

Students' Guild Scorecard 2017-2018



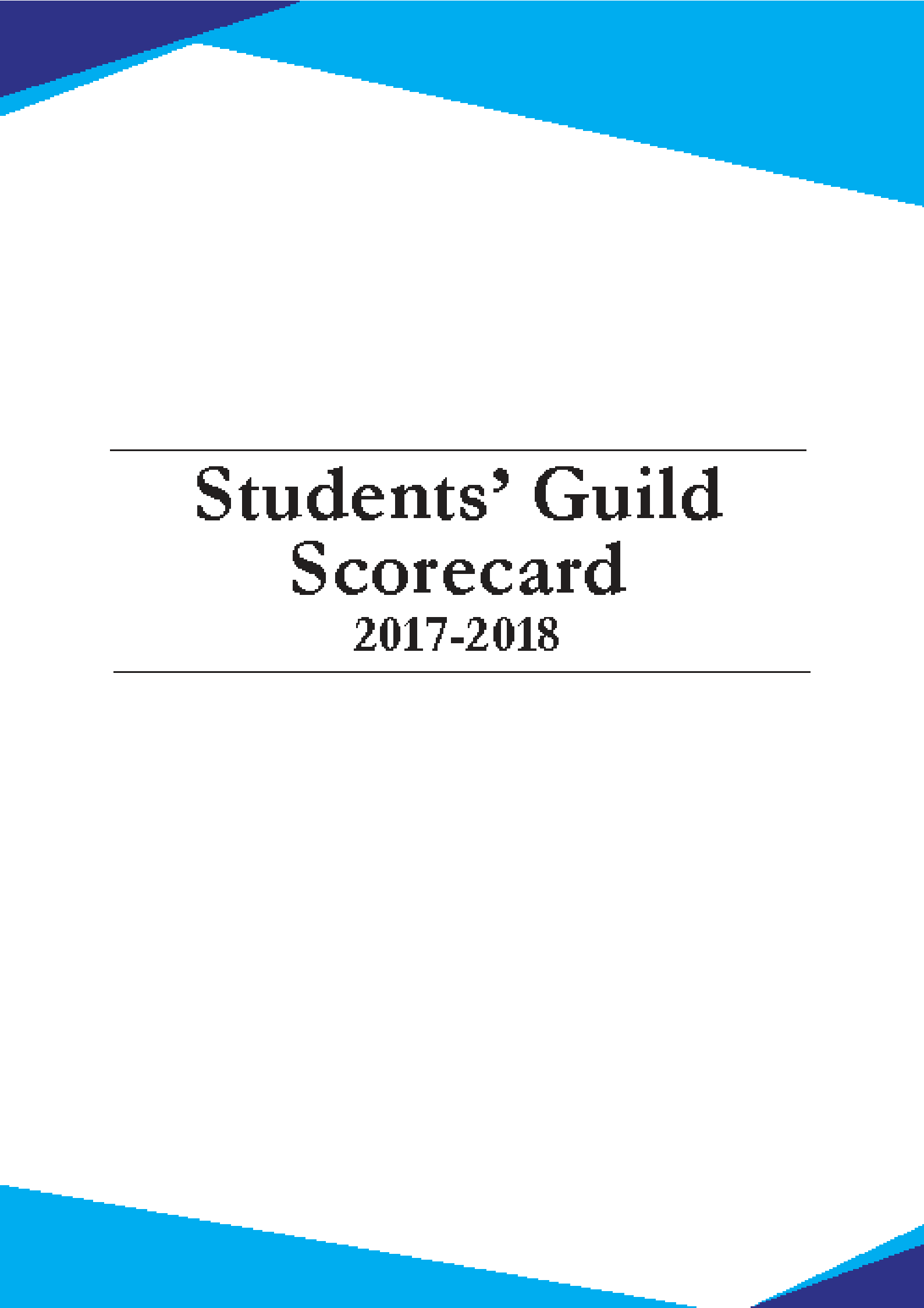
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WORLD LEADERSHIP



Students' Guild Scorecard

2017-2018

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Funded by Democratic Governance Facility

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Partner Higher Institutions of Learning:

Grade School of Nursing



Makerere University Kampala



Mbarara University of Science and Technology



National Teacher's College Mubende



Uganda Christian University Mukono



Uganda Technical College Elgon

FOREWORD



The Government of Uganda recognises the vital role that student leaders play, as well as the delegated authority they exercise to improve governance in our Institutions of Higher Learning.

Indeed, the guild leadership model mirrors our national legislative and governance structures, as well as the public service ethos. Student Guild Councils and representative governments are set up under the Universities and other Tertiary Institutions Act, 2001, as amended.

I am deeply honoured to present to you the first ever Student Guild Scorecard in Uganda. Guild leaders are pivotal in the survival of educational institutions, as they promote and protect the interests of students.

In so doing, they effectively play an oversight role to their institutions—sanctioning and approving student-centric policies and recommending actions for tabling before departmental boards and committees. Essentially, student leaders are the vital link and ambassadors that ensure harmony between learners and administrations.

In this realisation, Africa Leadership Institute has come in handy to motivate student leaders and sharpen their abilities to play their role more effectively, as well as inspiring them to become dependable future leaders.

Mentorship sessions were organised at the various institutions, where speakers with impeccable leadership credentials were invited to give inspirational talks covering life skills, leadership lessons, and governance guidance.

I wish to appreciate AFLI's efforts in spearheading the youth mentorship program, which has culminated in the production of the Student Guild Scorecard (2017/18). I also, most sincerely, thank the Democratic Governance Facility for funding this important initiative.

I would like to encourage student leaders to tap this opportunity and reap the maximum benefits from it.

Significantly, the Scorecard will positively impact the capabilities of the guild officials as they transition into national leadership.

A handwritten signature in blue ink that reads "Dr. Thelma Awori".

Dr. Thelma Awori
Chairperson Board of Directors
Africa Leadership Institute

WORD FROM THE EXECUTIVE DIRECTOR, AFRICA LEADERSHIP INSTITUTE



Dear Reader,

I am pleased to share with you Africa Leadership Institute's first ever Student Guild Performance Scorecard (2017/18).

Established in 2004, AFLI has been implementing the Parliamentary Performance Scorecard project focused on the 8th (2006 - 2011) and 10th (2018-2021) Parliament of Uganda.

The Guild Scorecard was conceptualised in 2017 under the Parliamentary Performance Scorecard and Civic Engagement project, 2018-21, to nurture student leaders by imparting into them the principles and practices of democratic governance, such as accountability, trans-

parency, inclusivity, responsiveness, rule of law, patriotism and integrity. Ultimately, we hoped to mould responsible and dependable leaders, who will provide sustainable solutions to the many challenges presented by bad governance.

Indeed, the guild leadership model mirrors our national legislative and governance structures, as well as the public service ethos. Guild Councils and representative governments are set up under the Universities and other Tertiary Institutions Act, 2001. Section 69 recognises and outlines the mandate of the Students Guild representative governments as spelt out in the National Youth Policy.

The Constitution of the Republic of Uganda, 1995, National Youth Council, Cap 319, and Local Government Act of 1997, establish a link between national development and active involvement of the youth in national decision-making and leadership.

This is the first ever structured, scientific evaluation of students' guild leadership performance in Uganda, and, indeed, on the continent. The 3-year Pilot Scorecard stems from our partnership with six Higher Institutions of Learning (HILs), namely Uganda Christian University, Makerere University, Uganda Technical College Elgon, Gulu School of Nursing and Midwifery, Mbarara University of Science and Technology and National Teachers College Mubende.

The report presents results on the performance of the various Guilds in the selected institutions, as well as their individual leaders. Baseline data was collected according to different, well defined governance indicators. These are broadly grouped under core governance, administrative linkages, legacy projects and succession planning.

We have used the findings to prepare content of the current mentorship program for guild governments and their leaders, based on the strengths and weaknesses identified during data collection and analysis.

The outcomes of the Scorecard will provide the basis for the wider student fraternity in the specific institutions, as well as the administrations and the public, to understand the guild leaders' competencies and weaknesses. Most importantly to hold students leaders and their guilds accountable since the bulk of resources used to run the Guilds are from mandatory deductions made from student tuition fees paid by parents and students in each of the respective institutions for higher learning.

The findings also provide insights on the leadership styles, personality traits, attitudes and practices of student representatives vis-a-vis the constitutional guidelines for their roles.

Overall, the report lays out a platform for nurturing young people to become better leaders in future, guided by universal best practice tenets, not self-serving parochial interests.



Hon. David Pulkel
Executive Director
Africa Leadership Institute

ACKNOWLEDGMENTS

Africa Leadership Institute (AFLI) designed the Student Guild Scorecard initiative to equip guild student leaders in Uganda's higher institutions of learning (HILs) with the appropriate skills, knowledge and attitudes to become better leaders in the future.

We are working within emerging partnership agreements with the six institutions to implement this pilot project. These are: Uganda Christian University (UCU), Makerere University Kampala (MUK), Uganda Technical College Elgon (UTC E), Gulu School of Nursing and Midwifery (GSNM), Mbarara University of Science and Technology (MUST), and National Teachers College Mubende (NTC).

From the conceptualisation stage of the Scorecard for the academic year 2017/18 up to the publication of the findings, we have significantly built enriching relationships with corporate entities and personalities who have expressed interest to support awards to celebrate the best performing student leaders and their guilds in the subsequent assessments and publications. In this regard, students, student leaders and administrators of the partner-institutions deserve our unreserved gratitude for their invaluable contributions for the success of this ground breaking initiative.

Their willingness to participate in the project, their co-operation and subsequent offering of insightful and dependable information in form of verbal accounts, reports and records helped immeasurably to make data collection, compilation, and eventual publication of this Scorecard comprehensive.

We are also indebted to the Ministry of Education and Sports, and particularly the Commissioner of Teacher Education, for granting us the permission to undertake this project in National Teachers College Mubende when this support was required.

The AFLI data team and the entire staff deserve unreserved recognition for their tirelessly reinforcing efforts in collating and polishing up the raw data, as well as reviewing the manuscript at various stages. Their collective input and collaborative partnership with guild presidents, guild speakers and data clerks went a long way in shaping the substance and integrity of the final product given the scattered and differing formats of the source documents.

Finally, we are immensely grateful to the Democratic Governance Facility and its contributing partners for funding the Parliamentary Performance Scorecard and Civic Engagement Project, in which the Guild Performance Scorecard is anchored. In addition, we thank our cooperating implementing partners, FIT Insights that provide technical backstopping support in data processing and analysis and most importantly Uganda Management Institute (UMI) which serves as our data governor, national repository and academic partner in the use of this data for designing modules to improve the teaching of public policy and governance courses in Uganda.

We take our dignified role of nurturing Uganda's future leaders seriously. To us, this is the only sustainable way of promoting democratic governance. As such, anyone making a contribution to this important cause, however modest, therefore deserves our sincere appreciation.

EXECUTIVE SUMMARY

Good governance, democracy and sustainable development are the pillars of effective leadership. Yet, generally, low confidence and lack of trust in leaders plague most sectors worldwide (Rosen-thal, Moore, Montoya, & Marushin, 2009).

This situation obtains in Uganda today. Most leaders do not listen; are corrupt and provide limited information (UBOS, 2018). In addition, most of them have developed a culture of supporting laws that only protect their personal interests.

Dismal public leadership has become commonplace in Uganda, with the same trend being replicated in student leadership. Cases of students accusing their leaders of aloofness and carefree attitude abound.

Students have often lamented that their leaders detach themselves from their voters as soon as they are elected to office. Additionally, they exhibit absolute lack of fundamental leadership skills, such as negotiation, report/minute writing, consensus-building, accountability and non-adversarial advocacy. Grumbles of gender imbalance have also been loud and prevalent.

The foregoing paves the way for any observer to return a harsh verdict on student leadership in the country. Clearly, some student guilds are bogged down by blatant mismanagement and run-away impunity.

Yet, guilds to day continue producing tomorrow's national leaders, who go ahead to take up influential positions, such as Members of Parliament, Cabinet Ministers, Local Council leaders and decision-makers in civil society and the private sector.

Africa Leadership Institute identified this challenge and set out to design a solution. The Student Guild Scorecard assessed the performance of guild leaders, identified the gaps and, based on the weaknesses reported, a mentorship program was prepared and is being implemented.

Six collaborating institutions saw their guild leaders assessed and mentored. These are; Uganda Christian University (UCU), Makerere University Kampala (MUK), Uganda Technical College Elgon (UTC E), Gulu School of Nursing and Midwifery (GSNM), Mbarara University of Science and Technology (MUST), and National Teachers College Muhende (NTC).

The mentorship program was predicated upon the earlier assertion by scholars that student leaders' participation in mentorship had powerful gains in personal and leadership growth and empowerment (Kezar & Moenarty, 2000; Thompson, 2006; Dugan & Komives, 2010; Campbell, Smith, Dugan, & Komives, 2012).

This Scorecard elucidates the performance of guilds in representation, governance and accountability. It is based on the detailed assessment of the various guilds' compliance with their own constitutions, standards and rules of procedure; as well as the work plans adopted by their councils as provided for in the Universities and other Tertiary Institutions Act 2001.

The detailed areas evaluated were; core governance, student administration linkages, succession planning and the innovative legacy projects initiated by the guild leaders during their term in office. Also tracked is the performance of the Guild President; Speaker of Students' Parliament (GRC), Attorney General, and General Secretary. Others are Members of Students' Parliament (GRC), Ministers and other prominent leaders.

The outcomes of this comprehensive assessment set the stage for mentorship. The study employed a multi-institutional stratified and purposive sampling techniques, where the six institutions were selected, basing on such variables as public or private ownership, faith or non-faith-based linkage, field and educational level of study, and regional coverage.

Besides, the focus group discussions held with guild leaders and students (360) were randomly selected. Expert interviews were also conducted with key informants, such as Deans and Directors of Student Affairs, Principals and Bursars, among others.

The report is also based on a comprehensive review of secondary data from the guild plenary and committee minutes, constitutions, budgets and work plans.

Guild governments mainly depend on funding from their institutions, more from students themselves, as well as parents, guardians and sponsors.

HIGHLIGHTS FROM THE GENERAL FINDINGS

Core governance

Institutional compliance with Guild constitution

- Uganda Technical College Elgon (UTC) scored 87.2% in compliance and 20.2% in non-compliance; National Teachers College Mubende (NTC), scored 89.2% in compliance and 20.2% in non-compliance; Gulu School of Nursing and Midwifery (GSNM) scored 53.7% in compliance and 46.2% in non-compliance. Mbarara University of Science and Technology (MUST) scored 54.9% in compliance and 48.6% in non-compliance; Uganda Christian University (UCU) scored 65.8% in compliance and 43.3% in non-compliance, while Makerere University (MUK) did not provide any data on all the core areas of governance.
- The findings indicate that most student leaders do not understand the guild constitutions and often misinterpret the document. For example, the guild presidents single-handedly handle the financial transactions, effectively meddling in the mandate of their finance ministers. Other Guild Representative Councils (GRC) have gone ahead to establish unconstitutional positions like Presidential Bodyguard and Chief Fresher, among others. Worse still, some GRCs do not diligently follow their work plans.

Administrative linkages

- In reference to the linkages between the guild leaders and their administrators, the findings from NTC, UTC, UCU and GNSM indicate a cordial relationship between the

student leaders and their institutions. However, some administrators criticised the performance of the guild governments.

Legacy projects and recognition of excellent performance

- The assessment focused on any projects initiated by student leaders, as well as recognition of their excellent performance by fellow students, the administration and external observers. UTC scored 42.9%; NTC got 71.4%; MUST earned 42.9%, while UCU and GSNM tied at 57.1%.

Student's perceptions on the performance of their Guild leaders

- Leaders' responsiveness, feedback, lobbying and advocacy integrity and oversight were measured. GSNM scored 36.2%; NTC was awarded 44.4%; UCU got 46.2%; UTC earned 54.6%, while MUST chalked up 41.3%. Generally students' collective attitude towards their leaders' responsiveness and willingness to give feedback was negative. To a large extent, students felt that their leaders only pursued personal interests.

General Challenges

This Scorecard identified several challenges frustrating the performance of guild leaders and GRCs. There was overwhelming evidence that some guild governments don't follow their constitutional guidelines. They also lack basic skills, such as minute-writing, record-keeping and communication, e.g. public speaking and negotiation. They also use poor approaches in conflict resolution.

Recommendations

- In-coming guild leaders should be inducted into the Guild Constitution. Understanding and respecting the laws critical for good governance. Guild leaders must have the ability to appreciate, respect, interpret and implement the constitutional provisions governing their mandate.
- They should also learn skills like writing work plans, as well as tactics to keep their emotional intelligence high. This will enable them to become more responsive to the needs of their fellow students and the managements of their institutions. Well-prepared leaders will easily promote teamwork and resolve conflicts.
- Continuous mentorship and training on the various subjects relevant to the performance of guild leaders like administration, resource mobilisation, lobbying and advocacy, communication skills, interpersonal skills, public speaking and debate etiquette.
- Revive debating clubs, organise annual debating events/competitions to help improve communication skills among student leaders, and also expose them to new approaches in leadership and networking. Africa Leadership Institute has the capacity to lobby HILE, the Government and other stakeholders to revive debating clubs and also organise intra-

and inter-institutional events. Certificates would be awarded to the participants, as well as the best-performing individual entrants and guilds.

- Expand the mentorship program to include the larger student fraternity outside guild leadership.

Lessons learnt

- Guild leaders cannot meet the expectations of their electorate if they continue operating in total disregard of the legal guidelines for their positions.
- Training of Trainers (ToT) program is vital for outgoing guild leaders and administrative staff with whom they worked closely while in office.

ABBREVIATIONS

AFLI	<i>Africa Leadership Institute</i>
HILs	<i>Higher Institution of Learning</i>
NCHE	<i>National Council for Higher Education</i>
MUK	<i>Makerere University, Kampala</i>
MUST	<i>Mbarara University of Science and Technology</i>
UCU	<i>Uganda Christian University</i>
NTC	<i>National Teachers' College, Mubende</i>
GSNM	<i>Gulu School of Nursing and Midwifery</i>
UTCE	<i>Uganda Technical College, Elgon</i>

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CHAPTER ONE

1.0 INTRODUCTION

Africa Leadership Institute (AFLI) is enhancing the democratisation process in Uganda through the Parliamentary Performance Scorecard and Civic Engagement Project (PAPSCE) by creating active and informed citizenry and encouraging them to demand accountable and responsive leadership.

The Higher Institutions of Learning (HILE) mentorship and performance scorecard, a component of PAPSCE, focuses on student leadership at the levels of Parliament, Cabinet, and other functions of the guild.

The Student Guild Scorecard, 2017/18 focuses on the performance of the guild governments and the individual guild leaders with a view to assessing their capabilities to deliver their legal mandate to the expectations of the larger student fraternity and the various university administrations.

1.1 CONCEPTUALISATION

Student representation is typically seen as one of the key aspects of higher education governance across the globe. Student representative bodies, variably called student associations, councils, guilds, unions or governments have the primary aim to represent, promote and defend the interests and rights of the student.

Student organisations are similar in that they organise, aggregate, articulate and advocate student interests, along with providing various services and organising activities in a way that aligns with the goals, objectives, vision and mission of a particular institution of higher learning.

The National Youth Policy recognises the strategic importance of the rapidly growing youth numbers in relation to development. The policy further promotes youth representation and proportionate participation in key decision-making, leadership and management at all levels of government and in the civil society.

Moreover, the document seeks to champion the values of governance; just and tolerant society, transparency and accountability, spirit of self-reliance, unity, national solidarity, patriotism and a sense of belonging.

AFLI is alive to the fact that GRCs remain nurturing grounds for leaders, who eventually take up influential political positions in society, such as legislators, Cabinet Ministers, local government leaders, and heads of civil society organisations.

With this realisation, AFLI undertook research in several regions to establish what limits guild leaders from becoming relevant and effective after transitioning from college leadership into positions of national importance.

According to a research in Nepal by the Alliance for Peace (AFP, 2014), the following facts about student unions were established;

- I. Guild leaders are detached from their constituents.
- II. The leaders lack respect for campus administrators, which had direct impact on the university's ability to deliver services.
- III. Student leadership organs suffer poor governance devoid of equity, balanced participation, and accountability.
- IV. Elected leaders struggle with inter- and intra-party conflicts.
- V. Some leaders lack basic skills, such as negotiation, consensus-building, non-adversarial advocacy, etc., which prevents them from addressing their constituents' needs.
- VI. They often adopt crude and unsustainable leadership styles that persistently place them at loggerheads with fellow students and college administrations.

To help address these challenges, AFLI developed a student leadership scorecard, a tool for objectively assessing the performance of guild leaders – the President, the Speaker, Attorney General, General Secretary, Members of Parliament, Committee heads and members, Cabinet Ministers, as well as and the organ itself.

In implementing the Guild Government Performance Scorecard and Youth Mentorship program, AFLI partnered with six Higher Institutions of Learning (HILs) namely Makerere University Kampala (MUK), Uganda Technical College, Elgon (UTCE), Mbarara University of Science and Technology (MUST), National Teachers College, Mubende (NTC), Gulu School of Nursing and Midwifery (GSNM) and Uganda Christian University (UCU).

The program aims to improve student knowledge, attitudes and practices (KAPs); align student leadership with democratic principles, guidelines and practices; prepare and empower students to utilize the legal liberties provided for in the Constitution.

