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Acknowledgement

The editor is greatly indebted to all the people who contributed to the compilation of this issue of the UVCF Bulletin. Those who reconstructed papers from some oral presentation. Mr Mike Nandala did the typesetting of the Bulletin and supervised the printing process. The UVCF underwrote all the expenses of producing this Bulletin.

EDITORIAL

This fourth volume of the UVCF Bulletin carries papers on the theme of University Governance with particular reference to Uganda.

The facilitators at the conference adjured the participants especially the heads of Universities to ensure that good governance was inculcated.

The Chief guest at the conference was the vice President of Uganda, His Excellency Hon. Edward Kiwanuka Sekandi. In his presentation, he intimated that government was committed to investing in quality higher education. The chairperson of the UVCF, Professor Venasius Baryamureeba, in his paper argued that the UVCF was of great value to University Governance because the UVCF organised the conference so that themes of the UVCF are continuous with those of the Universities and the conference.

The four main facilitators presented papers as follows: University Governance: Roles of Councils, Senate and Management; Resource mobilisation and Universities in; Student leaders' role in University governance in and regulatory role of ownership and titular leadership in university governance in Uganda.

Further more, the paper on strikes in Universities highlighted the causes, effects and also proposed some solutions to stave off strikes and unrest in Universities. There is a report on the Vice Chancellors visit to the oil well.

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UGANDA VICE CHANCELLORS' FORUM OBJECTIVES AND CONFERENCE THEMES

Venasius Baryamureeba

Thank you all for honouring this invitation and accepting to be here at this 4th UVCF Conference. Your presence is a sign of commitment to the calling of selfless service to issues concerning Higher Education and Governance of our institutions as indicated in today's Conference theme.

Your Excellency sir, the idea to have the Uganda Vice Chancellors Forum was conceived in 1996 at the Uganda Martyrs University in November. Thereafter the Uganda Vice Chancellor's Forum was formed around 1997 making it 18 years of age in 2014. The Forum is composed of both Public and Private Universities in Uganda now totalling to 35. Membership of the Forum includes the Vice Chancellors, Deputy Vice Chancellors, Academic Registrars, the two (2) Executive Directors of National Council for Higher Education (NCHE), and the Commissioner for Higher Education in the Ministry of Education and Sports.

Objectives of the UVCF

The objectives of the Forum are:

a) To promote relations and cooperation among recognised

Universities in Uganda;

b) To enhance sharing of knowledge, information and practices in member institutions;

c) To advise the government and other relevant bodies on various methods and policies of promoting University education in Uganda;

d) To engage in publications and any other activities relating to higher education in Uganda.

Annual Conference themes

In a bid to achieve its objectives, the UVCF has been organizing annual conferences for its member universities and other higher education stakeholders. So far three conferences have been held since 2011 under the themes of:

1st Conference: Relevancy of University Education in Uganda's Transformation.

2nd Conference: Universities in the Changing Employment Context in Africa.

3rd Conference: Higher Education System in Uganda.

Your Excellency sir, you may note that all these themes focus on key issues that affect the higher education in Uganda which Universities seek to address so as to come up with resolutions which if implemented at individual, group and national level would greatly contribute to the quality of higher education in Uganda.

The previous conference pointed out the importance, need and gap for higher education policy. After that discussion UVCF is ready to work with Ministry of education and Sports to set up an *Ad hoc* Committee to prepare a policy for higher education and general education. Governance in Universities is responsible for setting up national and specific policies and implementing them.

The theme for today's conference is: University Governance and today, we have University Chancellors, Chairpersons of University Councils, Vice Chancellors, Academic Registrars and Quality Assurance officers who represent university governance. Vice Chancellors in this seek to iron out some of these challenges faced by Universities as stewards of good governance. I hope the issues to be discussed in the subthemes will guide us into deeper appreciation of the pertinent issues regarding governance in universities.

You will further agree with me that the Vice Chancellors' Forum and its activities such as this conference, give us the opportunity to discuss issues whose importance warrant that we, as the primary stakeholders in our individual institutions take on the primary responsibility of governing our institutions in a worthwhile manner.

Your Excellency sir, to make University system run smoothly, the Forum requests that the taxes on private universities as per the budget of 2014/2015, be relaxed because universities are just struggling to provide quality education but with limited resources.

To our esteemed regulators, sponsors and supporters, it is my prayer that you do not get tired of supporting us because our engagements in this cause ultimately benefit our entire education sector, our country Uganda and the region at large. Feel free to advise us, guide us and where necessary, direct us to the right paths as we steer our institutions to the greater goal of providing quality higher education for our country.

Your Excellence Sir, fellow Vice Chancellors, and other participants here present, I welcome you to this interactive conference and hope it will enable us to discuss and map out mechanisms for more interactions and engagement towards the achievement of good governance in our institutions. In the end, our ability to make a difference on the local and international scene starts with practice of the basic principles at our individual institutions.

THE ROLE OF GOVERNMENT IN PROMOTING UNIVERSITY EDUCATION IN UGANDA

Edward Kiwanuka Sekandi

INTRODUCTION

The 4th Congregation of Uganda's Universities' Chief executives is a landmark achievement in the tertiary education sub–sector in our country. This Conference will strengthen your core values which Include: creating new knowledge through research, inculcating skills in students, contributing to policy making in our country, providing services to society and promoting morality among students.

The Universities you are running, Ladies and Gentlemen, play an important role in our education value chain. This is so because; they are the terminal point for most learners. Children normally attend Primary school, proceed to secondary schools and ultimately graduate from universities; which is a recognizable stepping point for engineers, medical personnel, business people, lawyers, teachers, public servants and others; who serve our society.

Role of government in promoting university education

Government is therefore grateful to institutions and individuals who chose to invest in the sector of Higher Learning. This

is quality investment upon which specialized development for our country will be premised. If we look beyond our borders, a country like China has over 2236 institutions of higher learning which have been directly contributed to the Country's, economic leap forward, in the 21st century. This is what Uganda should aspire to emulate.

Government foresaw this need and stating in the 1990s, it liberalized higher education to enable able people and institutions undertake provision of education, at this level of learning. For purpose of maintaining however, Government created supervisory and regulatory mechanisms for universities.

This, I believe, has enabled you benchmark and maintain quality in the services and products you offer to your clients. The Ministry of Education and Sports has done a commendable job in enabling Private and Public Universities perform to expectations. In support to the line ministry, the National Council for Higher Learning has set minimum standards to ensure quality, genuine qualifications and able graduates are churned from your Universities.

For Some time, Government has been extending funding to public Universities and some few private ones. With improved resources across the board, I hope this practice will gradually cover all our Universities.

You are aware that Government has been and will continue to provide some money for research-through the National Council for Higher learning. Lately the Higher Education

students' Financial Scheme was launched, targeting Science focused students. We hope that this measure will fast truck and spur development in our country. I understand that your own, Professor Christine Dranzoa, the Chancellors' interest on the students loan scheme. Through her, Government should receive suggestions of improving the scheme to benefit the intended beneficiaries. With increased resources, lam sure that this scheme will go beyond focusing on sciences and address other disciplines. We all appreciate that all these disciplines, are critical to the development of this Nation.

In a special way, Government would like to extend appreciation to the Vice Chancellors' Forum for their input into the amendment of the Universities and Other tertiary institutions Act. Most of your Concern s will be taken care of, and I hasten to argue all stake holders never to sit back at any one moment in pursuit of improvement and excellence. You should always play an active role in all policy processes.

Conclusion

This Forum premised on the theme "*University Governance*" should lay down concrete and appropriate policies which will improve further university education in this Country. Since you constitute the 'cream of the cream', we have a lot of expectations in your deliberations on the above theme.

UNIVERSITY GOVERNANCE THE ROLE AND FUNCTION OF COUNCILS, SENATE AND MANAGEMENT

Charles L.M. Olweny

INTRODUCTION

The main theme of this conference is University Governance. I think it is in order to begin my presentation by discussing what a university is and what is meant by governance and especially university governance.

Definitions

1) University

The word university is derived from the Latin word "*universitas*" meaning "whole." A university is an institution of higher learning providing facilities for teaching and research, and is authorised to grant academic degrees i.e. undergraduate bachelors as well as graduate masters and doctorate. A university is a community of scholars which includes students and faculty.

In addition to the above, the following assumed roles of universities must be stressed and appreciated. A university is a place where young people grow and mature (physically, socially, psychologically and spiritually). A university is a place where relevant questions are asked and appropriate answers are elaborated in an atmosphere of academic freedom and responsible enquiry. In a university truth emerges as a result of exchange of ideas. A university is a place where

high ideals and standards are evident. A university is a place dedicated to furthering the life of the mind. Lastly, it is my belief that universities are meant for human being. Angels do not have or shall I say do not need universities.

Role of a university

The role of a university as we know it to-day emanates from the work of Blessed John Henry Cardinal Newman in his book titled "The Idea of a University" published in 1852. Cardinal Newman regarded teaching as the primary role of a university. This was based on his English background. However, the German model of Research was subsequently added, and after the World War, the need for community service became evident. In the emerging global model research has now taken prominence as the primary role of a university.

2) Governance

Governance is derived from the Greek word, "*kubernao*" which means to "steer." Governance is the process for distributing authority, power and influence and in the case of a university, academic decisions among all stake holders or constituents. Stake holders may be government, community, board of trustees, governing council, senate, faculty, staff and students.

Governance occurs through three mechanisms viz.:-

1) Networks involving public, private partnerships;

2) Marketing mechanism applying market forces or principles of competition to allocate resources;

3) Top down approach involving institutions of government, state, religious or business bureaucracy.

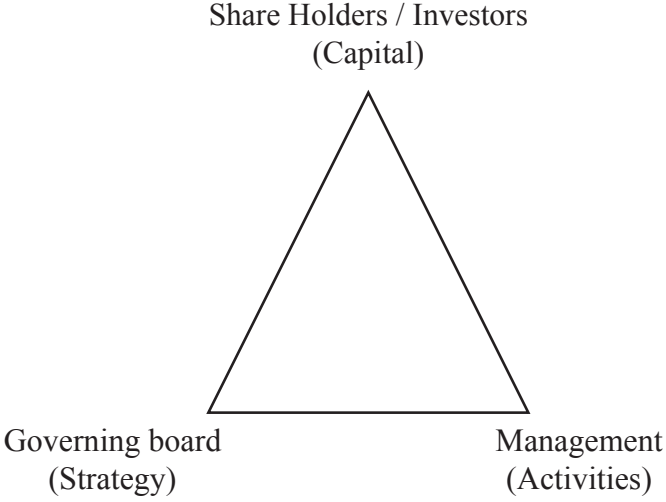
University governance, with minor differences, is similar to corporate governance. It exercises the same basic principle of division of power, and responsibility. A corporation is a mechanism established to permit differing groups to contribute to the overall functioning of a firm by availing capital, expertise and labour for their mutual benefit. The key elements of corporate governance system include the following three major components:-

1) Investors or shareholders who provide capital and risk their money, but have no responsibility;

2) Board of Directors who represent shareholders or investors and thus protect the interest of the shareholders. The Board provides guidance to top Management;

3) Managers who are employed to run the company, but rarely if ever provide the needed funds.

Corporate model of governance



Changes have occurred in the running of universities that have forced or led to a paradigm shift to embrace the corporate model. These include inter-alia, massification of higher education, viewing university education as a private good benefiting the individual and therefore decreased willingness by society to fund university activities, and decreased financial support from government. However, the main difference between a university and a corporation is the emphasis placed on academic component which therefore deserves due attention by all stake holders.

II Models of University Governance

There are three main governing models to be considered viz.:-

1) Unicameral Governance whereby the university is governed by a single governing body which is responsible for both academic and administrative functions and issues. This model is rarely used.

2) Bi-cameral Governance model where two legislative bodies are in place viz. (a) the Governing Council responsible for administrative functions including finance and (b) Senate which is responsible for academic issues. Although senate is the highest academic organ, in most instances it still has to report to governing council on issues that impact on strategic directions and financial matters. Most universities use this model of governance.

3) Tri-cameral Governance with three legislative bodies. An example is Queens University in Canada. The three legislative bodies are:-

(a) Governing Board /BoT which oversees management of the University's financial issues, operating budget, campus planning and it appoints Principals and Senior University administrators; (b) Senate which determines all academic issues and is responsible for student discipline and participates in planning and development; (c) University Council which deals with matters related to the well-being of the University, oversees the election of the Chancellor and Rectors and frames by-laws for election of Chancellor, University Councillors and Trustees.

III Roles of University Governing Bodies

A university governing body often referred to as governing council has three basic roles viz.:-

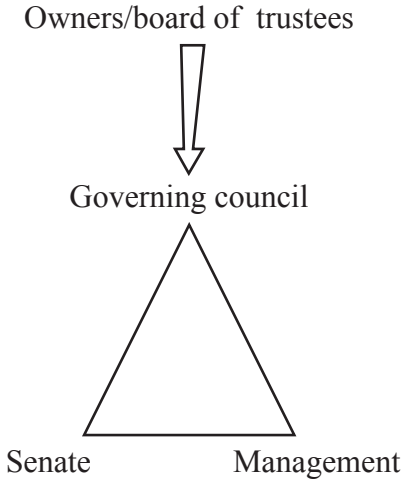
1) To *provide strategic oversight* which includes (a) approval of mission, vision and strategic direction of the university, (b) making sure that the vision, strategic goals and objectives are converted into effective management systems and (c) monitoring and evaluation of institutional strategic plan.

2) To *ensure effective Management is in place*. This includes, though not necessarily limited to the following:- (a)appoint the chief executive officer (Vice chancellor/Rector/President) and to monitor his/her performance; (b) to oversee and review management performance and (c) to monitor and evaluate academic performance and programmes.

3) To *take responsibility for financial and risk management*. In this regard, the University Council will (a) approve the annual budget, (b) scrutinise audited reports and ensure

audit queries are appropriately addressed, (c) approve and monitor financial control and accountability, (d) establish and monitor risk management systems and (e) ensure compliance with legal regulatory and government policy requirements

Common university governing model



IV Membership of university governing council

The appointing authorities of Governing Council members often include the owners who may be government in case of public universities, religious organisations in case of faith-based (founded) institutions or private individuals or companies. In Japan governing rights of most public universities have been transferred from the Ministry of Education to independent Board of Trustees (BoT). The simplest ownership of private institution is sole proprietorship. A single person owns the institution. However, it should be appreciated that the life

of an institution is typically longer than life of an individual. Apart from government, BoT, religious organisations or individual owners appointing members of Governing Council, professional associations and industry may be invited to send appropriate representatives. Other stake holders who send representatives to university councils include staff of the University, Senate, Alumni and the Student Union. Efforts should be made to have at least two council members with financial expertise and at least one with commercial expertise. It must be pointed out that the larger the Governing Council, the less effective it is. It is usually recommended that the optimal number should not exceed 22 persons. Efforts should be made to recruit members who will add value to the Council and to fill void in expertise.

The Vice Chancellor/Rector/President as the Chief Executive Officer (CEO) is a voting member of council. The University Secretary or Registrar provides secretarial services for council and its committees. Other members of Management are usually "in attendance" to provide necessary information, and are NOT members of council.

v Voluntary code of best practices for university governing councils (Australian model)

The Australian code of best practices for university governing councils was approved by the Australian Ministerial Council for Tertiary Education and Employment on 27th July, 2011, and it includes the following:-

1) A university should have its mission, vision and objectives clearly specified in its enabling legislation i.e. Charter and Statutes;

2) Members of its governing council must always act in good faith, with honesty and in the best interest of the University, and must not improperly use their positions to gain advantage for themselves or for others;

3) At the beginning of all meetings of Governing Council and its committees, members must declare possible conflict of interest;

4) University Governing Councils must declare and adopt statements of its primary responsibilities which often include, though not necessarily limited to the following:- (a) Appointment of the Vice Chancellor/ Rector/President as CEO and to regularly monitor his or her performance; (b) Appointment of other senior administrative officers of the University, and similarly monitor their performance;(c)Approve mission, vision, strategic directions as well as an annual budget and business plan; (d) Ensure policies and procedural principles are in place; (e) Monitor and evaluate management of risk in all aspects of the University; (f) Approve all significant commercial ventures of the University.

5) Governing Councils should arrange for programmes of induction of new members and to have professional development workshops to enable members acquire necessary experience, skills and expertise.

6) Governing Councils have the responsibility to ensure that all its members are aware of their roles and responsibilities;

7) Governing Council should endeavour to assess its performance through self-evaluation every 2-3 years for both the Council as a body and for individual members;

8) The annual report of the University is used for reporting outcomes basing on achievements, challenges, and future plans as well as the annual audited accounts. Where possible, the annual report should include risk management and should be circulated to all stake holders.

VI Senate

Senate is the supreme academic organ/authority in a university or a university constituent college. In some instances it is called the University Academic Council. Senate provides an opportunity for staff and management to participate in shared governance especially in academic issues. Senate enables all academic key stake holders to have "buy-in" and to participate in decisions relating to academic matters.

1) Senate membership

In the unicameral model Senate and Governing Council work as a single body, and therefore its membership will include individuals from outside the university as well i.e. government, owners, Board of Trustees, etc. In the bicameral model membership is mostly from within the institution and consists of the Vice Chancellor/Rector/President as chairperson with other members consisting of Principals of Constituent Colleges, Deans, Directors, University Librarian as well as key administrative officers i.e. Deputy Vice Chancellor Academic Affairs, Dean of Students, Director of Human Resources, Director for University Advancement, Chief Finance Officer

(University bursar) as well as heads of academic programmes (Associate Deans)and university professors. Membership of Senate is usually spelt out in the University Charter and Statutes. Senate will usually meet once a month or 3-5 times every semester.

2) Role of senate

University Senate is responsible for research policy, academic and research strategic policy and planning, programme budgeting process, advancement policies as well as well as quality assurance on academic issues. Academic policies embrace admissions, monitoring performance, exit policies i.e. graduation and discontinuations, collaboration and affiliations with other academic institutions. Senate committees will therefore include, though not necessarily limited to the following:-

Faculty Boards, curriculum review, Academic Irregularities, Quality Assurance, Deans Committee, Library and Student scholarships committee. Senate should play a key role in defending and advocating for academic freedom. While Senate is the primary academic organ, and notwithstanding the issue of academic freedom, for professional programmes i.e. medicine, architecture, engineering etc. input must be sought from professional associations or societies and every effort made to develop an amicable working relationship between the university and the relevant societies.

In the past the main challenge was mostly external and especially financial constraints (Jones, Shamatra and Goyan 2004). However, of late internal governance issues have crept in or emerged. These include relationship with governing council, engaging senate members and ensuring active participation. There is observed need to have all stake holders

(senior university administrators, staff and students) to become actively engaged in the governance of their institution.

There are some key questions that every Senate should endeavour to answer i.e.:-

1) Should Senate confine itself to academic issues only?
2) Does Senate review its performance?
3) What is Senate's role in determining university's budget?
4) Does Senate play a role in university advancement?
5) Does Senate pose tough questions to senior management?

vii Management

According to the Business Dictionary, Management is the organization and coordination of activities of a business in order to achieve defined objectives. It is the interlocking of various functions that leads to the creation of corporate policy as well as organising, planning, controlling and directing an organisations resources in order to achieve the objectives of that policy. According to the Management guru Peter Drucker (1909-2005) the basic task of Management include marketing and innovation. Management can be viewed as the act of getting people to work together in order to accomplish or achieve desired goals and objectives by applying available resources effectively and efficiently. Management involves planning organising staff, leading or directing and controlling an organization for the purpose accomplishing a common goal. Management is both an art and a science. It is an art of making people more effective than they would have been. The science aspect is how to do it.

There are four basic pillars of management viz.:-

1) Planning (without a plan you cannot succeed);
2) Organising (how to make the plans work);
3) Directing (telling the team players what to do. The Manager is as it were the band master in an orchestra);
4) Monitoring and evaluation (keeping your eyes on what is going on).

There are differences between a leader and a manager that must be underscored (see table below)

Manager	**leader**
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Has short range view	Has long range view
Asks how and when	Asks what and why
Eyes the bottom line	Eyes the horizon
Initiates	Originates
Accepts status quo	Challenges status quo

Great leaders possess a great deal of social intelligence. Social intelligence is how one is perceived by others. It is the demonstration of good people skills. It goes beyond merely getting along with others but rather getting ahead with people. Mahatma Gandhi summarised it as follows, “I am their leader; they are there and I must be with them.” The idea is not to get in front of them, but to be among them. Social intelligence

is to be equated with a marathon and not a sprint! Social intelligence embraces multiple dimensions viz.;

1) Presence (your dress, your hair, your voice, your movements and how you respond to questions);
2) Clarity;
3) Awareness (being able to read people – social radar);
4) Ability to empathise with others
5) Ability to gain respect of others.

In university management the Vice Chancellor/Rector/ President is in charge of academic and administrative issues. He/she is in charge of external relations locally, nationally, regionally and internationally. He/she is the chair to Senate and therefore in charge of academic issues. In most universities he/she is the Accounting Officer. However in most public universities in Uganda the University Secretary is the Accounting Officer. Applying the corporate governance model, the Vice Chancellor/Rector/President is the Chief Executive Officer of the organisation.

In most universities, provision is made for two deputies viz. Deputy Vice Chancellor / Rector in charge of academic affairs and another in charge of finance and administration.

Deputy Vice Chancellor/Rector Academic Affairs is responsible for academic affairs and will actively source for qualified academics nationally and internationally. He/she oversees curriculum review and works collaboratively with the Registrar, Deans of faculties and Associate Deans to ensure the right calibre of students are admitted. He/she oversees the activities of the Deans' committee and is in charge of quality assurance committee on academic issues. He / she chairs

various Senate committee including academic irregularities committee and fosters proposal writing to secure grants for research.

The Deputy Vice Chancellor / Rector Finance and Administration is in charge of financial and administrative issues of the University. He/she actively sources for funds to sustain the day to day operations of the University including funds for capital development. He/she actively sources for scholarships both for undergraduates and post graduates. He / she oversees the University long term planning and development. Ensures financial statements are out in time and that budgets are prepared and presented for approval by the various levels of administration. He/she ensures that audits (internal and external) are undertaken regularly and in a timely manner. In addition, he/she oversees the service departments i.e. ICT, estates, finance/accounts, as well as out sourced services He/she chairs various committees as outlines in the University Charter and Statutes.

The University Registrar, is answerable to the Deputy Vice Chancellor Academic Affairs (subject to the general authority of the Vice Chancellor/Rector). He/she is in charge of student enrolment, registration and examinations. If there is no Office of University Secretary, the Registrar serves as Secretary to governing council and its various committees, and provides secretarial services to Senate. He / she keeps permanent university records of students, grades and marks. He / she is the custodian of the University seal and other important documents i.e. Charter and Statutes. The Registrar enforces policies concerned with academic programmes and time tables.

Some universities have the position of for Director for University Advancement. He/she answers directly to the Vice Chancellor and is responsible for key programmes i.e. alumni,

public and international relations as well as projects, fund-raising as well as planning and development. This position is relatively new concept and is not included in many university Charters or Statutes.

For the smooth running of universities, other posts are necessary. These include Finance Officer, Director for Human Resources and Dean of Students. Again, subject to the general authority of the Vice Chancellor/Rector, these answer to the Deputy Vice Chancellor / Rector Finance and Administration.

VIII Regulatory body

Although this topic will be covered elsewhere, I believe it deserves some mention in this chapter. The Universities and Other Tertiary Institutions Act of 2001 and as amended in 2006 provides for the establishment of the National Council for Higher Education (NCHE). The role of the NCHE is spelt out in the Act. In brief it includes:-

1) To implement the objects of the Act;
2) To advise the Relevant Minister on the establishment and accreditation of institutions of Higher Learning for both public and private institutions;
3) To receive, process and advise on application for establishment and accreditation of higher education institutions;
4) To register (and de-register if need arises) all institutions of higher education;
5) To monitor and evaluate performance of institutions of higher learning;

6) To receive and investigate complaints relating to higher education;

7) To monitor and ensure quality of programmes provided by all institutions of higher education.

Although the NCHE has an oversight responsibility, it needs to work very closely with university senates and various managements especially in the areas of programme accreditation, curriculum review and quality assurance, and it must not be viewed as equivalent to the old style "Schools Inspector."

IX University ownership

Two decades ago in the East African Region almost all universities were public i.e. government owned. To-day a number of religious organisations and even private individuals own universities. In some instances the community are the founders and claim ownership. In Uganda there are six public and close to thirty private universities. Some of the private universities are for profit but the majority are not-for-profit, in that whatever profit is made is ploughed back for institutional development and the owners are not paid dividends.

In University governance, there is absolute necessity to *separate ownership from governance*. Owners must avoid meddling in governance issues. This should be left to the Governing Council. It is usually advisable for the Owners to establish a board of trustees to represent the owners. Similarly the Governing Council of the University must avoid micromanagement, and must give Management the freedom to initiate, plan and advise on the day to-day running of the institution.

