marital family responsibilities impelled them to take advantage of the indirect income generation impacts arising from the location of the NUL in the region to seek alternative livelihood from street vending around its campus premises.

Literature also examines education and argues that the majority of street vendors have low education mostly at primary level followed by junior secondary level; although tertiary graduates are increasingly entering street vending (Nani, 2016: 553). With regard to education profile of the interviewed street vendors the results showed that the majority which was 32 percent had primary school education; followed by secondary education with 30 percent; and high school with 24 percent. This means the NUL indirectly induced the employment of the low educated labour out of complete unemployment. This low level of education provides opportunity for NUL to launch a literacy program for those who might be interested to further their education in the evenings and/ or over the weekends.

Studies show that street vendors tend to be mostly migrants from outside the inner region where they operate (Baliyan & Srivastava, 2016: 70). The survey sought data on migration history of the respondents in this study as well in order to establish the sphere of influence/ attraction of the street vending opportunity ignited by the NUL. The results show that the majority of the

interviewees, 72 percent, came from the local area which is an area within the villages that fall under the Ha Mafefoane and Qhobosheaneng chieftainship which is the same chieftainship within which NUL falls. These were in contrast with the findings by the above researchers. It also showed the intensive indirect impact of NUL in influencing local development.

Sources of income for street vendors were investigated in this study in order to determine whether they had alternative sources or mainly dependent on street vending for livelihood. The results show that most of them, 66 percent, relied solely on their current street vending business as the main income source. NUL could use this as an opportunity to work on a program on alternative small scale income generation projects with the street vendors.

5.2 Profiles of the sampled vending enterprises

Literature points out many reasons why people resort to street vending for livelihood among which absence of employment amidst the pressure to meet family needs is primary (Beccles, 2014). The results in this study revealed that the most common reasons why the vendors started their business were to make money 35 percent; followed by the absence of employment that made them to generate self employment at 27 percent, and in order to meet family needs at 23 percent.

Street vendors are often accused of refusing to occupy spaces allocated to them by officials, and instead allocating themselves sites for business or areas from which to operate where they prefer such as along the major routes, pedestrian and vehicular traffic points, whence they create a disorderly spatial distribution pattern that conflicts with the planned land use allocations for those areas by the authorities. The result becomes frequent evictions by law enforcement authorities (Beccles, 2014:6; Mramba, 2015: 194). In this study the case of how the allocation of sites or vending spaces that they used was done was investigated. The results reveal that the common mode of acquisition by 50 percent of the interviewees was that they were allocated their sites for the vending business by the local community council. This was followed by allocations by the chief at 41 percent; the rest had either inherited or bought the site from the previous owner. While this allocation was official, the NUL authorities see it as an eyesore at its gates and along the main entrances and often appeal to the local community council to remove or resettle them further away without much success. This constitutes a continuous conflict between both NUL and street vendors for which they need to find a win - win solution

Owing to the fact that most street vending activities in developing countries are either illegal or quasi-legal, their tenure is insecure. In this study there was also a question to find out the conditions regulating the use of the business space/ site. The results show that there were multiple conditions that regulated the use of the vending space by the vendors. The most

common of these with a score of 37 percent were to keep the cleanliness of the vending place; to make sure not to hinder public works in the area with a score of 16 percent; and to occupy the place on a temporary basis only and clear oneself away when requested by the authorities to do so with a score of 14 percent. In this case the indirect negative impact of NUL was that it regularly requested the authorities to remove or relocate these vendors further away from its entrance gates. As a result temporary structures were created with no environmental security, scenic beauty or fortification against adverse weather conditions. NUL could intervene in this area through a program that either helps to introduce the use of uniformly designed spaces and structures for rental by vendors within its premises; or outside in consultation with the council and chief with vendors giving token payment for maintenance to the council for the upkeep of the place.

5.3. Business Management

The management of the vending enterprises was that 94 percent was primarily family based and driven in terms of labour supply and inputs like capital and technologies.

In relation to goods sold studies maintain that these are a variety of convenience goods that sell fast, are not bulky, require low start up capital, are cheap but in high demand for use such as food, clothing, beverages, toiletries, interalia (Amoah-Mensah, 2016:1662) This survey asked what the goods and services sold were so as to understand its orientation in terms of product type. The results are presented in Table 1.