In the process, the students are equipped with the most fundamental skills and exposure as they seek to transition into national leadership. At the same time, the relationship between guild leaders, college administrators and the larger student fraternity is immensely enhanced.

1.2 RATIONALE / JUSTIFICATION

With the creation of guild governments under the Universities and Other Tertiary Institutions Act came the need to track the progress of the guilds and their leaders to determine whether they met their legal mandate.

Section 69(2) of the Act obligates student leaders to enact a Constitution in conformity with the HIL's policies to enable the guild governments to contribute meaningfully to the effective and efficient governance and management of their institutions.

In regulating the management of HILs, Section 69(1) (a) establishes student associations – in this case the guild governments and GRCs. Section 69 makes it mandatory for student bodies in universities and tertiary institutions to make a Constitution to regulate their composition, functions,

as well as the distribution of power and authority in conformity with the established policies in HILs.

1.3 SCORING ASSESSMENT CRITERIA

1.3.1 INTRODUCTION

This section introduces the criteria for scoring the performance of Guilds as institutions based on the parameters in section 1.3. The section also discusses the principles adopted for scoring the institutions.

1.3.2 PRINCIPLES OF SCORING

AFLI adopted two principles in scoring the HILs. These are;

1. Compliance to Constitutionalism
2. Performance of the government

1.3.2.1 COMPLIANCE TO CONSTITUTIONALISM

Under this principle AFLI probes whether the particular HIL has complied with the constitutional provisions of their constitution. AFLI has generated questions from the constitutions in consultation with the Guild leaders that are answered with a Yes or No. (Yes stands for compliance while No stands for non-compliance)

The generated questions have also been classified in three categories, which are:

1. Essential
2. Relevant
3. Desirable

1.3.2.1.1 Essential

This category comprises of questions that have been generated from constitutional provisions that use the word "shall." For example, Article 23 (1) of the Constitution of UCU provides that "there shall be a President of the Guild Government of the Uganda Christian University Guild at its Main Campus."

AFLI adopted three (3) as the essential mark. In scoring components that are categorized as essential AFLI awards 3 points for compliance and 3 negative points for non-compliance.

Table 1: Illustration on scoring components categorized as Essential.

CATEGORY	COMPLIANCE	
	Yes	No
Essential	+3	-3
Resultant Score	3	-3

1.3.2.1.2 Relevant

This category comprises of questions that have been generated from constitutional provisions that use the word "may." For example, Article 60 (1) of the Constitution of UCU provides that "Parliament may make rules to regulate its own procedure, including the procedure of its committees."

AFLI adopted two (2) as the relevant mark. In scoring components that are categorized as relevant, AFLI awards 2 points for compliance and 2 negative points for non-compliance.

Table 2: Illustration on scoring components categorized as Relevant.

CATEGORY	COMPLIANCE	
	Yes	No
Relevant	+2	-2
Resultant Score	2	-2

1.3.2.1.2 Desirable

This category comprises of questions that have been generated outside the constitutional provisions. This component is majorly informed by the data collected by AFLI from the various HILs. AFLI considers good governance practices that are not covered by the constitution but have been employed by the Guild Leaders. For example, "a good relationship with the administration is a desirable practice."

AFLI adopted one (1) as the desirable mark. In scoring components that are categorized as desirable, AFLI awards 1 point for compliance and awards no points for non-compliance.

Table 3: Illustration on scoring components categorized as Desirable.

CATEGORY	COMPLIANCE	
	Yes	No
Desirable	+1	0
Resultant Score	1	0

1.3.3 PERFORMANCE OF THE GOVERNMENT

Under this principle AFLI awards governments for activities (legacy) performed on funds from the guild government. AFLI also awards governments for initiating projects or policies that uplift the livelihoods of the students.

1.3.3.1 Activities performed on guild government funds

This category comprises of activities that are fully performed with guild government funds.

Table 4: Illustration on scoring legacy projects.

SCOREABLE COMPONENT	YES /N O	RESULTANT SCORE
Do you have a project?	Yes	1
Is the project shown in the budget?	Yes	1
Is the project in the work plan?	Yes	1
Is the project talked about in the minutes?	Yes	1
Student recognition	Yes	1
Administrative recognition	Yes	1
External recognition	Yes	1
Total Score		7

1.3.4 OVERALL GRADE OF THE GUILD GOVERNMENT.

Under this section the scorecard places the Guild government in a grade as per the Performance in the areas of Core Governance, Legacy projects and the opinion survey. The grades rank as follows:

75%- 100%	A
65%- 74.99%	B
55%- 64.99%	C
45-54.99%	D
35%- 34.99%	E
Below 34.99%	F

1.3.5 INDIVIDUAL ASSESSMENT CRITERIA

The Scorecard illustrates the performance of the individual leaders of the Guild government in three categories: Performance at meetings, rank of the individual performance against other guild leaders and the non-gradable measures.

1.3.5.1 Performance at meetings

The performance section summarizes the scores the Guild leader received for participation in meetings of Cabinet, GRC/Parliament and committee. The section also summarizes the frequency of attendance at meetings for the particular Guild Leader. The section also scores the Guild leader on the level of influencing matters at the various meetings.

1.3.5.2 Percentiles

Under Cabinet, GRC and committee meetings the report presents the percentile scores achieved by the individual in each relevant meeting for the three components of attendance, participation and level of Influence

1.3.5.3 Grade of guild leader

Under this section the scorecard places the individual Guild leader in a grade as per the individual's Performance. The grades rank as follows:

75%- 100%	A
65%- 74.99%	B
55%- 64.99%	C
45- 54.99%	D
35%- 34.99%	E
Below 34.99%	F

1.3.5.4 Non-Gradable measures

The section reports on the focus areas of the individual vis-a-vis the institution. Under *Area of focus* section, the scorecard reports the share of the Guild leader's contribution on each of the ten important areas: academic issues, student's welfare, student's Security and safety, environment and health, sports and entertainment, finance, fundraising and accountability, governance and administration, gender and women affairs, guild allowances and benefits and any other area. (Others)



Uganda Technical College Elgon *Students' Guild Scorecard*

2.1 INSTITUTIONAL FINDINGS FOR UTCE GUILD GOVERNMENT

This section shows the scores of UTCE Guild Government under core governance, legacy and opinion survey. The overall performance of the UTCE Guild Government was fairly good because they complied with the constitution in a few areas. However this was also attributed due to the following factors

1. Many GRCs and Cabinet members are representing their own personal interests rather than the guild members' interests.
2. The guild student members don't understand the roles of the guild leaders that they elect.
3. New positions were created outside the constitution i.e. Auditor water and sanitation, Clerk to parliament and GRC head.

2.1.1 CORE GOVERNANCE OF UTCE GUILD GOVERNMENT

Table 5: Core governance of UTCE Guild Government

PARAMETER	SCOREABLE COMPONENT	COMPLIANCE (YES/NO)	RESULTANT SCORE	
			YES	NO
Leadership Guild	President	Declaration of a President	+3	
	General Secretary (Clerk to the GRC and general assembly)	Appointment of the General secretary	+3	
	Speaker	Election of the Speaker and a deputy speaker	+3	
	Unconstitutional positions & policies	Creation of leadership positions outside the constitutional regime		-9
	Parliament		+3	
		Overall Score	+12	-9
	Existence of Cabinet Ministers,	Minister of justice and constitutional affairs	+3	
		Minister of campus affairs	+3	
		Minister of academics affairs and ICT	+3	
		Minister of domestic and nutrition	+3	
		Minister gender, women, and special need	+3	
		Minister of sports and transport	+3	
		Minister of entertainment and social affairs	+3	
		Minister of culture and religious affairs	+3	
		Minister of health and environment	+3	
		Minister of finance	+3	
		Overall Score	+30	0

	<i>Approval of the cabinet ministers by GRC</i>	Minister of justice and constitutional affairs	+2	
		Minister of campus affairs	+2	
		Minister of academics affairs and ICT	+2	
		Minister of domestic and nutrition	+2	
		Minister gender, women, and special need	+2	
		Minister of sports and transport	+2	
		Minister of entertainment and social affairs	+2	
		Minister of culture and religious affairs	+2	
		Minister of health and environment	+2	
		Minister of finance	+2	
			+20	0
	<i>Committees</i>	Justice and constitutional Affairs	+2	
		Campus social religious and cultural affairs	+2	
		Health, Environment and sanitation, Academics, ICT and sports	+2	
		Gender	+2	-2
		Disability		-2
		Overall Score	+8	-4
Good governance	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General Assembly	Twice in a term of office	+3	
		➤ Approve officers as provided in the constitution ➤ Be the legislature of the guild (make laws) ➤ Sanction and approve the policies of the executive ➤ Deliberate on matters that affect the members of the guild (student body) and make resolutions ➤ Approve standing committees and Ad hoc committees	+3	
	➤ Meetings of Cabinet	Two meetings in an academic semester	+3	
	➤ Quorum at Cabinet	Two thirds of the total number of the Ministers	+3	
Good governance		Overall Score	+12	0

Conduct of Business at Council	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	Number of meetings Held by GRC/ Parliament	Twice a semester (four times in a term of office but in the case of UTCU it is six times in a term of office)		-3
	Notice of meetings Held by GRC/ Parliament	Written notice showing time and place including the agenda		-3
	Quorum at GRC /Parliament meetings		+3	
	Minutes of GRC/ Parliamentary sessions recorded	Recorded minutes of all the required sessions. (Four sessions)	+3	
	Rules of Procedure/ Guidelines for conduct of meetings	Rules to regulate its procedure at meetings	+2	
Conduct of Business at Council		Overall Score	+8	-6
Succession Planning and Transitional process	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General elections	A general election during the Semester of September	+3	
	Voter Register	Updated register of voters	+3	
	Campaigns	Exercise of Open Campaigns financed by the Guild government		-2
	Election Complaints	Disposal of complaints within four days from date of lodgment (In case no complaint was lodged, government earns full score)		-3
		Overall Score	+6	-5
CORE GOVERNANCE		Overall Score	+44	-24
		Percentage Score	87.2%	-29.2%

Source: Minutes, List of GRCs and Members, Transactions from Funds Group Discussion

N.B. The highest possible score is 110 points and the lowest possible score is -119

1. Under the Leadership parameter of core governance area, UTCE scored 70 points on compliance and lost 13 points for non-compliance
2. Under the good governance parameter in core governance area, UTCE scored 12 points for compliance and did not lose any points for Non compliance

3. Under the parameter of Conducting Business at council UTCE scored 8 points for compliance and lost 6 for Non compliance
4. Under the Succession planning and Transition Process parameter, UTCE scored 6 points for compliance and lost 5 points on non-compliance

This means UTCE should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found up holding and respecting the letter and spirit of the constitution.

From the Guild Leaders Performance Scorecard for the year 2017/2018, UTCE guild government has been found to have an 87.2% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 20.2% level of non-compliance:

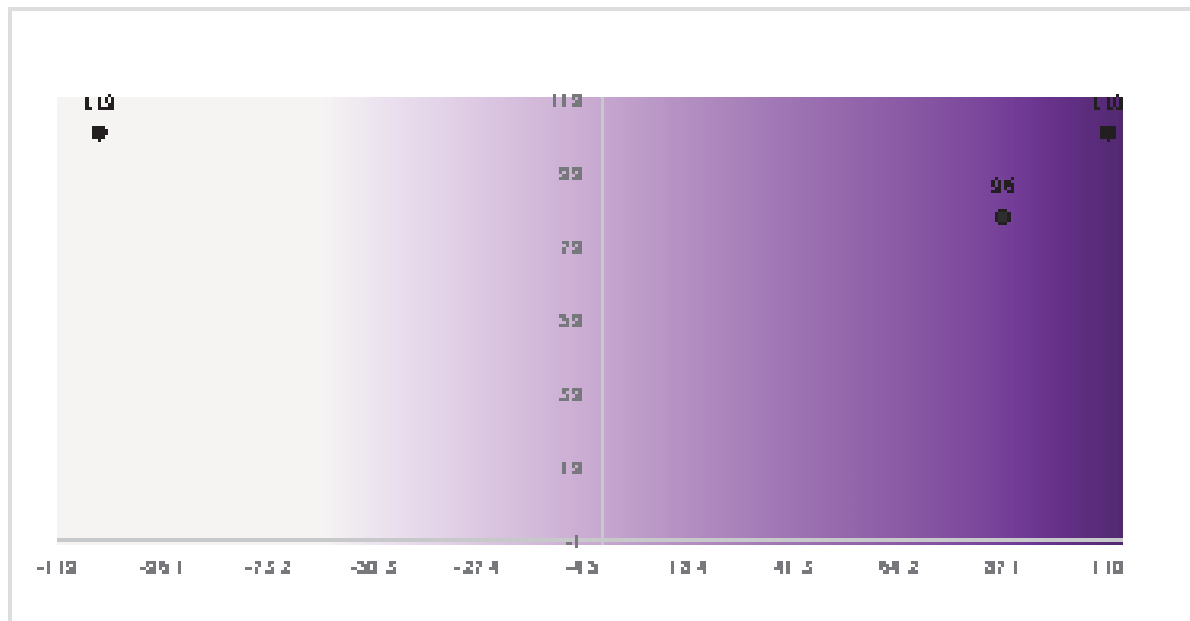
Under the leadership of the guild section;

1. The Guild government of UTCE created three positions that are outside the constitution i.e. GRC head, Auditor for water and sanitation, Clerk to council which cost them 9 points.
2. The Guild government of UTCE didn't have Gender and Disability Committees and this cost them 4 points

Under conduct of business at the council;

1. The Guild government of UTCE failed to hold the four minimum meetings required of them. In all these meetings held by the GRCs, time, place and agenda was not known since there was no written notices availed and this cost them 6 points.
2. There was no document availed by the Guild government of UTCE reflecting whether campaigns were financed by the Guild government and if election complaints were disposed within four days from date of lodgement. This cost them 5 points.

Figure 1: The overall score on compliance of UTCB Guild Government

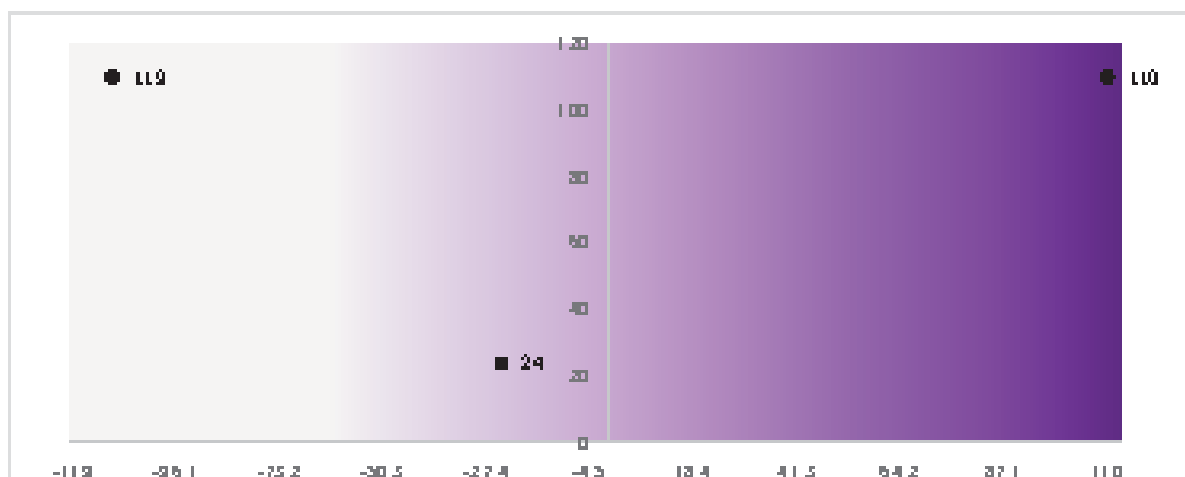


Source: Ministry, List of GRCs and Members, Transcriptions from Focus Group Discussions

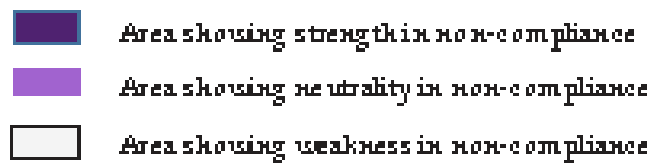
- Area showing strength in non-compliance
- Area showing neutrality in non-compliance
- Area showing weakness in non-compliance

The lighter the shade, the weaker the guild government is in non-compliance and the darker the shade the stronger the guild government is in non-compliance.

Figure 2: The overall score on non-compliance of UTCB Guild Government

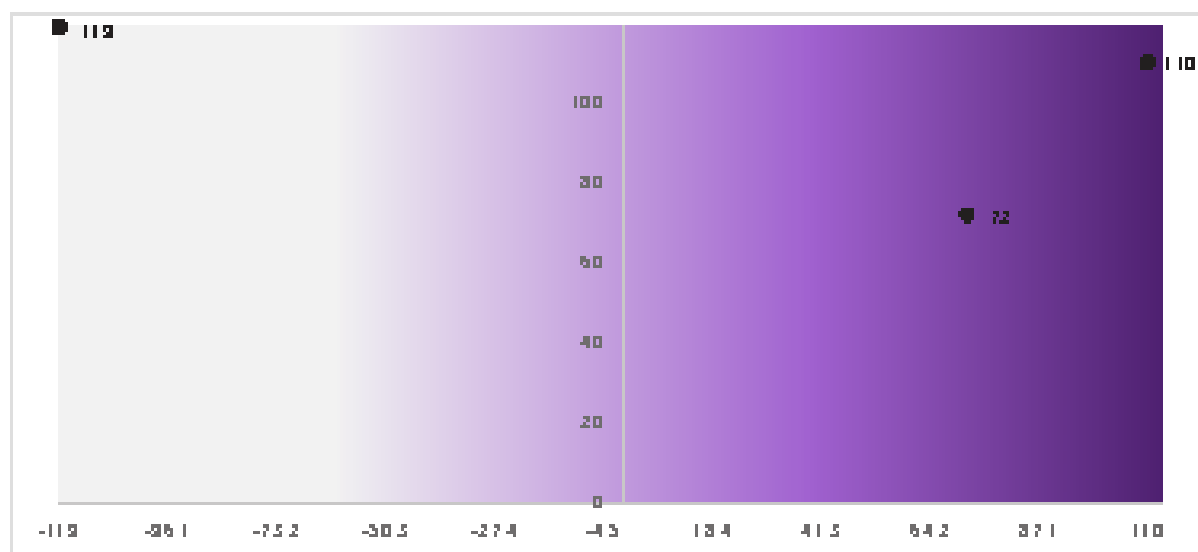


Source: Ministry, List of GRCs and Members, Transcriptions from Focus Group Discussions

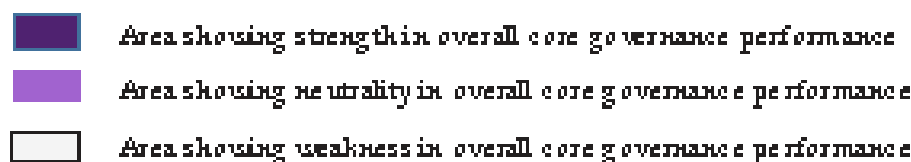


The lighter the shade, the weaker the guild government is in non-compliance and the darker the shade the stronger the guild government is in non-compliance.

Figure 3: Overall core governance performance of UTCB Guild Government



Source: Minutes, List of ERCs and Minutes, Transactions from Focus Group Discussions



The lighter the shade, the weaker the guild government is in its overall core governance performance and the darker the shade the stronger the guild government is in its overall core governance performance.

This means that NTC Mubende guild should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found upholding and respecting the letter and spirit of the constitution.

From the Guild Leaders Performance Scorecard for the year 2017/2018, NTC Mubende guild government has been found to have an 89.2% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 20.2% level of non-compliance:

1. NTC Mubende guild created positions outside the constitution which cost the 9 points.

2. NTC Muhende guild failed to hold the required number of general assembly meetings enshrined in the constitution which cost them 3 points.
3. NTC Muhende guild failed to hold the required number of cabinet meetings as per the constitution which cost them 3 points.
4. NTC Muhende guild failed to achieve the required quorum at cabinet meetings as per the constitution which cost them 3 points.
5. NTC Muhende guild failed to issue the required written notice for meetings which cost them 3 points.
6. NTC Muhende guild held elections without an updated voter register which cost them 2 points.
7. NTC Muhende guild failed to dispose off complaints within the required period enshrined in the constitution which cost them 3 points.

2.1.2 LEGACY PROJECTS

Table 6: The score of the UTCE Guild on legacy projects

SCOREABLE COMPONENT	YES /N O	RESULTANT SCORE
Do you have a project?	YES	1
Is the project shown in the budget?	YES	1
Is the project in the work plan?	N / A	0
Is the project talked about in the minutes?	YES	1
Student recognition	YES	1
Administrative recognition	YES	1
External recognition	N / A	0
Total Score		5
Percentage score		71.4%

2.1.3 OPINION SURVEY

A total of 25 respondents were sampled at National teachers' college Muhende with areas scoring both the GRCs and the cabinet. The highest score the student guild could achieve per questionnaire was 60 since for each six areas were scored and the maximum score being 5 for each area. In the 25, the GRC and cabinet scored 666 out of the 1500 maximum score that is to say 666 out of 1500

$$666 \div 1500 = 0.444$$

The resultant percentage score is 44.4%

2.1.4 FINAL GRADE

Table 7: Final marks and grades of the UTCB Guild

	MARK	GRADE
Core Governance	89.3%	A
Legacy Project	71.4%	B
Opinion Survey	44.4%	E

Source: GRC members, Transcriptions of the focus group discussions and opinion surveys

The table above shows that the guild government as a whole scored 89.3% in core governance which equates to an A, 71.4% in Legacy projects which equates to a B and 44.4% in Opinion survey which equates to an E according to the grading criteria followed.