X Some of Uganda martyrs university best practices

1) Uganda Martyrs University (UMU) in conformity with the emerging global model of 21st century has realigned its role as a university and placed research and publications on top of its agenda, followed by community engagement and teaching third;

2) UMU concentrates on its core functions above (i.e. research, community engagement and teaching), and all non-core functions are outsources i.e. compound cleaning, security, catering, health insurance and payroll;

3) Governing Council has two representatives from the owners [Uganda Episcopal Conference (UEC)], and the Chair of the Education Commission of the UEC is the Chair of Governing Council. The Chair of the UEC is the Chancellor of the University. Other representatives include two representatives from each of the four Ecclesiastical Provinces, of Uganda, one representative from the Ministry of Education and sports, as well as representatives from the legal and accounting professions. Senate, Staff Association and Student Union elect one representative each;

4) Governing Council Executive (Council chair + chairs of its committees i.e. Finance, Audit and Staff) Committee receives Management appraisal and after processing pass the results to the Vice Chancellor for discussion with each member of Management separately and confidentially. The Vice Chancellor's

appraisal is discussed with the Chair of the Governing Council;

5) Governing Council evaluates its performance every 2-3 years;

6) All members of Governing Council swear an oath of secrecy before a Commissioner of Oaths at their first meeting, and at each Council and Committee meeting declare possible conflict of interest based on the agenda previously circulated;

7) Governing council undergoes an induction process facilitated by an outside body (usually the Institute of Corporate Governance of Uganda) every two years.

8) Governing Council bids farewell to out-going members at a luncheon and gives appreciation plaques and certificates of service;

9) Governing Council discusses and endorses strategic objectives selected yearly by Management for implementation. This is to ensure all stake holders are on the same wave length;

10) UMU publishes its annual reports which include achievement, challenges, and future plans as well as audited accounts. The reports are circulated to all stake holders and are available for public consumption as well.

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RESOURCE MOBILIZATION FOR UNIVERSITIES

John Senyonyi

INTRODUCTION

Higher education, the world over, is dogged with the challenge of inadequate resources. Public universities, which receive Government subventions, have over the years experienced declining public funding both in actual amount and value. All private universities in Uganda suffer an inordinate dependence on student tuition, with its attendant uncertainties.

Funding is of course critical to resourcing universities in all areas. Staffing, equipment (the most expensive being science equipment usually) and physical infrastructure development all draw their quality from the level of funding for an institution. Inevitably, the greatest headache any Vice Chancellor suffers is to ensure adequate funding for the institution.

For example, poor resources adversely affect staffing. Prof. Kasozi in his introductory Chapter titled, *"Funding is the Root Cause of most Problems in Public Universities"*, puts it succinctly,

> *"As university work in Uganda became unattractive, public universities could not recruit the best for both academic and administrative jobs."*[1]

Poor financing results necessarily in poor facilities. We may only note from a study done by the Auditor General reveals

1 Kasozi, ABK. Financing Uganda's Public Universities. Kampala, Fountain Publishers, 2009.

that all public universities (without exception) receive more than 90% of their revenue through fees! This is the sum total of BOTH Government subvention and 'Internally Generated Revenues', which are also student fees[2].

Secondly, it is incontrovertible that higher education plays a pivotal role in national development. There can be no national development without (well planned and well resourced) higher education. The quality of higher education that will spur national development depends on adequate resourcing for these institutions.

There seems to be scanty literature specifically informing an interested reader about resources in private higher education institutions. They are so dissimilar amongst themselves that no one characterization may adequately define their circumstances.

Nevertheless, poor funding is replicated more adversely in private universities amounting to worse results. The Uganda Government liberalized higher education allowing private players to serve this education sub-sector.

There are two models of private higher education funding: one from England (also in some Asian countries) and the other from the United States of America. The former is private in name but tends to be public in financing.

> *The proposal is that universities set fees, but subject to a maximum established by government. There is continued taxpayer support for teaching, probably in the form of block grants to universities; the balance between fees and block grants determines the extent of competition.*

2 Office of the Auditor General. Unit cost study of education at public universities, AH Consulting, May 2010, Pages 5ff.

Students apply to the institutions and courses of their choice[3].

The latter allows free market forces for private providers of higher education. It would appear that Uganda intended the latter. However, this has not been given the requisite laws that would allow them to compete favourably. I will say more about that later.

Suffice it to say that private institutions erect impressive structures using expensive loans, and run lucrative programmes using staff members who survive by 'moonlighting'[4]. Indeed one Vice Chancellor of a private university boldly and publicly thanked another Vice Chancellor for the latter's lecturers who sustain his private university! It is one way to pay little for a precious product called higher education.

Consequently, lecturers have no time for self-development. They 'market their notes' rather than refreshing their information with researched material. The students are satisfied to have a certificate to their name unmindful of its substance. This situation is untenable and unhealthy for our nation; it portends national retrogression rather than development.

I suppose that it is now clear why we are discussing Resource Mobilization. A robust discussion of Resource Mobilisation must be coupled with a discussion of the intended purpose of the kind of higher education students are getting or should be getting from us.

3 Barr, Nicholas. Financing Higher Education: Lessons from Economic Theory and Reform in England. Higher Education in Europe, Vol. 34, No. 2, July 2009, Pg. 208.

4 A term used to mean part time teaching in several institutions to make ends meet.

II. Current sources of funding

I wish to refer to the Auditor General's Study in public universities[5] to gauge their unit costs. While this may not concern us in this paper, it is important to note the three factors, which were used to determine the unit costs, namely, the Teacher's Salary, other costs to Teacher ratio, and the Student Teacher Ratio.

Of interest are the sources of funding and the perceived unit cost per programme. It is instructive that the sources do not significantly differ from private universities, save for the Government subventions, which largely cover student fees. As already noted above, tuition funding for all public universities scores above 90% for all their recurrent expenses.

It is therefore well established that student fees determine the major sources of funding for higher education. This comes as direct payments by students or may be scholarships granted to students or government funding in public universities and the newly established Loan Scheme. Besides, Bank loans for capital development are no different since they are paid back using (future) student Fees.

Government must be commended for introducing Student Loans. If well managed this will enable the nation to plan higher education toward needed manpower. Student Loans also should allow poorer yet talented students, access higher education because of the deferred fees payments, and simultaneously provide universities with quicker, needed revenue. Besides, Student Loans, if prudently and freely introduced, can allow universities to increase their fees levels to the unit cost of education.

5 Office of the Auditor General. Unit cost study of education at public universities, AH Consulting, May 2010.

Presently, Student Loans are actually fees catering to the meagre fees levels prevailing in a university; they neither take universities out of the cycle of fees financing nor give universities the increased revenue they need for better services. As one English economist laments,

> *"Higher education faces problems throughout the world: universities are underfunded, raising worries about quality; student support is inadequate; the proportion of students from disadvantaged backgrounds is lamentably small; and the financing of universities in many countries is regressive, since the money comes from general taxation but the major beneficiaries are from better-off backgrounds.*
>
> *The historical record shows that tax finance has done little to widen access, while, as noted, tax finance is deeply regressive."*[6]

We know this for a fact that without affirmative financing (even with Student Loans), the loans may end up serving the middle class. Their children go to better schools, which position them to access higher education and the more lucrative or marketable programmes. Historically, these are the students who have benefited from Government scholarships.

We need to learn from the experience in countries where Student Loans have been applied for a longer period. I call your attention to an AFP Report in *The New Vision* Newspaper, September 16, 2014, Pg. 14, titled **"***Seniors burdened by student loan debt,"* which revealed the loan enslavement in the USA over a long time.

"From 2002 to 2013, the number of people who saw their

6 Nicholas Barr, Finance and Development, vol. 42, No.2, June 2005.

Social Security benefits offset to pay such debt rose five-fold – from 31,000 to 155,000. In the 65 and older age group, that number grew from approximately 6,000 to about 36,000 during the same timeframe, representing roughly a 500% increase."[7]

The revelation means that many students failed to pay off their Loans over a long period, even up to Uganda's retirement age! Imagine coming to retirement while still indebted for a loan taken more than four decades earlier! This calls for caution in the structuring of the Loan scheme so that it does not become enslavement of our alumni.

Additionally, there is general unawareness in Uganda about the cost of quality higher education. It is shameful to note that students (and their parents) who come to universities from very expensive high schools expect to pay less at university, and in any case no more than they paid in their high schools. It must be noted that Uganda's higher education is by far the cheapest in the Eastern Africa region.

In advanced economies, the private sector (large corporates) takes a keen interest in funding universities, especially research grants. In Uganda the corporate world still suffers from a number of challenges:

1. Uganda's corporate world is small and largely unaware of the need for supporting higher education. Since universities charge Fees like they bill their clients, it is presumed that universities should be able to stand on their own.

7 New Vision news paper 16th September 2014.

2. Most of their products are the result of recycled foreign technologies. The university is irrelevant to their business and university research brings no added value to their particular needs.
3. There is minimal philanthropic giving since there are no Government incentives for those who give to higher education. Some have programmes on Corporate Social Responsibility (CSR), but often this is minimal and solely for immediate commercial benefits. And worse, such CSR may not foster lasting benefits to the university.
4. Sadly, political capital greatly influences corporate philanthropy. They give to gain the eye of an influential leader and hence access to the nation's perks.

Education is a social service; in fact a service like health services, which should consume a significant portion of the Government's interest and probably resources. It is not my intention here to enumerate the benefits of an educated society. Suffice it to say that Government owes education, even higher education, to her citizenry for a better society.

This leads to the importance of including higher education in Government's supreme plans. Government rightly puts its priorities where the National Development Plan puts emphasis. And national budgeting should put revenue in the Plan's priorities. Therefore the NDP must affirm the indispensability of higher education to national development.

The motivation for Government interventions in higher education is that it is a public good with a significant benefit to

the individual and their family[8]. This is as true for public as it is for private universities, though meted out differently. Funding for higher education should be commensurate with this fact. For example, a Student Loan recognizes the personal benefit to the student and family as well as the attendant general good as the nation gains more educated individuals.

However, the same author[9] recognizes that State funding may not be the best form of revenue for Higher Education; other means need to be thought through, without losing this important fact.

The major anomaly in Uganda is in the laws regulating higher education, especially taxation for private providers. While education is a social service and often a voluntary one, the laws applied to it indiscriminately are exclusively for commercial enterprises!

Governments the world over, collect revenue from gainful enterprises and businesses to fund social services. In Uganda it is the reverse. The limited tax base and widespread tax evasion in Uganda have led Government to inordinate taxation regimes, including Income Tax on private education institutions. This situation is untenable for the good future of our nation.

The reality sounds like this: Government taxes the student (or parent) in a private university twice. First, taxes from the general population (including from parents of private universities) fund public universities. And second, Government directly taxes private universities through Income Tax, VAT, and the like. This revenue supposedly funds education in public

8 Walter W. McMahon. Higher Learning, Greater Good: The Private and Social Benefits of Higher Education. Baltimore, MD: The John Hopkins University Press, 2009, Pg. 194-195.

9 Walter W. McMahon. Ibid.

institutions. If this logic applies, private higher education institutions will end up funding public universities!

I have tried in this Section to highlight the plight faced by higher education institutions in terms of their funding, in the hope that measures can be taken to mitigate their predicament and work toward sustainable solutions.

III. Methods of resource mobilization by universities

In the recent past, universities have established Development Offices following the model of US universities. This is a positive trend. The central mandate of any Development Office is to mobilise resources. In Uganda they face an uphill task though because of some of the reasons outlined above about corporates. I will mention briefly some key areas Development Offices must address to bring in both short and long term resource benefits. This is not exhaustive.

Top on my list is the Alumni of any university. For young universities, this appears to be a far-fetched dream when they need funds now. However, universities must avoid the danger of being consumed with immediate survival forgetting institutional perpetuation. Alumni sustain many universities as they give back to their *alma mater*. Ironically alumni are the captive audiences any university may not share with another. They 'belong' to the university where they graduate.

The critical matter here is cultivating alumni to value their institution. This means BOTH their life while on campus and thereafter. Their student experience has long been known to bond alumni to their institution, such that when they have graduated, they continue to treasure their years in that school. The University also should take interest in placing her students into internships and gainful work or employment. Finally,

universities must keep a databank of their alumni for continued engagement with them.

I do not wish to elaborate more on this in this paper; save for the mention that benefits from alumni relations are necessarily long term and require serious engagement with them through an Alumni fraternity.

Secondly, while current subventions from government keep universities afloat, they are unsustainable in the long run, as many developed countries have found out. They create universities that are perpetual consumers.

It would be more advisable if universities were aided to establish endowments so that they have a self-regenerating revenue stream. An endowment requires investment. Unfortunately, money in Uganda is very expensive making investments less achievable. As the economic atmosphere in Uganda improves, universities should look more to this source of income.

Clearly universities have differing real assets to convert into an endowment, and are located in varied contexts. This calls for investment experts to know what the best investment for their particular assets is, and such experts are few.

Government has a vested interest in higher education because universities and tertiary institutions develop human capital. It is a proven fact that when a nation has a high percentage of educated human capital, there is visible improvement in the quality of life the population lives. The standard of living, mortality rates, management of population growth, human capital output, etc., are all positively affected by higher education. Therefore it is not in question here IF Government should prioritise higher education.

There are various means of support from Government possible:

a. Direct Grants to higher education institutions. As said earlier, though necessary for public institutions, these may create an unfair imbalance and could actually cripple the institutions' ability to innovate toward financial independence. It is preferable that the subventions are pegged on a particular profitable activity, such as sponsorship of a remunerative project.
b. Scholarships and the Loan Scheme. The National Development Plan provides that Government shall *"continue and enhance ... sponsorship of higher education students so as to realize increased enrolment in higher education."* A review is in order to answer the question if this strategy has indeed achieved the intended objective.
c. Research Grants through Public-Private Partnerships with various corporates.
d. The model of a project like a commercial centre such as Mlimani City for Dar-es-Salaam University to create an endowment.

Barr offers some counsel on government support for higher education from the experience of the UK:

> *"A well-designed system has a continuing important role for government:*
> *a. To provide taxpayer support for higher education;*
> *b. To regulate the system, both through a maximum level of fees and by ensuring that there is effective quality assurance (note that the role of government is to make sure that quality assurance happens, not*

necessarily to deliver the service itself);

c. *To set incentives, e.g. larger subsidies for certain subjects;*
d. *To ensure that there is a good loan scheme; and*
e. *To adopt and encourage policies to widen participation.*

The idea, in sum, is that public funding be supplemented by private funding, but in such a way that higher education is free to the student – it is the graduate who makes repayments, but only in a way that is consistent with his or her future earnings."[10]

Another useful model that I need to quote extensively is provided in a World Bank Report on Financing Higher Education citing the case of Ghana.

> *"In 2000, the Ghanaian Parliament established the Ghana Education Trust (GET) Fund as a means of financing a more rapid expansion of the country's education system than was possible on the basis of the government budget alone. The fund was capitalized by increasing the existing value added tax by 2.5 percent. These revenues are earmarked for capital projects in the education sector, and their use for recurrent expenditures such as salaries is prohibited. By 2007, the GET Fund was generating roughly US$200 million annually. Tertiary education has received approximately 45 percent of GET funds since its inception. Its beneficiaries are the staff and students of Ghana's universities, polytechnics, and technical training institutes. GET funding has been used to construct educational facilities, capitalize a student loan program, provide scholarships for poor students and staff development, expand information and*

10 Barr, Nicholas. Financing Higher Education: Lessons from Economic Theory and Reform in England. Higher Education in Europe, Vol. 34, No. 2, July 2009, Pg. 208-209.

> *communication technology (ICT) infra- structure, and support research and teaching activities, particularly the expansion of postgraduate programs and distance education. The fund is governed by an independent board of trustees accountable to Parliament and managed by a government-appointed administrator. Each year the fund's allocation and its specific uses are approved by Parliament to ensure that they address the nation's most pressing education needs."*[11]

Government could consider this model, which in the Report is called the 'Formula Model' where minimal targeted tax increments are imposed and the proceeds fund higher education.

A third and sad reality is the urgent need for laws that affirm the business of universities. I am talking of laws that promote private investment into higher education.

We need laws, which make a clear distinction between 'for-profit' and 'not-for-profit' higher education institutions. The present tax regime that indiscriminately levies taxes on surpluses intended to be ploughed back into building up the institution, makes it difficult to have well resourced universities.

I recognize that our present lack of integrity in paying our taxes is a matter to contend with. Nevertheless, audits should easily weed out such aberrations among higher education institutions rather than *'throwing out the baby with the bath water'*. Otherwise institutions spend precious time fending off the taxman and fighting unfair levies.

11 World Bank Report, 2010. Financing Higher Education in Africa, Chapter 4, "Tools for Financially Sustainable Tertiary Education Policies." Pg. 123.

In developed economies, there are laws on tax rebates to encourage private donations to higher education. A tax paid to a non-profit entity offsets the total taxation due to an individual. Is it time for Uganda to design such laws?

The payment of Student Fees will never go out of fashion. Someone has to pay, and the fees must be commensurate with prevailing economic realities. The current trend of Government-controlled fee levels in public universities coupled by the predictable inability of Government to fund those universities sufficiently is untenable. It is akin to officially permitting substandard education. Prof. Kasozi has called it "the politics of fees," that whenever public universities (especially Makerere University) try to increase fees, Government (both Parliament and the Executive) opposes the increases.

Kasozi gives interesting statistics to show the paltry (2003) fees comparing what was being charged and what should have been charged[12]. In all cases the Fee levels are way below the unit cost.

Government controlled fees have made Uganda's higher education the cheapest in the region. Therefore private foreign students find it affordable while Ugandan students are thereby disadvantaged. Government subsidies in public universities mean that the Ugandan taxpayer subsidizes not only the Ugandan student, but indeed the foreign student as well.

> *"Foreign students should not be subsidized by Ugandan taxpayers. They should pay realistic unit costs in Uganda's tertiary sub-sector[13]."*

12 Kasozi, ABK. Ibid. Pg. 49-51.

13 Kasozi, ABK. Ibid. Pg. 48.

What Kasozi advances is common practice in the USA. It is termed Inter-State study, which attracts higher Fees as the student is presumed to enjoy some benefits from the host state's taxes. This needs to be recognized as an export strategy for higher education rather than being overtaken by political expediency.

Private universities are of course affected as they keep their Fees at similar levels, for to do otherwise would place them at a comparative disadvantage. They charge what is 'affordable' by the poorest of the poor and struggle to keep close to or below fees in public universities, but cannot levy the realistic unit cost. Their situation is the more precarious as they lack Government and external support or other sources of revenue.

This state of affairs leads to compromises in quality. Facilities are inadequate, and lecturers are underpaid and less motivated. Years back, public universities were compelled to introduce a private students' scheme to create a second income stream. By hiking the number of private students they make up for what is lacking in Government support.

The only feasible solution is to find alternative sources of funding to cater for the poor student. Additionally, we cannot run away from the need to increase fees; small affordable annual or regular increments are better than one major increment causing shock waves among the students.

Research funding is another lucrative source of funding. However, in Uganda as noted above, it suffers from an academic cohort that is busy searching for a living wage for the immediate demands at home! Moonlighting, consultancies outside universities, irrelevancy of research to the market, and other challenges have edged research out of the way.

Research difficulties are compounded by access to research funds. Government research grants are exclusive to public universities although in theory private university lecturers are supposed to access such funding. Besides, most other research grants are from abroad accessible only where there is academic partnering with academics in foreign universities.

Finally, universities have turned to bank loans in search of funding for physical infrastructure development. The major impediment here is the cost of those loans in Uganda, notwithstanding the fact that loans are deferred payments, which must be made good in the short term (usually three to ten years) using student fees. Banks also make unnerving demands before one can access a loan. The efficacy of loans depends on discipline and good cash flows. I am afraid that such expensive loans have the potential to cripple private universities.

IV. The way forward

There are no quick fixes for resource mobilization for higher education. And there is no escaping the need for sufficient resources. Higher education institutions are cost-intensive; they need big budgets and have dynamic needs. What is needed today may need to be revised tomorrow because of the changing environment, for they deal with creation of knowledge.

What I want to do here is to hopefully point out the path to the future, and suggest some time-tested means to well-resourced universities.

1. Higher Education must be prioritized in the National Development Plan. This is not the place for me to make a case for the exigency of higher education to national development. It will suffice to repeat that globally

every nation that has emerged out of being a third world to be a developed country has had to plan and prioritise higher education. The National Development Plan needs to be designed in conjunction with higher education players for their input, and to ensure that they own and implement its provisions.

2. It is important to recognize the salutary contribution of private higher education institutions. Taxing universities must discriminate between 'for-profit' and 'not-for-profit'.

   I urgently call for an atmosphere where there is a distinction in law between those institutions that are 'for-profit' and those that are not. In addition, it is prudent to gradually legislate toward benefits to affirm philanthropic giving to 'non-profits'. The logic for this is very plain. Taxes are paid to offer services to the population, including higher education. Therefore giving directly to a service achieves the same objective. Ironically this also avoids the trajectory of corruption and red tape in public offices.
3. The gap between universities and Government needs to be bridged. It is not healthy that Government interface with public universities is to put out fires, and for Government officers to be reduced to 'Guests of Honour' at private universities' functions.

   Government should establish an Annual interface with universities to map out priority disciplines and to make appropriate annual National Budget affirmations. The ideal is an opportunity for the Uganda Vice Chancellors'

Forum to brief the President annually about the status of higher education in the country, in person. In any case, it is perilous to national development for the Ministry of Finance, Planning and Economic Development to ignore consulting higher education institutions when making a national budget.

4. While I do not recommend an end to Government subventions toward public universities, I fear that this leaves them in a precarious situation. Universities, like all institutions, only blossom as they are given financial independence PROVIDED that they account for their resources. For Government to hold the financial stick against and he risks for these universities does not serve their ultimate good.

I suggest three roles for Government with respect to universities:

a. To give universities wings to fly financially. Universities should be supported to establish endowments. As endowments grow, it will allow Government to keep direct financing to a minimum, and reallocate some of her resources to other social services.

This may work out differently for public and private universities. The latter mainly need tax relief on their investments, at least in the short run. Every university needs a business arm to harness her assets to profitability. This is possible if Government offers Tax Relief to upstart university companies.

b. Government can then focus on auditing the universities to ensure that they serve the public good for which they are established.

c. Government needs to affirm ALL universities with research funds and partnerships, which serve the cause of higher education. It will take a reorientation for Government to support BOTH public and private higher education institutions, albeit differently.

5. Universities must do aggressive alumni grooming, sensitization and mobilisation. The immediate resource tensions today must not make us forget that our universities must be viable entities in years to come. This may take decades but it yields long-term benefits. Alumni are grown like a slow growing, but very fruitful plant. Every university must establish an Alumni office and an alumni Association.

   The process of cultivating alumni to benefit the university begins while they are students. Good services and care for our students nurtures them because it creates relationships. Universities do well to support their students into internships and gainful work. Such intangible help bonds them to their *alma mater*.

   Universities need an up-to-date databank of the alumni over the years, an alumni website, social media channels and regular alumni get-together functions at the university to help them stay connected to the institution. In years to come, when they have progressed into the middle class, they will support the

institution. This is a new culture in Uganda but it is worth it.

In summary, resource mobilisation for higher education institutions must be the concern of all; Government, the Institutions, the private entrepreneurs and the general public, and this irrespective of whether they are public or private institutions. Nothing less will do.

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STUDENT LEADERS' ROLE IN UNIVERSITY GOVERNANCE IN UGANDA

David Christopher Kasasa

INTRODUCTION

This paper draws upon the experiences shared by Deans of Students in Universities and information gathered during the various induction programmes conducted for all Guild Leaders in different Universities in Uganda. The Uganda Deans of Students Forum (UDOSF) in November 2009 during the 1st Guild Leaders Conference held at Uganda Christian University resolved that every year there would be a Guild Leaders Conference to equip new Guild Leaders with governance and leadership skills that enable the Student Leaders to take up their leadership roles in the University: This tradition has been maintained every year since that time.

This decision was reached after realizing that many Universities experienced what started as peaceful demonstrations and later turned out as violent strikes resulting in destruction of property and sometimes loss of life. These peaceful demonstrations are normally led by the student leaders of University Cultural Associations and Course representatives who spear head the demonstrations supported by some students who lead informal groups in a University. It has been observed that leaders in the Guild Council are dragged into these demonstrations because of their positions in the Guild Leadership. The trend for demonstrations is built up in the lecture rooms and Cultural Associations meetings by the lecturers and patrons of the Associations. Most of the student strikes we have in

Institutions are created in the lecture rooms. The Lecturers tell the students to rebel against management or the University council. This is because most lecturers have not trained to be teachers and they do not ask themselves these questions.

- ✓ What are the values of the Institution?
- ✓ What type of graduates do we expect to get?

Uganda currently has many Universities, some government owned and the majority since 1989 are private. Student Leaders have an influential role that they play in the governance of the University. Given the importance of their role, they need to do more in order to help the Management of Universities and the students to promote the image of the University and to create a suitable environment for the University to carry out its activities. Sometimes it is argued that Universities do not orient their student leaders on governance because they lack time and funds to dedicate to that training. The tuition fees paid in the Universities may not be adequate but when one considers the amount of money the Orientation Programme requires to be conducted, it is evident that the training is not all that expensive. It can be invested to equip the new Guild Leaders every year with governance skills.