Table 1: Type of Goods and Services sold in the Vending Enterprises

Type of product sold	Frequency	Percent
Food – papa, vegetables and meat plate	10	6
Peanuts	5	3
Simba / potatoes chips	18	11
Sweets	15	9
Herbal products	2	1
Chewing gum	3	2
Pop corn	2	1
Air time	13	8
Cell phone parts, covers & repairs	1	0.6
Cigarettes	15	9
Soft drinks	1	0.6
Sim cards	1	0.6

Toiletry	1	0.6
Computer repairs	2	1
Electrical repairs	1	0.6
Wool hats	2	1
Hair saloon services	1	0.6
Jerseys	1	0.6
Fruits – oranges, apples, bananas, peaches	12	7
Pens	1	0.6
Vegetables – cabbage, tomatoes, onion, spinach, rape, carrots, potatoes, beetroot, green pepper	10	6
Tupperware utensils	1	0.6
Jewelleries	1	0.6
Fat cakes	6	4
Salt	1	0.6
Chicken heads & feet	3	2
Bedding linen	1	0.6
Biscuits	3	2
Sugar	1	0.6
Toilet paper	1	0.6
Hair cut / barber shop services	2	1
Russians & Viennas	7	4
Milk	2	1
Eggs – raw & boiled	4	2
Car wash	1	0.6
Soap	1	0.6
Enhanced/ processed food products	1	0.6
Shoes	4	2
Shoe repairs/ mending services	2	1
Clothing	5	3
Total	164	99

Table 1 shows that there was a wide variety of goods and services provided in the vending business around the NUL campus. A grouping of those mentioned in this table shows that these are mostly food selling services/ street catering. This variety allows for the ease of entry into the vending business because it is open-ended and flexible depending on demand by students and/ or staff. Therefore this makes it highly elastic to allow for many people to start the business as long

as they perceive the market opportunity or niche for new products, and/ or need for new suppliers of the goods and services already provided in the market. The second category was that selling groceries; the third is that selling fruits and vegetables; the fourth was that of clothing; crockery, hard ware, and beauty services.

Studies indicate that choice of products by street vendors is influenced by, among others, affordability and market demand (Amoah-Mensah, 2016). Therefore this survey sought to find out why the vendors sold their chosen products. The results revealed that the majority, 38 percent, said they chose the products because they were cheaper and easy for them to start with their limited capital resources. While 36 percent said they chose to start vending business with their chosen products because they were in demand in the market.

Fongwa and Wangenge-Ouma (2015: 539) found that in their study of the impacts of the University of Buea (UB) on local economic development in Cameroon 80 percent of the businesses interviewed in its vicinity said their clients were students, staff and visitors of the university and its population. This study sought to find out who the customers of the street vendors were in order of importance. The results indicated that the majority of them with a score of 45 percent reported that their businesses customers were NUL students. This was followed by community at 27 percent. The conclusion drawn from this result was that the NUL induced street vending business through its students mostly, and to some extent its staff. Asked about the method of payment used in the business, the majority, 74 percent of the interviewed vendors, said it was cash; while 26 percent said they gave some account to some trusted students who paid them when they received their food allowances every month.

Another issue investigated was the average income that vendors made daily from their businesses. The majority with a score of 30 percent made an average daily income of less than M 100 per day. Some 26 percent said they did not want to say anything on that because most times they made nothing due to high competitions since they sold similar goods and services. A rough estimate indicates this to be around an upper limit amount of M 2, 000 per month which is around the minimum wage of about M 1, 000 in Lesotho. When they were asked to comment on the adequacy of this income for their livelihood, the majority, 52 percent, said the income was insufficient for their household needs. However, 44 percent said it was adequate for their needs.

The university calendar in terms of when it is open and on holidays affect performance of the local businesses and causes high and low business returns respectively (Fongwa and Wangenge-Ouma, 2015: 539). In this study in the case of the impact of students on their business, 44 percent of the vendors said the presence of students promotes high income turnover per day; but

55 percent said their absence during the breaks has negative impact that makes them have bad business returns.

The survey asked the vendors what they regarded as positive impacts of NUL on their businesses. Sixty eight percent mentioned the provision of NUL students who they said were their most important market, and 15 percent mentioned the provision of NUL workers for consumption of goods from their businesses. Only 2 percent mentioned light from the NUL electric lights along the security fence as a positive. This falls under the contribution to social capital and actually enables the street vendors to operate well into the night with safety and security assured by the NUL lights. Moreover, although not mentioned, the taxi rank by the Roma taxi association is located just opposite the NUL main gate and provides a strategic location to maximise on traffic concentration which acts as a viable market for the street vending enterprises. Furthermore the community council is expected by law to levy rates to the street vendors but there was no evidence that the vendors were made to pay it regularly by the council as a contribution to tax revenue.