2.1.5 ADMINISTRATIVE REMARK

"The relationship between the guild and the administration was generally fair"

This information was sourced from the focus group discussions conducted by the AFLI field team.

2.2 INDIVIDUAL FINDINGS

This section shows the individual performance in different areas such as cabinet, GRC and Committees depending on where one lies. According to the constitution of NTC Mubende, you can be a GRC as well as a minister and therefore a committee member, a GRC alone or a Committee member alone.

Below are the scores of the different individual leaders:-



WABIRU PERERA

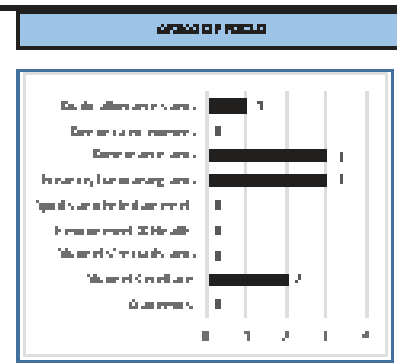
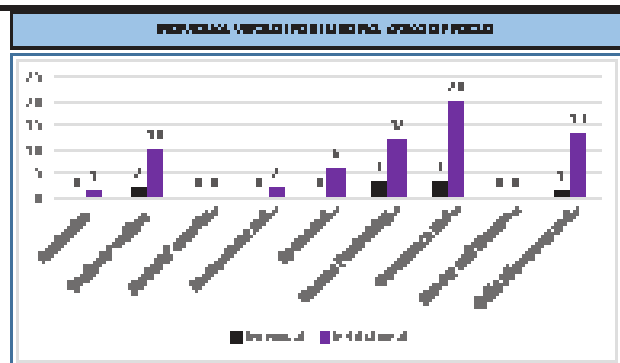
Institution	UPEH AGH
Course/Year	UPEH AGH
Module	PPS AGH
Total Marks	24/24
Examiner	UPEH AGH



PERFORMANCE

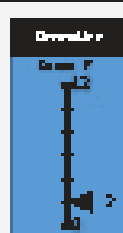
Subject	Score	Percentage	Subject	Score	Percentage	Subject	Score	Percentage
Mathematics	12	75	Mathematics	12	75	Mathematics	12	75
Physics	12	75	Physics	12	75	Physics	12	75
Chemistry	12	75	Chemistry	12	75	Chemistry	12	75

PERFORMANCE



WABIRU PERERA

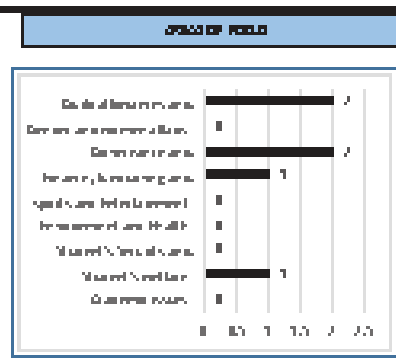
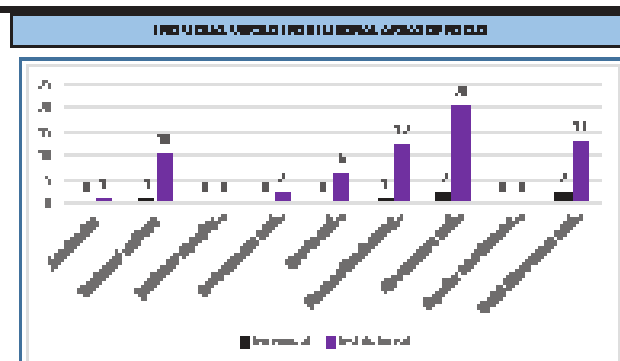
Institution	UPEH AGH
Course/Year	UPEH AGH
Module	PPS AGH
Total Marks	24/24
Examiner	UPEH AGH



PERFORMANCE

Subject	Score	Percentage	Subject	Score	Percentage	Subject	Score	Percentage
Mathematics	12	75	Mathematics	12	75	Mathematics	12	75
Physics	12	75	Physics	12	75	Physics	12	75
Chemistry	12	75	Chemistry	12	75	Chemistry	12	75

PERFORMANCE





ALEX MUGISHI

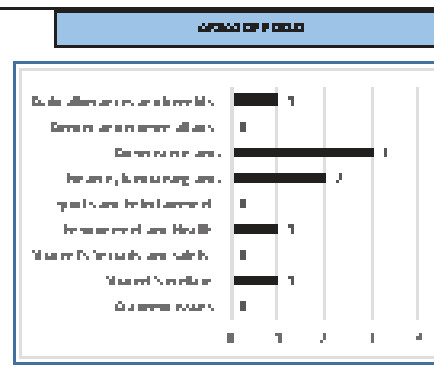
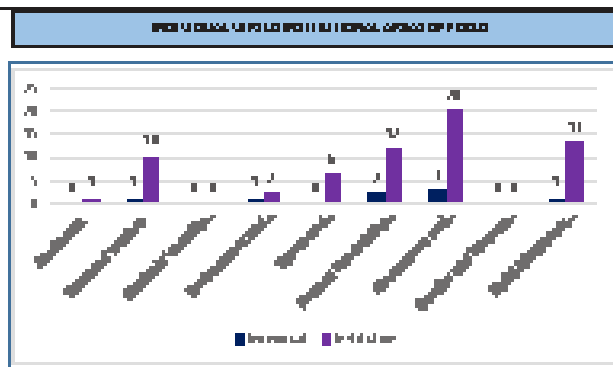
Institution	UPEH/COB
Department	COB/CO
Student	AMUGISHI MUGISHI
Year of Study	2017/2018
Course	COB/CO



PERFORMANCE

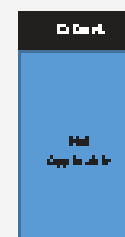
Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Observation	10	33	Observation	10	33	Observation	10	33
Participation	1	33	Participation	1	33	Participation	1	33
Influence	1	33	Influence	1	33	Influence	1	33

FROM OBSERVATION



MURIEL MUGISHI

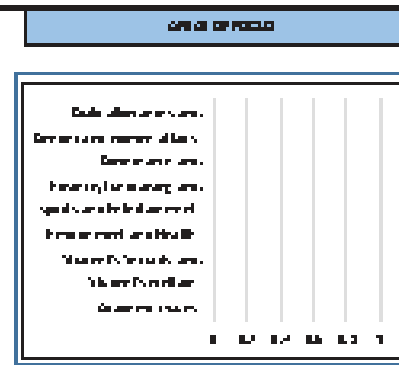
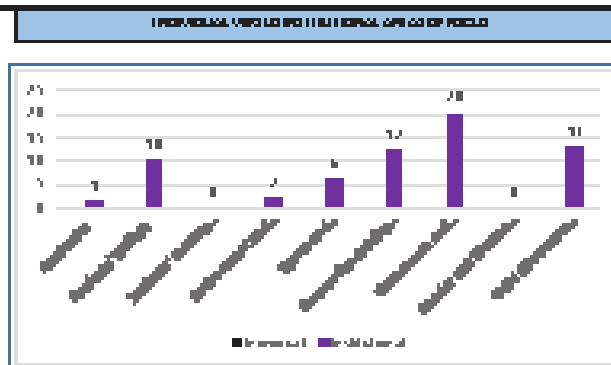
Institution	UPEH/COB
Department	COB/CO
Student	AMUGISHI MUGISHI
Year of Study	2017/2018
Course	COB/CO



PERFORMANCE

Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Observation	10	33	Observation	10	33	Observation	10	33
Participation	1	33	Participation	1	33	Participation	1	33
Influence	1	33	Influence	1	33	Influence	1	33

FROM OBSERVATION





LUKEMBAHWA LAMUKHILA

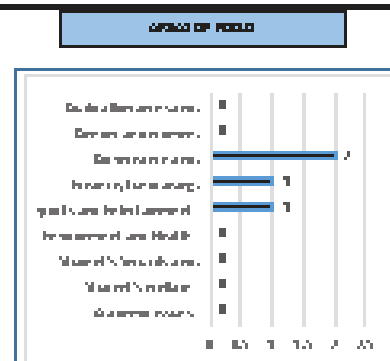
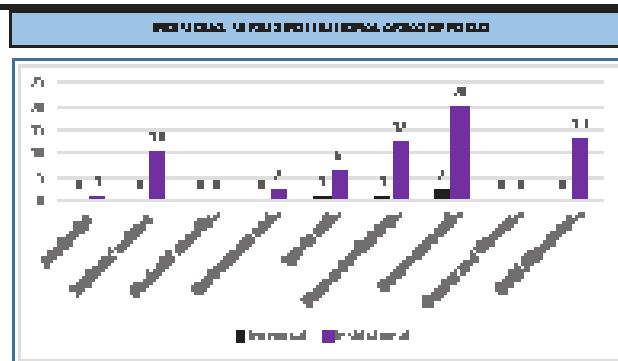
In-Matrons	MP's HIGHER
Over-Matrons	MP's HIGHER
Matron	MP's HIGHER
Time of Study	2017/2018
Over-Matrons	MP's HIGHER



PERFORMANCE

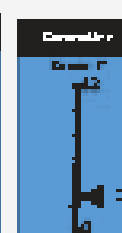
Class	Score	Percentage	Class	Score	Percentage	Class	Score	Percentage
Classroom	100	100	Classroom	100	100	Classroom	100	100
Participation	1	10	Participation	1	10	Participation	1	10
Influence	1	10	Influence	1	10	Influence	1	10

AREA OF FOCUS



LUKEMBAHWA LAMUKHILA

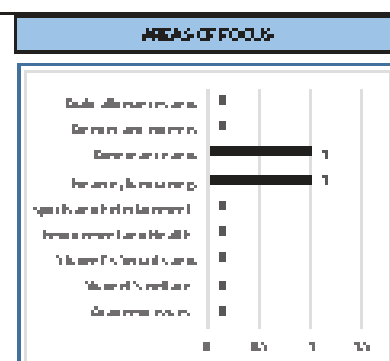
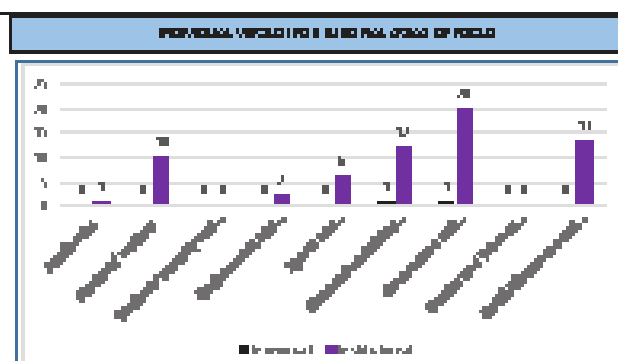
In-Matrons	MP's HIGHER
Over-Matrons	MP's HIGHER
Matron	MP's HIGHER
Time of Study	2017/2018
Over-Matrons	MP's HIGHER



PERFORMANCE

Class	Score	Percentage	Class	Score	Percentage	Class	Score	Percentage
Classroom	100	100	Classroom	100	100	Classroom	100	100
Participation	1	10	Participation	1	10	Participation	1	10
Influence	1	10	Influence	1	10	Influence	1	10

AREA OF FOCUS





YUMA POH POH MPA

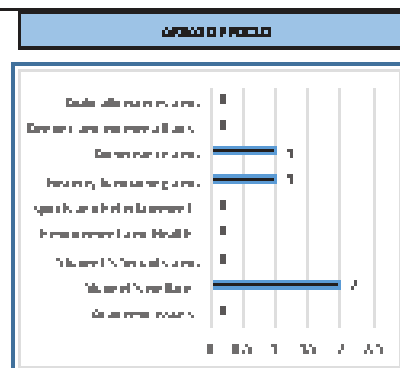
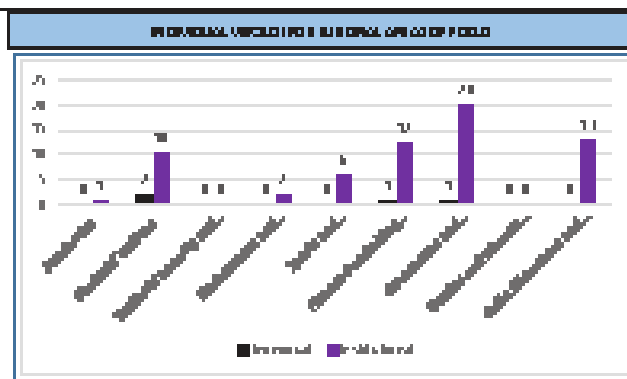
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Classification	W0000 W0000 W0000 W0000
Status	20000 W0000 W0000 W0000
True 00 00 00	0000 0000
Classification	W0000



PERFORMANCE

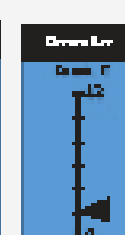
00 00 00	Score	Percentage	00 00 00	Score	Percentage	Classification	Score	Percentage
Classification	10	10	Classification	10	10	Classification	10	10
Participation	10	10	Participation	10	10	Participation	10	10
In-Motion	10	10	In-Motion	10	10	In-Motion	10	10

PERFORMANCE



YUMA POH POH MPA

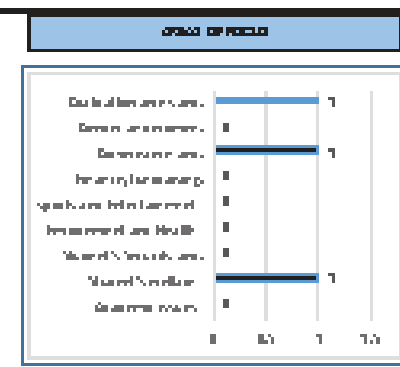
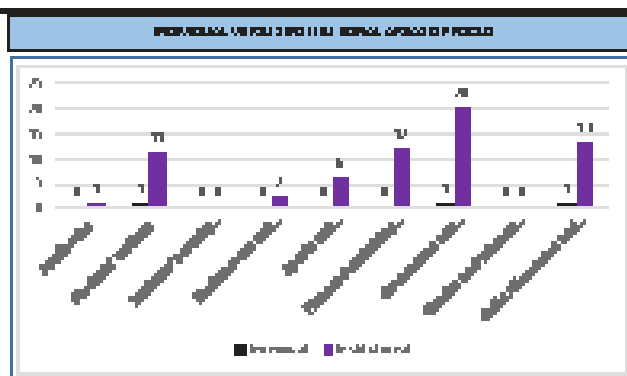
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Classification	W0000
Status	20000 W0000 W0000 W0000
True 00 00 00	0000 0000
Classification	W0000



PERFORMANCE

00 00 00	Score	Percentage	00 00 00	Score	Percentage	Classification	Score	Percentage
Classification	10	10	Classification	10	10	Classification	10	10
Participation	10	10	Participation	10	10	Participation	10	10
In-Motion	10	10	In-Motion	10	10	In-Motion	10	10

PERFORMANCE





KAGIRIWA PETER MUKUNDA

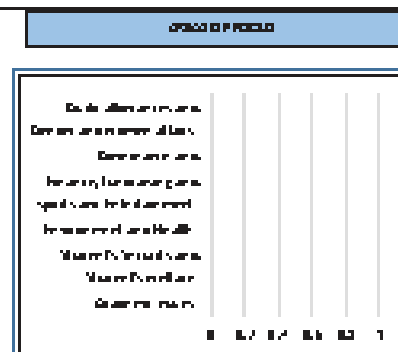
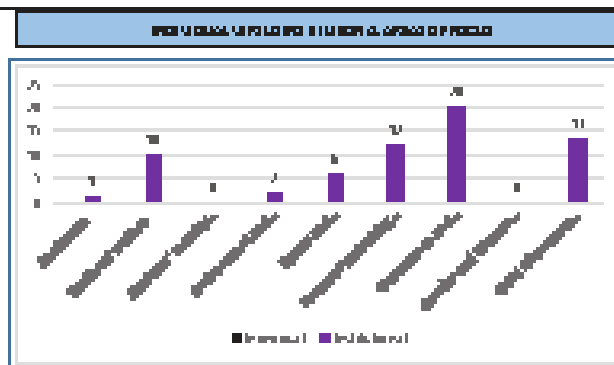
Enrollment	U/TE/15004
Course Name	Av. ENGINEER
Student	CHANDA, KENNEDY Z. MUKUNDA
Year of Study	AV1 / AV2
Coordinator	MUKUNDA



PERFORMANCE

Co-Ord.	Score	Passable	Co-Ord.	Score	Passable	Co-Ord.	Score	Passable
Co-Ord.	100	75	Co-Ord.	100	75	Co-Ord.	100	75
Participation	8	10	Participation	8	10	Participation	8	10
Information	8	10	Information	8	10	Information	8	10

PERFORMANCE



KAGIRIWA PETER MUKUNDA

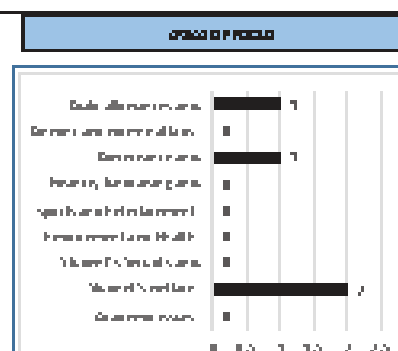
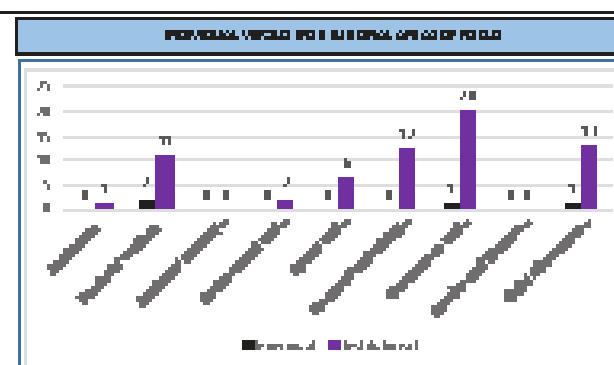
Enrollment	U/TE/15004
Course Name	Av. ENGINEER
Student	KAGIRIWA, PETER MUKUNDA
Year of Study	AV1 / AV2
Coordinator	MUKUNDA



PERFORMANCE

Co-Ord.	Score	Passable	Co-Ord.	Score	Passable	Co-Ord.	Score	Passable
Co-Ord.	100	75	Co-Ord.	100	75	Co-Ord.	100	75
Participation	1	10	Participation	1	10	Participation	1	10
Information	1	10	Information	1	10	Information	1	10

PERFORMANCE





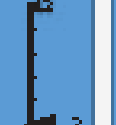
PERSONAL DATA

Location	U.S. HIGH
Organization	U.S. AIR
Station	U.S. AIR FORCE
Team	U.S. AIR
Service	U.S. AIR FORCE

U.S. AIR



U.S. AIR



U.S. AIR



PERFORMANCE

Category	Score	Target	Score	Target	Score	Target	Score	Target
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100

PERFORMANCE

PERFORMANCE

Category	Score	Target	Score	Target	Score	Target	Score	Target
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100

PERFORMANCE

PERFORMANCE

Category	Score	Target	Score	Target	Score	Target	Score	Target
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100
U.S. AIR	100	100	100	100	100	100	100	100

PERFORMANCE

Participant Details:

Initiation	U.S. HIGH
Classification	WHITE
Gender	MALE
Age (Years)	24
Generalization	WHITE

Performance Metrics:

Task	Score	Standard
Detection	0.94	0.9
DPC	0.94	0.9
Generalization	0.94	0.9

F1 Scores by Attack Type:

Attack Type	F1 Score
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94

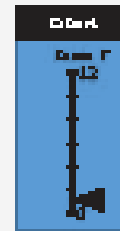
AUROC Scores by Attack Type:

Attack Type	AUROC Score
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Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94
Adversarial	0.94
Random	0.94



HUGANDA NDIKURU

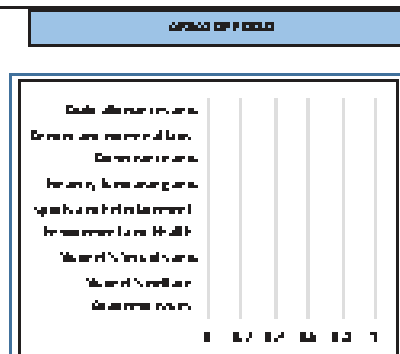
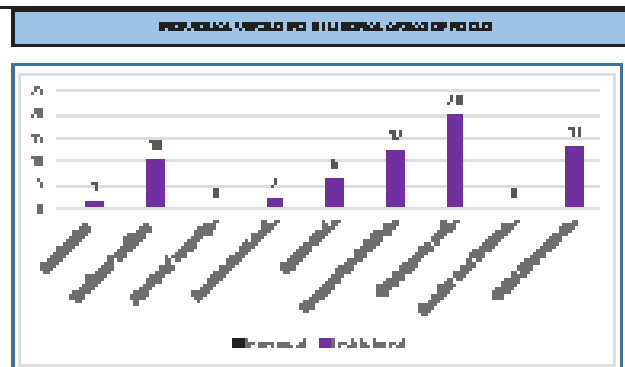
In-Makers	U.T.C.H.E.DEN
Co-Makers	NAPOLEON
Student	DR. NINA DOROTHY ZIMBATHI
Year Of Study	JBT1, JBT2
Coordinator	GRACE N. WATSON