In Uganda, students care only about themselves and not the Universities they study in. The students currently in Universities have grown up in a culture of that has been destroyed by the enemy neighbour concept, children grow up being told that everybody you see is an enemy and you must run away from him or her. Do not greet or speak to any stranger and do not identify yourself to anybody. This is every big problem. The students at the University therefore do not want to use their name, they do not want to wear their tags and they do not want to be seen speaking to anyone. Yet when you

join the University the leaders tell you to greet, talk to people and emulate role models. Students rarely say thank you to the good things that the University may provide they always have negative thoughts about almost everything that the University with good intentions provides. As a result of all these, many of the students are lazy, careless and easily succumb to corruption. This state of affair needs an Orientation Programme to let the students study and understand the policies, rules and regulations so that they take these as their guide to govern the University.

Importance of Guild Leadership in a University

As you are already aware, a University is its students, its members of staff and it is former students. Therefore, the student Leaders' way of handling issues in the University will determine what University it is. We must work together as students' collaboration between the Student Leaders and the Administrators to ensure a good learning environment and good student welfare.

Leading others is a privilege that is earned, not a right. Leaders who understand that leading others is a privilege think about leadership as position not to take action and achieve a specific goal. Please, understand that leading, first and foremost, is about Service.

Leadership is not about position or title, power or authority, celebrity or wealth, family or genetics. It is also not just for a chosen few.

Leadership is everyone's business. Leadership is about relationships, personal credibility and what you do. It is about an observable set of skills and abilities that are very useful whenever you are. As a skill, leadership can be strengthened, perfected, and enhanced, given the motivation and the desire.

You must practice your skills, listen to any feedback, positive or negative, observe and emulate the role models.

Who is a leader?

Guild leadership background

a) Universities share a common goal with regard to their students, which is to transmit knowledge and further their interests in academic discipline so as to enable them to enter the social world as qualified individual and responsible citizens.

b) Without students there would be no University Administration.

c) Students are the key stake holders of the Academic community in the Administration of a University.

d) As the clients of campus services, students are affected by decisions that are made on campus and have become actively involved in University governance since the 12th century.

e) The students and the University need each other: Universities need ideas, energy and talent while students need careers and leadership opportunities.

f) Students have a voice in making decisions on campus since they are affected by them: they create awareness of the desires of the large student body.

g) Traditionally the responsibility for decision making

in University administration was assumed mainly by administrators.

Legality of guild leadership in Uganda

i. A students' guild or Union, Government or Association is a body present in a University which promotes the academic social and welfare interest of the students and the University.
ii. In Uganda, it is a statutory body under the Universities and other Tertiary Institutions Act 2001
iii. There may be a students' Association in each University constituted in accordance with statutes made for that purpose by the University Council (Part XII, 71a)
iv. The Governance of the Students Association shall be Guided by a Constitution drawn by the student body of the University which shall be in conformity with the statutes of the University (Part XII, 71b)
v. All the students shall be eligible to become members of the students guild upon admission to and registration at the University (Part XII, 71c)

Structure of the guild leadership

1) It is a democratically elected body in accordance with the existing guild constitution
2) It is headed by a president or chair person with both executive and legislative bodies.

3) Students Guild is guided by the Dean of Students – responsible for the welfare of the students and appointed by the University Council.

4) As governance structures in Higher Education are changing, the role of the student leaders needs to be taken into consideration in order to serve the stakeholders better.

5) The students 'representation in University Administration of late, has been considered in reference to the role of students as Novice scholars, clients citizens and consumers of higher education.

6) It is through participation in University governance at every level of the University structure that the students may succeed in identifying themselves with the University and in attaining their highest level of academic and personal development.

Students' guild involvement in university administration

1. Students' leaders act as a bridge between students and Administrators. Student leaders talk to the Administration on behalf of the other students.

2. Student leaders contribute towards the decision making process. They present information on different perspectives. They share knowledge and understanding of the students and argue strongly for students interests. Failure to involve students in decision making process makes them lost, confused, unsecure, unclear, perplexed, disoriented and bewildered.

3. The student leaders take care of issues affecting the students- guidance and counselling, games, sports and recreation, spirituality, faith or religious services, clubs and societies.
4. Student leaders supervise or monitor the University activates curriculum evaluation, contribute towards academic programmes, monitor class attendance by the lecturers, lecture halls, time tabling, number of course units taken, examinations, internet connection and the use of the library.
5. Student leaders provide a range of services to students including organizing social events, publications advice and information on study facilities and services, academic difficulties, housing welfare disability financial problems, provision of voluntary opportunities and services and facilities for recreational and social purposes.

Factors affecting students' participation in university administration

1. Universities experience collisions between the students and the administrators, especially when the desires of the students are not met and also when the students disagree amongst themselves.

2. Bad feelings exhibited by the University administrators about students leaders:

a) Dominance of the academic society by the students
b) Students immaturity
c) Student attrition/brief involvement
d) Student ignorance of professional values
e) Students' interference with academic and employment pursuits.
f) Difficult students who immediately turn from being students to lectures.

3 Lack of proper channels of communication in defusing students' grievances

4. Students disrespect of student leaders, administrators and members of staff

5. Limited knowledge and experience about University governance

6. Lack of confidentiality among student leaders

7. Exclusion of students from sensitive decision issues

Guild leadership

Effective leadership is one key element in the success of a group and virtually anyone can learn to be an effective leader. Leaders are made, not born.

'Being the leader doesn't make you one, because leaders don't automatically get the respect and acceptance of their group members; so in order to earn the leadership of their group and

have a positive influence on the group members, leaders learn some specific skills and methods. 'Thomas Gordon

An Effective leader is someone who manages to get people to do what they want. It could be defined as one who exerts influence to get others to achieve the leader's objectives regardless of the quality of the outcome. It will be effective if people allow themselves to be influenced. The outcomes can be good or bad.

Mike Henry 2010

Effective leadership is therefore the backbone to any group, organization or institution.

Quotations

i. Robert Kiyosaki: " Leadership is the ability to bring out the best in people".

ii. Stan Slap: "The purpose of leadership is to change the world around you in the name of your values, so you can live those values more fully."

iii. John Quincy Adams: "If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

iv. Peter Drucker: "Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes."

v. George Van Valkenburg: "Leadership is doing what is right when no one is watching."

vi. John F. Kennedy: "Leadership and learning are

indispensable to each other."

vii. "One of the most important leadership lessons is realizing that you're not the most important or the most intelligent person in the room at all times."

Blanchard Student Leadership

Blanchard Student Leadership teaches young leaders how to understand what motivates them every day whether in school, at work, or in the community. Among young people with this level of knowledge, self-confidence and motivation grow and good judgment is applied to decision making. Students learn to make good decisions even when they are not in charge, take initiative to get the direction they need, and diagnose their own skills and motivation without waiting for someone to tell them what they need. Communication skills improve, goals are set and achieved, problem solving becomes easier, and they begin to take responsibility for themselves.

Effective leadership in the guild

a) Student leaders should think of themselves not as leaders tomorrow but of today.

b) There is no leadership that is more important than where one is for students- this is the University.

c) An effective leader is one who has a vision for today.

d) Students should therefore think of themselves as leaders who are going to provide leadership now and not in the future.

e) There are many areas where students provide leadership in the Universities.

These include;

i. Libraries

ii. Halls of residence and

iii. Whatever place one is in within the University. E.g. faculty, social group etc.

The tendency however among students generally is to see difficulties.

1) The challenge therefore for student leadership is to see the things they are doing and the positions they are in now as important as what they will be and do in the future.

2) Leadership starts where one is and it is on that basis that one is able to come to be a leader in the future.

3) While we recognize that there are difficulties, the challenge should be on how to turn these difficulties into major opportunities.

4) This calls for the ability to see the other side of the coin and to be able to turn problems into opportunities and to be creative and innovative.

5) Leaders need not be narrow minded and this is the challenge of leadership.

6) Concerns should go beyond the norm of finance such as fees and allowances. Instead look into issues of

shortage of books, poor internet connections, shortage of academic staff etc.

7) Leadership should be about turning conflicts within the Universities into opportunities for dialogue (institutions have instead become battlefields)

8) There is a need to change these into debates that will move Universities forward.

NOTE

i. Being at university is an opportunity: the students are young and fresh intellectuals

ii. Students should be proud of their time at University when they eventually leave

iii. The challenge is to use the opportunity to learn from elders, colleagues and the community.

QUALITIES THAT STUDENTS LOOK FOR IN A LEADER

a) Communication skills

Leaders who know how to give information to others in an appropriate manner, talk to a wide array of populations, provide strong examples and actively listen can get more done and help enhance the student experience.

b) Ethics

Students are more inclined to look up to a leader with strong ethics, integrity, good values, honesty and fairness.

c) Motivational

A motivational leader shows fellow students how to persevere through rough or doubtful patches and encourages them to always try their best without giving up.

d) Vision

Students appreciate leaders who have a tangible, realistic and distinct vision for the future. Having a vision helps establish trust between the students and their leader.

e) Human Elements / relations

Such as being caring, compassionate, sympathetic, empathic, understanding, nurturing and supporting.

f) Integrity

Trustworthiness, honesty and the ability to consistently follow-through on promises are all core elements of integrity.

g) Initiative

Student leaders take action and get the job done. They step in when help is needed, they offer support to fellow students and they overcome peer pressure to do what is right.

Guild leadership- best practices

i. Know your audience – which is multidisciplinary
ii. The guild as a bridge between the administration and the study body
iii. Communicate from an informed perspective – e.g. know the different policies of your institutions concerning students.

iv. Be grounded – know what is happening

v. Be informed of the different activities

vi. Ask for information and for guidance – be knowledge. ‘ Knowledge is Power’

vii. Continually or improvement of good programs. E.g. maintain existing structures (dustbins, seats in the compounds etc.)

Five core skills every student leader needs by Tim Millburn

He calls it The Student Leadership Backpack (SLB)

1. Lead yourself first- The Student Leader’s Hardest Task.

Student Leaders start with themselves.

Student Leadership starts off as an inside job

2. Develop Your Influence with others- The Student Leader’s Biggest Asset. Influence allows a student leader to lead.

A student leader knows how to move people in a certain direction through mission, vision, and values.

3. Make a Difference Mindset – The Student Leader’s Noblest Cause.

Understands that there is a moment between a person’s need and their ideal future and helps them achieve that.

4. Clear Communication – The Student Leader’s Strongest

Skill

Clear communication is what motivates and moves people

5. Get Others Involved – The Student Leader's Highest Investment

By definition, a student leader is one who has people following him or her.

i. What do you need to focus on? Need to know what to work on in order to be an effective student leader.

ii. These skills can be learned and developed.

As a Guild Leader, understand the legal/ operational frame work of the University.

a) General Rules and Regulations – Guild Government is semi-autonomous entity with limited privileges in certain aspects.

b) Action must be within the ambit of general University frame work. (No Liberty to do what you want, the way you want/ how you want)

As a Guild leader, you need to understand the environment in which you are carrying out your leadership roles. Answer the following questions:

i. Who are you to serve? (Students)

ii. What do they want?

Several…… (Have the serenity to accept what you cannot change in the short tenure you are in office).

iii. How big or small is the resource envelope? (What kind of resources are at your disposal).

Guild Leadership requires the following traits if you need to be successful:

a) Integrity. This reflects a deep commitment to do the right thing for the right reason, at the right time regardless of the circumstances. Leaders with integrity are incorruptible and incapable of breaking the trust of those who have confided in them. Students/ people have to believe that you are pursuing your dream because it is the right thing to do.

b) Be a person of the people. Understand the differences that make the people unique and be able to use those individuals skill to achieve the goal.

c) Be positive. A leader encourages and rewards people and makes you want to do it and do it right. A leader is not a negative person and does not waste time and effort telling everyone what one is doing wrong.

d) Have self awareness. You should have an intimate knowledge of your inner emotional state. You know your strengths and weakness. You know when are working well and you know when you are over worked. You know yourself including you're your capabilities and your limitations. This allows you to push yourself to your maximum potential.

e) Self-Direction. You are able to direct yourself effectively and powerfully. You know how to get things done, how to organize tasks and how to avoid procrastination. You know how to generate energy for projects, to calm yourself when angered. You can make decisions quickly when necessary, but can also slow down to consider all the available options.

f) Vision. You are working towards a goal that is greater than yourself. it could be something local like the success of the team or a larger vision like achieving world peace. Working towards a vision is far more inspiring than working towards personal gain.

g) Ability to motive. Leaders do not lead by telling people what they have to do. Instead leaders cause people to want to help them. A key part of this is cultivating your own desire to help others. When others sense that you want to help them, they in turn want to help you.

h) Social awareness. You must understand the Social networks and opinion leaders in that social network. Ask yourself who in the University/Organization has great influence over the others both officially and unofficially? Who moves the hearts of the group? Make use of these people and you will achieve your goal.

Collaboration between the guild and university management

The Guild Government should at all times consult and work together with the University Management to ensure quality of services delivered. The more you collaborate with the

University Management, the greater the success of your Guild Government and the easier the work during term of office.

Student leaders should use the opportunity to learn how to govern in the best way. Therefore, all University programmes should be supported by the Guild and the Guild should always inform the University Management of all the programmes the Guild carries out.

The Guild Government is part of the University Management and this link is strengthened by the fact that the funds that run the guild activities are collected together with the tuition fees. The University Management and the Guild Government must collaborate to strengthen the registration of the students in the University in order to make it smooth for the Guild to receive the funds required to run the Guild activities.

The Guild Government has an obligation to guide and counsel the students so that the discipline of the students in the University is well maintained. This is best done in collaboration with the University Management.

Improvement of the welfare of the students must be carried out hand in hand with the University Management. This is why the students' leaders are required by the law to sit on the University Council to articulate the students' issues together with the University Management. Therefore, isolating your Guild Government activities from the Management is very disastrous. The autonomy should not be abused. Remember "the Guild cannot exist without the University Management but the University Management can exist without the Guild".

The University Management is committed to maintain and improve the students' welfare because that that is the ultimate goal of management. Therefore, consultation at all times has

far better results that confrontation and complaining all the time.

Therefore, all correspondences outside the University must be channelled through the Vice Chancellor to avoid embarrassing situations.

When the Guild President is off-campus or abroad on official duties, he or she must seek permission of the Vice Chancellor.

When the Guild the leaders wish to meet the students on important matters concerning their academic or social welfare, it would yield better results if the University Management is briefed and it can support the proposal made.

RECOMMENDATIONS

1. The Uganda Vice Chancellors Forum, should request the lectures through the Senate to address the students and say something about the University code of conduct and life skills particularly leadership.
2. There should be a deliberate programme for lecturers who are not teachers to be taught pedagogical skills. The students, who immediately become lecturers after graduation, should learn to teach.
3. Higher education should emphasize responsibility to develop citizens capable of contributing to the betterment of society and develop their full potential. The students should be helped to be creative thinkers and responsible leaders.
4. Higher education should serve as the foundation for our commitment to the development of the "whole

person" and all our collective professional values should be derived from this commitment.

We should encourage critical reflection and decision making that is reflected in personal life styles of students. The students should stop asking these questions because these questions would emphasize the education of a student beyond the confines of the class room and make them leaders

- ✓ where is this?
- ✓ How is this
- ✓ What is this

5. In all that the students do discipline is every important. The students should leave a mark when they leave when they leave office. Therefore student leaders must be disciplined. Remember the saying "The first impression lasts for seven years and the last impression lasts for ever" Student leaders must always be careful over how they leave power.
6. Changes in cultural values, political values, social values should be begin with the University students in their leadership roles.

Conclusion

Students are capable of administering their own affairs, satisfying various student needs and protecting the political interests of students.

1) Students should be extensively involved in University academic and administrative decision making at

different levels

2) Student participation in University governance improves their decision making skills and demonstrates commitment to the mission of the University and its long term interests. The students need to follow the Rule of Law, to be accountable, to be transparent, to be responsive and to be effective and efficient.

3) Therefore the students' participation in University administration must show good governance.

Together with the students we can govern our universities well

Concluding thoughts

a. Student leadership

   i. Lead as i would like to be led

   ii. Exemplify a passion for excellence

   iii. Accountability, commitment, and integrity.

   iv. Dare to be all I can be

b. Student leadership team

"if not now, when? If not here, where? If not you, who? *"leadership is not something you do to people. It's something you do with people."*

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REGULATORY ROLE OF OWNERSHIP AND TITULAR LEADERSHIP IN UNIVERSITY GOVERNANCE[1]

Christine Najjuma Nandala

ABSTRACT

Universities and tertiary institutions of higher learning are regulated by bodies such as the National Council for Higher Education (NCHE) which is mandated to assume the responsibilities and challenges of a providing guidelines for implementing quality standards required for higher education in Uganda. Many universities are operating in increasingly competitive markets, and maintaining or increasing their market share which has become an important component of their strategic objective.

Background

The NCHE was established under the Universities and other Tertiary's Institutions Act 2001 with major functions to;

1) Regulate and guide the establishments and Management of institutions of higher learning
2) Regulate the quality of higher education, equate qualifications and advise government on higher education issues.

1 This Paper is based on the power point presentation by Prof. Opuda - Asibo John, The Executive Director of National Council for Higher Education(NCHE)

NCHE is mandated to ensure that institutions of higher learning conform and maintain the quality and standard guidelines set for them in a given period which is usaully follwed by inspection teams to carry out evaluations exercises to make sure theses guidelines and other policy requirements are adhered to or met.

Corporate Governance of NCHE

The national Council is a semi-autonomous and self-accounting body with a secretariat headed by the Executive Director. The day to day operations of the secretariat are vested in the Executive Director who reports to the National Council. In the execution of the policies of the NCHE, the Heads of Departments, who constitute the Management Team, assist the Executive Director

Vision

The provision of relevant, broad based technology driven, dynamic, sustainable and quality higher education accessible to all qualified Ugandans.

Mission

To set standards and regulations to ensure that all public and private tertiary education institutions in Uganda create, sustain and provide relevant and quality higher education for all qualified Ugandans and to meet the local, national and global higher education challenges of the future.

Composition of NCHE

The Council consists of eighteen persons, the majority of whom are representatives of various social constituencies

including public and private universities, religious organizations, commerce, industry, agriculture, the general public, the Ministry of Education and people with disabilities. The Council members are appointed under Section 7 of the Universities and Other Tertiary Institutions Act, 2001 as follows:

a) Chairperson appointed by the president.

b) Vice Chairperson elected by the Council members.

c) Two Representative of Vice-Chancellors of Public and private Universities.

d) Two Senates Representative Private and public Universities.

e) Four Representative of religious non-degree awarding institutions appointed by the Minister of Education.

f) Three Representative from Commerce, industry and agricultural Sector.

g) Four members of other sectors of higher education.

h) One Representative of the public elected by the Council.

i) One Representative of people with disabilities.

j) An officer in charge of Higher Education, Ministry of Education and Sports.

k) Two Representatives of Students from Tertiary and Universities.

l) Executive Director, National Council for Higher Education.

Functions of the National Council under the, Universities and Other Tertiary Institutions Act, 2001

1. To implement the objects of this Act;
2. To promote and develop the processing and dissemination of information on Higher Education for the benefit of the people.
3. To advise the Minister on the establishment and accreditation of public and private institutions of Higher Education.
4. To receive, consider and process applications for the establishment and accreditation of public and private institutions of Higher Education and the accreditation of the academic and professional programmes of those institutions in consultation with Professional Associations and Regulatory Bodies
5. To register all institutions of Higher Education established under this Act.
6. To receive and investigate complaints relating to institutions of Higher Education and take appropriate action.
7. To monitor, evaluate and regulate institutions of Higher Learning;
8. In co-operation with the relevant government departments, private sector, or the different institutions of Higher Education, to evaluate the overall national manpower requirement and recommend solutions to

the requirements.

9. To ensure minimum standards for courses of study and equating of degrees, diplomas and certificates awarded by the different public and private institutions of Higher Education.

10. To set and co-ordinate national standards for admission of students to the different institutions of Higher Education.

11. to require and ensure that all universities, whether private or public, adhere to minimum criteria set by the National Council for admission to under-graduate and higher degree programmes.

12. To determine the equivalence of all types of academic and professional qualifications of degrees, diplomas and certificates obtained elsewhere with those awarded by Uganda institutions of Higher Education for recognition in Uganda.

13. To certify that an institution of Higher Education has adequate and accessible physical structures and staff for the courses to be offered by it.

14. To promote national interests in courses of study and professional qualifications among the different types of institutions of Higher Education.

15. To ensure the institutions of Higher Education provide that adequate facilities and opportunities for career guidance and counselling.

16. To collect, examine and publish information relating to

the different institutions of Higher Education.

17. To generally advise the government on policy and other matters relating to institutions of Higher Education.
18. To perform any other function incidental to the objects of this Act or relating to Higher Education in Uganda or that may be conferred upon it by the Minister or any other law.

Definition and ingredients of governance

Definition

Governance is a process with clear separation of powers and functions, of a system to guide, supervise and regulate the operations of an institution towards realization of its goals.

Value based ingredients of Governance

It is a value based system espousing:

1) Honour (By virtue of ones standing in society).
2) Integrity and Transparency.
3) Responsibility (accomplish tasks appropriately).
4) Accountability (Justify resources and outcomes).
5) Leadership (plan, manage, direct, control).
6) Excellence (Be the best at it, competitiveness and innovation).
7) Harmonizing interests of the PUBLIC.

Table: *governance hierarchy and structure (*heart of the university).*

	Public	***Private***
1. Ownership	Government	Founding body/ proprietor
2. Ownership oversight	Visitor	Chair of board of trustees
3. Representative oversight	MOES	Board of trustees
4. Titular/ ceremonial head	Chancellor	
5. Governing board	Council	
6. Management	Vice chancellor	
7. Academic head (faculty)	Dean	
8. *Department	Head	
9. *Programme/ subject (knowledge transfer/ generation)	A) professors B) associate professors C) senior lecturers D) lecturers E) assistant lecturers	
10. Support service (provisioning)	A) administrative staff B) support staff	
11. *Curriculum	Academic/ support staff	
12. Finances and infrastructure	(1 – 10)	

Hallmark of university governance

1. Oversight.
2. Management.
3. Academic freedom:
    a) Thought.
    b) Collegiality.
    c) Transfer of knowledge.
    d) Generation of knowledge.
4. Efficiency.
5. Effectiveness.
6. National development (economic and social well-being).
7. Competitiveness globally.
8. Visibility (nationally; regionally; globally).

Role of NCHE

Assuring the public of quality graduates and research output from universities (external QA).

1. Guidance – Setting minimum standards and procedures through statutes.
2. Increased access and sustainability.
3. Mobility of students and staff.
4. Regulation (accreditation, licensing).
5. Compliance:

a) Internal Quality Audits (Inputs - the process - and outputs)

b) Work with professional and regulatory bodies.

c) Cross border Higher education

6. Support research.
7. Advise government of national human resources training.
8. Work with universities, other stakeholders - national development through higher education.

Roles of ownership (owners – councils)

1. Sacrifice resources to start a university (private).
2. Prioritize national development through higher education using universities. (Public).

3. Provide strategic oversight:

a. Strategic position.

b. Strategic choices.

c. Strategic action and empowering.

b) Provide funding.

c) Provide infrastructure.

d) Provide oversight – policy (not management).

e) Provide entrepreneurial direction of the time (continuum of knowledge in development).

f) Provide conducive working environment.

g) Ensure functional programme management for higher quality (curriculum implementation – resources).

h) Support councils and management:

a. Develop policies.

b. Monitor performance.

c. Monitor compliance with the laws, regulations and stakeholders concerns.

d. Approve budgets.

e. Listen/ talk to management.

11. Cause closure/ significant change of existing universities.

12. Sustaining legacy.

The roles of titular heads (chancellors)

1. Represent owners and link owners to councils and management.
2. Appoint VCs and DVCs
3. Spear head and support the financial support of the university (meet with government; industry; donors; fundraise, that is, chancellor's fund).

4. Be part of a regular visitation team to the university at least twice before end of a 4 year tenure.
5. Preside over ceremonies, including staff annual awards, to encourage excellence.

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STAFF AND STUDENTS UNREST IN UGANDAN UNIVERSITIES: CHALLENGES AND OPPORTUNITIES FOR REFORM

Florence Nakayiwa Mayega

Photo adopted from university protests against commecialisation of higher education- Ireland, April 2015

Study Commissioned by the Uganda Vice Chancellor's Forum

July 2015

INTRODUCTION

This study was commissioned by the Uganda Vice Chancellor's Forum to document the causes, format and implications of staff and student unrest at universities in Uganda. Using document review and Key Informant Interviews, the study captures the reflections and perspective of key players on students' and staff unrest in universities. The findings generate comparisons across public and private universities; with the private ones having a slightly better institutional framework to manage unrest.

The study highlights that strikes are a manifestation of the changing landscape of the university system in Uganda: the growth in student numbers has not been matched with resources and the per capita student expenditure has reduced; and this coupled with an aging infrastructure, inadequate management systems and external influence has created fertile ground for unrest in universities.