Universities may also have indirect negative impacts on local economic development in their host regions. This survey sought views of street vendors interviewed on what they identified as negative impacts of NUL on their businesses. According to vendors interviewed the majority, 64 percent, said there were no negative NUL impacts on their businesses. The only significant negative impact on the list of the few mentioned was that of the 11 percent which complained about the failure of NUL students to pay their accounts in time in cases of services or goods acquired on credit. This was followed by 9 percent on the pollution through unsafe sanitary practices to their working environment made by NUL students especially at night when some came from the nearby recreation outlets.

Finally, the study sought to find what suggestions the vendors would suggest in order to start NUL - street vendors' partnership. the results show that the most recommended interventions to start NUL- Street vendors' partnerships were found to be that NUL should try to work with NMDS to regularise timely release of students allowances so they can settle their debts for livelihood timeously (22 percent), and that NUL should consider offering vendors a vending space on campus for rent (22 Percent). These were followed by NUL to partner with vendors to help built uniform shacks for aesthetic beauty & environmental health with a score of 9 percent; NUL could provide or link vendors with start up capital or seed funding for joint projects with it with a score of 7 percent; NUL must train vendors on business management and alternative income generation projects with a score of 6 percent; and NUL must make a joint committee with vendors, chief, council, taxi owners and students to meet once every 2 months to discuss

common issues arising from their members with a score of 3 percent, among other suggestions by the vendors interviewed.

6. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the NUL had indirect impacts on street vending enterprises for local economic development in its host Roma region. In relation to the research question who are they, the conclusion was that these street vending enterprises exhibited the typical socio-economic characteristics experienced elsewhere in developing countries, namely that they were dominated by women, people within economically active age, and people with low education. In response to the second research question on what businesses did they have and how they managed the, the conclusion was that the street vending enterprises were owned by local people, who had main income source from vending, self owned and operated them. The start of the enterprises was prompted by lack of official full time employment and vending was used as the means of self employment. The vending enterprises were based on low startup capital requirement and market demand for choice of goods and services, had insecure tenure, dealt in convenience goods and services mostly, based on NUL and staff as main customers, based on low income returns per day, affected by NUL opening and closures for profit gain or loss. On the third research question, the relations they had with NUL which were its impact on them were found to be mainly positive indirect impacts and minimal indirect negative impacts on the local development in its host Roma region. Finally on the research question of what recommendations for future relations the NUL was perceived as having more potential for closer programmatic relations to foster direct impacts on/ and with the street vendors interviewed and these are presented as programs recommended for NUL 's consideration in the last paragraph of this paper/

Some of the recommendations suggested by vendors interviewed and those based on the socio-economic characteristics of the vending businesses on how to build NUL – Street Vendors' partnership around the Roma campus are presented below.

The NUL has two main options to follow with respect to its influence on local development with the street vending enterprises in its host Roma region. The first option is a zero option in which it decides to do nothing about it and make no policy and programmes to drive the local development. This would lead to allowing the status quo; and the rather haphazard and unregulated current organizational and operational structure and relationships between both NUL and the street vendors would prevail with the unintended/ indirect impacts into the future.

The second option is for NUL to make direct policy interventions and selective win-win partnerships in which the NUL internalizes local development into its programmes and identifies

partnerships in areas of its comparative advantage based on areas of core business, and the suggestions of the vendors on a win-win basis to include, interalia:

- i) NUL-Vendors Gender Empowerment Project – NUL could link vendors with gender empowerment sponsors and advocacy institutions. The Department of Development Studies; Sociology and Politics and Administration could lead this programme.
- ii) NUL-Vendors Integrated Literacy Project – NUL could link vendors with community cyber literacy funders to establish a Roma Community Hub. The Department of Computer Science and the Faculty of Education could lead this programme.
- iii) NUL-Vendors Income and Business Management Project – NUL could link vendors with donors on small scale and income generating enterprises development. The lead roles would be by the Department of Business Administration and Department of Economics.
- iv) NUL-Vendors Food Security Project – NUL could link vendors with household food security especially horticulture gardening to produce their own food selling inputs. The Faculty of Agriculture would play the lead role.
- v) NUL-Vendors Environmental Management Project – NUL could link vendors with environmental partners – The lead roles would be by the Department of Geography and Environmental Science; and the Department of Environmental Health in the Faculty of Health Sciences.
- vi) NUL-Vendors Market Development Project – NUL could source funds for the construction and absorption of market centre on campus from development partners. – The lead roles would be by the Department of Geography under its Urban and Regional Planning programme to do the surveys, maps and layouts of the new market site.
- vii) NUL- Vendors joint Management Team Partnership – NUL could then mobilize and becomes the link pin for formation and implementation of a joint stakeholders management committee linking NUL; vendors; Manonyane Community Council; Chief of Roma; Roma Taxi Association; NUL students to do participatory stakeholder management of all the partnerships for sustainable NUL induced local development in the Roma region.

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