PERFORMANCE

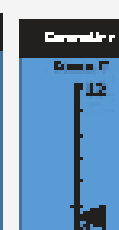
Subject	Year	Score	Subject	Year	Score	Subject	Year	Score
Mathematics	10	1	Mathematics	10	1	Mathematics	10	1
Physics	10	1	Physics	10	1	Physics	10	1
Chemistry	10	1	Chemistry	10	1	Chemistry	10	1

TOP CAPABILITIES



HUGANDA NDIKURU

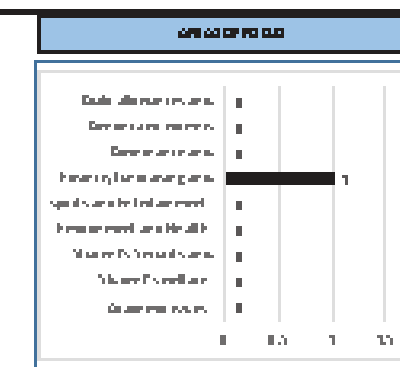
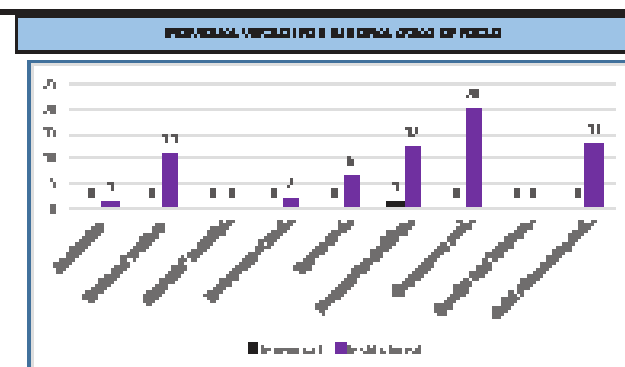
In-Makers	U.T.C.H.E.DEN
Co-Makers	DR. NINA DOROTHY ZIMBATHI
Student	DR. NINA DOROTHY ZIMBATHI
Year Of Study	JBT1, JBT2
Coordinator	GRACE N. WATSON



PERFORMANCE

Subject	Year	Score	Subject	Year	Score	Subject	Year	Score
Mathematics	10	1	Mathematics	10	1	Mathematics	10	1
Physics	10	1	Physics	10	1	Physics	10	1
Chemistry	10	1	Chemistry	10	1	Chemistry	10	1

TOP CAPABILITIES





Othman Othman

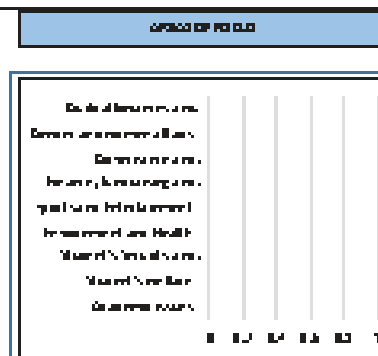
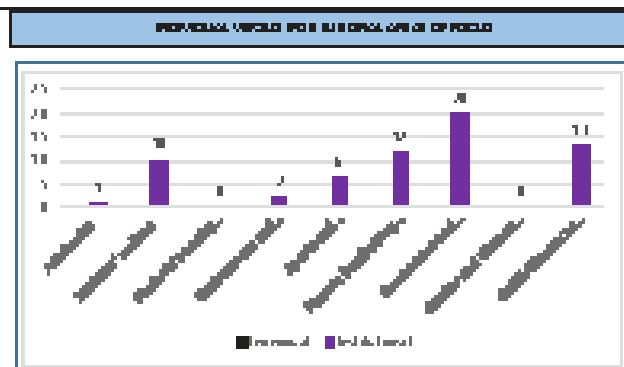
Institution	UPEH EGYNE
Director/Teacher	Mr. Othman
Subject	Computer Science (ICT)
Year of Study	Year 1/2/3/4
Director/Teacher	Mr. Othman



PERFORMANCE

Director/Teacher	Score	Percentage	Director/Teacher	Score	Percentage	Director/Teacher	Score	Percentage
Director/Teacher	100	100%	Director/Teacher	100	100%	Director/Teacher	100	100%
Participant	0	0%	Participant	0	0%	Participant	0	0%
Influence	0	0%	Influence	0	0%	Influence	0	0%

PERFORMANCE



Othman Othman

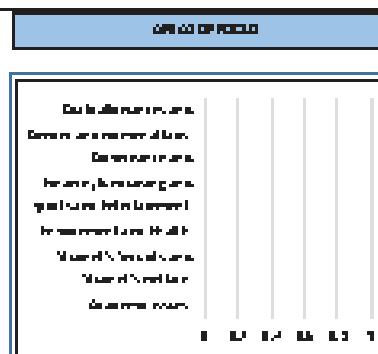
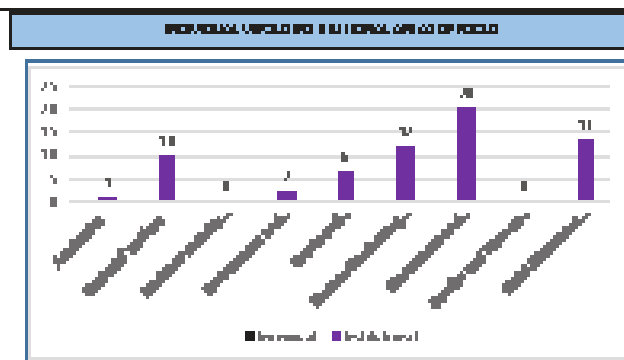
Institution	UPEH EGYNE
Director/Teacher	Mr. Othman
Subject	Computer Science (ICT)
Year of Study	Year 1/2/3/4
Director/Teacher	Mr. Othman



PERFORMANCE

Director/Teacher	Score	Percentage	Director/Teacher	Score	Percentage	Director/Teacher	Score	Percentage
Director/Teacher	100	100%	Director/Teacher	100	100%	Director/Teacher	100	100%
Participant	0	0%	Participant	0	0%	Participant	0	0%
Influence	0	0%	Influence	0	0%	Influence	0	0%

PERFORMANCE



[illegible][illegible]



POPULATED LHM 2

Intake Year	U 2017/2018
Class/Section	ENRCH P.1 ENRCH
Student	APL
Time of Study	2017/2018
Coordinator	ENRCH P.1

Control

Not applicable

GPC

Control: 1

1

Coordinator

Control: 1

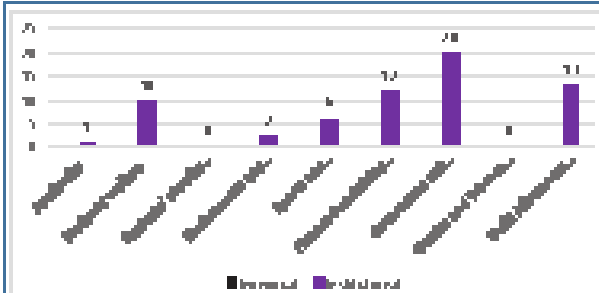
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PERFORMANCE

Control	Score	Remarks	GPC	Score	Remarks	Coordinator	Score	Remarks
Attendance	100		Attendance	100		Attendance	100	
Participation	100		Participation	100		Participation	100	
Information	100		Information	100		Information	100	

PERFORMANCE 2

PERFORMANCE 2: PERCENTAGE OF STUDENTS WHO HAVE ATTENDED AT LEAST 75% OF THE COURSE



GPC OF PERCENTAGE

Grade 1: 100%

Grade 2: 100%

Grade 3: 100%

Grade 4: 100%

Grade 5: 100%

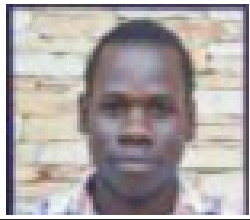
Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

Grade 9: 100%

Grade 10: 100%



ALUMNS 12 MONTHS IN

Intake Year	U 2017/2018
Class/Section	ENRCH P.1 ENRCH
Student	APL
Time of Study	2017/2018
Coordinator	ENRCH P.1

Control

Not applicable

GPC

Control: 1

1

Coordinator

Control: 1

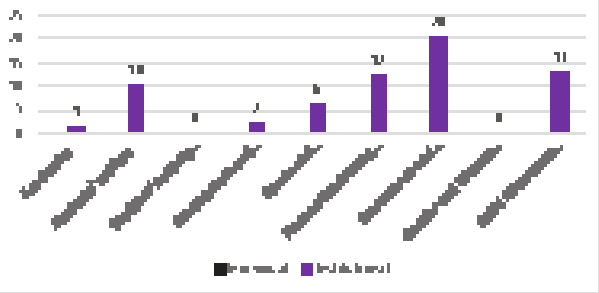
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PERFORMANCE

Control	Score	Remarks	GPC	Score	Remarks	Coordinator	Score	Remarks
Attendance	100		Attendance	100		Attendance	100	
Participation	100		Participation	100		Participation	100	
Information	100		Information	100		Information	100	

PERFORMANCE 2

PERFORMANCE 2: PERCENTAGE OF STUDENTS WHO HAVE ATTENDED AT LEAST 75% OF THE COURSE



GPC OF PERCENTAGE

Grade 1: 100%

Grade 2: 100%

Grade 3: 100%

Grade 4: 100%

Grade 5: 100%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

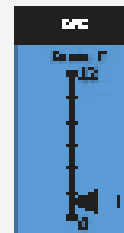
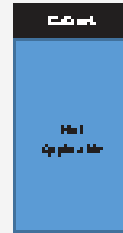
Grade 9: 100%

Grade 10: 100%



HE-HEPFA HEDD 02

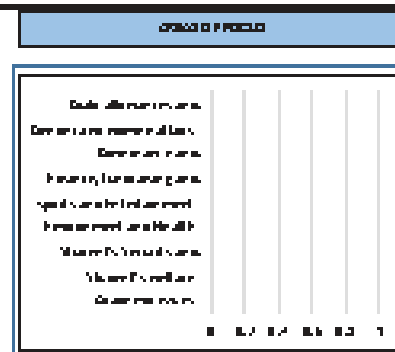
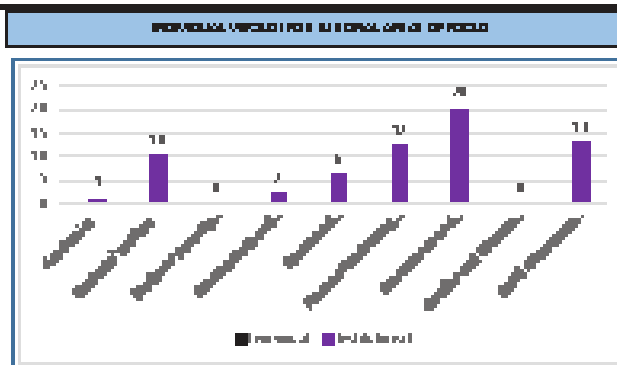
Instructors	MURKIN
Coordinator(s)	JOHN LEE
Notes	CPA
Term(s) Held	2017-2018
Reviewer	JOHN LEE



REFERENCES

Account	June	Debit/Credit	ACC	June	Debit/Credit	Account	June	Debit/Credit
Advertising	HO		Advertising	14	J	Advertising	8	J
Freight	HO		Freight	8	J	Freight	8	J
Interest	HO		Interest	8	J	Interest	8	J

ON BEHALF OF THE



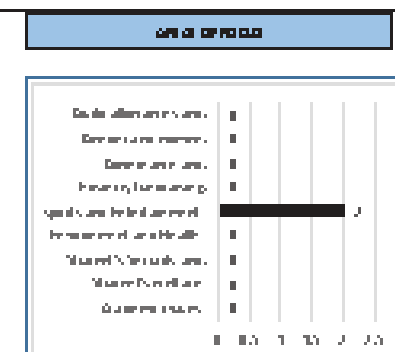
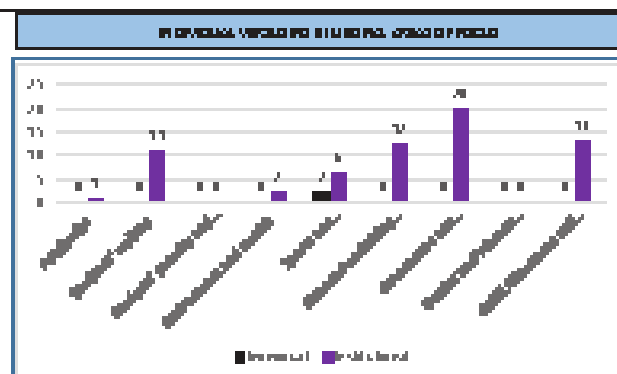
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[illegible]

100

Co. Cash	Debit	Payable	DEBIT	Debit	Payable	Convertible	Debit	Payable
difference	100	10	difference	100	1	difference	0	1
Participate	1	20	Participate	0	1	Participate	0	1
Interest	0	1	Interest	0	1	Interest	0	1

1. **THE** **PROBLEM**





Mr. H. H. H. H.

In-Matrix	Mr. H. H. H. H.
Co-Matrix	Mr. H. H. H. H.
Matrix	Mr. H. H. H. H.
Time of Study	24-24-24
Controller	Mr. H. H. H. H.

Control

Not applicable

Control

Score: 10

10

Control

Score: 10

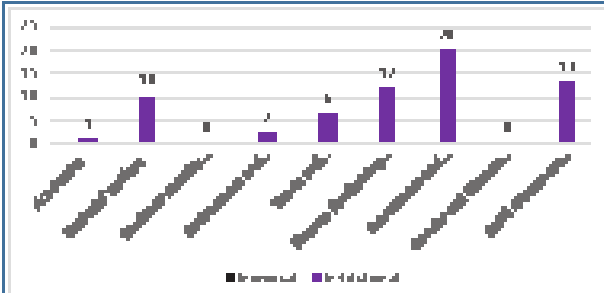
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PERFORMANCE

Control	Score	Participate	Control	Score	Participate	Control	Score	Participate
Control	10		Control	10	1	Control	10	10
Participate	10		Participate	10	2	Participate	10	2
Influence	10		Influence	10	2	Influence	10	2

PERFORMANCE

PERFORMANCE VERIFIED FOR THE SCHOOL OF FIELD



CONTROL OF FIELD

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field



Mr. H. H. H. H.

In-Matrix	Mr. H. H. H. H.
Co-Matrix	Mr. H. H. H. H.
Matrix	Mr. H. H. H. H.
Time of Study	24-24-24
Controller	Mr. H. H. H. H.

Control

Not applicable

Control

Score: 10

10

Control

Score: 10

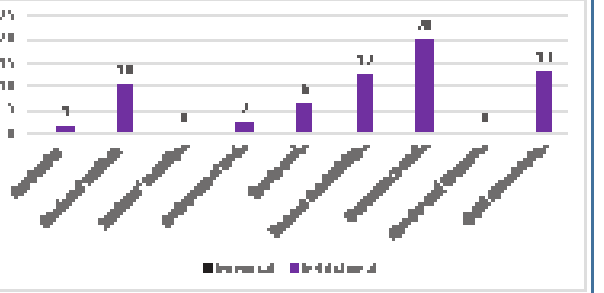
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PERFORMANCE

Control	Score	Participate	Control	Score	Participate	Control	Score	Participate
Control	10		Control	10	1	Control	10	10
Participate	10		Participate	10	2	Participate	10	2
Influence	10		Influence	10	2	Influence	10	2

PERFORMANCE

PERFORMANCE VERIFIED FOR THE SCHOOL OF FIELD



CONTROL OF FIELD

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

Control of Field

[illegible]

PERSONAL INFORMATION

Identification	Description	Status	Time of Death	Description
LFC # 0000	FRENCH	GPO	04/07/2011	CR-HA-001

PERSONAL INFORMATION

Identification	Description	Status	Time of Death	Description
LFC # 0000	FRENCH	GPO	04/07/2011	CR-HA-001

PERSONAL INFORMATION

Identification	Description	Status	Time of Death	Description
LFC # 0000	FRENCH	GPO	04/07/2011	CR-HA-001



MUKHESHA

Mr/Ms/Ms	MUKHESHA
Registration No	10000000000000000000
Subject	ENGLISH COMMUNICATION
Topic	20/20/20
Teacher	MUKHESHA

English



Maths



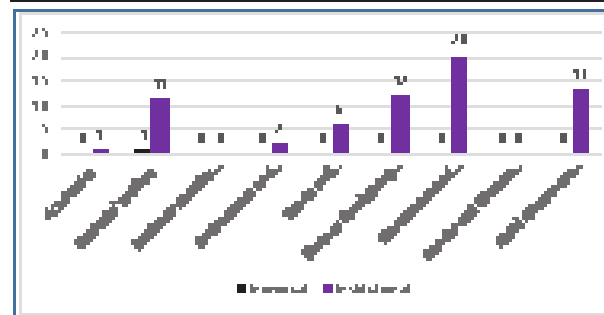
Computer



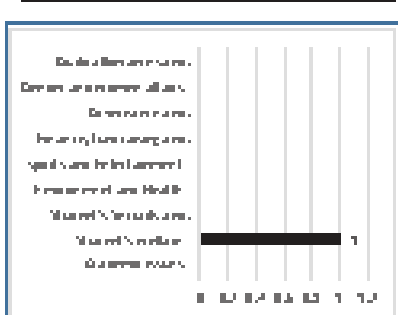
PERFORMANCE

English	Score	Mr/Ms/Ms	Maths	Score	Mr/Ms/Ms	Computer	Score	Mr/Ms/Ms
Attendance	100		Attendance	100		Attendance	100	
Participation	100		Participation	100		Participation	100	
Influence	100		Influence	100		Influence	100	

PERFORMANCE



GRAPH OF RESULTS





MUKHESHA

Mr/Ms/Ms	MUKHESHA
Registration No	10000000000000000000
Subject	ENGLISH
Topic	20/20/20
Teacher	MUKHESHA

English

Not Applicable

Maths



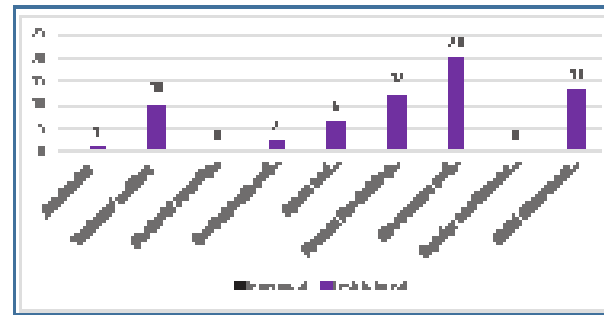
Computer



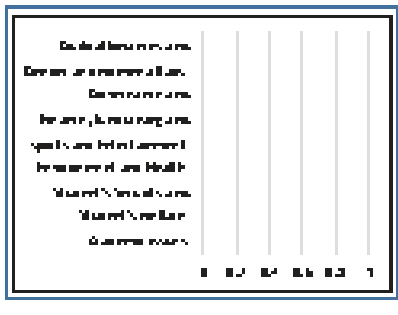
PERFORMANCE

English	Score	Mr/Ms/Ms	Maths	Score	Mr/Ms/Ms	Computer	Score	Mr/Ms/Ms
Attendance	100		Attendance	100		Attendance	100	
Participation	100		Participation	100		Participation	100	
Influence	100		Influence	100		Influence	100	

PERFORMANCE



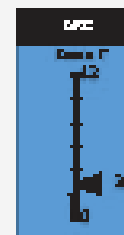
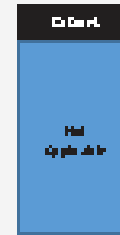
GRAPH OF RESULTS





MURAHITA D. LON

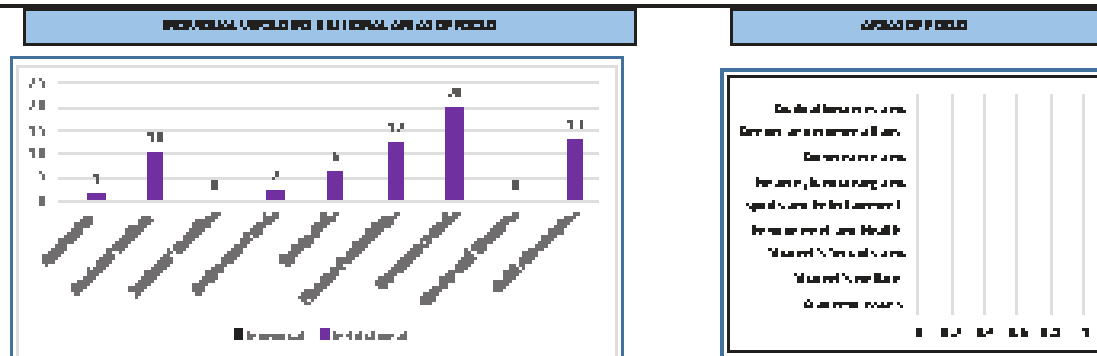
In-Matrix	UPE H.0004
Classification	00070-0
Subject	GPS
Total CP Score	24 of 24-0
Commentary	CP-H.00



PERFORMANCE

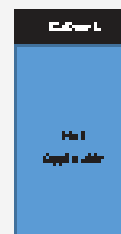
Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Observation	100		Observation	100	100	Observation	100	100
Participation	100		Participation	100	100	Participation	100	100
Influence	100		Influence	100	100	Influence	100	100

PERFORMANCE



MURAHITA D. LON

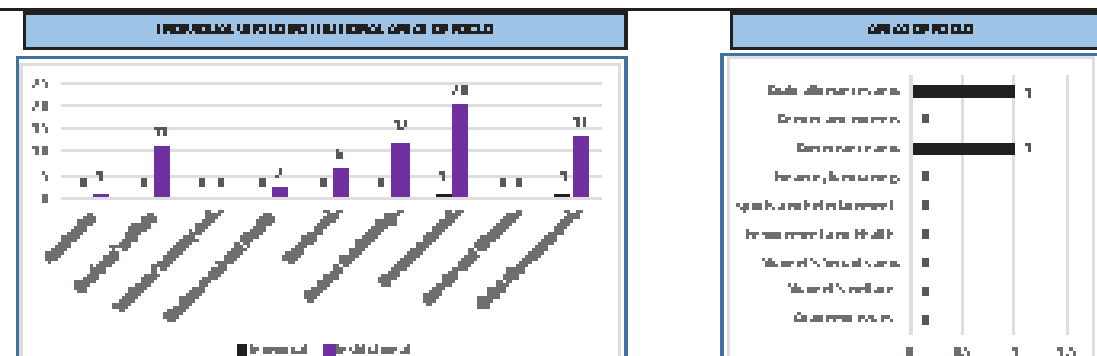
In-Matrix	UPE H.0004
Classification	00070-0
Subject	GPS
Total CP Score	24 of 24-0
Commentary	CP-H.00



PERFORMANCE

Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Observation	100		Observation	100	100	Observation	100	100
Participation	100		Participation	100	100	Participation	100	100
Influence	100		Influence	100	100	Influence	100	100

PERFORMANCE





IRENGUWA IL DAVIMBA

Unit Name	UPE HIGHER
Coordinator	UPEU
Subject	CPA
Total Credits	24 (7+7+0)
Coordinator	DR. L. M. M.