It emerges from the study that the frequency of strikes has increased and the format has shifted from being peaceful to destructive in nature. However, what manifests as strikes are symptoms of deeply rooted inadequacies, intrigue and external influence as well as breakdown of governance structures in varying intensities within the universities. In addition, the management system has remained rooted in a resident campus which was a characteristic of the post-colonial system.

One of the key causes of unrest is the communication inadequacies at the institutions. Universities have maintained the traditional forms of communication such as circulars on notice boards amidst an environment and student population that has adopted e-communication and has a poor reading culture. This gap has been exploited to provide biased

information and mobilise students for unrest. Furthermore, institutions have a non-responsive policy framework and the governance structures have been distorted and information flow made tenuous.

Institutional learning particularly in the public universities is unsatisfactory, they rarely, if at all undertake post- strike evaluation and there is hardly any documentation/reports about staff or student strikes. The private universities on the other hand assess the causes, formats and implications of student unrest and have made attempts to take action to mitigate future occurrences.

Leadership styles and human relations emerge as fundamental underlying causes in both staff and student unrest in universities. Incidents of student unrest have been often instigated by staff either through commission or omission. Yet the social cultural aspect and the type of students entering the university have also been discussed as dominant factors in student unrest.

Against this background, the study proposes that institutions should pay close attention to human relations; this will improve institutional cohesion and minimise negative external influence and intrusion.

Recommendations have been made for staff, students, institutional and systemic levels. For the Vice Chancellors Forum, the study highlights the need to nurture cross institutional learning and enhance dialogue with different players in unrest. Through the Forum the study underscores the need to have a candid discussion on the type of graduate (skills set, competencies and other attributes) expected from the university system in Uganda.

Background

The higher education sector in Uganda has experienced tremendous growth over the past two decades. The sector comprises of (i) Universities and (ii) Other tertiary institutions. The university system has two major segments: the public funded institutions and the privately funded universities. The NCHE, State of Higher Education Report of 2011indicates that there was a total of 34 universities in Uganda. Of these, five were public whereas 29 were private universities. Enrolment in all universities stood at 198,088, with a total number staff of 5,379. The number of students in public universities had grown from 7000 in 1990 to close to 60,000 by 2011(NCHE, 2013).

At the national level, the Universities and Other Tertiary Institutions Act (UOTIA) 2001 as amended provides the legal operational framework. Outlined in the UOTIA is the mandate of the various organs within the University. While the provisions are more succinct for the public universities, the private universities have adopted similar governance structures. Equally compelling is the fact that both public and private universities operate within the same environment and are likely to face similar challenges. One of these is staff and student unrest. While this is more pronounced in the public universities, particularly Makerere and Kyambogo Universities, recent events show that these traits have started to emerge in the other public universities and in some cases the private universities as well.

Student unrest in Higher Education Institutions (HEIs) in Uganda have been documented by some scholars; Byaruhanga (2006)in his chronicle of student unrest in Uganda notes that student unrest in Uganda dates back to the 1950s. This according to Omari & Mihyo (1991) can be categorized into the political process and issues, academic and welfare matters

as well as managerial and allocative issues. Apart from the students, unrest in HEIs in Uganda spreads to staff as part of industrial action to improve largely their welfare and put them at competitive remuneration.

It is worth noting that students unrest is not unique to Uganda, comparison can be derived from the 1960's student activism in the USA, which according to the 1970 Presidents Commission on Campus Unrest Report was considered the largest national problem at the time. Within East Africa, universities in Kenya have experienced student unrest with varying degrees of intensity. The climax for this was in 2003 when public universities in Kenya were closed indefinitely over staff pay increases and new terms and conditions of engagement were developed. In the recent past ,universities in the western world have experienced a wave of protest against what they term as commercialisation of universities (The Guradian Higher Education Network, 2015). These demonstrations in stark contrast to Uganda are systemic and rally along an ideological standpoint.

This study attempts to document the causes of unrest at University campuses in Uganda; the attendant challenges associated with it, mitigating factors and the possible opportunities they generate.

The Problem

While at the macro level the education system has progressed to accommodate business management practices, the micro-institutional level has continued to operate in pseudo public mode. Under this arrangement decision making is relatively slower, more so because university education is perceived as a public good offering a social service with management systems that would be applicable in not-for-profit enterprises. Where previously it was deemed a public institution phenomenon,

unrest has spread across private universities as much as it applies to public universities. Nevertheless, there are institutions which have not experienced this kind of strife even if they operate within the same academic, financial and socio-economic environment. This highlights the need to examine what generates the differences and explore the contention that despite the destructive and more often unproductive nature of strikes, they have continued to manifest.

Purpose of the Study

This study attempts to document the causes, format and implications of staff and student unrest at universities in Uganda. The findings generate comparisons across public and private universities. Furthermore, while individually some institutions have attempted to understand the causes of staff and student unrest, the collective appreciation of the factors influencing, the emergence, sustenance and recurrent manifestations' provide a more germane and sustainable solution that can be adopted at the systemic level.

Methodology:

By design, the study is cross-sectional and descriptive in nature. It has mainly employed qualitative research approaches guided by the purpose. The approach entailed data collection using key informant interviews and document reviews.

For this study, unrest has been defined as a situation where staff withdraw their labour in protest of a specific position taken by their employer; or where students mobilise to protest in a group against a specific position and or status within the University. These protests can be by peaceful means. Recent phenomenon however, has seen these protests riotous,

destructive and characterised by indiscipline. Throughout this report unrest has been used interchangeably with strike.

Document Review

This involved a desk review of the documentation related to causes and resolution strategies for staff and student unrest in the universities. Most of the institutions did not have adequate strike related documentation. Nevertheless, where feasible the study reviewed the correspondences between the different parties during the period when the 'strike' is registered in an institution. This was greatly facilitated by an internet search about the occurrences, formats and causes of strikes in the sample institutions.

The review further looked at documents within the institution and how these impact on the actions of both the staff and students. Such documents included manuals and regulations that influence staff and student activities while at the institutions.

Key Informant Interviews

The study adopted a semi structured interview mechanism to capture the perceptions of institutional actors about staff and student unrest to their institutions in particular and the Ugandan HE system in general. The rationale was that there is an interdependence of factors that affect both staff and students irrespective of whether the strike is instigated by either party. In addition to staff in universities, the study targeted staff at Government institutions that have close operational relationship with universities. The following categories were identified as key informants: The Vice Chancellor (VC); The Deputy VCs; The Deans of Students; Some Deans of faculties; Student leadership and staff particularly those on the Associations executive. The Government Institutions

consulted include: Ministry of Education and Sports; Ministry of Finance, Planning and Economic Development; and the National Council for Higher Education.

The interview guide focused on four broad themes, incidence and management of unrest; the institutional communication framework; the university operational environment- culture, norms and practices; and recommendations for mitigating unrest.

Participatory Appraisal

The commencement of the study coincided with a student strike at Makerere University. This study therefore, benefited from institutional discussions about the causes and manifestations of strikes at universities. The formats for these discussions ranged from intranet postings from staff at Makerere University, a Senate meeting that featured the strike and an executive management meeting where the students' strike was discussed. Key insights include a submission by a newly appointed security officer at Makerere University. The study further benefited from the Education Committee of Parliament discussion with Makerere University , that captured expectations and 'lamentations' about strikes in higher education institutions in general but Makerere University in particular.

Scope and Coverage

The scope of this study was limited to six universities, three public and three private. These are, Makerere University; Kyambogo University; Mbarara University of Science & Technology; Ndejje University; Nkumba University and Uganda Christian University, Mukono. Apart from cost, the choice of universities was informed by the recent developments in student unrest as is the case with Nkumba and Ndejje

Universities, or the perennial as is the case with Makerere and Kyambogo Universities. Mbarara University of Science and Technology on the other hand although public has not experienced overt unrest. Similarly, for UCU Mukono there was no explicit unrest recorded over a ten year period. This mix of institutions is likely to generate lessons that could be applicable across the Higher Education Sector in Uganda.

Data Analysis

Qualitative data analysis was adopted for the study. Using computer aided qualitative data analysis software *Atlas ti*, the study synthesised themes from participants responses. These highlight respondents' perceptions about their institutional frameworks and how the interface with causes, challenges and opportunities generated by strikes.

Causes, Format and Manifestation of University Unrest:

Findings & Discussion

This section outlines the narratives associated with staff and student unrest in public and private universities in Uganda. The perceptions cut across the different stakeholders including active participants such as Vice Chancellors, staff and students in the institutions. It includes policy makers and regulatory bodies and how they perceive the causes and implications of unrest in the institutions. As much as possible, attempts have been made to maintain the anonymity of the respondents.

It emerges from the study that the frequency of strikes has increased and the format has increasingly shifted from peaceful to destructive nature. However, what manifests as strikes are symptoms of deeply rooted inadequacies, intrigue and external influence as well as breakdown of governance structures in varying intensities within the universities.

Key among the fundamental issues is the communication inadequacies at the institutions. Universities have maintained the traditional forms of communication of writing on notice boards amidst an environment and student population that has adopted e-communication and has a poor reading culture. Institutions are yet to invade the student communication spaces on social media. This gap has been exploited to provide biased information and mobilise students for unrest. Furthermore, institutions have a non-responsive policy framework and the governance structures have been distorted and information flow made tenuous.

Institutional learning particularly in the public universities is unsatisfactory, they rarely if at all undertake post- strike evaluation and there is hardly any documentation/reports about staff or student strikes. The private universities on the other hand assess the causes, formats and implications of student unrest and have taken action to mitigate future occurrences.

The following subsections highlight the incidence and format of strikes in universities. They elaborate in detail the underlying causes of staff and student unrest. Within context however, is the right of freedom of expression as a fundamental human right.

Incidence and Format of Student Unrest in Uganda

All the institutions in the study had experienced unrest in one form or another. Expectedly, the public universities had experienced more unrest than the private universities. Where student unrest was wide spread across the institutions, staff unrest was a preserve of public universities.

Table 1 is a snapshot of institutional profile and strike incidence.

Table 1: Incidence of Unrest across the Institutions

	Institution	*Enrolment* 2011*	*Academic Staff* 2011*	*Strike Incidence Student*	*Strike Incidence Staff*	
1	Makerere University	33,469	1461	Every semester Not documented	Several – [Not documented], Annual threats	**Public**
2	Kyambogo University	22,290	607	Annually [Not documented]	Several [Not documented] – None since 2013	
3	Mbarara University of Science & Technology	2,778	231	None [Not documented]	Covert incidences [Not documented]	
4	Ndejje University	5,297	177	Once November 2014	None	**Private**
5	Nkumba University	6,804	139	Twice 2012 & 2014	None	
6	Uganda Christian University, Mukono	7,897	336	Once 2004 [Not documented]	None	

*Source: State of Higher Education 2013

*** Not documented implies that the status is based on recollections of the respondents in the study*

Makerere University reported institution wide strikes on a semester basis over a three year period. Kyambogo University, on the other hand had experienced student unrest on an annual basis over a three year period; UCU Mukono, had one experience in student unrest over a 10 year time span and Nkumba University reported two institution wide strikes one in 2012 and the most recent being in November 2014. This was the same period (November 2014) when Ndejje University experienced an institution wide strike. Concurrently therefore, three institutions; Nkumba, Ndejje and Makerere had strikes within the same time frame of November 2014. Implications here are that the students at University network and share unrest ideas with their colleagues mainly on social media.

For all the institutions in the study that have experienced strikes, only Nkumba and Ndejje Universities have a documented chronology of student unrest. These reports outline the causes, format, players and the steps taken to mitigate future occurrences. This documentation within the university could be seen as a facilitator for institutional learning and ability to provide a point of reference for the different management regimes when they take office over time.

Asked to elaborate how many times they have experienced unrest respondents from the different institutions gave varied responses ranging from, innumerable to thankfully none. The disturbing response is the contention that the strikes have been normalised and that they have become part of the university system. Or the dissent from institutional structures to adopt coping mechanisms as is the case with the College of Health Sciences in Makerere University. Figure 1, highlights the incidence of strike in universities as recalled by the respondents.

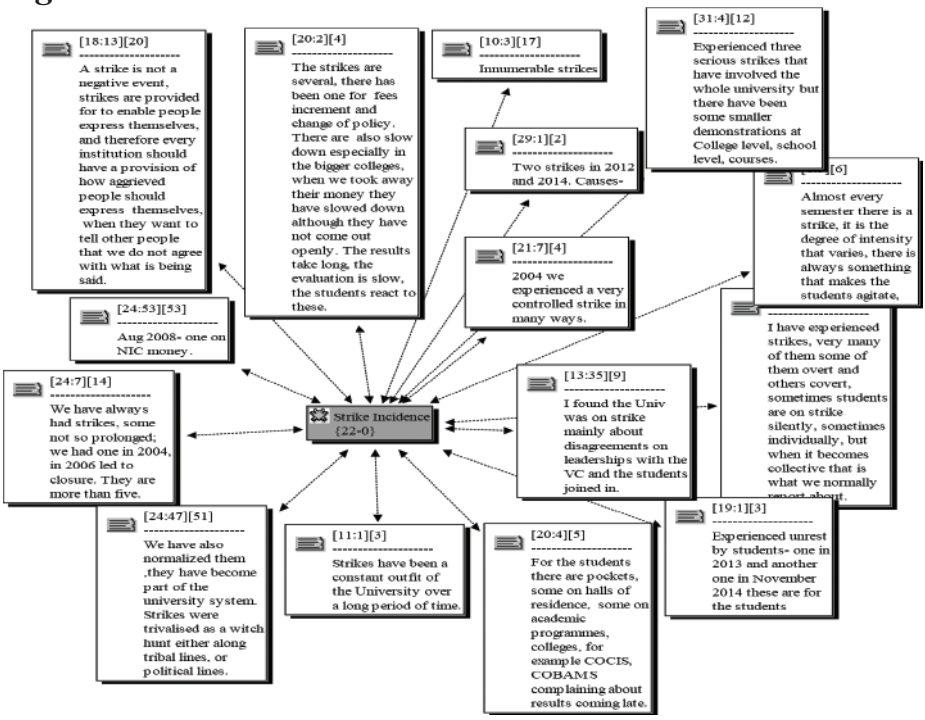
Admittedly the ability to recall incidence of staff or student unrest is more succinct within institutions that have

experienced fewer unrest incidents and institutions that have been able to document this unrest. The private universities have superior recall processes for the student unrest than the public institutions. This can partly be explained by the fact that public universities experience strikes in a multiplicity of formats. These range from academic unit based demonstrations and industrial action to the institution wide riots that have been known to capture media attention. The status in public universities can be captured by these remarks by respondents, who noted that,

> We do not learn from the strike as a University. We have also normalized them they have become part of the university system. Strikes were trivialised as a witch hunt either along tribal lines, or political lines. *Respondent 1*

> Almost every semester there is a strike, it is the degree of intensity that varies, there is always something that makes the students agitate, if it is not over fees, it will be over food, lecturers, identity cards, delayed marks or something. *Respondent 2*

Figure 1: *Strike Incidence in Public and Private Universities*



The challenge in the public institutions has been aggravated by inadequate post-strike assessment, documentation and institutional learning. While Makerere University reports the biggest number of staff and student strikes than any other institution in the study, there is no institutional memory or collection point of information about this unrest.

At the same time, by nature both staff and student governance structures have a high turnover rate of people occupying the positions. Students' Guild have tenure of one year in office and the executives in academic and administrative position will have a maximum of two (2) five year tenures. For example, none of respondents in this study had been in office for more than 5 years. The limitations in documentation therefore,

imply that there will be repeat configurations of unrest in the institutions.

1.1 Demonstration as a Constitutional Right

It has been argued that the freedom to demonstrate is a constitutional right, since it is one way in which aggrieved people can express their dissatisfaction or discontent about a specific position. Indeed the right to demonstrate has been provided for in the different institutional regulations. For example, Part 9 of the Makerere University (2012) student regulations stipulates that:

Part (9) Demonstrations

(a) Demonstrations either on campus or outside the campus shall be held only in accordance with the Laws of Uganda provided the Vice-Chancellor has been informed at least 24 hours in advance and Police permission has been obtained.

(b) No student or group of students shall mount road blocks on any part of the campus roads or stop motorists or any other persons using the campus or public roads.

Similarly, a more emphatic part 8 of the UCU (2013) amended code of conduct stipulates that:

8. Protests and Demonstrations

a) Protests and demonstrations either on or outside the Campus shall be held only in accordance with the laws of Uganda.

b) Any public protest or demonstration on University premises may be conducted only after the Vice

Chancellor has been informed one day in advance and no demonstration or protest may be held without his approval obtained and Police permission.

c) No student or group of students shall mount road blocks on any part of the campus, or stop motorists or any other persons using the campus or public roads.

d) Any student who disobeys and obstructs or interferes with any University authority shall be guilty of an offence.

e) No student or group of students shall with ill intent publish and disseminate or circulate any false or fabricated information of any sort.

f) No student or student government organ or student association or group of any description shall print or issue any circular anonymously without the name and signature of the person issuing it.

These provisions highlight the institutional framework for demonstrations in recognition of the students' democratic right. While demonstrations may not be negative and would have provided an avenue for aggrieved people to express themselves, in the majority of cases they have degenerated into full blown riots that are destructive in nature.

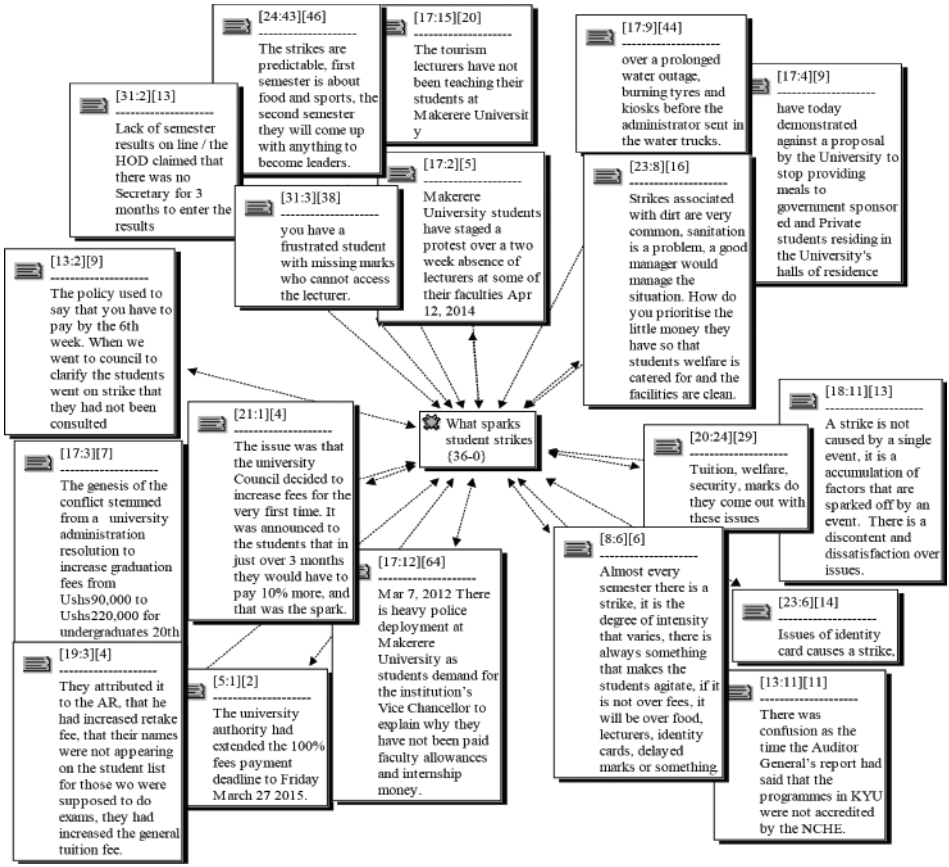
It was acknowledged that riots are as a result of a cumulative build-up of grievances against the establishment. Against this background, this study sought to establish what sparks off student demonstrations in universities.

While underlying causes exist in most of the cases, there are issues that spark off strikes in universities.

> Managers fail to address even the simplest of issues that would have averted unrest; some of these are recurrent and or may not require additional facilitation. Some universities have worn out libraries, dormitories with cobwebs, the rooms were very dirty- this does not require financing but management skills. The VC should take time once in a while to check out what is happening in the university, we know that there is a Dean who is in charge of the faculty but does not see it, the estates manager or the US who is the day to day manager does not reach there, and this is all management. If you know the principles of management, follow and practice them then such issues will not result in unrest.

The respondents' perspectives about the issues that spark off demonstrations in universities are captured in Figure 2. These can be categorised into welfare related issues including, food, sanitation and water shortage; academic related issues including missing marks and failure to pay internship fees. Across the institutions however, the biggest issue is related to fees and the policies and procedures related to fees.

Figure 2: *What Sparks Off Student Demonstrations in Universities.*



In addition to the issues highlighted in Figure 2, the concept of unresponsive institutional frameworks to grievances raised by students breeds fertile ground for unrest. One student respondent noted,

> The University does not respond – it only does that when there is a strike.

> If there is no strike it takes them very long to respond. It is the students that make it urgent [academic, security, health] the urgency comes in when there is a problem. The mode of communication is strikes- the students are now accustomed to the culture of when we strike we get a response.

For both staff and students, institutions have continued to make concessions that send wrong signals and nullify the validity of the policies that instigated the strikes in the first place.

The students have found support from different angles including the police, the legislature and in some cases the executives at the national level. For example the Daily Monitor of 15th April 2015 noted that "Students like all other citizens have found themselves facing difficult times , bad governance, repressive university policies and alienation, such that strikes or demonstrations have become a broader social movement for mobilizing efforts at confronting these oppressive conditions (Komakech, 2015).

Furthermore, there is conflict of interest particularly for the beneficiaries of the low fees who are also policy makers, these include staff within the universities who have and or sponsor students. Others are Members of Parliament who are pursuing degree programmes at the various levels. These provide moral support and justification when students' resistance to fees increment degenerates into strikes for example one MP on an academic programme in Makerere University noted that 'I support the students' in reference to the March 2015 riot.

As young adults the students in universities are within a period of transition between childhood and adulthood. This is further

underscored by the new found freedom that is associated with the university environment as opposed to the more restrictive setting characteristic of secondary schools where the bulk of the students come from. The institutional, national and societal reaction has been structured along their transition status. For example, there have been limited cases where the full throttle of the law if any, has been applied to demonstrating students. The students therefore, attain an aura of immunity from the law that they exploit during the demonstration processes. Furthermore, the students have not been fully sensitised about the rights, responsibilities and implications of their actions. This coupled with peer pressure has influenced student unrest.

Causes of Unrest in Universities

By articulating what sparks off student unrest, it implies that there are underlying causes of student unrest, which are exploited to flame into fully fledged riots. The cause of unrest in university is multi-dimensional, indeed one respondent referred to them as 'multi-faceted'. These range from the chronology and history of university education in Uganda; external factors that act as reference points; internal short comings; and the aspect of the university fitting within both the national and global frameworks. However, the internal factors are closely intertwined with what sparks off strikes in institutions, the issue of communication amidst internal staff discontent and conflict plays a key role in unrest in both public and private universities. Articulating the causes of strikes in universities one student noted that,

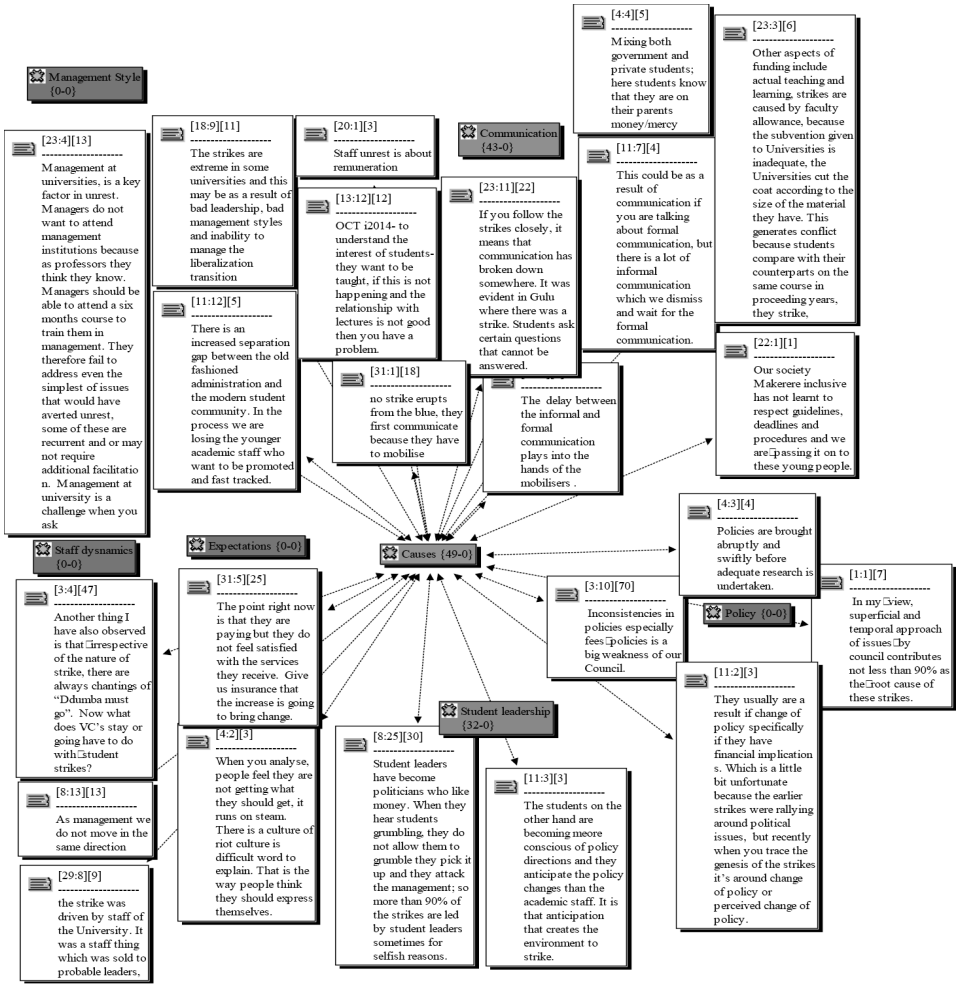
> I'm convinced it is political capital. After the strike we were told to pay 200,000 and all of us paid, yet some people went on strike because they

> claimed they did not have money 100,000. So the strike is not about money. The things that cause strikes are not what you see on the surface.