Unit A

Not Applicable

Unit B

Score: 12



Unit C

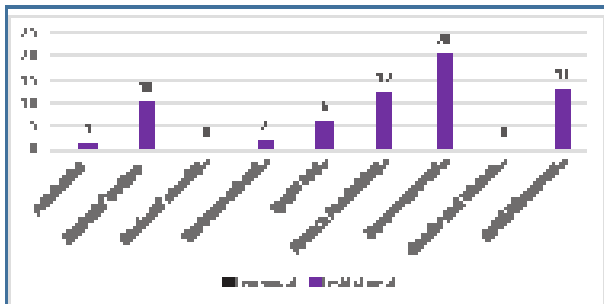
Score: 12



PERFORMANCE

Category	Score	Passable	Category	Score	Passable	Category	Score	Passable
Attainment	100		Attainment	100	1	Attainment	100	1
Participation	100		Participation	100	2	Participation	100	2
Influence	100		Influence	100	2	Influence	100	2

PERFORMANCE: UPEU HIGHER (UPEU HIGHER) (UPEU HIGHER)



SCORES OF FIELD

Score of Attainment: 100
Score of Participation: 100
Score of Influence: 100
Score of Learning and Skills: 100
Score of Health and Safety: 100
Score of Environment: 100
Score of Quality: 100



IRENGUWA IL DAVIMBA

Unit Name	UPE HIGHER
Coordinator	UPEU HIGHER
Subject	CPA
Total Credits	24 (7+7+0)
Coordinator	DR. L. M. M.

Unit A

Not Applicable

Unit B

Score: 12



Unit C

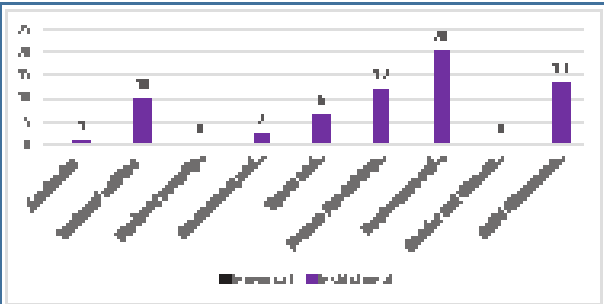
Score: 12



PERFORMANCE

Category	Score	Passable	Category	Score	Passable	Category	Score	Passable
Attainment	100		Attainment	100	1	Attainment	100	1
Participation	100		Participation	100	2	Participation	100	2
Influence	100		Influence	100	2	Influence	100	2

PERFORMANCE: UPEU HIGHER (UPEU HIGHER) (UPEU HIGHER)



SCORES OF FIELD

Score of Attainment: 100
Score of Participation: 100
Score of Influence: 100
Score of Learning and Skills: 100
Score of Health and Safety: 100
Score of Environment: 100
Score of Quality: 100

APRIL 11, 2018

Vehicle	2018 Ford Focus
Color	Blue
Make	Ford
Year	2018
Model	Focus

Color

Blue

Make

Ford

Model

Focus

Category	Value	Color	Value	Color	Value	Color	Value	Color
Color	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Make	Ford	Ford	Ford	Ford	Ford	Ford	Ford	Ford
Model	Focus	Focus	Focus	Focus	Focus	Focus	Focus	Focus
Year	2018	2018	2018	2018	2018	2018	2018	2018

Color

Blue

Make

Ford

Model

Focus

Year

2018



PT00000001 | GREGOR KUPFERSCHMIDT

Identification	1111111111
Classification	0000000000
Status	000
Team ID/Status	000-000000
Controller	000000

00000000

Not applicable

0000

00000000

00000000

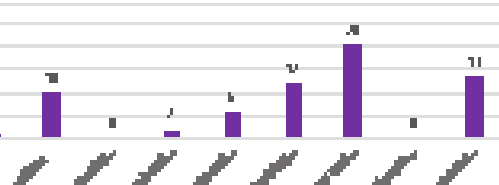
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PERFORMANCE

Category	Status	Percentage	Score	Status	Percentage	Score	Status	Percentage	Score
Classification	000		00000000	00	00		00000000	00	00
Participation	000		Participation	00	00		Participation	00	00
Influence	000		Influence	00	00		Influence	00	00

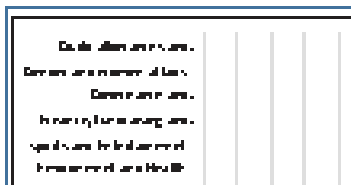
PERFORMANCE

PERFORMANCE VS. STATUS: AVERAGE SCORES BY CATEGORY



Category	Green (00000000)	Purple (00000000)
Classification	00	00
Participation	00	00
Influence	00	00
Status	00	00
Score	00	00
Status	00	00
Score	00	00
Status	00	00
Score	00	00

STATUS VS. PERFORMANCE: AVERAGE SCORES BY CATEGORY



Category	Green (00000000)	Purple (00000000)
Classification	00	00
Participation	00	00
Influence	00	00
Status	00	00
Score	00	00
Status	00	00
Score	00	00
Status	00	00
Score	00	00



L. UCHONGA H. AFUO

Intake Year	UPEH 2018
Qualification	UPEH
Station	UPEH
Year of Study	2017/2018
Department	UPEH

UPEH
Not Applicable

UPEH
Score: 12
12

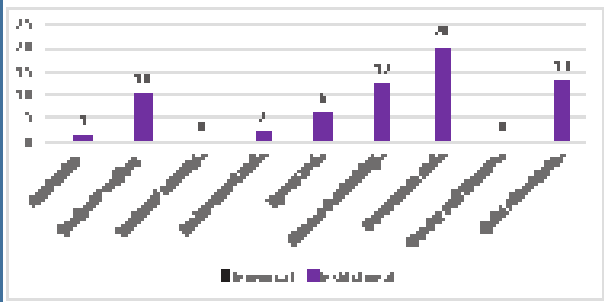
UPEH
Score: 12
12

PERFORMANCE

UPEH	Score	Passable	UPEH	Score	Passable	UPEH	Score	Passable
UPEH	12		UPEH	12		UPEH	12	
UPEH	12		UPEH	12		UPEH	12	
UPEH	12		UPEH	12		UPEH	12	

PERFORMANCE

PERFORMANCE OF STUDENTS OF UPEH



UPEH OF UPEH

UPEH of UPEH

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UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH



A. UCHONGA H. AFUO

Intake Year	UPEH 2018
Qualification	UPEH 2018
Station	UPEH
Year of Study	2017/2018
Department	UPEH

UPEH
Not Applicable

UPEH
Score: 12
12

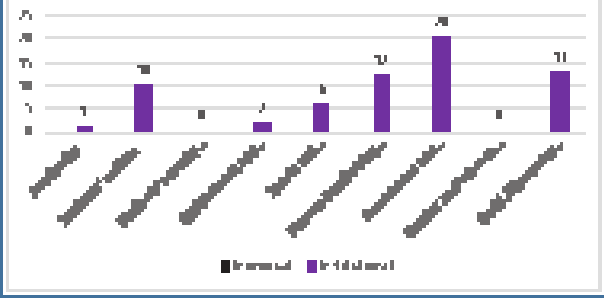
UPEH
Score: 12
12

PERFORMANCE

UPEH	Score	Passable	UPEH	Score	Passable	UPEH	Score	Passable
UPEH	12		UPEH	12		UPEH	12	
UPEH	12		UPEH	12		UPEH	12	
UPEH	12		UPEH	12		UPEH	12	

PERFORMANCE

PERFORMANCE OF STUDENTS OF UPEH



UPEH OF UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH

UPEH of UPEH



MR. DAVID OCULU, BSC. E

Institution	U.T.C. H. B. B.
Department	U.T.C. H. B. B.
Student	U.T.C.
Year 2017/2018	2017/2018
Course	U.T.C. H. B. B.

Course 1
 Not Applicable

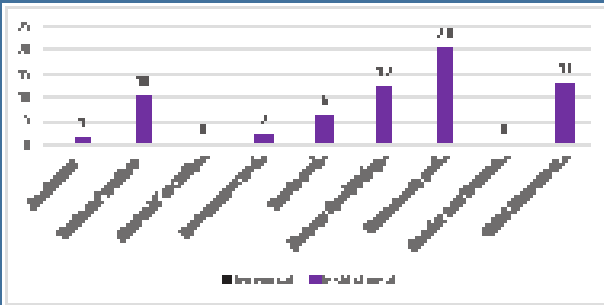
Course 2
 Score: 12


Course 3
 Score: 12


PERFORMANCE

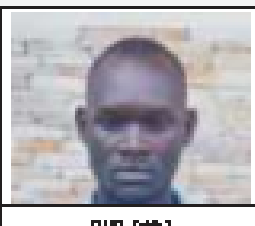
Course	Score	Percentage	Course	Score	Percentage	Course	Score	Percentage
Course 1	100		Course 2	100	10	Course 3	100	10
Course 4	100		Course 5	100	20	Course 6	100	20
Course 7	100		Course 8	100	20	Course 9	100	20

PERFORMANCE OF STUDENTS IN THE COURSE OF STUDIES



PERFORMANCE OF STUDENTS IN THE COURSE OF STUDIES

Course	Score	Percentage
Course 1	100	10
Course 2	100	20
Course 3	100	20
Course 4	100	20
Course 5	100	20
Course 6	100	20
Course 7	100	20
Course 8	100	20
Course 9	100	20
Course 10	100	20



MR. DAVID OCULU

Institution	U.T.C. H. B. B.
Department	U.T.C. H. B. B.
Student	U.T.C.
Year 2017/2018	2017/2018
Course	U.T.C. H. B. B.

Course 1
 Not Applicable

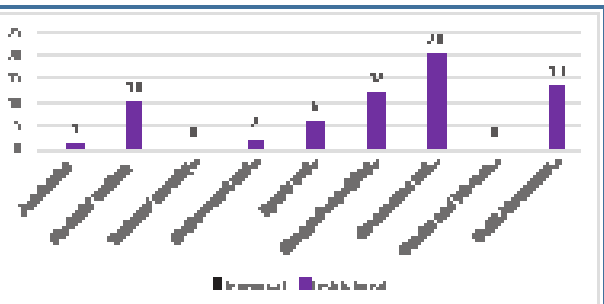
Course 2
 Score: 12


Course 3
 Score: 12


PERFORMANCE

Course	Score	Percentage	Course	Score	Percentage	Course	Score	Percentage
Course 1	100		Course 2	100	10	Course 3	100	10
Course 4	100		Course 5	100	20	Course 6	100	20
Course 7	100		Course 8	100	20	Course 9	100	20

PERFORMANCE OF STUDENTS IN THE COURSE OF STUDIES



PERFORMANCE OF STUDENTS IN THE COURSE OF STUDIES

Course	Score	Percentage
Course 1	100	10
Course 2	100	20
Course 3	100	20
Course 4	100	20
Course 5	100	20
Course 6	100	20
Course 7	100	20
Course 8	100	20
Course 9	100	20
Course 10	100	20

[illegible]

INDIVIDUAL FINDINGS

A dismal performance was registered in the overall individual rating. Most MPs and Ministers were found not to understand their constitutional roles and mandates.

This section shows how individual GRCs and Cabinet Ministers fared in Parliament, Cabinet and committees.

The table below shows the best performing individuals.

Table 8: Best performing individuals

NAME	PERCENTAGE SCORE	GRADE
Musa Baskiri	71	B
Emo du Pascal	63	C
Wamala Arafat	63	C

Session: *Minimum, Loss of CRCs and Minimum, Transmissions from Food Group Discussions*

The Speaker, the President and Vice-President performed well because they participated more in meetings than the rest of the members. This could also be explained due the factors below:

1. Some GRCs and cabinet members didn't attend meetings
2. Most GRCs and cabinet members don't understand their constitutional roles and mandate given to them.
3. Some GRCs and Cabinet members' names were missing in the Hansards presented.

ANNEXTURE 1



Photo showing focus group discussion conducted in year 2018



Photo showing huge number of the gold gem stones 2017/2018



Photo showing all year gold gem stones 2018/2019



Uganda Christian University Students' Guild Scorecard

3.1 INSTITUTIONAL FINDINGS UCU GUILD GOVERNMENT

This section shows the scores UCU Guild government under Core governance, legacy and Opinion survey.

3.1.1 CORE GOVERNANCE OF UCU GUILD GOVERNMENT

Table 9: Scores of UCU Guild in core governance

PARAMETER	SCOREABLE COMPONENT	COMPLIANCE (YES /NO)	RESULTANT SCORE	
			YES	NO
Leadership Guild	President	Dedication of a President	3	
	General Secretary (Clerk to the GRC and general assembly)	Appointment of the General secretary	3	
	Speaker	Election of the Speaker and a deputy speaker	3	
	Unconstitutional positions & policies	Creation of leadership positions outside the constitutional regime		-3
	Parliament		3	
	Existence of Cabinet Ministers,	Minister of justice and constitutional affairs	3	
		Minister of campus affairs	3	
		Minister of academics affairs and ICT	3	
		Minister of domestic and nutrition		-3
		Minister gender, women, and special need	3	
		Minister of sports and transport		-3
		Minister of entertainment and social affairs		
	Approval of the cabinet ministers by GRC	Minister of culture and religious affairs	3	
		Minister of health and environment		-3
		Minister of finance	3	
		Minister of justice and constitutional affairs		-2
		Minister of campus affairs		-2
		Minister of academics affairs and ICT		-2
		Minister of domestic and nutrition		-2
		Minister gender, women, and special need		-2
		Minister of sports and transport		-2
		Minister of entertainment and social affairs		-2
		Minister of culture and religious affairs		-2
		Minister of health and environment		-2
		Minister of finance		

	<i>Committees</i>	Justice and constitutional Affairs Campus social religious and cultural affairs Health, Environment and sanitation Academics, ICT and sports Gender Disability	2 2 2 2	-2
Leadership Guild			+8	-4
Good governance	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General Assembly	Twice in a term of office	3	
		➤ Approve officers as provided in the constitution ➤ Be the legislature of the guild (make laws) ➤ Sanction and approve the policies of the executive ➤ Deliberate on matters that affect the members of the guild (student body) and make resolutions ➤ Approve standing committees and Ad hoc committees	3 3 3	-3
	➤ Meetings of Cabinet	Two meetings in an academic semester	3	
	➤ Quorum at Cabinet	Two third of the total number of the Ministers	3	
Good governance			18	-4
Conduct of Business at Council	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	Number of meetings Held by GRC/ Parliament	Twice a semester (four times in a term of office but in the case of UCU it is six times in a term of office)	3	
	Notice of meetings Held by GRC/ Parliament	Written notice showing time and place including the agenda	3	
	Quorum at GRC/Parliament meetings		3	
	Minutes of GRC / Parliamentary sessions recorded	Recorded minutes of all the required sessions. (Four sessions)	3	

	Rules of Procedure / Guidelines for conduct of meetings	Rules to regulate its procedure at meetings	2	
Conduct of Business at Council		Overall Score	14	
Succession Planning and Transitional process	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General elections	A general election during the Semester of September	3	
	Voter Register	Update d register of voters		-2
	Campaigns	Exercise of Open Campaigns financed by the Guild government	2	
	Election Complaints	Disposal of complaints within four days from date of lodgment (In case no complaint was lodged, government earns full score)	3	
Succession Planning and Transitional Process			8	-2
		Overall Score	81	-42
CORE GOVERNANCE		Total Score	123	-124
		Percentage Score	65.85 %	-33.33%

Source: UCU Guild Committee, Minutes, Focus Group Discussions with the DDJ/A, Committee reports and Lear reports

N.B: The highest possible score is 123 and the lowest possible score is - 126.

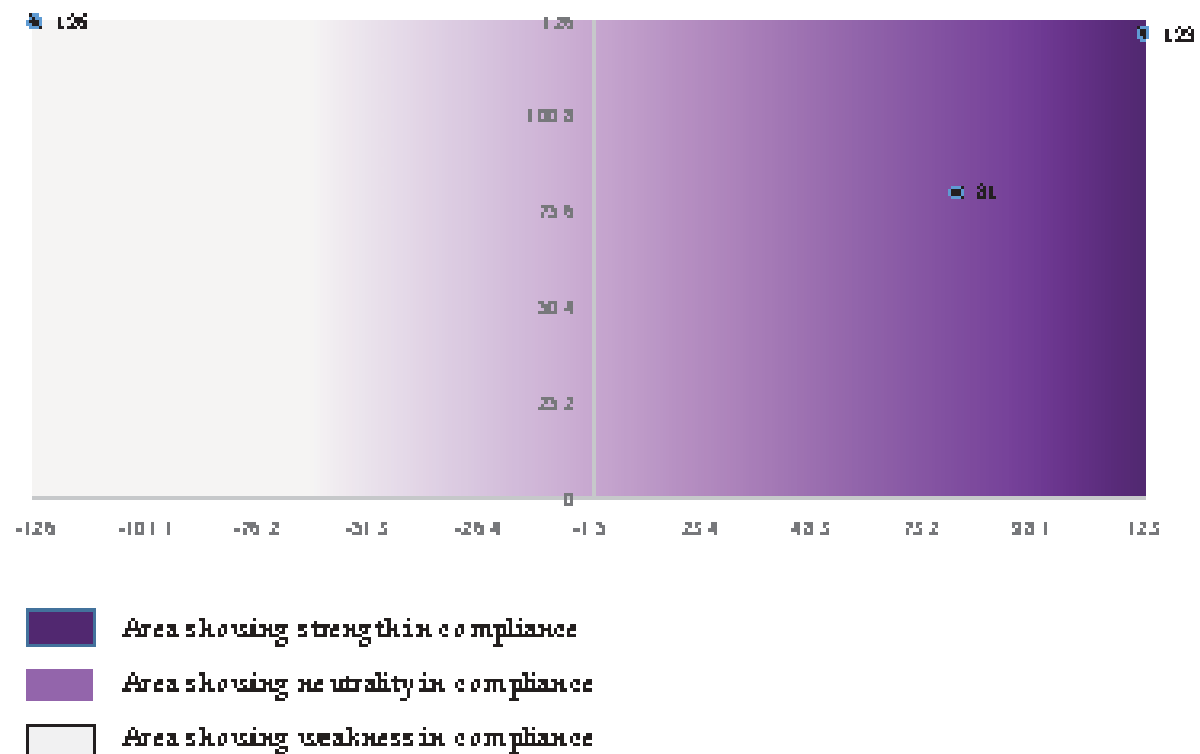
Leadership of the guild. In the Leadership parameter of Core governance UCU scored 41 points for compliance because they provided documents showing the existence of President, General Secretary, Speaker and Ministries they scored in the table above but they lost 34 points for non – compliance because they had no evidence on the existence and approval of some Ministers.

Good governance. In the parameter of good governance under core governance UCU Guild scored 18 points for compliance since they had Two General assemblies as provided in their constitution, performed during parliament from the minutes provided, had Cabinet meetings and Quorum for Cabinet but they lost 6 points for non – compliance because there was no approval of standing committees and other officers as provided in the constitution.

Conduct of business. In the parameter of conduct of business under core governance UCU Guild scored 14 points for compliance since they provided all supportive documents under this parameter as indicated in the table above but lost nothing for non – compliance because all documents scored under conduct of business was provided.

Succession planning. In the parameter of succession planning under core governance UCU Guild scored 8 points for compliance because they responded to General elections, Campaigns, Election Complaints from the documents provided but lost 2 points for non – compliance because they did not provide voters register.