Highlighted in figure 3 are the narratives from the different stakeholders about what they perceive as the cause of strikes in universities. These will further be expounded in the subsequent sections of the report. Figure 3 can be classified into five categories of causes of unrest in universities. Category 1 makes reference to the leadership and management style in the institutions, it further expounds on the need to undertake management training sessions for institutional leaders. Under this category, intrigue and absence of team work have also been highlighted. Category 2 brings out the nature of student leadership who are increasingly becoming political and aware of the policy shifts and the mileage they could gunner from opposition. Closely linked to this is the issue of communication as highlighted by category 3 and the aspect of policy change in the institution outlined by category 4.

Category 5 brings out the aspect of funding, and inadequacies of the resource envelope and the inability of the universities to meet the expectations of the stakeholder they serve. The concept of the public private mix and its implications on institutions, as well the notion that because students pay they have certain expectations which if not met will result in unrest. This underscores the changed status of the student as a consumer and primary stakeholder of a service provided by the institution.

Figure 3: *Perception on Causes of Strikes in Universities*



With respect to communication, several of the strikes in both public and private institutions were as a result of timeliness of the information, misinformation, inadequate information, no information at all, and in other cases the messenger and mode of communication have generated tension. The policy framework

has been used as a spring board for unrest. Universities have instituted policy changes which according to one respondent; 'we just wake up one morning and a policy is implemented, we do not know where it has come from'; yet another indicated that 'there is no consistence in the implementation of policies in Makerere. The implementers do not have a clear identified path of implementation because of the attitudes of the targets of the policies.'

While there could be plausible explanations that the various institutions will put forward to justify the course of action as they attempt to implement policy shifts, the underlying fact is that there is need to come up with different mechanisms of consultations and dissemination of policy shifts from the existing norms and practices.

University Leadership Style

All institutions in the study operate an open door policy, however, the knowledge and appreciation of this policy varies by institution. The Private universities' openness is more appreciated than it is in the public institutions. The visibility of the VC as a proxy for leadership style came out prominently in the discussion of unrest.

Whereas the formats could be attributed to the size of the institutions, the public institutions have not utilized existing forums to enhance cohesion between the university management and the staff and students. The interaction with the students is limited to the students' guild at induction and graduation, or when there is a problem! 'We only meet the VC at graduation'. While this may create an aura of importance for the VC- it may be the source of unbecoming behaviour which is exhibited during graduation, the students do not have

any affinity to the VC whom they do not know or only see on TV. The VC should identify different interface avenues with the university community. One university culture is the practice of dining with the student and staff community.

> I also dine with them at the Induction of new students; we have an Induction Service after which a lunch is hosted with the students. That exposure is critical; it is the importance of being exposed to the student community. *Respondent 1*
>
> University leadership has to come out and meet with the students. This is an age old custom which was even practiced in the colonial times where the University management would dine with the students in the halls of residence. That was interaction, a human being needs to be appreciated, and when you look down on them you will get a problem. *Respondent 2*

Part of the challenge is a generation gap between the students and the management. Where for older generations the structures were fully functional and student affairs could be handled through these established structures. These cannot be relied on to serve the same purpose, this is partly because the student numbers have burgeoned with 85% of the students residing off campus in most institutions; the social fabric has changed; and access to ICT has exploded to proportions beyond imagination 15 years ago. Yet the managers still believe that the structures will work just as well as they worked when they themselves were students.

> Management at universities is a key factor in unrest. Managers do not want to attend management institutions because as professors they think they know. Managers should be able to attend a six

> months course to train them in management. They therefore fail to address even the simplest of issues that would have averted unrest; some of these are recurrent and or may not require additional facilitation.

The institutions have not defined appropriate structures to address student issues, it is not clear whether they should go to the Dean of Students, College, Hall, the Guild or the local associations, all of which feature in the governance structure of the university which is predominantly non-resident.

Equally important is the interaction between the VC and the staff, the collegiality that defines the executive before they assume the CEO position should be nurtured even when they are VCs. When this is not done we get cases where:

> Some universities think that the VC is too arrogant and then they will go on strike, or they say the Council Members are too arrogant so they go on strike to teach them a lesson. The attitude of the managers limits interaction… The staff did not want the VC, he brought in so many reforms, he was too fast, and human beings are not machines, the mind has to be willing.

This was validated by the statements by a Vice Chancellor that: 'Even for the Head of Department, there is no need for him/her to be meeting the VC on a regular basis' and in reference to joining instructions 'The VC's role is clear and it does not include dealing with students.' These statements underscore the need for the Vice Chancellors to reconstitute their thinking and assess the primary stakeholders in the institutions and how they want to interface with them.

In relation to leadership style, is the format of election of the VC which is collegial and operates within a political dispensation? What emerges is a situation of fear of the people who elected the VC in office or who will in future renew their tenure. It also breeds leaders without the requisite qualities as indicated by one respondent.

> The election process of University leaders should be revised. There should be qualities that we look for in the leader beyond the politicking that has defined university selection processes. People politick and forget that it is those leaders who do not have the requisite qualities that they are going to live with. That is a disservice to the institution.

Leadership Dynamics within the Staff Associations

Similar to the student's guild, the staff associations have adopted the populist election processes in choosing the association executives. It is becoming increasingly evident that the executives are chosen for their capacity to lead a strike against the University administration. This reinforces the 'us and them' culture that has permeated the institutional structures especially in Makerere University; this culture is partly reinforced by the absence of a code of conduct outlining the expectations of a staff member.

The Staff Employment Terms

The staff employment terms have a large impact on the staff unrest in universities. Most of the academic staff in public

universities are employed on permanent and pensionable terms; with equivalencies to the administrative ranks in terms of remuneration. The permanent terms of employment provide a sense of right to claim for additional enhancement. The wage bill in the majority of cases is expected to be met by Government. Similar to students in these universities, there is a public expectation within a space that is increasingly becoming private and when this is not met there is unrest.

In addition, the staff are employed with a generic job offer letter statement indicating that the job description will be provided by the Head of Department. Individual performance targets have not been outlined. Staff therefore operate with individual remuneration expectations and collective performance indicators as opposed to individual targets. When these individual expectations are not met the collective bargaining mechanism is applied.

Within the private universities, staff receive contracts with defined timeframes, each staff therefore receives an individual contract whose expiry and renewal date differs from their colleagues. Although this provides some form of job security, it is also a deterrent for collective bargaining that has afflicted the public universities. Furthermore, several staff within the private universities have their base at the public institutions. Their focus of complaint therefore is at their primary employment institution. Hence the public institutions cushion the private institutions from staff unrest.

Fundamentally however, whereas there is a clear channel of communication and articulation of issues that affect the welfare of staff by the Association, the Vice Chancellors particularly in the public institutions have not created adequate forum to interface with staff at different levels within the university. The bulk of interaction is at the higher levels on middle managers

and /or staff that are part of the policy making organs such as Senate. Staff with this opportunity are less than 1% of the total staffing who in the majority of cases are staff at the higher academic rank of Professor and Associate professor; at the same time, even these do not have a common forum of convergence but rather fragmented gatherings depending on the meeting of affiliation. This leaves a leadership vacuum for the other staff within the institution that is filled by the Academic Staff Association. It also breeds rivalry between the Vice Chancellor and the Academic Staff Association executives especially the Chairperson. This usually generates scenarios that degenerate into industrial action. The foundation for this is rooted in the capacity to determine whether the staff allegiance and control is vested within the VC as chief executive or the Chairperson of the staff association.

This is underscored by the practice in one of the private universities which noted that 'The law requires a staff association for public universities but does not for private universities. Part of the reason I try to interact with staff is to serve that very purpose for which people hanker for a staff association.'

Staff Discontent as a Factor for Student Unrest

Staff unrest was more evident in the public universities, with Makerere University reporting the highest incidence of staff unrest. This notwithstanding, staff discontent is a major factor in student unrest in both public and private institutions. While the discontent may not be overt to erupt into a fully-fledged staff strike, it has played a key role in student unrest in the universities. Some of these have been by omission with respect to withdrawing counsel and mentorship to the students; in other cases it has been by commission where staff 'sponsor'

student unrest through mis-information or encouragement. The narratives associated with staff involvement are captured by these responses from the different institutions.

> It was a staff thing which was sold to probable leaders, if there is need to fill a certain position and somebody comes from outside yet staff had worked hard in the same line with promotion expectations they tend to resent the new staff and then direct to make sure that the staff fail. The staff leak information to the students this goes back to the politics. *Institution 1*
>
> Some strikes are greatly supported by members of staff- we have heard events where the staff support strikes, when staff go on strike, it is an eye opener that if the teachers can strike so can the students- for you to get something you have to strike. *Institution 2*
>
> The strike was a combination of both staff and students. You have a catalyst and the prime mover. The genesis was not only students… the lecturers who are already aggrieved are tickling the students that how can the retake fee be doubled. *Institution 3*

Issues of commission include:

First, inability to meet the specific requirements of staff as they undertake their core functions in teaching. Under such circumstances the staff urge the students to agitate so that their requests can be met. This unrest is generated by the inability of the university to meet the input requirements for the academic processes; this could be characterized as collective request which if met would benefit the students and enhance their academic exploits at the University. Under this category

is unrest based on inadequacies in teaching materials which has been experienced in some institutions.

Second, as a result of discontent students receive inadequate or mis-leading information from staff about areas of common interest for example periods of payment and their implications. This was the case for both the November 2014 strike incidence in Nkumba and Ndejje universities. It was also the inclination for the March 2015 Makerere University riot. Such riots often have conflicting rationale and explanation for incidence.

Third, is a lack of cohesion among the staff and management members of the institutions. This manifests in staff disowning collective decisions and providing inaccurate information for personal gain and or the need to discredit colleagues in management positions. What emerges is polarity between staff transposed onto the student who take it up for operationalization as noted by these statements.

> The university management has dwindled to top executives, it had dwindled to central management even when they see things happening there is apathy they say it is not my problem but central management problem. I found a lecturer training the students to strike. *Respondent 1*

> On Tuesday, the speaker wrote a letter to VC, on Wednesday the VC convened a meeting and gave a response, before the ink had dried the students were on strike and behind the scenes unverifiable information you get reports of acrimony among members of management. *Respondent 2*

Student Engagement

Student engagement and the academic programme workload is another aspect of issues relevant to student associated strikes. This manifests in three ways:

Firstly, the change in target for the private evening programmes. Where previously parallel programmes were instituted to cater for working class students. These were a backlog of the population that had missed out of getting a university degree when the higher education system was still closed. This stock has reduced considerably but the configuration of the academic programmes remains the same. As a consequence, increasingly evident is that the young 'A' level leavers are admitted for these programmes. This coupled with the large unemployment levels means that the system has students who are not occupied for the greater part of the day.

Secondly, the academic programme workload varies by institution and discipline. UCU Mukono operates a more intensive three semester schedule ranging from 13-15 weeks. This implies that students are kept on their toes to be able to fit the anticipated curriculum within the available timeslots. This compares to the 17 week scheduled operated by Makerere and Kyambogo. At the same time, for the two large universities, cases of course unit duplication and limitation in subject development from the 'A' level tutelage have been reported. This is particularly true in the basic sciences and humanities based disciplines where subjects which are offered at 'A' level are taken. This generates a level of redundancy within a certain section of the student community.

Similarly, strikes associated with discipline have been articulated where there is an attempt by students to exercise the skills that have been imparted. This commonly manifests in students offering law courses. 'What I have observed is that law students are mainly involved in strikes, they have tested the law and sometimes they do not interpret it well. They champion the whole strike process.'

Thirdly, the academic disciplines notwithstanding, there have been cases particularly in Makerere and Kyambogo where classes begin in earnest after the 4th week of semester commencement. The delayed start of the semester underscores two important elements that have implications for students to strike. The first is free time available to students, where the semi- holiday mood continues well into the semester; and second a resentment towards the institution where the students feel cheated yet they expect a service based on a the fees paid. Hence, students even when given money by their parents/ guardians/benefactors do not see the rationale for paying fees early, since there are no lectures taking place. By the 6th week when payment is due in earnest, the funds have already been diverted to other exploits. One student noted that

> We have incidences of lecturers who do not step in class for three months; they come in the fourth month to give tests, course work and hand-outs and then wait for the exam when they have not taught… Students at the beginning of semester who tell you I'm still in the room because our lecturers begin after a month. We pay tuition but then do not receive the service. When we quantify what they receive it is not worth the money and that is why they resist tuition increase.

The dichotomy of engagement rotates around the fact that students have idle time and therefore channel their energies into unrest, but the desire to have a service, the main reason for which they are at the university has also been fronted as a source of unrest. In many cases, strikes associated with failure to teach have been localised because they apply to specific colleges, programmes and or course units.

These factors also highlight the timing of strikes in universities; there are several incidents when strikes occur at the time of exams. It is contended that aside from the fact that most universities demand full payment at this point in time. Some students have not adequately prepared and therefore devise mechanisms to delay the examination process.

On the other hand, limited student engagement has been attributed to inadequate systems for transition from secondary school to the university environment. The students do not receive adequate orientation and guidance into the academic expectations of a university, especially the need for independent study and research. Part of this is because the pedagogy is inappropriate and several of the 'instructors' have themselves not undertaken research at their levels, they are therefore not in position to instil research skills and culture in their students.

> The students are too free, we used to do the work ourselves, these days the students go and duplicate other peoples work. Somewhere down the road the students have adopted a culture of not reading because they are going to copy. We used to have projects that would engage us a lot. Part of the problem is that the staff members teach using the yellow notes, those used for years. For us we used to sit with the staff members in the Library and research together. The staff are not

> researching, and the students are therefore not researching.

Although loosely highlighted these three aspects provide insights into the quality of University education provided and the root cause of the agitation in universities.

Social Cultural Values

Another area of concern emerging from the study is the type of students entering university. These have grown up in a generation where the social cultural values have degenerated. Some of these have been sequestered in boarding school as early as 4 years of age. This generates both resentment and resistance to authority. See figure 4 on the narratives on the type of students in universities. This coupled with the child rights movement and a regulatory regime has created a 'deculturalised' student. This type of student is undisciplined, anonymous, operates as a group and is likely to erupt into riot at the slightest provocation.'These have no respect for lecturers and will not feel ashamed to smash your car during a strike. In some cases they use the strike to correct academic shortfalls, such as stealing examination results.'

Student indiscipline is known to university management, the police and the parents. In Makerere University for-example, it is known and was highlighted by one of the respondents that,

> The *Lumumbists* buy *malwa* and top it up with *waragi,* literary they are the ones that drive the strikes. They pride themselves that the University policies are being decided on a *malwa* pot. Because when they go on strike you have to listen to them.

Despite these realities the university has not put in place appropriate structures to deal with the university student of the 21st century.

> The ground on which the university stands has shifted but the university still thinks that the regulations should apply as they did so many years ago. I think we need to make a change to have more studies. The social fabric has changed. The kids are immature.

Yet it has also been acknowledged that the bulk of the students are disciplined but it is the small percentage that has the potential to mastermind strikes and influence their peers into riot. Often times the master minds, will mobilise their colleagues and extract them from class to ensure that the riot is effective.

The social cultural values are intertwined with the aspect of financing and the private format of secondary education. There is no adequate referencing for the students joining university. Figure 4 outlines the perspectives on social cultural values that ranges from the influence of boarding schools, social media and the national environment on discipline.

From another perspective, there is minimal social interaction between the staff and students within the universities, what remains is regulation and youth by nature do not want regulations. Kyambogo has used the churches in an ecumenical manner to talk to the students. Similarly in UCU the church plays a very big role to shape the character of the students. A factor to which the minimum unrest at UCU has been attributed.

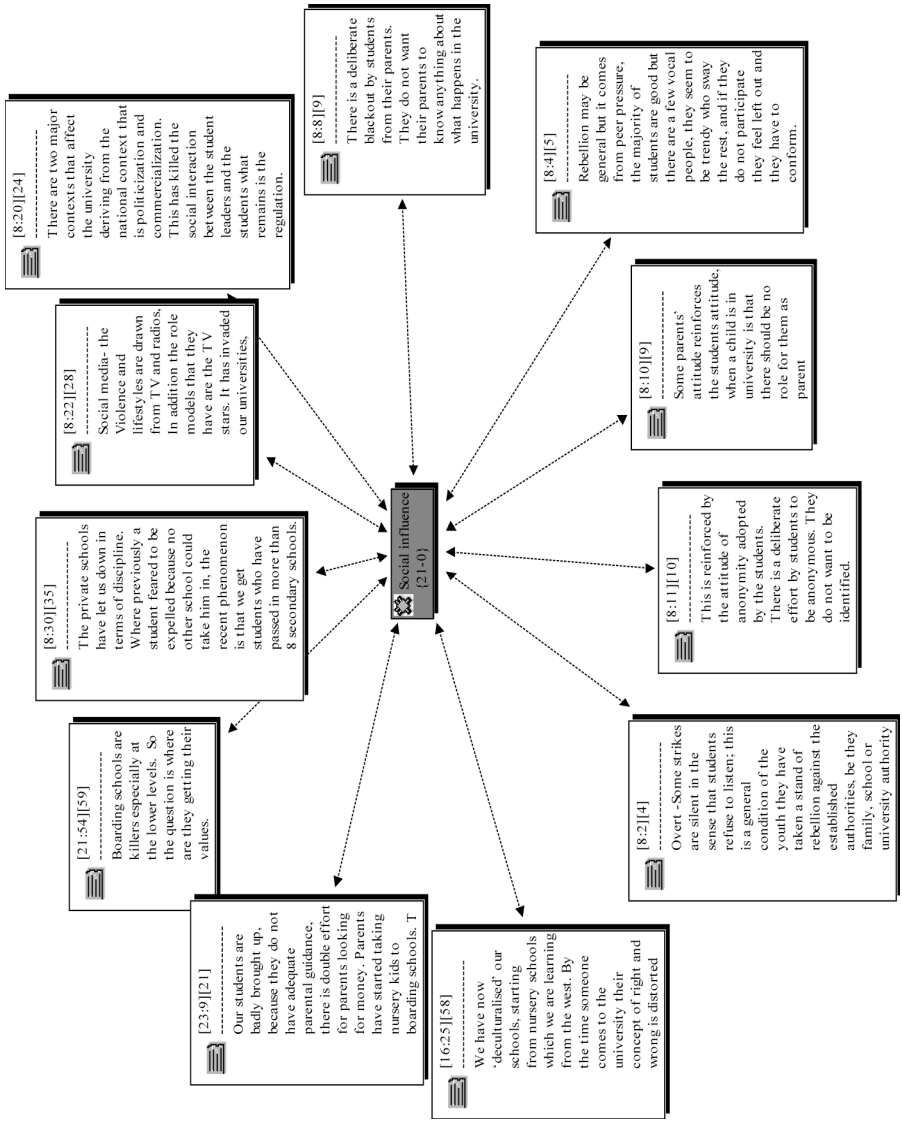


***Figure 4:** Social Cultural Values of Students in Universities*

Student Leadership

The political aspirations of the students rank high in terms of underlying causes of strikes. Strikes have emerged as the defining political vehicle for candidates aspiring to become student leaders.

> The major cause of the strikes is because of the students politics. In a particular time of the year if you look at strikes they tend to accumulate in that semester where we have elections. The guild politics has become a big foundation for future leaders and the students have attached a lot of value to it and to achieve this you must be a distinguished student. In such universities with big numbers of students, to stand out to be distinguished you must do a certain activity/ action which prompts students to see you as a hero. What happens there is no time for students to see that you have those qualities so you have to prompt them. So if the university brings up any policy however good it may be to them and favourable to the students the probable student leaders will address it as if it is against the students so that at the end of the day they look heroes to the student community. It is the political capital for the students. *Respondent 1*

> Guild presidents elections are based on how popular the leader is and not how effective. So then populism needs a very strong administration to direct it, and we do not have this. Not only in Makerere but in all universities. *Respondent 2*

These ambitions progress to political status at national level. Role models in active national politics include Gerald

Karuhanga, Norbert Mao, Fred Mukasa Mbidde, Robert Rutaro, and Asuman Basalirwa among others.

Political ambitions notwithstanding, there are internal and external factors that create a fertile ground for unrest by student leaders. The communication framework is fluid in many of the institutions. The information flow therefore does not reach the intended recipients, as a consequence, the student leaders as the medium of communication between the student body and university management exploit this gap. More often than not inflaming positions that would have been contained if students had received the right information directly from management. In addition,within Makerere University for example, all student associations and university governance structure have a 'President'. 'The Guild President is competing with the other Presidents and the only way he can be seen to be superior to the other Presidents is to lead the mega university wide strike.'

Furthermore, although all institutions in the survey undertake an induction of the guild leadership to prepare them as student leaders, it is apparent that there is need for this to be restructured to enhance appreciation. Some respondents contend that it does not capture the appropriate information that would facilitate their communication to the students' community. For example, one student leader noted that,

> This is not adequate, it is like giving you a half-baked cake- We want to know about the institution, the predecessors are not part of the induction. Everything of how it operates, I may not be interested in technical issues but I want to know how may staff we have, how many lecturers, what is the problem, issues

> that concern the students, we are always assuming, the university does not have adequate numbers , tell us issues, fake degrees. The Deans of Students should consult the students before the inductions.

Likewise, the consultations, involvement in decision making and the responsibility boundaries have not been fully articulated to the student leaders. In some instances these students assume that their status has changed from students to managers. The distinction between the two has to be underscored to the student leaders. One respondent noted that 'Students need to know what their identity is, because most of them have lost it. They think they are managers'. Another respondent emphasising the relationship between guild and management noted that,

> This is dual, first they are students who are leaders. First and foremost they are students and this is not understood by the students, as soon as they become leaders they think that they are above the rest. My point of view you are first a student, then you are student leader; you are learning to be a leader. You may be helping management to bring the issues of the students but you are a student.

At the same time several of them have not grasped the concept of collective responsibility; so that they often deny involvement in decision making particularly where the policies passed directly impact on the student community. Management under such circumstances would have been expected to provide support to explain the policies to the wider student community. When this does not happen, student leaders dis-engage from the decision making process and ally with their colleagues against management. Several respondents highlighted that the student leaders are held hostage by the student community, for

fear of being booted out of office or perception of 'sell out' by their colleagues. Student leaders abide by their constituents resolutions irrespective of whether they were part of the decision making process. The position is summed up by this perspective that,

> Student leaders have become politicians who like money. When they hear students grumbling, they do not allow them to grumble they pick it up and they attack the management; so more than 90% of the strikes are led by student leaders sometimes for selfish reasons. When you talk to them individually they will indicate that if they do not succumb to the students demands they will be booted out of office. So they are hostage of the students. Whereas as managers we are hostage to a system that does not provide adequately for the students and they hit on us, the student leaders are hostage to their constituents.

These attributes have steadily crept into the circumstances defining staff unrest at Makerere University.

The Role of the Courts of Law

Closely linked to student leadership is the role of the Courts of Law in student unrest. In Makerere University for example, a succession of guild presidents were elected because they had won cases in Courts of Law. In the first incidence, the candidate had been suspended due to misconduct, the candidate sued the University for wrongful dismissal and was granted a court injunction. In the second incident, the candidate did not qualify for nomination based on running regulations, he sued the University was granted a court injunction and his candidature was validated. In both cases these candidates win the guild

race on popular vote with the students. The contention is that the ability to lead a strike makes you the ideal candidate to the student community, and when you take the University to court and win then you are seen as a hero. This was expounded by one of the respondents who noted that,

> It is a broader question where leadership has been obtained from courts of law. If you can or have been to court then that aura around you increases, it is about how macho you are because you can take the University to court and they lost. So you are now perceived to have the capacity to guard students' rights. The courts of law have inadvertently created an invincible character that is appealing to the young people. Since the young people are by default anti-systems. The students forget that this student had been fighting for individual right which does not translate into corporate right. So he comes in and cannot offer the corporate right and the only way would to validate his leadership is through championing a strike.