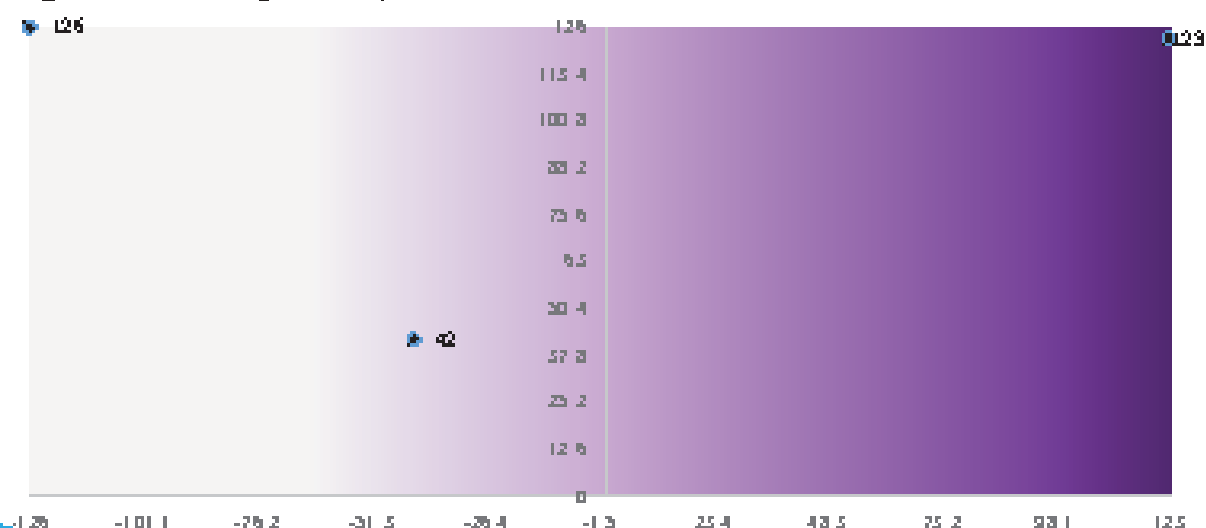
Figure 4: Compliance of UCU Guild



The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance..

Figure 4 above indicates that the overall scores of UCU Guild under core Governance are 81 scores from the total of 126 scores. Therefore they complied by falling on the strong side of this figure as indicated by colours where dark side shows strong, Line shows Neutral and light side shows weakness.

Figure 5: Non-compliance of UCU Guild



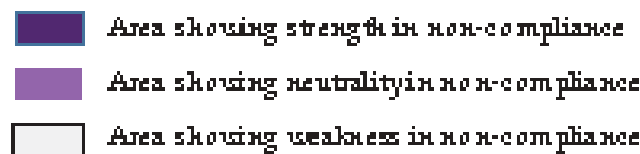
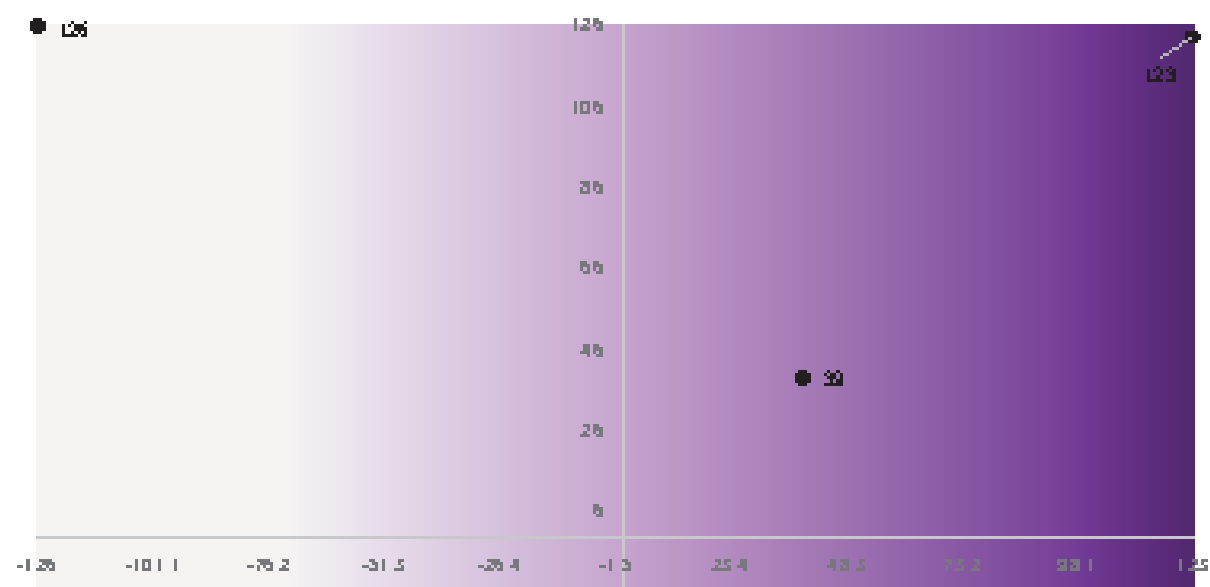
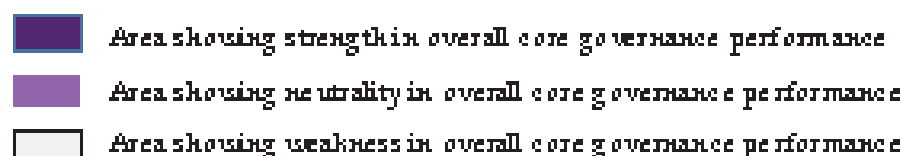


Figure 5 above indicates that UCU Guild Government lost total of 42 scores by being non-compliance to some of the requirements under Core Governance thus they fall on a weaker side of this figure where dark side shows strong, Line shows Neutral and light side shows weakness.

Figure 6: The overall core governance performance of UCU Guild



Source: UCU Guild Committee, Minutes, Focus Group Discussions with the DDO/A, Committee reports and Lear reports.



The lighter the shade, the weaker the guild government is in its overall core governance performance and the darker the shade the stronger the guild government is in its overall core governance performance.

Figure 6 indicates that UCU Guild Scored 39 as the overall Core Governance Performance since they complied by 81 scores in figure 4 and non-complied by 42 scores in figure 5. Therefore this shows they fall on the strong side of this figure 7 as indicated by colors where dark side shows strong, Line shows Neutral and light side shows weakness.

This means UCU should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found upholding and respecting the letter and spirit of the constitution. From the Guild

Leaders Performance Scorecard for the year 2017/2018, UCU guild government has been found to have a 65.85% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 33.33% level of non-compliance:

Under the leadership of the guild section;

- i. The Guild government of UCU created one position that are outside the constitution i.e. Data Clerk which cost them 3 points.
- ii. The GRC of the UCU guild government failed to approve the appointed cabinet ministers which cost them 20 points.
- iii. The GRC of the UCU guild government failed to appoint members to some of the standing and Ad-hoc committees which cost them 2 points.

Under the good governance section;

- i. The Cabinet Committee and GRC of UCU failed to hold all meetings as per constitution which affected them in the individual performance.
- ii. The GRC of UCU guild government failed to properly document GRC meetings to show all activities such as approval of officers and approval of ad-hoc committees which cost them 6 points.

Under conduct of business at the council;

- i. UCU Guild had only half of the parliamentary sessions during the conduct of business at the council hence working against the constitution.

Under succession planning and transitional process.

- i. The GRC of UCU guild government failed to provide a voter register which cost them 2 points.

3.1.2 LEGACY PROJECTS

Table 10: Scores in UCU Guild Legacy Projects.

SCOREABLE COMPONENT	YES /NO	RESULTANT SCORE
Do you have a project?	YES	1
Is the project shown in the budget?	N/A	0
Is the project in the work plan?	N/A	0
Is the project talked about in the minutes?	N/A	0
Student recognition	YES	1
Administrative recognition	YES	1
External recognition	YES	1
TOTAL SCORE		4
Percentage score.		57.142%

Source: UCU Guild Commission, Minutes, Focus Group Discussions with the DDIA, Committee reports and Lear reports.

Table 10 indicates that UCU Guild scored 4 out of 7 for Legacy Projects and thus this results to 57.142 percentage score.

3.1.3 OPINION SURVEY

A total of 62 respondents were sampled at Uganda Christian University with areas scoring both the GRCs and the cabinet. The highest score the student guild could achieve per questionnaire was 60 since for each six areas were scored and the maximum score being 5 for each area.

Among the 62 respondents, the GRC and cabinet scored 1726 out of the 3720 maximum score i.e. $1726/3720$

$$1726/3720 = 0.462$$

The resultant percentage score is 46.2%

3.1.4 FINAL GRADE

Table 11: The Final Grades of UCU Guild Government

	MARK	GRADE
Core Governance	65.85%	B
Legacy Project	57.142%	C
Opinion Survey	46.2%	D

Source: UCU Guild Committee, Minutes, Focus Group Discussions with the DGS/A, Committee reports and Lear reports.

Table 11 above is showing the final grade of UCU Guild in Core Governance, Legacy and Opinion Survey.

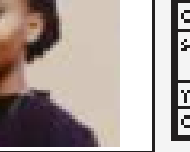
3.1.4 ADMINISTRATIVE REMARK

The Guild leaders are hardworking and good because they perform their duties and always consult the administration where there is need. In most cases they act as a co – between Administration and Students when dealing with student issues.

3.2 INDIVIDUAL FINDINGS

This section shows the performance of each individual in the UCU Guild during the parliamentary sessions of GRCs, Cabinet and Committee.

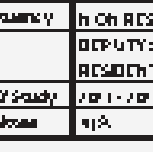
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RT. HON. K. B. AKYE, J. C.

Introduction	LCU
Continuance	h On RESIDChTs
Score	DEPUTY SPEAKER / KUP h On RESIDChTs
Year Of Study	1st 1 - 1st 3
Committee	NA

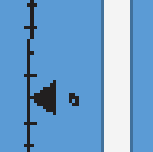
Original



ANC



Committee

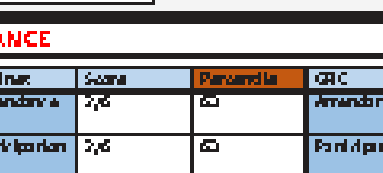


PERFORMANCE

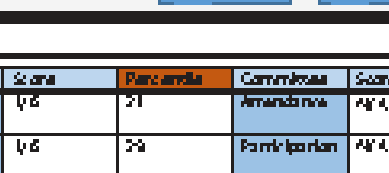
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Amendments	2/6	63	Amendments	1/6	21	Amendments	4/4	44/4
Participation	2/6	63	Participation	1/6	29	Participation	4/4	44/4
Influence	2/6	63	Influence	1/6	20	Influence	4/4	44/4

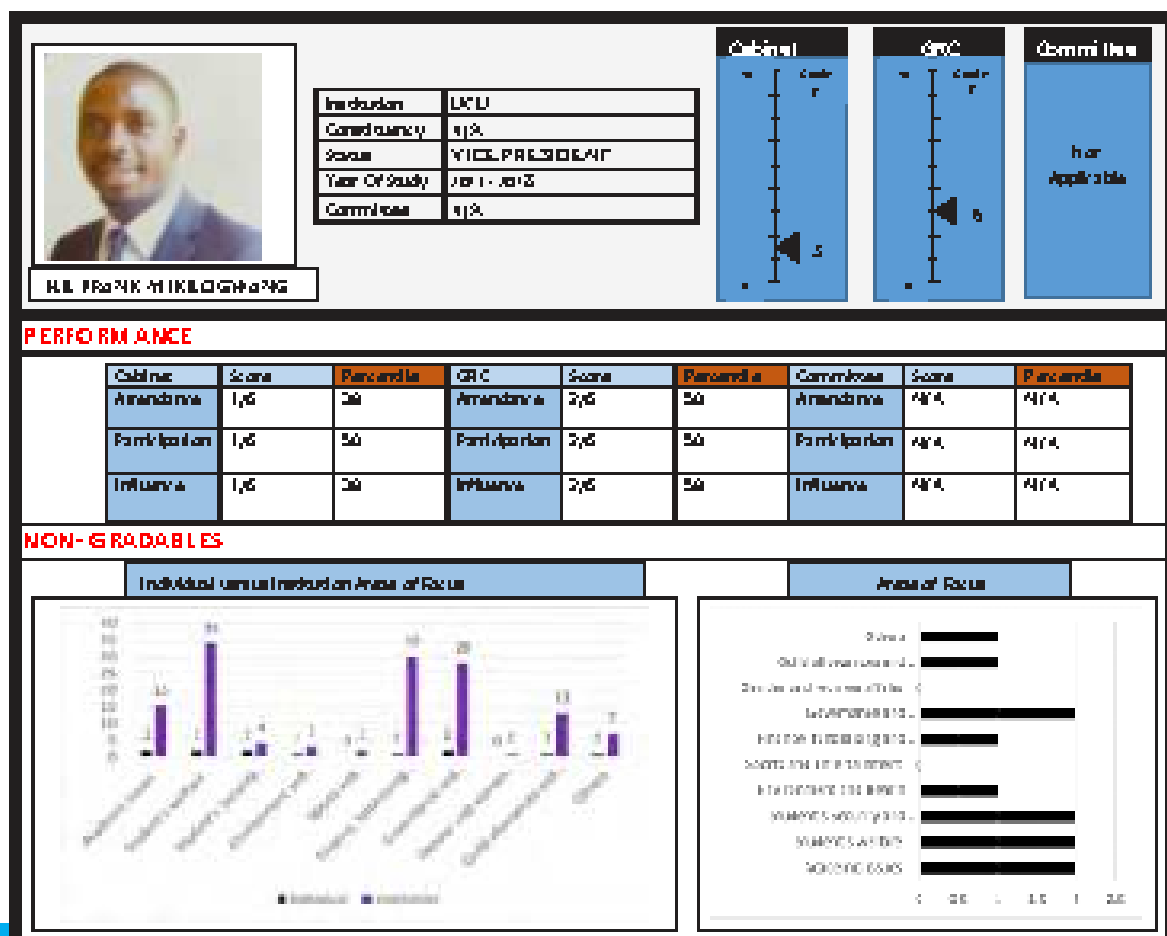
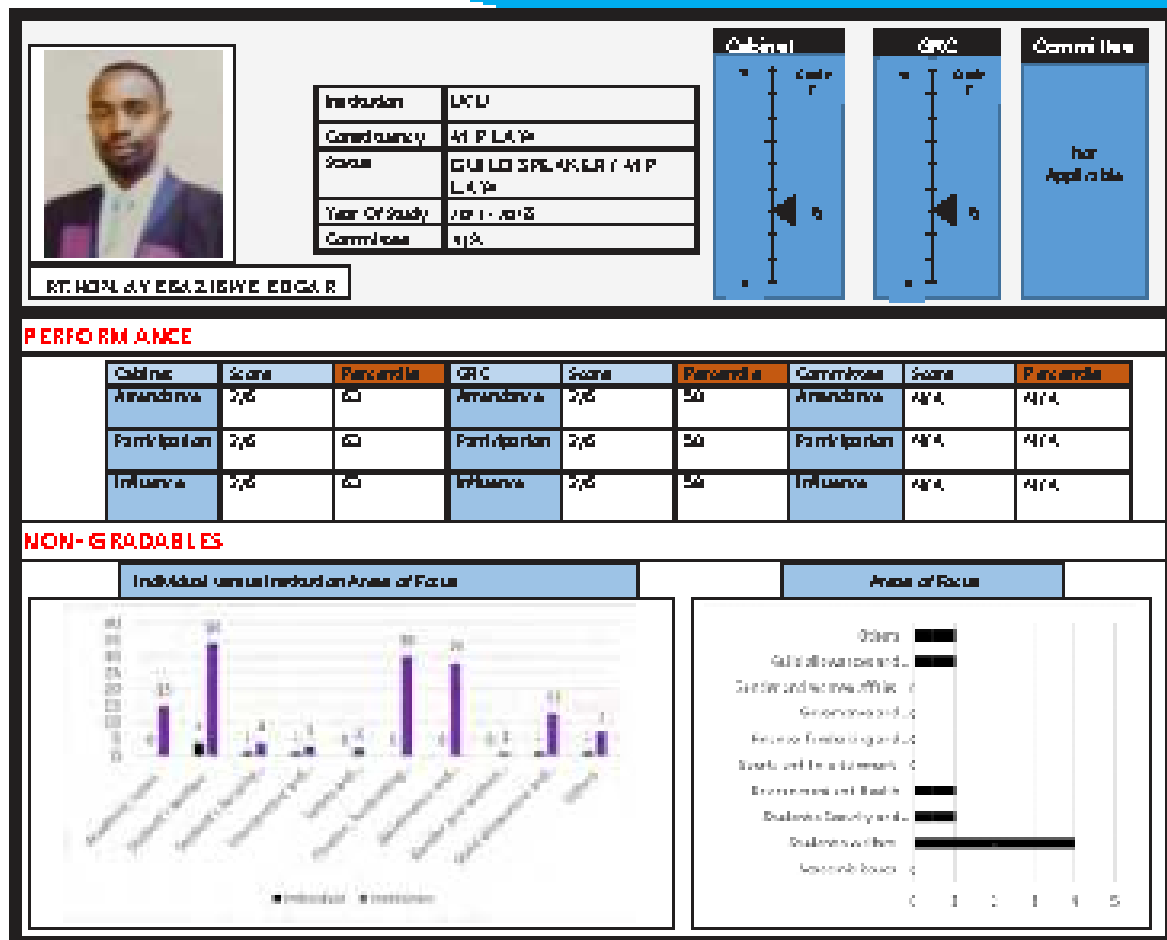
NON-GRADABLES

Individual versus Introduction Areas of Focus



Area of Focus

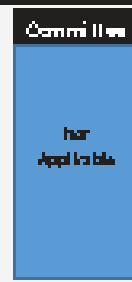
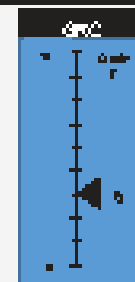
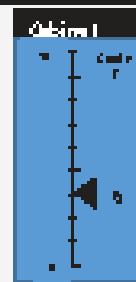






RT. NCPA JAYONG PIRIBIL

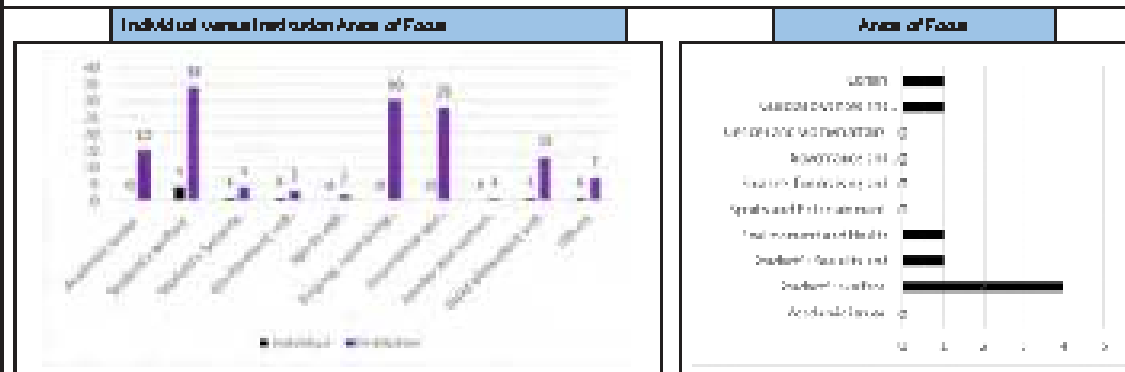
Institution	UCU
Coursework	BJA
Sexual	GENERAL SECRETARY
Year Of Study	Year 1 - Year 5
Committee	BJA



PERFORMANCE

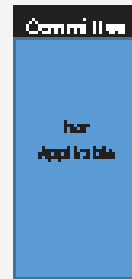
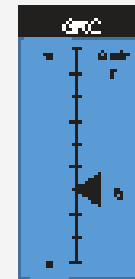
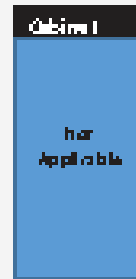
Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	50	50	Attendance	50	50	Attendance	50	50
Participation	50	50	Participation	50	50	Participation	50	50
Influence	50	50	Influence	50	50	Influence	50	50

NON-GRADABLES



RT. NCPA KAPINGYA L. YUGISHA

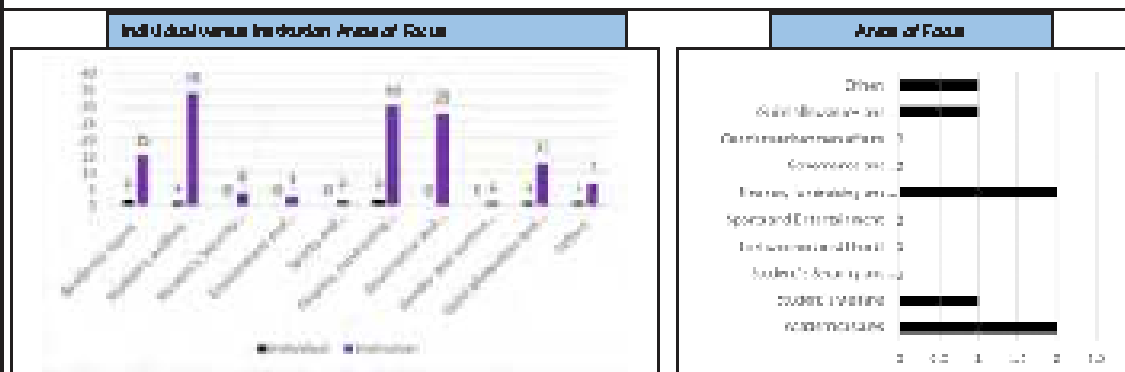
Institution	UCU
Coursework	ENGINEERING
Sexual	AI ENGINEERING
Year Of Study	Year 1 - Year 5
Committee	BJA