In the majority of cases the university's attempt to discipline the students has been thwarted by the Courts of Law, a situation which has not been helped by the slow and often bureaucratic systems that the universities operate. Learning from past experience most students are of the imaginationthat the judicial system is pro-student. As a result,theyoperate with impunity with full knowledge that the institutions have limited options for redress even when the students misbehave.

1.1.1 The University and External Publics

The influence of external forces particularly Government agencies cannot be over emphasized. External influence has manifested into fraternizing with rioting students, this cuts across populations in the University environs, and more recently law enforcement agencies such as the Police and the recently instituted Community Policing Cadres. External influence on students has also manifested in cash inducements for striking, idea generation from internal constituents who are discontented with existing structures and want to discredit the existing system. Part of the rationale for this can be explained by the poor team work and leadership management style that reduces collective responsibility and creates a fragmented management system. Through this perspective staff within the institution have expressed concern that 'The university management has dwindled to top executives, even when staff see things happening there is apathy and they say 'it is not my problem but central management problem.'

On the other hand, external influence or interface failure ranges from inadequate engagement with the relevant stakeholders who would have interceded on behalf of the administration these include: Courts of Law, the parents, the public and to some extent the Executive and Legislature at national level. Respondents believe that the student or staff unrest should be taken where it belongs, to the Government, to the parents and other benefactors.

> The cause of staff strikes is a funding issue. But the staff think that the University is not doing much to let Government know. Most of the strikes are not against the administration but it is a way of putting pressure on the administration to take the

> pressure where it belongs. Staff think that instead of administration taking the inadequate funding issue to Government they cover up and pretend that all is okay.

It has been argued that the lack of cohesion within the university is the reason why external forces are taking over administration.

> For very interesting reasons the external factors are taking over the running of the university whether public or private. For example, when the President was here last commissioning the student community policing, the VC did not speak! How can a President come to the University and you do not speak as VC? We have allowed these external forces to come so you cannot blame them. We are not working as a team, our systems to communication and intelligence gathering have broken down, students and staff have no systems to fall back to. They have to go to state house to get salary increase, because your systems cannot argue for it. Now the students think that if they appeal to external forces they will be listened to.

From another view point, the institution of the police stands out as a key factor in staff and student unrest. For the students, apart from isolated cases of fraternising, the excesses of the police when invited to address the unrest situations inflame the students into riots. For the staff, it emerged from the discussions that the Inspector General of Police (IGP) has a role in sanctioning and or mitigating staff strikes in Makerere University. When striking staff have the backing of the IGP it is unlikely that they will reach an amicable resolution with Management; and similar to students they will appeal to external agencies and individuals for solutions.

External influence extends to intra-institutional mobilization for strikes and this has been greatly enhanced by social media. For example, the November 2014 riot in Nkumba was greatly influenced by students from Makerere and Makerere University Business School. Similarly, students of Kyambogo University staged a strike in October 2014 condemning the brutality of Uganda police towards the demonstrating students of Makerere University.

A recent phenomenon has been students who fail to complete their academic programmes taking residence at campus setting up command posts to instigate strikes. These are in a permanent student transition status, have inside information about the operations of the university and mobilise students for strikes when the slightest provocation emerges irrespective of the institution. The base of these operatives is at Makerere University and they fraternise with the '*malwa*' group at Lumumba.[1]

University Education as a Public Good: Public Expectation for Private Provision

Systemic issues explain the fundamental cause of strikes in universities. The higher education sector in Uganda is still in a transition mode, from the exclusively public status which existed before the early 1990s liberalization to a public-private mix that exists predominantly in the public institutions but also evident in the private universities. For the public universities, it manifests through admission of students in dual mode, 15 % on the Government scholarship scheme and 85% on a subsidized fee paying mechanism.

1 Universities financing stands at 0.3 % of the GDP compared to the UNESCO 1% recommendation for poor countries

In the private universities, it manifests through periodic development and in a few cases recurrent grants and or resource guarantees from government. For example, the Ministry of Education, Science, Technology and Sports 2015/16 budget frame work paper outlines support for private universities including 100 science education students at Kisubi Brothers University, Soroti University, Bishop Stuart University, and Kabale University, Mountains of the Moon University, Ndejje University, Kumi and Nkumba universities.

It has been further argued that private universities question their *privateness* particularly as exhibited by requests for tax relief or grants from Government. The contention by these universities is that they are helping Government to fulfil its role of human capital development.

This public- private mix generates a tension that has sparked off student unrest in both public and private universities. It has often resulted in resistance to fees increment and failure to meet fees payment deadlines. The tension is further reinforced by public pronouncements about fees and the practice of rescinding decisions made by university governing bodies particularly with respect to fees. The public nature of private university education can be captured by the sentiments elucidated by respondents across a spectrum of institutions.

> When admitted on a private scheme, you are rubbing shoulders with somebody benefiting from the Government which you think should be responsible for your payment. In as much you have accepted that you are self-sponsored you have not believed that you should be doing that. You have not been convinced that you should. It is as if you are being compelled to do it; because we are all citizens and should benefit through the

> concept of equity. *Respondent 1*
> There is a silent struggle between Government and private supported students. The Government students think because the money is bigger they have the bigger right and the reverse is true for the private- then there is a middle group of State House who are private but using public resources, therefore a private student questions the rationale for paying when their colleagues are not paying' *Respondent 2*
>
> Every student who comes to public universities assumes that they are public and then they find that the university is not public. People come as private but want to be treated as public. This is the case of public expectations in a public space that has become private. They forget that they have to pay, they want to get free education like their friends, and then this spreads to the private universities because the private students in public universities have proved to students of private universities that you can get a public education even if you are private. *Respondent 3*

It is this public expectation for private students that has been the root cause of student unrest in the universities.

The same principle of public expectation applies to staff unrest particularly in the public institutions. Despite the fact that 85% of the students are categorized as fee paying or private, staff expectations for remuneration are directed towards Government.

Box 1

For purposes of this Code of Conduct, the Holy Scriptures shall be invoked in the interpretation of the Code. Where the University authorities are satisfied that the principles, values and ethos which the Code seeks to uphold have been violated, but no specific sanctions are provided in the Code, appropriate administrative measures shall be undertaken against the offending member of staff by the organs of the University that enforce the Code.

Each member of the University staff is thus a Minister of God, and a leader of people by word and example. The University models Christian behaviour for the education of our students, colleagues and the general public. It believes in Jesus' teaching about Servant Leadership (Mark 9:35, Mark 10:35-44). Those in positions of authority are expected to model such leadership, to show respect for those who report to them, and to make every effort to prepare their subordinates to themselves become servant leaders.

In matters of discipline, the University holds those of higher authority and qualifications to a higher standard (Luke 12:47-48). It views any abuse of authority as an offence, particularly where it involves financial misconduct, nepotism or sexual harassment.

The fulltime members of staff of UCU are expected to familiarise themselves with the Instruments of Identity. They are required to affirm the

said Instruments of Identity on appointment to University employ and to renew that affirmation annually. Part-time staff are expected to publicly respect the Instruments of Identity and to conform to its Rule of Life. These Instruments of Identity are also contained in the Staff Handbook, which, inter alia provides for Professional Ethics. The said documents should be read together with this Code of Conduct

Any member of staff who spreads false and libelous information about another person or about the University shall be guilty of an offence.

Any member of staff who witnesses staff or student misconduct and fails to report it, or otherwise condones such misconduct, shall be guilty of an offence

Institutional Structures and Operational Environment

Inability to accommodate changed institutional structures has been cited as an underlying dynamic for unrest in universities. The higher education framework remains largely rooted in the pre 'massification' period which was characterised by fewer students and broad engagement structures between the staff and students. The burgeoning student numbers have put a strain on the infrastructural, management and governance structures of universities. This is amidst declining Government financing for the public universities and limitations in cost based tuition levy for both public and private universities . This coupled with inadequate uptake of modern management techniques has been a source of conflict in the universities.

Highlighted within this discourse is the policy framework for establishing public universities without the requisite input factors to sustain them.

> Because we do not have the data, it is perceived that university education is not enough. We are setting up many universities because people say we need it here and there, the little resource is spread thin. 4000 admission has been on since 2001 when we had 2 public universities, now we have six and we continue to split this resource.

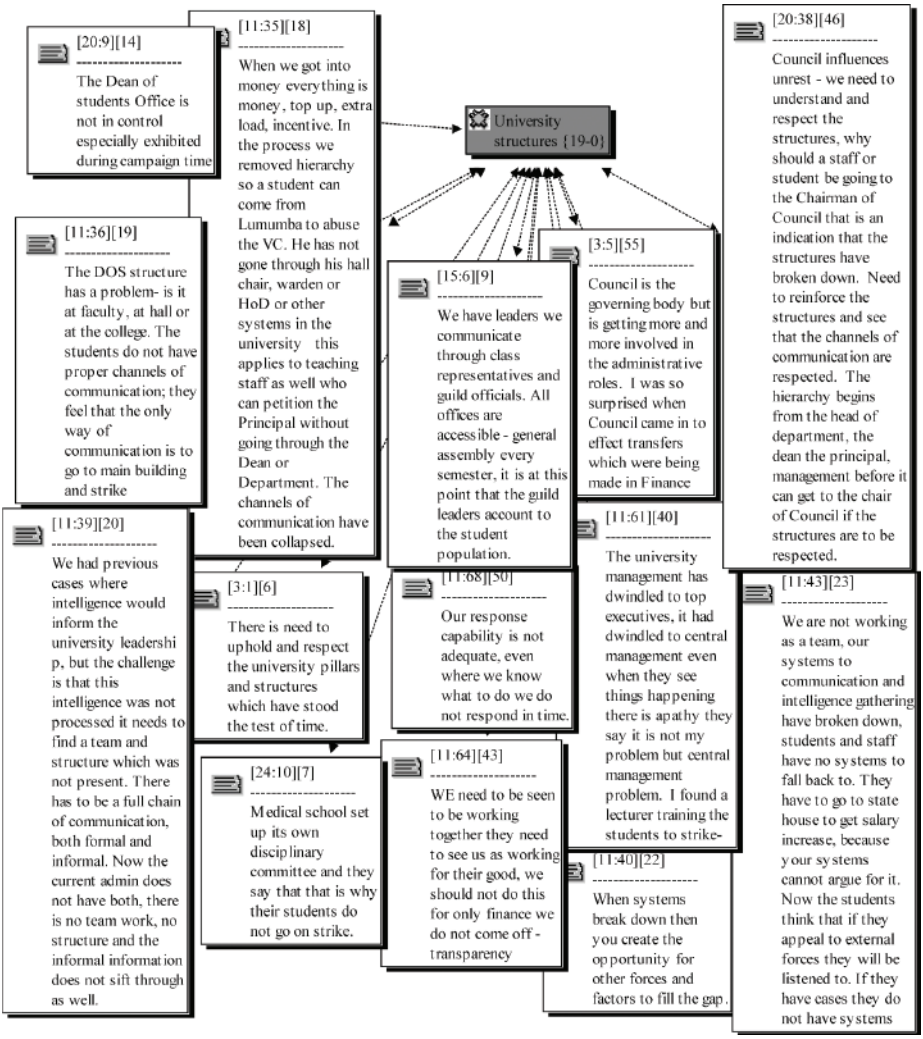
This statement has been given credence by the 2015 June 26th Parliamentary debate seeking to establish seven (7) other public universities when the discussion had focused on three!

The breakdown in institutional structures is exemplified by the disappearance of hierarchy and the collapsing of channels of communication in addressing staff or students' issues.

> The students as well as the staff must respect the procedures, there must be a consultative process before the students' demand that they want to speak to the VC and these channels must be respected. We made it a little bit costly, if you come carrying sticks and demanding to speak to the VC we will send you home. The situation is now calm. If they are issues students know what to do.

Furthermore, the University Council stands out as a catalyst for staff unrest either through failure to act within appropriate time frames and by extensive engagement in management issues yet it is expected to be a policy making organ. Figure 5 provides an overview of the governance structures and how unrest is perceived by the different stakeholders.

Figure 5: *Institutional Structures and Unrest in Universities*



On the other hand, strikes have been put forward as a mechanism for institutions to examine the processes.

> All these this was a God sent opportunity. It provided a window for me to go into areas which were previously restricted for example I can now get into the halls of residence to check on the sanitation. I would not question people on obvious things but now I do because I need to know. It empowered top management to do micro-management! Now I'm stronger, I have the authority to question certain processes. Strikes are important and they should be taken seriously.

With this contention, it is important that the university leadership establishes mechanisms to make periodic physical status assessments. This may counter the rosy picture painted by boardroom accounts and will provide a holistic understanding of the status of the institution, so that corrective measures can be taken.

Institutional Culture and Strike Management: Lessons across the Universities

This study sought to establish the coping mechanisms adopted by universities in strike management. The study further investigates how these differ between public and private institutions. While all the institutions in the study have experienced unrest in one form or another, the institutional culture, norms and practices influence how they respond to striking students and differ considerably between the public and private universities. Key highlights from the institutions are human relations, effective communication, sanctions

and using existing structures to mitigate future occurrence. Figures6 and 7give an overview of the strike control measures adopted or that could be adopted by institutions.

Human Relations

The biggest contrast comes from the human relations and visibility of University administration to the constituents. The faith based institutions such as UCU have an advantage that the Church fellowships act as a common platform outside the academic environment. This can be used as a communication avenue to relay information affecting the institution. It further creates bondage between the different stakeholders and makes the administration visible to both staff and students. Aspects of this have been adopted by Kyambogo University and the Chaplains are increasingly used to network with the students to communicate non-church based information to students.

> The faith based universities have the advantage of religion. For example the Chancellor for UCU is the Archbishop; the vice chancellor has a "collar". When we were opening the games last December, the Archbishop came to bless the games. Similarly the Chancellor for Uganda Martyrs University is the Archbishop of Gulu Diocese. Graduation starts with high mass, the graduands were the altar boys. In addition, the governing bodies are routed within the Church whereas for the public university there is political selection of the governing councils. *Respondent1*
> In the first year of study we are in the halls of residence your life is in a triangle between the classroom the chapel and the hall of residence and you have no time to strike. The timetable is fixed. Every Tuesday and Thursday we go for

> community worship, even if it is not compulsory you cannot have your friends go for community worship and you stay behind, it looks awkward. The Christian way does not allow you to strike. So many fellowships everyone is attached to a fellowship so what they think about is God and books and therefore they cannot strike. *Respondent 2*

For the students, what is evident in the private universities and is slowly emerging in the public is a closely knit relationship between the student leadership and the university management. This creates a sense of appreciation of the human worth and enhances cohesion.

Communication

Effective communication with staff and students remains a key strike mitigation measure. Part of this stems from the discernment between formal and informal communication; the response time between the first point of notification to the time when a strike breaks out; and the transparency about the financial situation of the university as well as the rationale for fees increase. For the public universities, the Government financial bailout expectations have acted as a barrier to meaningful discussion about the financial status of the universities. Figure 6 outlines the narratives around human relations and communication as strike control measures.

Beyond the formal, it emerges that communication varies across the universities, but in all cases informal communication plays a more significant role, the use of social media [sms, twitter, face book] has been reported. In several cases it is the inability to act on the informal information that has resulted into strikes.

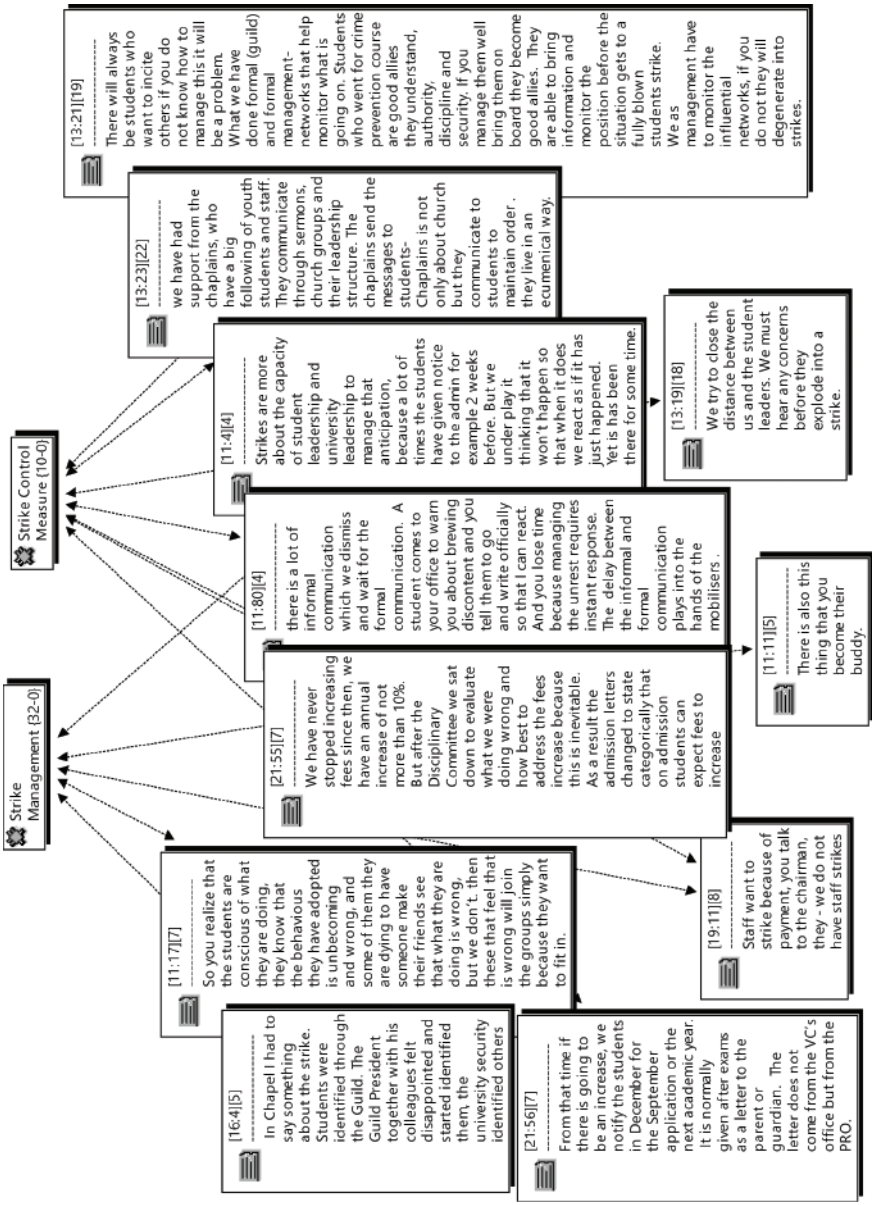


Figure 6: *Human Relations and Communication as a Strike Control Measure*

> Students do not read the notice boards. Websites are archaic; university must develop apps, so that the info about the university are downloaded. If it's reduced to an app, then the students will be able to access the right information. If the VC responds on an app then the every student who has a smart phone will be able to access the right information.

Sanctions for Striking Students

Aside from faith, private universities have adopted the practice of making the students meet the cost of destruction. For Ndejje and Nkumba Universities, all students were requested to meet the destruction costs. Furthermore, each student was expected to write a commitment letter and or sign the University regulations with the Commissioner of Oaths. For UCU, the cost of destruction was met by the perpetuators who were identified by the different organs with the university, but most especially by the student leaders. This can be taken as a best practice that can be adopted by all institutions that face unrest.

Existing Management Structures

As a control measure, universities have varied the utilisation of existing management structures. This includes capacity to adopt a whistle blower policy, to setting in place a 'spy' network to provide advance information before any situation can erupt into a strike and constructively engaging student leadership. UCU executives meet the students' guild every semester to listen to student issues. Both UCU and Ndejje have adopted the American system of the Vice Chancellor visiting the different university units on a regular basis. This does not only enhance the appreciation of the university environment but it enhances the visibility of the VC and creates a bond between the executive and the staff/students in units visited.

For the staff, UCU has a strict Code of Conduct that outlines expectations and sanctions grounded in the spiritual ethos of the University. Extracts from the different section are highlighted in Box 1

Kyambogo University has in an informal setting using the Community Policing trainees to act as a counter strike mechanism. These by training are organized and have a chain of command that has been used to the advantage of university administration in mitigating strikes. Universities have further used the isolation strategy, under this arrangement, the strike leaders are identified and dialogue is initiated to try and arrest the situation before it explodes. The rationale for this, which cuts across universities, is that most strikes thrive on peer pressure that is instigated by a few disgruntled students and or those that exploit an existing weakness in the system.

Figure 7 shows the coping mechanisms adopted by the different universities in the management of unrest in universities. This includes dialogue with staff, sanctions and using institutional structures.

Conclusions and Recommendations

This study highlights that the strikes are a manifestation of the changing landscape of higher education system in Uganda. The growth in numbers has not been matched with resources; as a result, the per capita expenditure per student has reduced. This coupled with an aging infrastructure, inadequate management systems and external influence has created fertile ground for unrest in universities. The management system has remained rooted in a resident campus which was a characteristic of the post-colonial system.

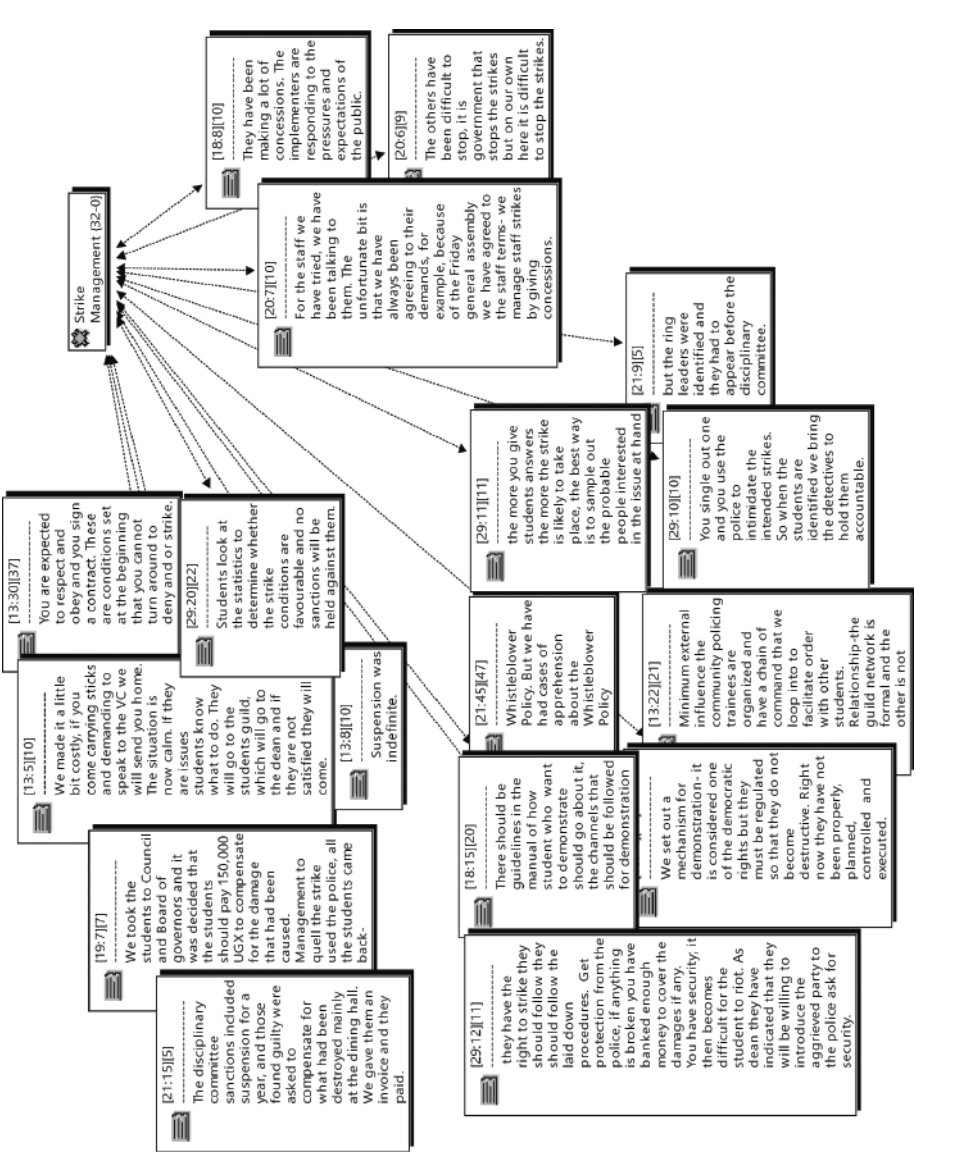


***Figure 7**: Procedures and Sanctions in Management of Unrest in Universities*

Unrest in universities moves as a hierarchy of presentiments and apprehensions. These include: immediate concerns that act as a catalyst to spark off strikes particularly for the student communities; and underlying factors that are intrinsic and provide the basis for unrest.

From the study it is established that unrest in universities operates around four core areas:

1. Leadership

Within a broad framework, this includes: first, university executives leadership styles, that may promote or inhibit cohesion within the institution; second, staff association leadership that has filled the executives gap in addressing staff welfare issues and therefore spawning a staff control rivalry between the university executives and the association executive; and third, student leadership that has to be reconfigured to match the political aspirations of the students to the community expectations of the institution.