PERFORMANCE

Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	50	50	Attendance	50	50	Attendance	50	50
Participation	50	50	Participation	50	50	Participation	50	50
Influence	50	50	Influence	50	50	Influence	50	50

NON-GRADABLES





RT. NCPA, BDO Pa. ERIC

Institution	UCU
Candidate	FINANCE / BUSINESS
Score	41 P FINANCE / BUSINESS
Year Of Study	Year 1 - JGS
Committee	CLUB / CLUBS / EST / OTHERS

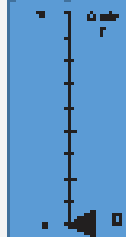
Cabinet

Not Applicable

GRC



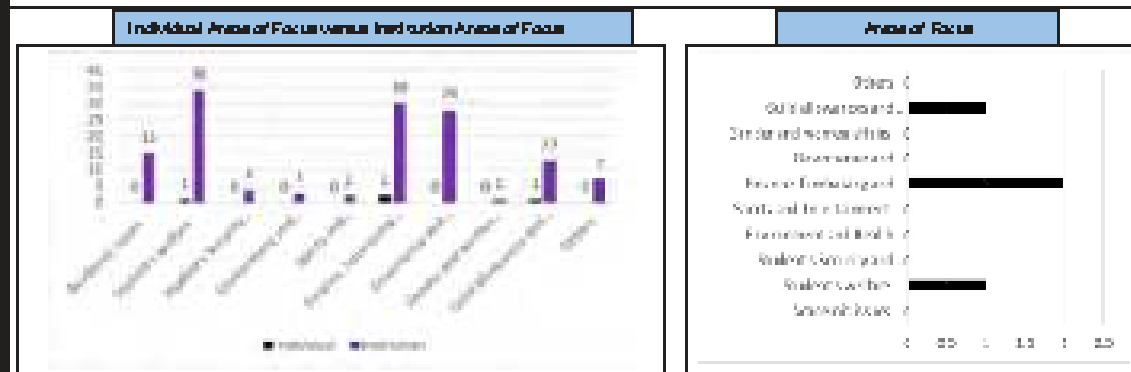
Committee



PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendment	4/4	100%	Amendment	0/0	0%	Amendment	0/0	0%
Participation	4/4	100%	Participation	2/2	50%	Participation	0/0	0%
Influence	4/4	100%	Influence	2/2	50%	Influence	0/0	0%

NON-GRADABLES



RT. NCPA, BDO Pa. ERIC

Institution	UCU
Candidate	4/4
Score	41 P FINANCE / BUSINESS
Year Of Study	Year 1 - JGS
Committee	4/4

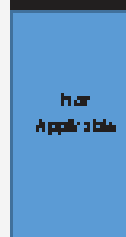
Cabinet

Not Applicable

GRC



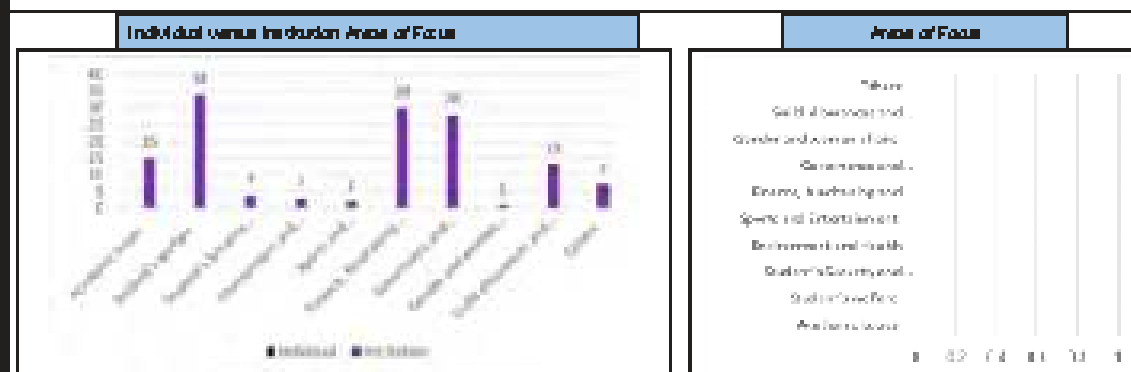
Committee



PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendment	4/4	100%	Amendment	0/0	0%	Amendment	4/4	100%
Participation	4/4	100%	Participation	0/0	0%	Participation	4/4	100%
Influence	4/4	100%	Influence	0/0	0%	Influence	4/4	100%

NON-GRADABLES

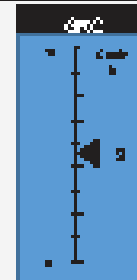




NOLLA KIBALA JONIDR

Institution	UCU
Continuance	N/A
Status	DEP. A. FULLTIME
Year Of Study	Year 1 - 2018
Committee	N/A

Cabinet
Not Applicable

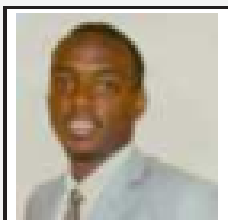
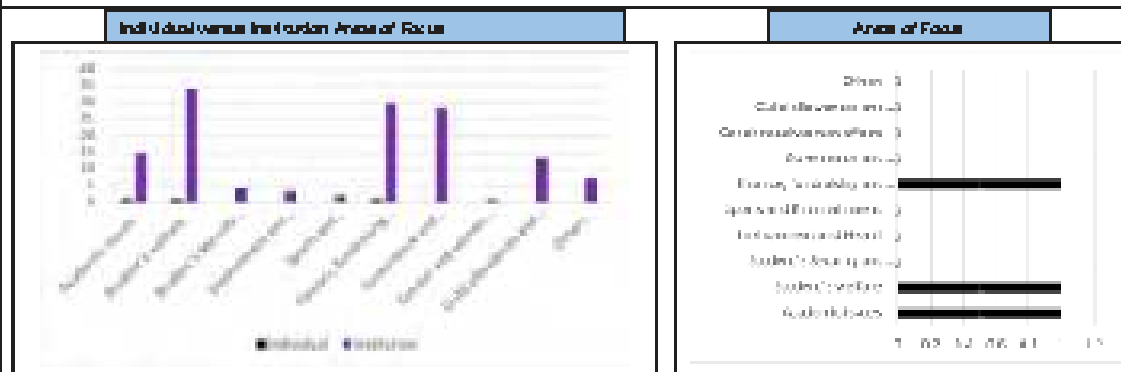


Committee
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	80%	80%	Attendance	75	75	Attendance	80%	80%
Participation	80%	80%	Participation	75	75	Participation	80%	80%
Influence	80%	80%	Influence	75	75	Influence	80%	80%

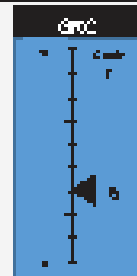
NON-GRADABLES



NOLLA KIBALA JONIDR

Institution	UCU
Continuance	N/A
Status	DEP. A. FULLTIME
Year Of Study	Year 1 - 2018
Committee	N/A

Cabinet
Not Applicable

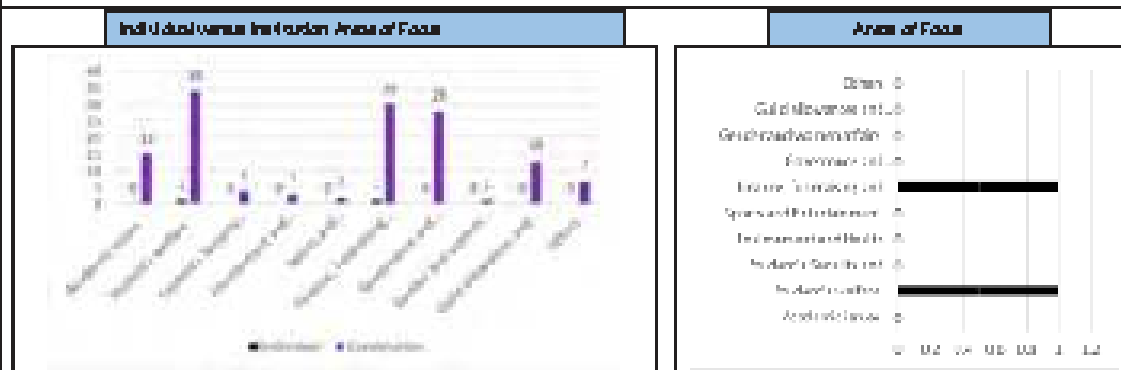


Committee
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	80%	80%	Attendance	75	75	Attendance	80%	80%
Participation	80%	80%	Participation	75	75	Participation	80%	80%
Influence	80%	80%	Influence	75	75	Influence	80%	80%

NON-GRADABLES





Noble Emmanuel Ehirika Kalleh Ebera

Introduction	LCU
Core competency	BUSINESS ACADAM
Special	HR BUSINESS ACADAM
Year Of Study	Year 1-2018
Commitment	A/A

Objective 1

Not Applicable

GRC



Commitment

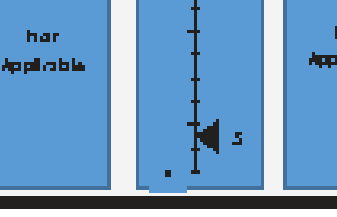
Not Applicable

PERFORMANCE

Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Attendance	A/A	A/A	Attendance	1/5	20	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	1/5	20	Participation	A/A	A/A
Influence	A/A	A/A	Influence	1/5	20	Influence	A/A	A/A

NON-GRADABLES

Individual versus Introduction Areas of Focus



Areas of Focus

Areas of Focus	Individual	Introduction
Others	4	4
Feedbacks and reviews	4	4
Monitor and control efforts	4	4
Process involved	4	4
Process development	4	4
System and environment	4	4
Development and results	4	4
Student's knowledge and ability	4	4
Student's behavior	4	4
Student's attitude	4	4

Individual versus Instruction Areas of Focus

Instruction	Score
Introduction	100
Continuity	95
Scenes	95
Year of Study	100
Committee	95

Non-Grabables

Instruction	Score	Percentile
Introduction	100	95
Continuity	95	95
Scenes	95	95
Year of Study	100	95
Committee	95	95



NOL KAZITHI SAKULLI

Institution	UCU
Course name	EDUCATION
Sex	M/ F EDUCATION
Year Of Study	Year 1 - Year 5
Committee	1/A

Cabinet

Not Applicable

GRC

Not Applicable

Committee

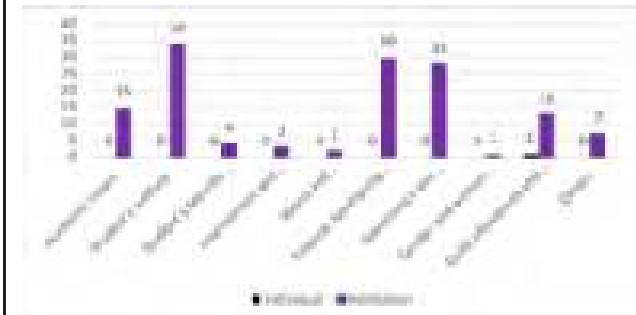
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amundwa	1/A	1/A	Amundwa	2/G	75	Amundwa	1/A	1/A
Participation	1/A	1/A	Participation	2/G	50	Participation	1/A	1/A
Influence	1/A	1/A	Influence	2/G	50	Influence	1/A	1/A

NON-GRADABLES

Individual versus Institution Areas of Focus



Areas of Focus

Areas	Score
Self-Motivation	10
Gender and Diversity	10
Global Awareness	10
Personal Development	10
Health and Environmental	10
Education and Training	10
Student's Development	10
Student's Career	10
Academic Issues	10



NOL BYA KATINDA GIRA LO

Institution	UCU
Course name	SCIENCE AND TECH
Sex	M/ F SCIENCE AND TECH
Year Of Study	Year 1 - Year 5
Committee	1/A

Cabinet

Not Applicable

GRC

Not Applicable

Committee

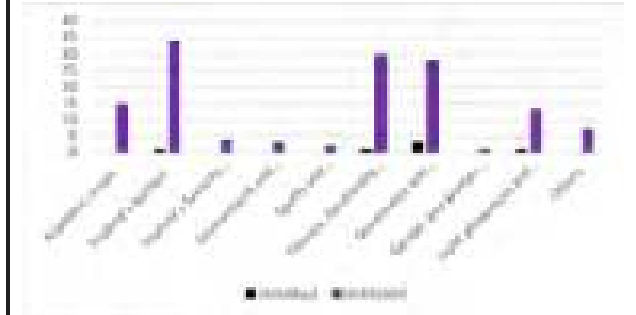
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amundwa	1/A	1/A	Amundwa	2/G	75	Amundwa	1/A	1/A
Participation	1/A	1/A	Participation	2/G	50	Participation	1/A	1/A
Influence	1/A	1/A	Influence	2/G	50	Influence	1/A	1/A

NON-GRADABLES

Individual versus Institution Areas of Focus



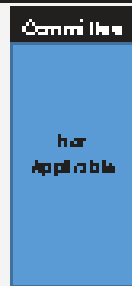
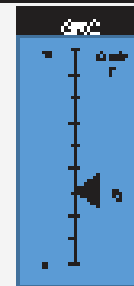
Areas of Focus

Areas	Score
Self-Motivation	3
Gender and Diversity	3
Global Awareness	3
Personal Development	3
Health and Environmental	3
Education and Training	3
Student's Development	3
Student's Career	3
Academic Issues	3



HON. Ka Ba SOLOMON

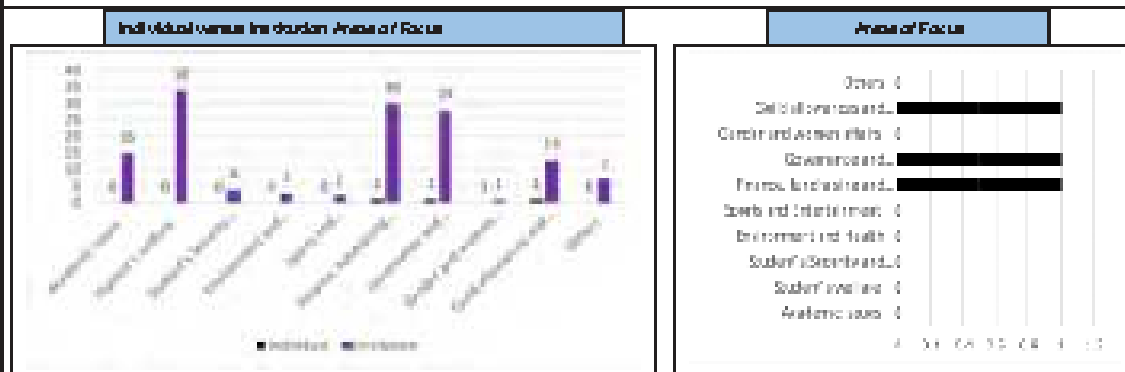
Institution	UCU
Connectivity	THDQ CSY
Source	MTH RIGIOUS AFFAIRS / MTP
Year Of Study	Year 1 - Year 2
Committee	1/A



PERFORMANCE

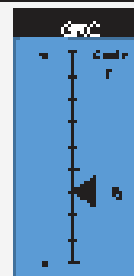
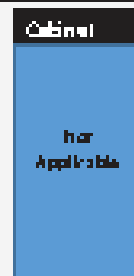
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

NON-GRADABLES



HON. Ka Ba SOLOMON

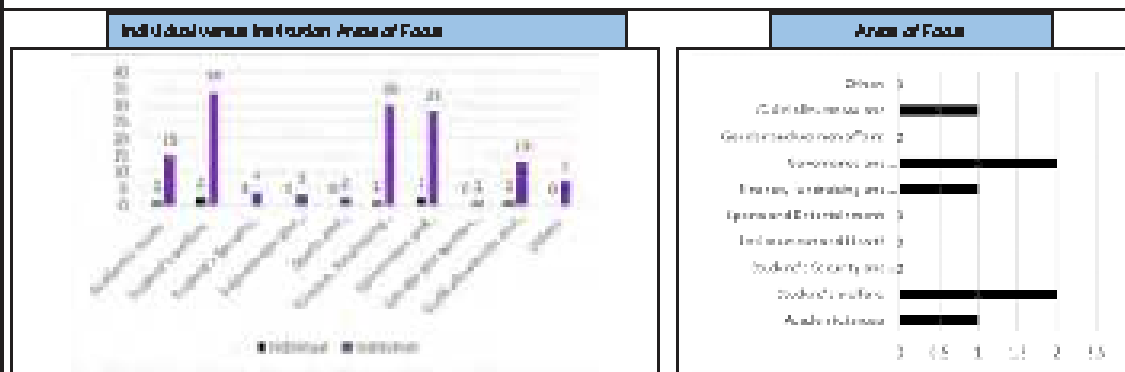
Institution	UCU
Connectivity	MTH CSY
Source	MTP MTH CSY
Year Of Study	Year 1 - Year 2
Committee	1/A



PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

NON-GRADABLES





NON-TONYI CLINTON

Institution	UCU
Coincidence	IM&S COM
Score	IMP IM&S COM
Year Of Study	Year 1 - Year 2
Committee	n/a

Cabinet
Not Applicable

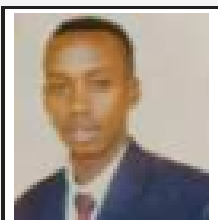
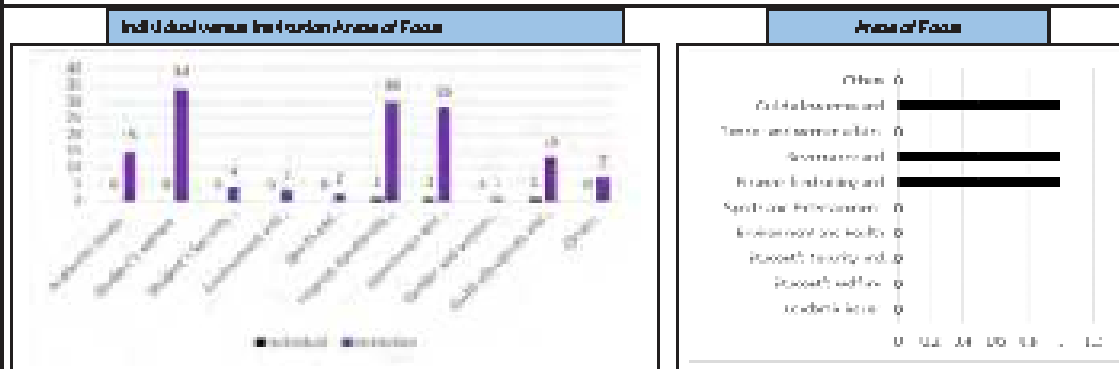
GRC
Not Applicable

Committee
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	n/a	n/a	Amendments	25	50	Amendments	n/a	n/a
Participation	n/a	n/a	Participation	25	50	Participation	n/a	n/a
Influence	n/a	n/a	Influence	25	50	Influence	n/a	n/a

NON-GRADABLES



NON-TONYI CLINTON

Institution	UCU
Coincidence	CHTR AND MGT.
Score	IMP CHTR AND MGT.
Year Of Study	Year 1 - Year 2
Committee	n/a