2. The socio cultural phenomenon

The characteristics of the university student of the 21st century have dramatically changed. The information explosion has removed social and geographical borders, enhanced access to technology, and promoted virtual social interaction. This coupled with the changing value system at society level has created a 'deculturalised' generation. This type of student is averse to regulation,

has mistrust for authority and is more prone to peer pressure. All these provide fertile ground for unrest.

3. The external environment

While information technology has broken down the communication barriers the increase in access to education has broken down the physical barriers of the university. External factors ranging from university surrounding areas to ideological, political and socio-economic consciousness of the students contribute to how institutions operate. How the universities interface with their external environment often generates and or provides a combustible ground for unrest.

4. Systemic and Institutional structures

The higher education system in Uganda has not been comprehensively revised since the pre-colonial era when it was meant to produce white collar workers. In some institutions the curriculum has not changed even if students have more access to simplified academic materials and information through the internet. The mass production process at the lower school level delivers a student who has not been grounded in academic exploits. Under this phenomenon student engagement becomes a challenge as much as there is a mismatch between the student expectation and the experience they get while at university.

On the other hand, the institutional structures have

not been configured to match the changed realities of the student populations. The management framework is still structured along a resident campus with small enrolment. Similarly, institutions are still stuck with the management practices that are not robust enough to meet the requirements of a modern organisation.

Recommendations

Deriving from the conclusions and the discussions above, these recommendations are structured along the different stakeholders including staff, students and external players. In all these cases the role of the Vice Chancellor as the Chief executive cannot be over emphasised.

For the Staff

The systemic issues aside, the primary premise of unrest in universities is staff, either through failure to give counsel to students; or failure to perform to expectations; or through outright instigation. By implication therefore, institutions should endeavour to improve the staff working relationships. This will include:

1 Establishing effective performance assessment mechanism that will extend to rewards and sanctions. This implies the need to *demob* the staff community and provide individual terms of service for which each staff will be held accountable.
2 Strengthening and or instituting quality assurance frameworks that will validate and verify that the expectations of the different stakeholders especially students are being met. This will involve monitoring and evaluation of staff performance to provide periodic reports about the academic, welfare and other

institutional attributes that are prone to generating unrest.

3 Instituting a code of conduct outlining professional and social expectations, the code should further highlight the sanctions that go with breach; and

4 Most importantly put in place mechanism to improve human relations. This will automatically mean structuring the Vice Chancellors' leadership style to be more interactive and accommodative. The Vice Chancellors should periodically visit the different units within the university. This will provide a first-hand account and a verification mechanism of the reports provided. It improves communication [giving talking points to staff]; institutional bonding; collective responsibility and ownership of the decisions taken.

As a collective group, University managers should create avenues to discuss with the Staff Associations on semester basis. This will create a platform for dialogue, beyond the current reactionary systems where meetings only happen when there is a threat for unrest. These meetings will provide an avenue for information sharing, feedback and active participation in the decision making process at the University. Furthermore, they will reduce the friction between the different parties and eliminate the vacuum currently being filled by external forces.

For the Students

Communication stands out as a key factor for student unrest in the universities. Institutions therefore need to evaluate the mode of communication and how effective it is. It is important that the universities adapt to the new ICT particularly the socio media as a mode of communication with and between the student communities. The assumption that the joining instructions and notice boards are an adequate source of

information for students should be disabused. Universities therefore need to:

1 Create forums that bring the university leadership at all levels to interact with the student community and establish regular communication beyond the reactionary mechanism that is currently employed. This will minimise external influence and misinformation;

2 Invest in developing downloadable apps on smart phones where information can be posted on a regular basis, the VCs should have twitter accounts that can update students about key policy issues and or receive feedback in a timely manner;

In addition,

1. The orientation and induction system in universities needs to be restructured and made more interactive. Orientation should act as the bridge of transition from the restrictive secondary school environment to a more free fall University environment. Orientation should stretch over a longer period of time as opposed to the current information overload; moreover, when the students are still excited about joining university. Orientation should capture the concept of roles and responsibilities of a University Student. It is at this point that students should sign commitment documentation that will outline the sanctions associated with destructive behaviour. It is also the appropriate forum to introduce the University code of conduct to the students.

2. Institutions should have an honest diagnostic assessment of the current status of the curriculum, academic practices, institutional culture and the facilities. The diagnostic report should be communicated to students with a view of managing expectations and establishing buy in. It should further prepare a road map for improvements within available resources. This will act as the baseline for quality assessment and some form on contract between the institution and the students.

3. Student leaders should be exposed to alternative leadership programmes, this would channel their energies into productive ventures. This may include but not be limited to organizing public debates and dialogues as well as community outreach programmes. Giving these responsibilities sends out messages that the students contribute to institutional values and development.

4. Universities should institute policies that provide for student exchange programmes to include the leadership and socio-cultural components. This could be through a fully-fledged student leadership development programme, or through establishing collaborative linkages that expose students to comparative leadership practices.

At Institutional Level

There is need to revisit the organisational structure to accommodate the changes in the student composition. The institution of the Dean of Students was meant to serve student

of 1990's and below, when the campus was predominantly residential, institutional culture could be nurtured and external influence was minimal. The interaction between 85% of the student population and the University is at academic unit level. This implies that culture has to be nurtured at that level. Structures should be put in place for extracurricular activities for students at that level.

The concept of mentorship should increasingly begin to enter into the discussion and language of institutions. This will not only provide a holistic interface between the student and the institution but enhance character and culture for students within the institution.

It is clear from the study that external players have a role to play in the mitigation of unrest in universities. Measures to obtain meaningful external references is important and will facilitate identification of students who require additional pysco-socio support as they get integrated in the university system. For large institutions, identify micro units that can be used as an avenue for this external referencing. It has been argued that within themselves, students have a wealth of information about the happenings of their colleagues, and can if nurtured in an informal setting be an important point of reference.

Since time immemorial, religious institutions have been used in matters of education, health and other socio- cultural issues. They have further proved to be a viable instrument of social cohesion within the faith based universities. Secular universities should explore these institutions as communication catchment areas that appeal to the innate values of the students.

To promote institutional learning, it is important to document and undertake post-strike evaluations. This will facilitate appreciation of the factors that cause strikes in universities.

Indeed one respondent recommended that a forensic audit be undertaken to see patterns and establish the root cause of strikes in universities.

While all these provisions would be constituent to a comprehensive communication policy, it is important that institutions evaluate the functions of the public relations office. In this regard, focus should include both the internal and external publics. What was discovered for this study was a continuum where the public institutions focus on the external information without meaningful engagement and the private universities focus on the internal publics still with limited significant engagement.

For the Vice Chancellors' Forum

The vibrancy of the Vice Chancellors' Forum should be nurtured to facilitate cross institutional learning and enhance systemic dialogue with different players in unrest. For example,

1. A petition from the Vice Chancellors' Forum to the Director of Public Prosecution about the implications of court decisions on the governance and management of universities would have more weight than with one institution;
2. Collective discussion on the most innovative mechanisms of engagement between police and striking students- there should be a dialogue between the Forum and the Police on the best course of action;
3. Collective dialogue with the legislature about the change in student leadership identification mechanisms (electoral collages) would be more effective if the institutions went as a block;

4. The need to share alternative engagement for student leaders through national dialogues to channel their leadership and debating skills will be more effective if they are organized at the systemic level; and
5. Networking with the Uganda National Students union to inculcate the student roles and responsibilities should be encouraged through the Vice Chancellors' Forum.

Furthermore, the VC's forum presents the most appropriate avenue for training university leadership in management and leadership skills. This could be through a peer review mechanism and leadership training frameworks that address pertinent areas of focus.

At Systemic Level

There has to be continuous dialogue about the type of graduate the nation wants to have. The discussion should move away from inadequate financing to the qualities that a University graduate should have. These should capture the skills set, competences and socio-cultural attributes. When these are assessed then we should be able to progress to establishing the requisite pathways for attaining this in a holistic manner. This debate should be championed by the practicing professionals who are represented by the Vice Chancellor's Forum.

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Appendix: List of Respondents.

	Name	**Title**	**Institution**
2	Prof. Fabian Nabugomu	Deputy Vice Chancellor (F&A)	Kyambogo University
3	Mr. Sam Akorimo	University Secretary	Kyambogo University
4	Mr. Kabagambe C. M.	Dean of Students	Makerere University

9	Mr. Katega	Deputy, Dean of Students	Makerere University
10	Prof. Edward Kirumira	Principal, College of Humanities and Social Sciences	Makerere University
12	Ms Phiona Nyamutoro	Vice President, Students' Guild	Makerere University
13	Prof. John Ddumba-Ssentamu	Vice Chancellor	Makerere University
14	Dr. Sarah Ssali	Member of Executive, MUASA	Makerere University
1	Prof. Pamela K. Mbabazi	Deputy Vice Chancellor	Mbarara University of Science and Technology
16	Mr. Robert Odoc Oceng	Commissioner, Higher Education	Ministry of Education, Science and Technology
20	Mr. William Ndolerile		Ministry Of Finance Planning and Economic Development
11	Dr. Alex Kagume	Deputy Executive Secretary,	National Council for Higher Education
19	Prof. Eriab Lugujjo	Vice Chancellor	Ndejje University
15	Prof. Hannington Sengendo	Vice Chancellor,	Nkumba University

17	Mr. Julius Byarugaba	Former, Guild President	Nkumba University
18	Mr. George Mugisha	Dean, School of Social Sciences	Nkumba University
21	Mr. Patrick Mulindwa	Ag. Academic Registrar	Nkumba University
6	Dr. Benon Musinguzi	Deputy Vice Chancellor (AA)	Uganda Christian University, Mukono
7	Dr. Anny Katabaazi	Deputy Vice Chancellor (F&A)	Uganda Christian University, Mukono
8	Mr. Bwambale Wiberforce	Deputy Speaker, Students' Guild	Uganda Christian University, Mukono
5	Rev. Can. Dr. John Ssenyonyi	Vice Chancellor	Uganda Christian University, Mukono.

A REPORT ON THE VICE CHANCELLORS' VISIT TO THE OIL AND GAS FIELDS IN UGANDA'S ALBERTINE GRABEN

Wilson Muyinda Mande

SUMMARY

A team of Vice Chancellors, Deputy Vice Chancellors and Lectures from seven universities visited the oil fields in the Albertine Graben. The team was guided by several NEMA officers. The visit took place between 22nd and 25th March 2015. This three day trip covered the districts of Hoima, Buliisa, Nwoya, and Kiryandongo.

The team visited: (i) the areas where wells were found to have crude oil. (ii) The areas that were drilled but no oil was found. These were restored to their original state. (iii) The game reserves and national park where oil production is likely to affect the environment and conservation. (iv) Besides the oil fields, the team also visited the Karuma Hydropower station that is under construction by a Chinese firm, Sinohydro Corporation Limited. The dam is built underground. This will mitigate the effect on the environment in and around Karuma.

Introduction

The visit by vice chancellors to the oil and gas fields in the Albertine Graben was initiated by Professor Jack Nyeko Pen-Mogi. He is the Chairperson of the National Environmental Management Authority (NEMA), Chairperson of the National Council for Higher Education (NCHE) and Vice Chancellor of Gulu University.

The Albertine Graben is occupied by lakes (including Lake Albert), national parks, game reserves, and settlements. The region is also tectonically (geologically) active with stress field released intermittently in form of earthquakes. In view of that fact, the region can be said to have a delicate ecosystem balance. Any development activity taking place in the Graben region, must take into account this delicate balance.

The visit took place from 22nd to 25th March, 2015. The people involved in this visit were vice chancellors, deputy vice chancellors, lectures and NEMA officials.

Table 1 *Composition of the team that visited oil wells*

	University	*Officer*	*Team Leader*
1	Gulu University	Vice Chancellor	Prof Jack Nyeko Pen-Mogi
2	Bishop Stuart University	Vice Chancellor	Prof Maud Kamatenesi
3	Muni University	Vice Chancellor	Prof Christine Dranzoa
4	Kabale University	Vice Chancellor	Prof Joy C. Kwesiga
5	Mbarara University of Science & Technology	Deputy Vice Chancellor	Prof Pamela Mbabazi
6	Nkumba University	Deputy Vice Chancellor	Prof Wilson Muyinda Mande
7	Uganda Christian University	Deputy Vice Chancellor	Mr David Mugawe
8	Kabale University	Professor	Prof Ezra Twesigomwe
9	Uganda Christian University	Lecturer	Mr Celestine Nkabalema

10	Muni University	Academic Registrar	Mr Phillip Draonzi

The technical people from NEMA who guided the visiting VCs:

1. Isaac Ntujju - Senior Environment Inspector
2. Patience Nsereko Environmental security officer
3. Fred Onyai Environmental officer

NEMA is a relatively small technical organisation. Since it has few experts it often hires consultants to do some technical work which require expertise.

Objectives of the visit to oil fields

The purpose of the visit was to enable leaders of higher institutions of learning in the country to have a first-hand experience of the developments in the oil fields in the Albertine Graben. Universities and research institutions have the highest concentration of knowledge power in the country. So, it is important for them to be armed with first-hand information on oil and gas sector. This could be used by Universities to design academic programmes that are relevant to the oil and gas industry. Universities would be able to exploit directly and indirectly oil and gas resources.

The vice chancellors also wanted to see the impact oil and gas activities on the environment and the settlements in the areas where oil has been discovered and drilled.

National policy on oil and gas

There is a National Oil and Gas Policy of 2008 which addresses the entire spectrum of exploration, development and production of the country's oil and gas resources. Although such a policy

exists, it does not give full guidance to higher institutions of learning regarding what their role in the sector.

The national oil and gas policy is based on the principles of: (i) Using finite resources to create lasting benefits to society; (ii) Efficient Resource Management; (iii) Transparency and Accountability; (iv) Protection of the Environment and Biodiversity; (v) Spirit of Cooperation; and (vi) Capacity and Institutional Building.

The Policy Goal is to use country's oil and gas resources to contribute to early achievement of poverty eradication and create lasting value to society.

The objectives of the Policy are:

i) To ensure efficiency in licensing areas with the potential for oil and gas production in the country.

ii) To establish and efficiently manage the country's oil and gas resource potential.

iii) To efficiently produce the country's oil and gas resources.

iv) To promote valuable utilization of the country's oil and gas resources.

v) To promote the development of suitable transport solutions which give good value to the country's oil and gas resources.

vi) To ensure collection of the right revenues and use them to create lasting value for the entire nation.

vii) To ensure optimum national participation in oil and

gas activities.

viii) To support the development and maintenance of national skills and expertise.

ix) To ensure that oil and gas activities are undertaken in a manner that conserves the environment and biodiversity.

x) To ensure mutually beneficial relationships between all stakeholders in development of a desirable oil and gas sub-sector.

So it is time Universities asserted their roles in the oil and gas sector.

Places visited

Day 1 Sunday 22nd

The trip began in the afternoon of Sunday 22nd from the NEMA headquarters in Kampala. The visiting team leader was Professor Jack Nyeko Pen-Mogi. The team arrived in Hoima town at 7pm. The team checked in at Hoima Resort Hotel. After supper at 8pm, there was a briefing by both NEMA official and Professor Pen-Mogi. The briefing was mainly on sites to be visited.

Day 2 Monday 23rd

Time	*Activity*	*District*	*Site*	*In charge*
8.00	Breakfast	Hoima		
9.00	Set off for the field	Hoima		

10.00	Site visit	Hoima	Nyamasoga Waste Treatment and Disposal Facility	Enviro Serv
12.00	Site visit	Hoima	Kisinja Waste Controlled Area (WCA)	TUOP
13.00	Lunch	Hoima		NEMA
14.00	Site visit	Hoima	Waraga 1	TUOP
14.30	Site visit	Hoima	Buseruka Hydro power station	BHP
16.00	Travel back to Hoima	Hoima		
	Night in Hoima Town			

On this first day in the field, vice chancellors were shown:

1. A piece of land at Kabaale measuring about 25square kilometres where oil and gas refinery is to be built. It was stated that the people on that land had already been compensated by Government.

2. Nyamasoga Waste Treatment and Disposal Facility was visited next. It is a privately owned project. It is ran by EnviroServ. This is a South African Company. This plant is not yet fully operational because it is still being set up. It has capacity to handle between 40,000 and 50,000 tonnes of waste. The waste plant is constructed in such a way that the excavated pits

are lined with several different materials to protect soil and underground water from contamination in case there develops a leakage.

The team observed liquid and solid waste being treated and disposed of. The liquid waste was processed into clean water. The team was informed that the cell has a life span of 40 to 50 years.

3. The team proceeded to Kisinja Waste Controlled Area. This is where both liquid and solid waste which was generated during the drilling at the time of exploration was stored by Tullow Oil Company. This waste will be treated and disposed of.

4. The same afternoon the team visited Waraga 1 oil well in Kabwoya Game Reserve. This Games Reserve in the western Rift Valley has a good number of zebras, buffalos, oribi, antelopes, baboons and other mammals. Oil was discovered at Waraga 1 in 2009. About 300 million barrels are estimated to be in this oil well. This well has more crude oil and less gas unlike another well at Nzizi, where there is more gas and less crude oil. The Waraga oil well is only waiting for production. The oil is about 700 metres underground. The surrounding area was restored to its original state. During restoration no new species are introduced in the area.

5. The team headed to Buseruka hydro power station. This power station produces about 9 megawatts which is fed into the national grid at Hoima. This is at the edge of the escarpment so it has little effect on the

fauna in Kabwoya Game Reserve.

6. The relationship between oil and environment. The team had lunch at Lake Albert Safari Lodge. The team was joined by Mr Wilson Katamigwa, the head of Uganda Wildlife Authority (UWA) of the area. He explained that: (a) any resources that is 6 metres underground belongs to government according to Ugandan law; (b) oil and gas exploration has impact on environment; (c) animals sense drilling and other such activities which affect ecosystems in the game reserve. Such situation leads animals to migrate elsewhere. The run-away animals can only return when the area is restored.

Day 3 Tuesday 24th

Time	Activity	District	Site	In-charge
7.00	Breakfast	Hoima		
8.30	Travel to Buliisa	Hoima		
10.30	Site visit	Buliisa	Kasemene 1	TUOP & PEPD
11.00	Site visit	Buliisa	Restored site in Murchson Falls National Park (MFNP)	TEPU / UWA
12.00	Site visit	Buliisa	MFNP headquarters in Mubako	UWA

13.00	Lunch	Buliisa		NEMA
14.00	Site Visit	Buliisa	Restored site within a community area in Buliisa	TEPU
15.30	Travel to Chobe	Nwoya		
				Night at Chobe

1. *Travel to Buliisa District*. The team left early and had a stop over to view Waki 1 where the first oil drilling was in 1938. In the background is Butiaba port on Lake Albert. History states that the hunt for oil in Uganda dates back to the early 1920's when significant oil exploration was done by E.J.Wayland, a government geologist who documented substantial amounts of hydrocarbons in the Albertine Graben.

2. The team was further informed that in those earlier explorations, some hydrocarbons were encountered, but no testing was done. In the 1940's and 1950's further exploration was carried out and several shallow wells were drilled mainly for stratigraphic purposes. Despite having vivid signs of the country acquiring its newly found wealth, Uganda was affected by World War II. The war had an adverse impact on the oil discovery. It was in the early 1980s, that there was an acquisition of aeromagnetic data across the entire Graben region.

3. The aeromagnetic surveys were taken during 1983 and 1992 and were able to identify five sedimentary basins in the country. These were; the Albertine Graben, Lake Kyoga basin, Hoima basin, Lake Wamala basin and the Moroto-Kadam basin. These aeromagnetic surveys were to be later followed by ground surveys.

4. Petroleum geologists point out that the Albertine Graben is greatly enriched with oil. They assert that the Maputa and Waraga oil fields have approximately 100 to 400 million barrels of oil, whereas the Giraffe 1 is expected to have a total of at least 400 million barrels of oil. It is also estimated that there exists approximately 500 million barrels of oil at the Kingfisher well in Hoima.

5. *Kasemene 1 oil well.* Drilling was done in this area which is situated in Buliisa in 2008. It was determined that there is oil in this place. About 600 barrels of crude were brought out and now kept in metallic containers at the well.

6. Unlike the drilling at Nzizi and Waraga 1 which were done in a game reserve, the Kasemene 1 drilling was done within a community. The former owners of the land where the drilling was done, were given some compensation and relocated a few metres away from the well.

7. Oil in Murchison Falls National Park. With approximately 3896 square kilometres (about 1,340square miles), this is the largest national park in Uganda. It was established

as a national park in 1952. It is managed by Uganda Wildlife Authority (UWA). There were five areas in this national park where drilling was done. One had oil. Other did not have sufficient amounts and were therefore restored. The team of Vice Chancellors was taken to some restored sites in the national park.

8. The team also visited the headquarters of the national park at Mubako. Here the found a family that was arrested with game meat at their home. Citizen are not allowed to kill animals in the national park without permission.

9. The Murchison Falls. From the headquarters of the national park, the team visited Murchison Falls. Murchison Falls, also known as Kabarega Falls (President Idd Amin renamed it Kabalega, but the name revert to Murchison after Amin's fall). It is a waterfall on the Nile. It breaks the Victoria Nile, which flows across northern Uganda from Lake Victoria to Lake Kyoga and then to the northern end of Lake Albert in the western branch of the East African Rift valley. Sir Samuel Baker named the falls after Sir Roderick Murchison, president of the Royal Geographical Society.

10. The crossed by ferry at Paraa Safari. The team drove to Chobe Safari Lodge in Nwoya district. There were elephants, buffalos, oribis, bushbucks, warthogs, giraffes and others which could be seen on the way. The team arrived in Chobe at 7pm after a three hour

drive in the park.

Day 4 Wednesday 25th

Time	*Activity*	*District*	*Site*	*In-charge*
8.00	Breakfast	Nwoya		Chobe
10.00	Travel to Karuma	Nwoya	Camping site	NEMA
12.00	Site visit	Kiryandongo	Karuma hydropower station	NEMA Sino hydro
13.30	Lunch	Kiryandongo		NEMA
16.00	Set of for Kampala			

1. Meeting at Karuma junction camping site. This meeting was chaired by Professor Jack Nyeko Pen-Mogi. The purpose was to review and harness the impressions the team had had during the trip. The key issues were:

   (i) Lessons the team had learnt.

   (ii) Possible ways in which universities can participate in the oil and gas sector business.

   (iii) Vigilance on restored sites in the light of the conservation and environmental factors.

   (iv) The possibility of formulating and implementing of a research agenda for Uganda as a country.

2. NEMA's Director of Finance and Administration, Mr Mujuzi Kasekende, (who represented the Executive Director) joined the team at Karuma and participated in the meeting.

3. Visit to Karuma Hydropower station. This power station was being constructed by Sinohydro Corporation Limited. This company was founded in 1950. It is rated the second best among Chinese hydropower construction companies. The environmental impact assessment was done and Sinohydro was permitted by NEMA to proceed with the construction.

   According to the architectural plans, the dam will be underground. This implies that the flora and fauna will not be disrupted to a great extent. So the company is trying to take care of environmental needs.

   A consultant explained that although drilling and creating a dam can lead to some earthquake, the rocks of Karuma are quite firm that no earthquake is expected to occur as a result of the construction of hydropower station underground.

   Sinohydro employs a total of 2619 people. About 500 of these are Chinese. The Chinese engineers give some training to Ugandans with whom they work.

   It is expected that this power station will generate about 600 Megawatts of electricity.

The team visited the various points of the power station. After lunch, the team met briefly at the Karuma junction camping site to conclude the day.

11. At 16 hours the team set for Kampala and other areas.

Observations of the team

The effort to establish Uganda's oil and gas potential has been successful and it has now been established that the country has commercial reserves of oil. Four oil fields namely Mputa, Waraga, Nzizi and Kingfisher have been discovered and a minimum of three hundred (300) million barrels of oil is estimated to be in place in the Kaiso Tonya area, which covers less than 5% of the entire prospective belt. A significant level of investment continues to be made to undertake seismic surveys together with exploration and appraisal drilling in the country, and therefore the country's reserves are expected to increase as further exploration work is undertaken.

Proposed way forward for universities

The Visiting Team of Vice Chancellors proposed as follows:

1. Ugandan universities should also be considered by government and oil companies when Ugandans are being sponsored to pursue postgraduate studies in the areas related to oil and gas sector.
2. Universities prepare fundable research proposals and have them presented to possible funders. Research could be carried out from two dimensions: science and social sciences.
3. A Memorandum of understanding should be concluded between Enviroserv and Universities to have

postgraduate students and other scientists use the oil and gas laboratory at Nyamasoga. This arrangement should be mediated by NEMA.

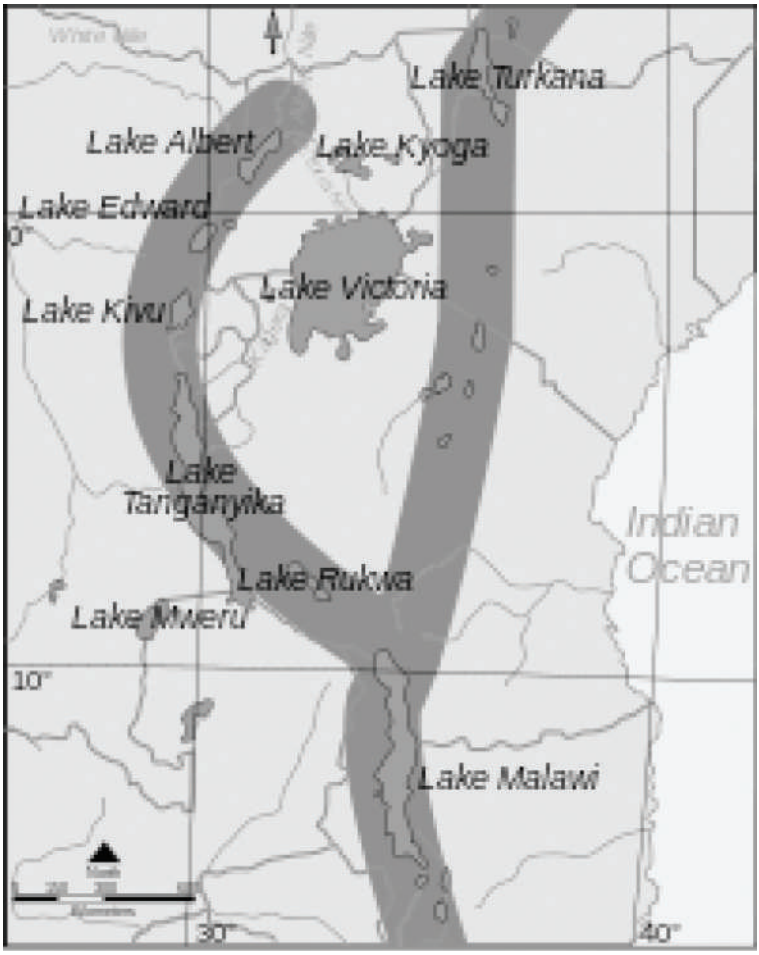
4. In the Oil and Gas sector, the government's focus is on three dimensions of (i) finance, (ii) environment, and (iii) Energy. There is need to add another dimension which is academia.
5. Universities need to have first-hand exposure to the oil and gas sector so that they can design academic programmes which take into account facts on the ground.
6. One university could specialise in the oil and gas technology. Other universities could focus on oil and gas sciences and management. Specialising in a specific area of oil and gas education is necessary because of limited facilities in the universities.
7. Universities should form a consortium to work together in developing the research agenda for Uganda covering the oil and gas sector. The same consortium could be used in training human resources for the sector.
8. Universities should collaborate with NEMA to promote training and management of environmental issues in the country.

Acknowledgement

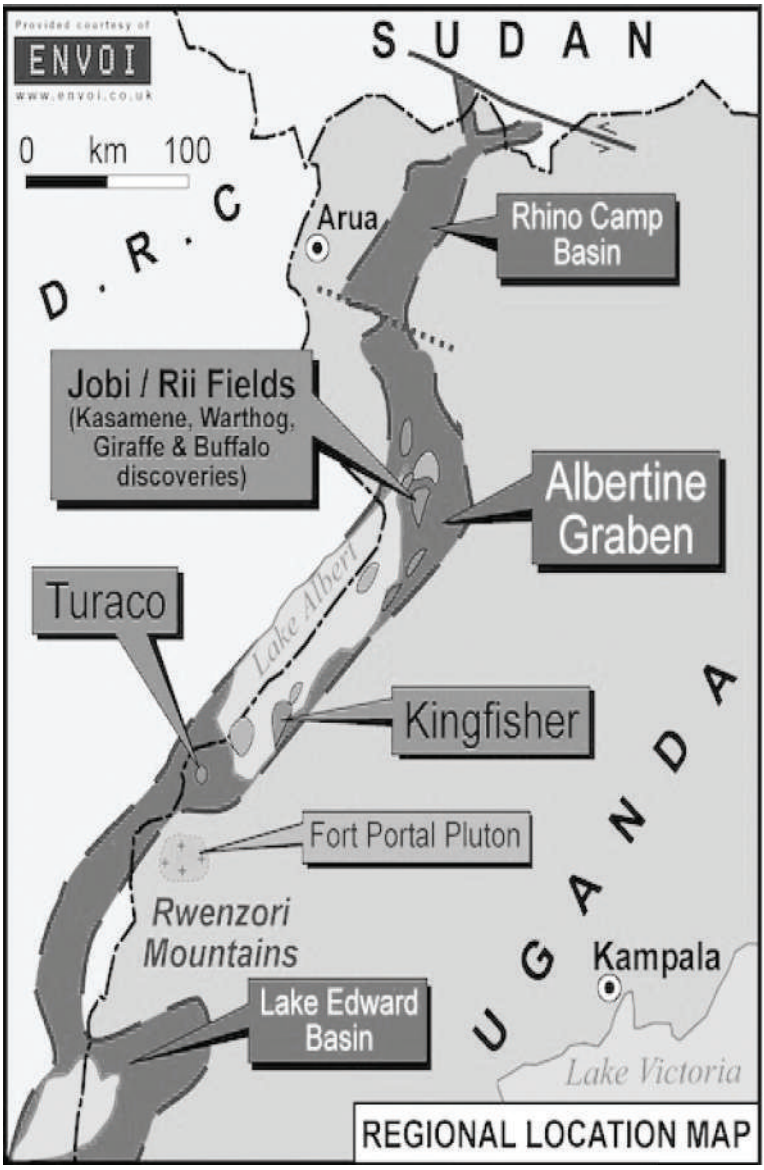
The team is grateful to NEMA, UWA, Enviroserv, TUOP, BHP, PEPD, TEPU Sinohydro, Hoima Resort Hotel and Chobe Safari Lodge for the various services extended to the visiting team of vice chancellors.

PICTURES

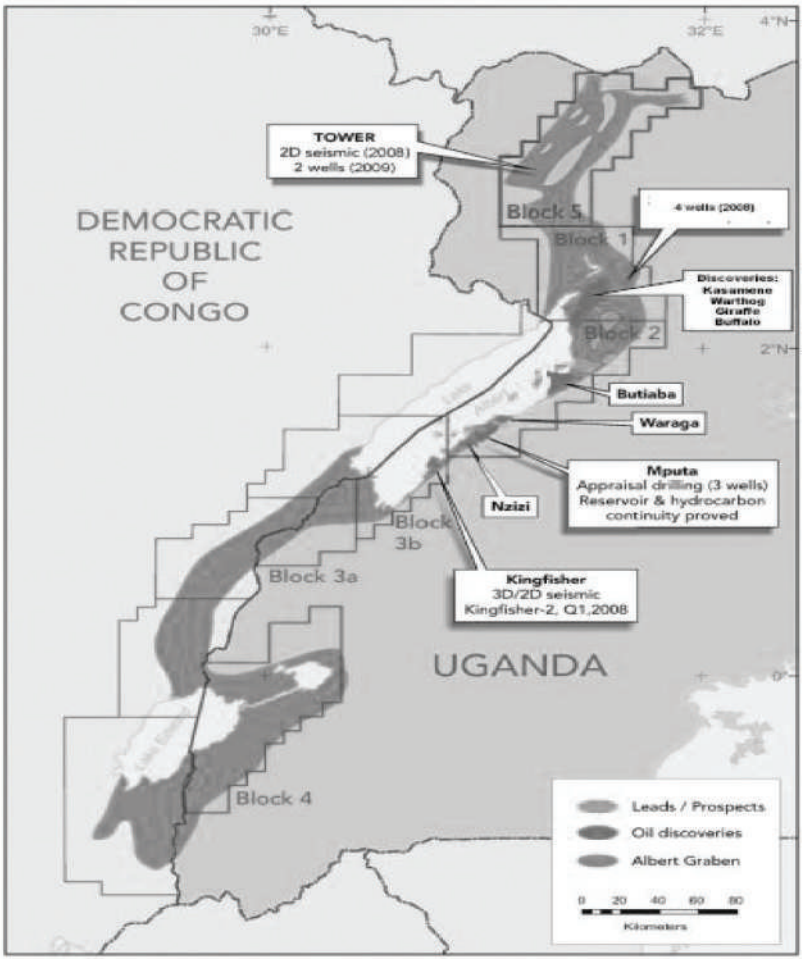
Picture 1: The rift valley



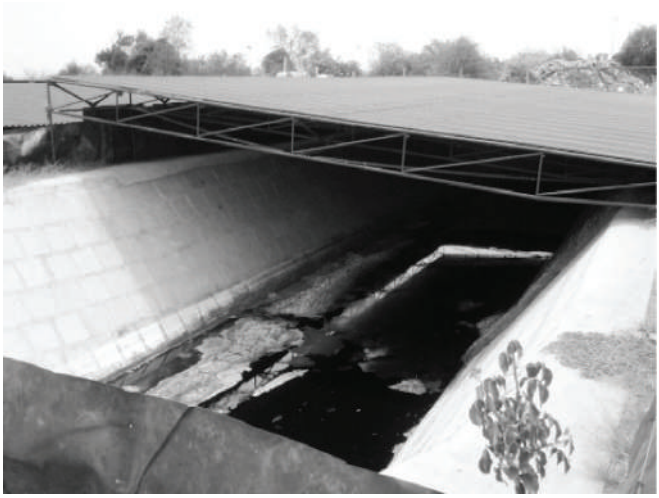
Picture 2: The Albertine Graben



Picture 3: Map of the places where oil has been discovered so far



Kissinja solid and liquid waste storage site is run by Tullow Oil Company and is located in Hoima District. The waste will eventually be transferred to Nyamasoga site for treatment.



Liquid waste stored in concrete underground tank

Oil Well Sites

Discovery oil wells sites Warang 1 and Kasemene 1 were visited. After tests are made the wells are sealed, as shown below, waiting for production.

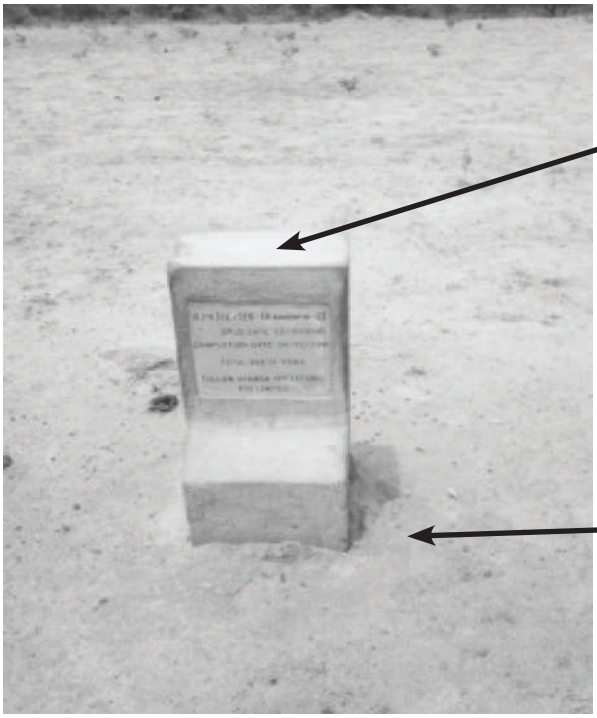
Sealed well and fenced off from any intrusion.

Crude oil stored in several containers

Instead of burning crude oil during the testing process, it is stored in containers, shown above, waiting to be sold later by the Uganda Government.

Restored Appraisal Well Sites

After a discovery well, the extent of the spread of oil around the well is determined by appraisal wells around it. After the appraisal, the wells are closed (shown below), the area around the closed well is as much as possible restored to its original state. The team visited some restored site located within the community and in the National Park.



Closed appraisal well within community area, Buliisa District

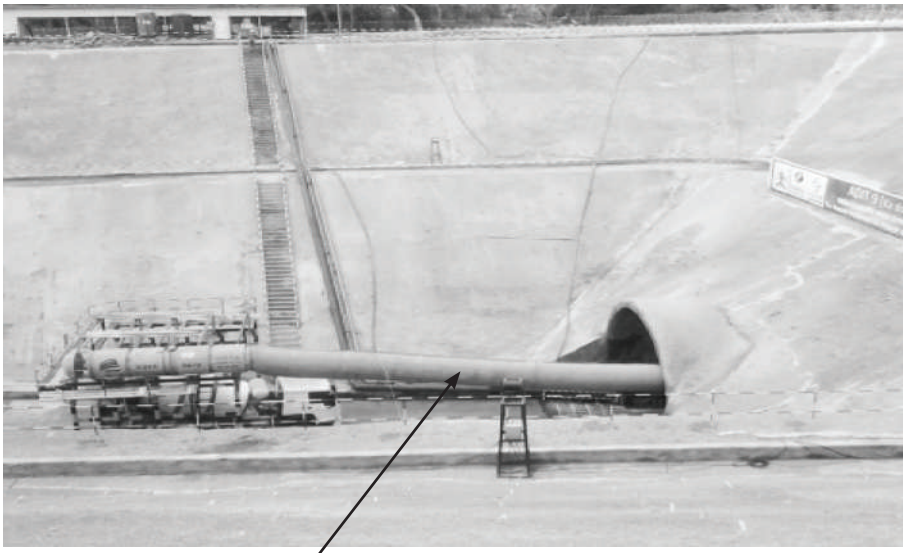
Hydropower Sites

The team visited one complete hydro power station, the Buseruka Station, and Karuma hydropower station which is under construction. Buseruka Station is located on the rift valley escarpment. Water reservoir is located at the top of escarpment. Water flows from the reservoir to power house, which is located at the base of the escarpment, by a pipe, as shown below.

Pipe laid along the rift valley escarpment

Power house

Karuma Hydropower Station is at its initial stage of construction. In this project the power house is going to be constructed underground. Some of River Nile waters will be diverted to power house by underground channel which is under construction, shown below.



Water channel under construction

Sample of the crude oil from Kasemeni 1 oil well, in Buliisa district.

Oil well waiting production Waraga 1

The team at Karuma hydropower station

From left to right: Professor Christine Dranzoa, Mr David Mugawe, Professor Ezra Twesigomwe , Professor Muyinda Mande, Professor Pamela Mbabazi, Professor Nyeko Pen-Mogi, Professor Joy Kwesiga, and Professor Maud Kamatenesi

UVCF 4TH CONFERENCE RESOLUTIONS

The participants at the conference adopted the following resolutions:

Resolutions directed to the Government:

1. The UVCF resolved that Government reconsider the proposal to tax private institutions because these institutions complement government efforts to produce the requisite human resources needed for national development. UVCF resolved that Government therefore, should extend tax exemption to private universities and tax rebates for private donations to higher education;
2. Since a number of universities are teaching foreign students and exports are not taxed, then higher education as a service to foreigners should not be taxed.
3. There should be tax exemptions on materials used to develop higher education.
4. Government should expand its role of providing public higher education through:

    i. Increasing the national budget allocation to the higher education sub-sector from the current 0.3% to at least 1% of the GDP.

    ii. Establishment of more Government Public Institutions,

iii. Extending financial support to private universities to address the resource challenges, and

iv. Promotion of public-private partnership in higher education training and research.

5. The UVCF resolved that Government actively engage universities and other higher education institutions, through consultations, in the national planning and budgeting for human resources development to meet the national development needs of the country.

6. The UVCF resolved that Government (Ministry of Education and Sports) should organize an Annual Interface with the President to discuss with him pertinent issues of higher education.

7. The UVCF resolved that Government should support research and innovations in both public and private higher education institutions in order to promote national development. The support should be channeled through the National Council for Higher Education as mandated by the Universities and Other Tertiary Institutions Act.

8. The UVCF resolved that the Government should support the establishment of endowment funds to expand the resource base for universities in Uganda.

9. The UVCF resolved that Government should adopt legislations that protect higher education and prioritizes it in the national development agenda.

10. The Government should distinguish for profit and not for profit universities so that registration by government for each category is separated.
11. Next UVCF should put in place a mechanism for following up implementation of these and previous conference resolutions.

Resolutions for individual Universities

Universities **resolved** and agreed to undertake the following:

1. To promote academic freedom as a hallmark of university governance by recognizing freedom of thought, collegiality, transfer and generation of knowledge in both the disciplines of sciences and humanities.
2. To promote internal quality assurance systems to support quality education. This will enable the production of quality graduates and research outputs.
3. To promote benchmarking among universities to enhance learning of good practices of governance;
4. To embrace the use of new technology (ICT) in the management and governance system of universities so as to ensure efficiency and effectiveness in decision making and service provision.
5. To provide conducive environment for the academic staff by availing them office space and relevant equipment to enhance their teaching, research and mentorship activities.

6. To participate in researches which answer national questions and address critical issues of the time.
7. To collaborate with the cooperate institutions in order to increase resource base and provide opportunity for students to undertake industrial training for skills development.
8. To harness the potentials of Alumni in all efforts to develop universities in Uganda, This is by establishing Alumni Offices and databases that will support mobilization of Alumni for university development.
9. To establish programmes that will enhance the abilities of student leaders for capacity building in university governance. Such programmes may include induction sessions for new guild leaders, benchmarking visits, among others.

The general evaluation of the conference was that there was good time management of the programme, the speakers were focused, participants were actively involved and there was a positive response from those invited.

Uganda Vice Chancellors' Forum

REPORT OF THE ORGANIZING COMMITTEE OF THE VICE CHANCELLORS' FORUM CONFERENCE WHICH TOOK TAKE PLACE ON 3RD OCTOBER 2014 AT IMPERIAL ROYALE HOTEL KAMPALA.

I am pleased to report on behalf of the Organizing committee of the Vice Chancellors Forum, over the 4th Conference which was held on the 3rd October 2014 at Imperial Royale Hotel.

Opening of the Conference

The Conference started on time at 8:00a.m. as programmed. It was opened by H.E the Vice President Hon. Edward Kiwanuka Ssekandi who was the Guest of Honour.

Attendance of the Conference

The Conference was well attended. The following Universities were represented.

1) African Bible College University
2) African Renewal University
3) African Rural University
4) Agha Khan University

5) Bishop Stuart University
6) Bugema University
7) Busoga University
8) International Health Science University
9) International University of East Africa
10) Islamic University in Uganda
11) Kabale University
12) Kampala University
13) Kampala International University
14) Kumi University
15) Kyambogo University
16) Livingstone University
17) Makerere University
18) Mbarara University of Science and Technology
19) Mountains of the Moon University
20) Muni University
21) Ndejje University
22) Nkumba University
23) St Augustine International University
24) Uganda Christian University
25) Uganda Management Institute
26) Uganda Martyrs University

27) Victoria University
28) Virtual University

We also thank organistions that honored the UVCFC invitation.

1) UMEA
2) British Council
3) Swedish Embassy
4) Consortium of University Libraries
5) Inter University Council of East Africa
6) National Council of Higher Education
7) Ministry of Education and Sports
8) Uganda National Academy of Science

There is need to ascertain whether all these Universities made their contribution to towards the Conference expenses.

Recognition of some institutions in the Higher Education Sector

The Uganda Vice Chancellors' Forum found it vital to recognize some of the institutions that play commendable role in supporting higher education in Uganda under the following categories. Each of these were presented with a plaque which was handed over by H.E Vice President.

Religious Institutions	Received by
1. Church of Uganda	DVC -UCU
2. The Roman Catholic Church	Dr.Stephen Malooba
3. The Islamic Faith	Dr. Abubakar Kakembo
4. The Seventh Day Adventist Church	VC Bugema University

Foreign Institutions

1. World Bank	
2. British Council	Peter Brown
3. SIDA SAREC	
4. JICA (Japanese International Corporation Agency Uganda)	
5. Trust Africa	Dr. Amaal K. Nsereko

Government Institutions

1. Ministry of Education and Sports	Mrs. Elizabeth Gaboona
2. National Council of Science and Technology	Dr.Nelson Sewankambo
3. National Council for Higher Education	Prof. John Opuda-Asibo
4. Inter University Council of East Africa	

Cost of the Conference

The Cost of the conference was **UGX 60,820,100** (Sixty million, eight hundred twenty thousand one hundred shillings only). **Leaving a balance of UGX 5,568,900/=** (Five million five hundred sixty eight thousand, nine hundred shillings only).

Nkumba has requested the UVCF Executive Committee to help it meet the bank charges for the Four years it has been transacting business for the Forum.

Paper Presentation

The 4th Uganda Vice Chancellors' Forum Theme, Sub-Themes and key speakers were**:-**The main theme was:- University Governance – H.E Edward Kiwanuka Sekandi

The sub themes were presented as follows :-

1. *Regulatory Role Ownership and titular leadership* by Prof. John Opuda- Asibo:-Executive Director, National Council for Higher education.
2. *Role and Power of Councils, Senate and Management;*- by Prof.Charles Olweny:-Vice Chancellor Uganda Martyrs University
3. *Resource Mobilization* by Rev. Dr. John Senyonyi Vice Chancellor Uganda Christian University
4. *Student leader's role in governance;* by Mr. David Christopher Kasasa Dean of students Nkumba University

NB: The Paper on *Financial Management in Universities;* was not presented because of a last minute commitment by Prof. Wasswa Balunywa who was replacing Prof. Mary Okwakol.

Conference Resolutions

A publication (bulletin) of these papers will be compiled, published and presented at the 5th Uganda Vice Chancellors' Forum Conference which will be held on the 2nd October 2015.

A total number of 450 Copies of the Bulletin on the papers presented at the 3rd Conference of the UVCF were printed and distributed at the 4th Uganda Vice Chancellors' Forum Conference.

Proposals for the 5th UVCF Conference to be held on 2nd October

a) Proposed theme and sub themes for the 5th UVCF Conference:

Theme: Financial matters in universities

Subthemes

1. Financial policies in public universities
2. Financial policies in private universities
3. Financial policies and staff satisfaction
4. Fundraising for public and private universities
5. Financial policies and students satisfactions
6. Financial management in public universities
7. Financial management in private universities

8. Measures of dealing with financial corruption in universities

Case study researches on the theme could be carried out and findings be published in the bulletin. Areas of research can be:

"Fundraising for science courses in Universities" e.g Ndejje University

"Staff pension and gratuity management in universities"

Proposed keynote speaker

1. Dr.Donald Kaberuka	Director African Development Bank
2. Dr.Sezibera	Sec.General-East African Community

Appreciation:

The 4th UVCFC was organsised by a Committee which Comprised of the following persons.

1. Prof. P.E.T Mugambi	Chairperson
2. Prof. W.Muyinda. Mande	DVC-Nkumba University
3. Assoc.Prof. Micheal Mawa	QAD-Nkumba University
4. Dr. Amaal K Nsereko	QA Manager Kampala University
5. Mrs. Dorothy B K. Kabugo	Assistant Registrar NU Secretary
6. Ms. Nanyonga Catherine	Officer Kampala University
7. Mrs. Christine Najjuma Nandala	Administrative Assistant NU

On behalf of the Organizing Committee, I take this opportunity to appreciate the UVCF for entrusting us with the responsibility of organizing this Conference and the School of Postgraduate Ndejje University, for availing space for the committee meetings.

Special thanks go to the Inter University Council for East Africa for a donation of $ 1000 and National Council for Higher Education which donated UGX 1,000,000/= (One Million Shillings Only) towards Conference Expenses.

Last but not least the Uganda Vice Chancellors Forum is very grateful to all the Universities and Institutions whose financial contribution and participation led to the success of the 4th UVCF Conference.

Signed

Prof. P.E.T Mugambi

Chairperson Organizing Committee

FACILITATORS AND PARTICIPANTS AT THE FOURTH UVCF CONFERENCE OF 4TH OCTOBER 2014

Professor Paul E T Mugambi

Executive Director Uganda Vice Chancellors' Forum /
Chairperson Conference Organising Committee

Chief guest for the 4th UVCF Conference, H.E. Edward Kiwanuka Sekandi, Vice President of the Republic of Uganda.

Professor Venasius Baryamureeba presented a paper on "Uganda Vice Chancellors' Forum objectives and conference themes"

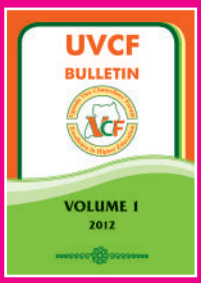
Prof. John Opuda- Asibo presented a paper on "Regulatory Role Ownership and titular leadership".

Prof.Charles Olweny presented a paper on "Role and Power of Councils, Senate and Management"

Mr. Christopher Kasasa presented a paper on "Student leader's role in governance"

Reverend Dr. John Senyonyi presented a paper on "Resource Mobilization"

Some UVCF members that comprised the team which visited Karuma hydropower station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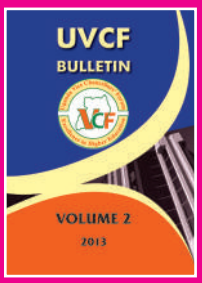
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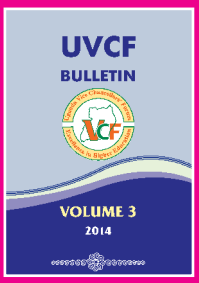
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