Cabinet
Not Applicable

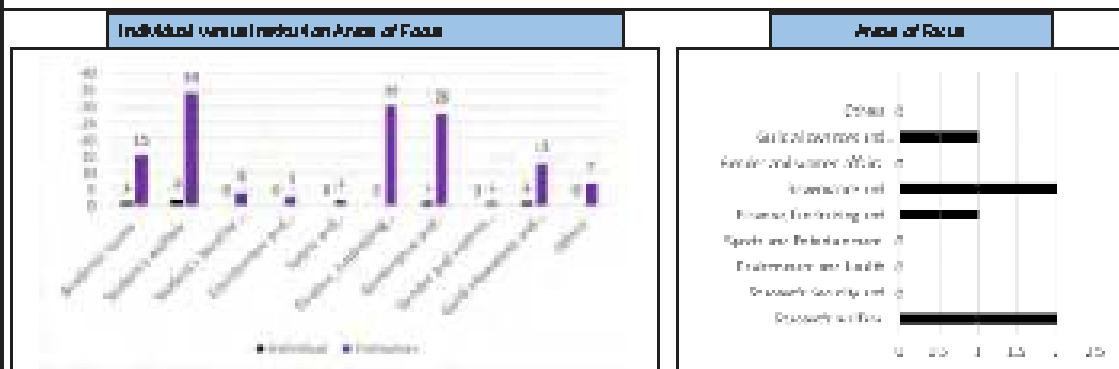
GRC
Not Applicable

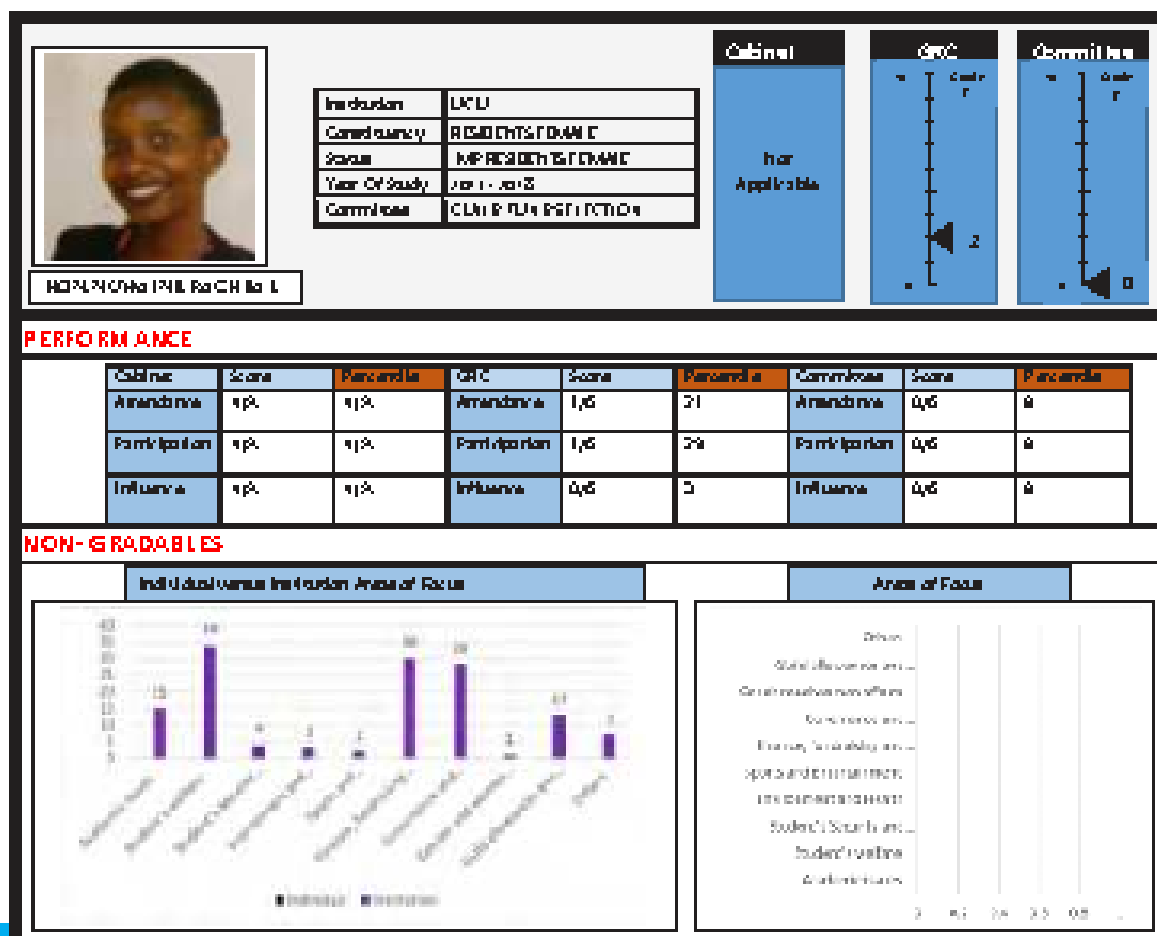
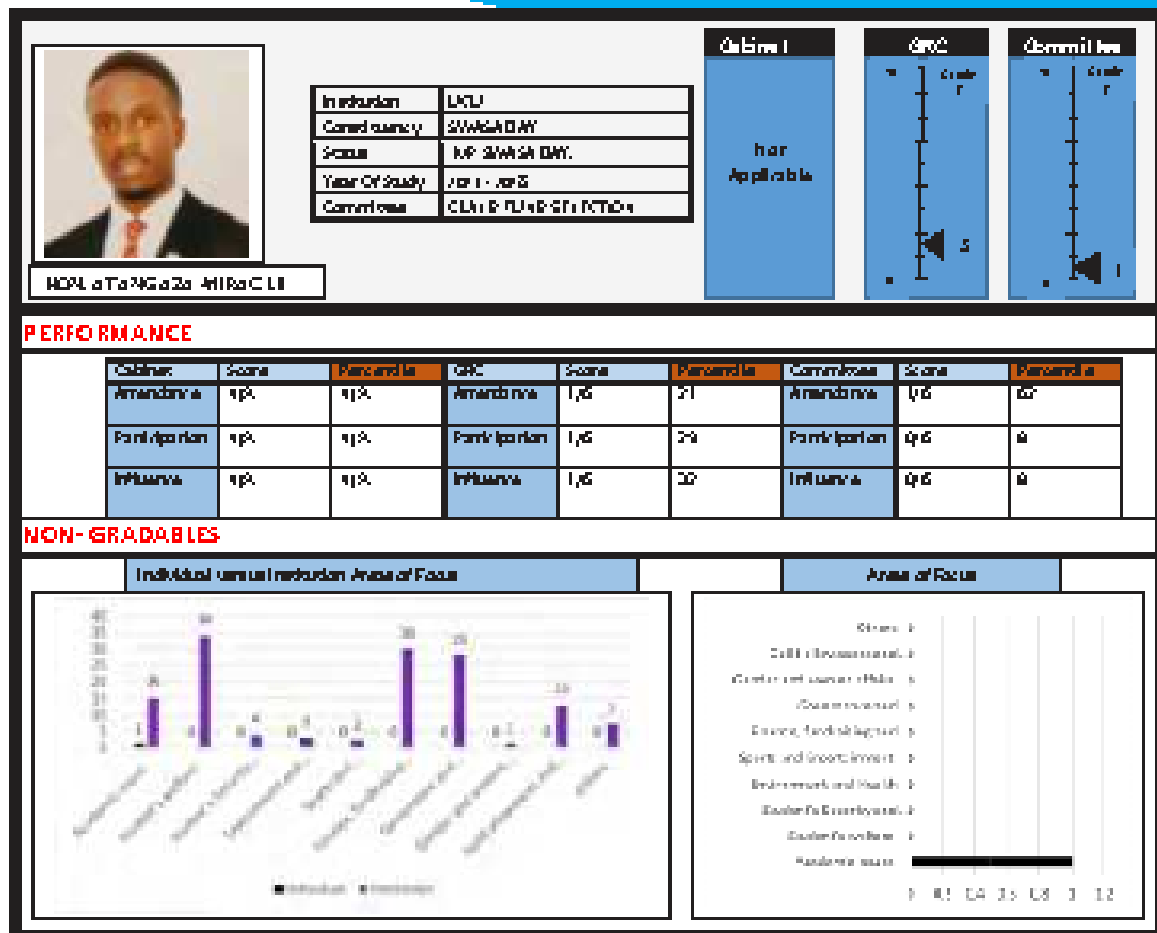
Committee
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	n/a	n/a	Amendments	25	50	Amendments	n/a	n/a
Participation	n/a	n/a	Participation	25	50	Participation	n/a	n/a
Influence	n/a	n/a	Influence	25	50	Influence	n/a	n/a

NON-GRADABLES







NOLAN M. HOUGHTON

Introduction	UCU
Conductance	RESIDENTS MAN E
Score	MP RESIDENTS MAN E
Year Of Study	Year 1 - Year 2
Committee	MPA

Cabinet

Not Applicable

GRC

Grade 1

Committee

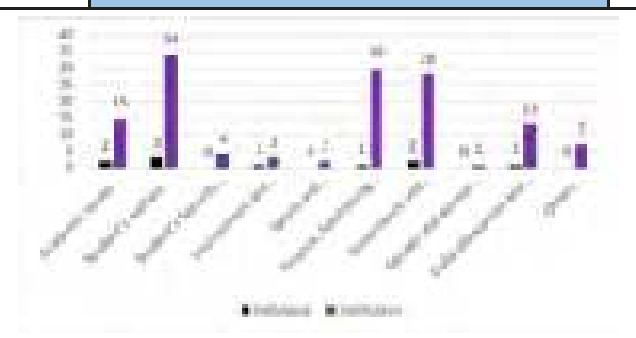
Not Applicable

PERFORMANCE

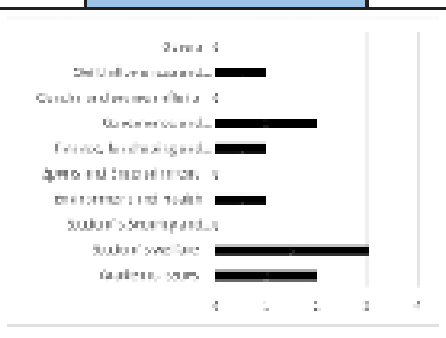
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	MPA	MPA	Amendments	MPA	MPA	Amendments	MPA	MPA
Participation	MPA	MPA	Participation	MPA	MPA	Participation	MPA	MPA
Influence	MPA	MPA	Influence	MPA	MPA	Influence	MPA	MPA

NON-GRADABLES

Individual versus Introduction Areas of Focus



Areas of Focus





NOLAN M. HOUGHTON

Introduction	UCU
Conductance	RESIDENTS MAN E
Score	MP RESIDENTS MAN E
Year Of Study	Year 1 - Year 2
Committee	MPA

Cabinet

Not Applicable

GRC

Grade 1

Committee

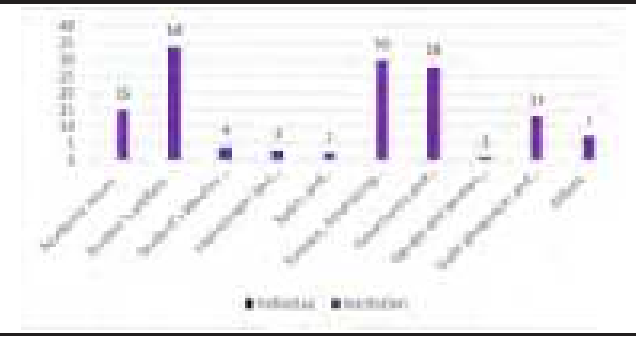
Not Applicable

PERFORMANCE

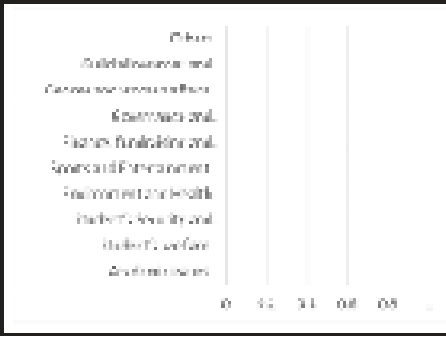
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	MPA	MPA	Amendments	MPA	MPA	Amendments	MPA	MPA
Participation	MPA	MPA	Participation	MPA	MPA	Participation	MPA	MPA
Influence	MPA	MPA	Influence	MPA	MPA	Influence	MPA	MPA

NON-GRADABLES

Individual versus Introduction Areas of Focus



Areas of Focus





HON. MUYA AMBA M. K. INYITHI

Institution	UCU
Continuity	EDUCATION
Sexual	AN EDUCATION
Year Of Study	Year 1 - Year 2
Committee	1/A

Cabinet
Not Applicable

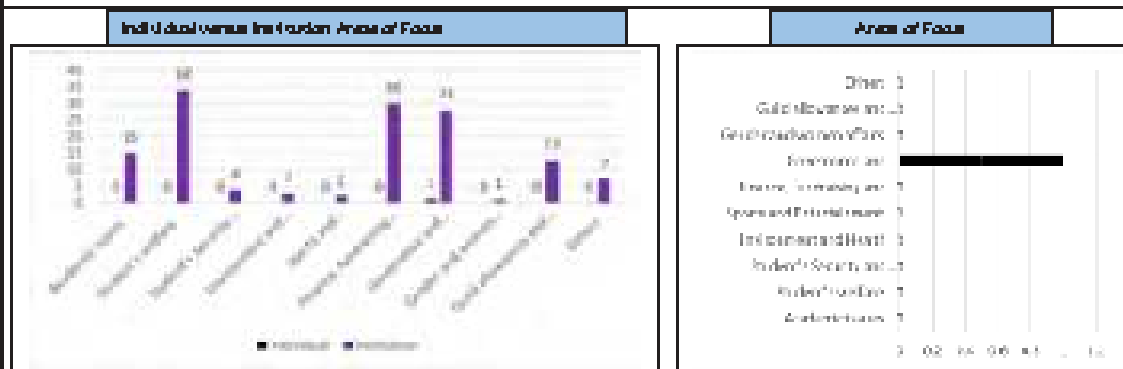


Committee
Not Applicable

PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	1/A	1/A	Attendance	1/B	21	Attendance	1/A	1/A
Participation	1/A	1/A	Participation	1/B	24	Participation	1/A	1/A
Influence	1/A	1/A	Influence	1/B	25	Influence	1/A	1/A

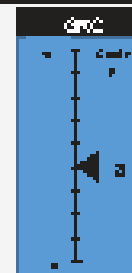
NON-GRADABLES



HON. MUYA AMBA M. K. INYITHI

Institution	UCU
Continuity	HEALTH SCIENCE
Sexual	HEALTH SCIENCE
Year Of Study	Year 1 - Year 2
Committee	1/A

Cabinet
Not Applicable

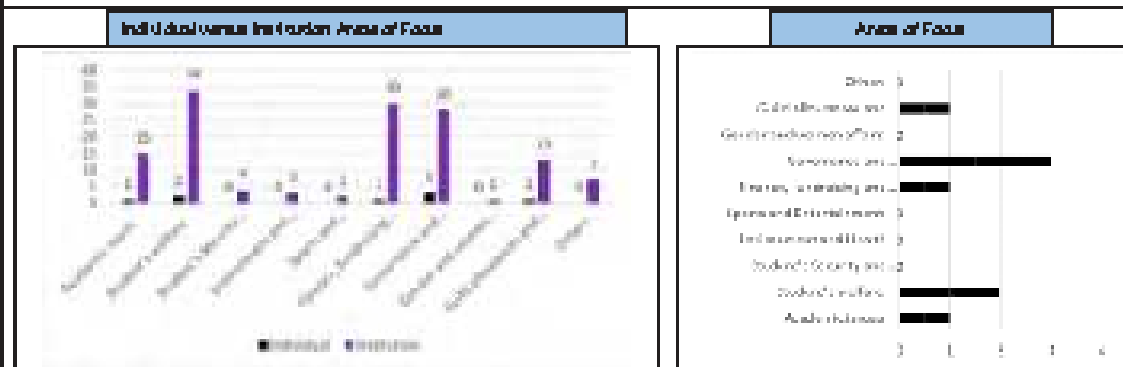


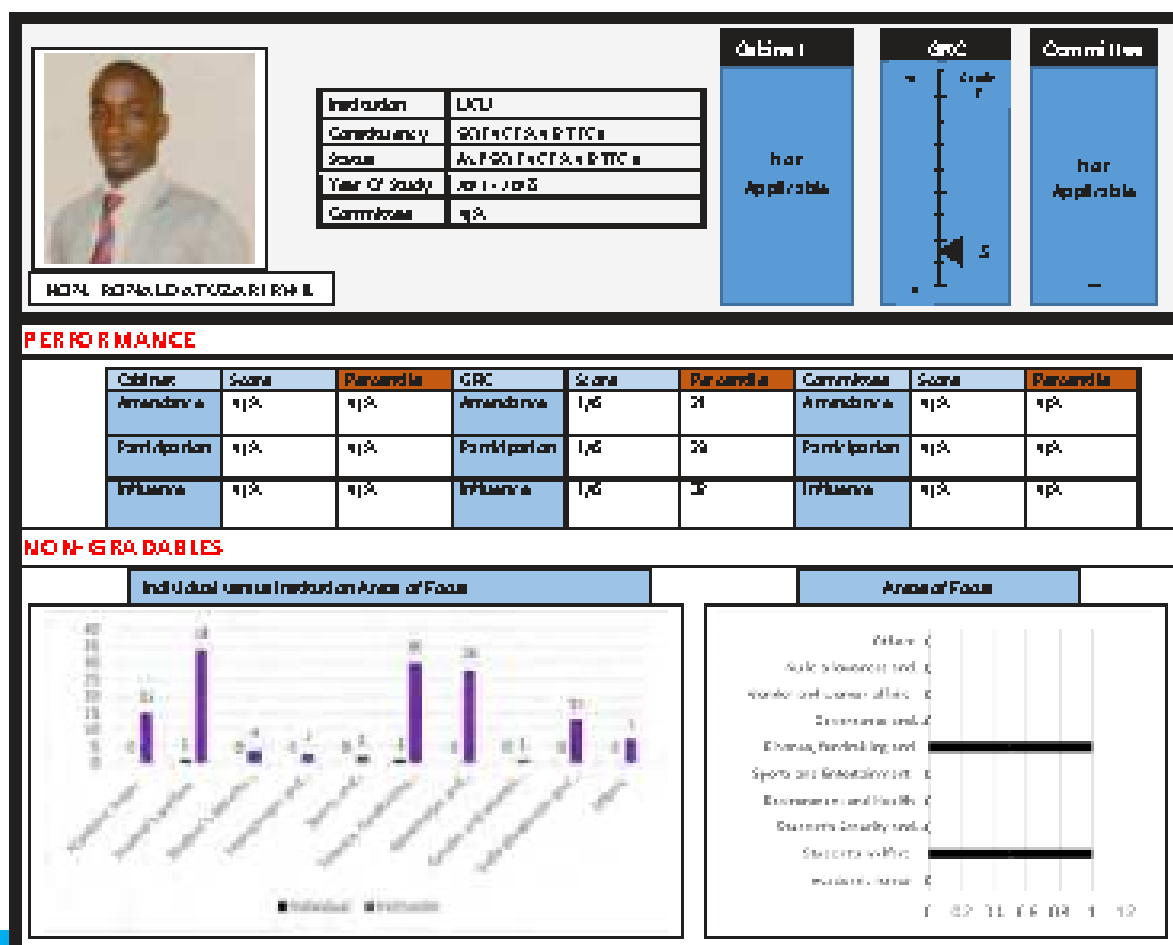
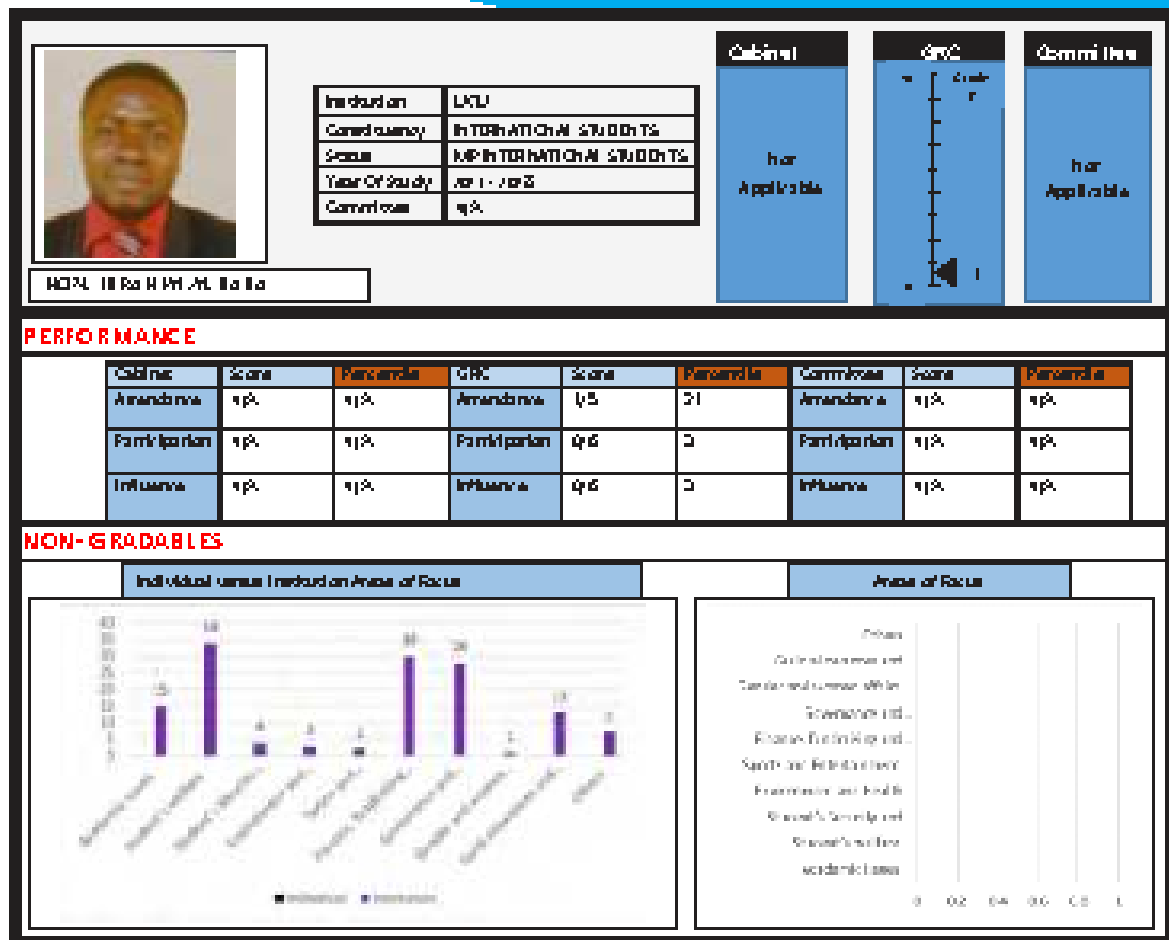
Committee
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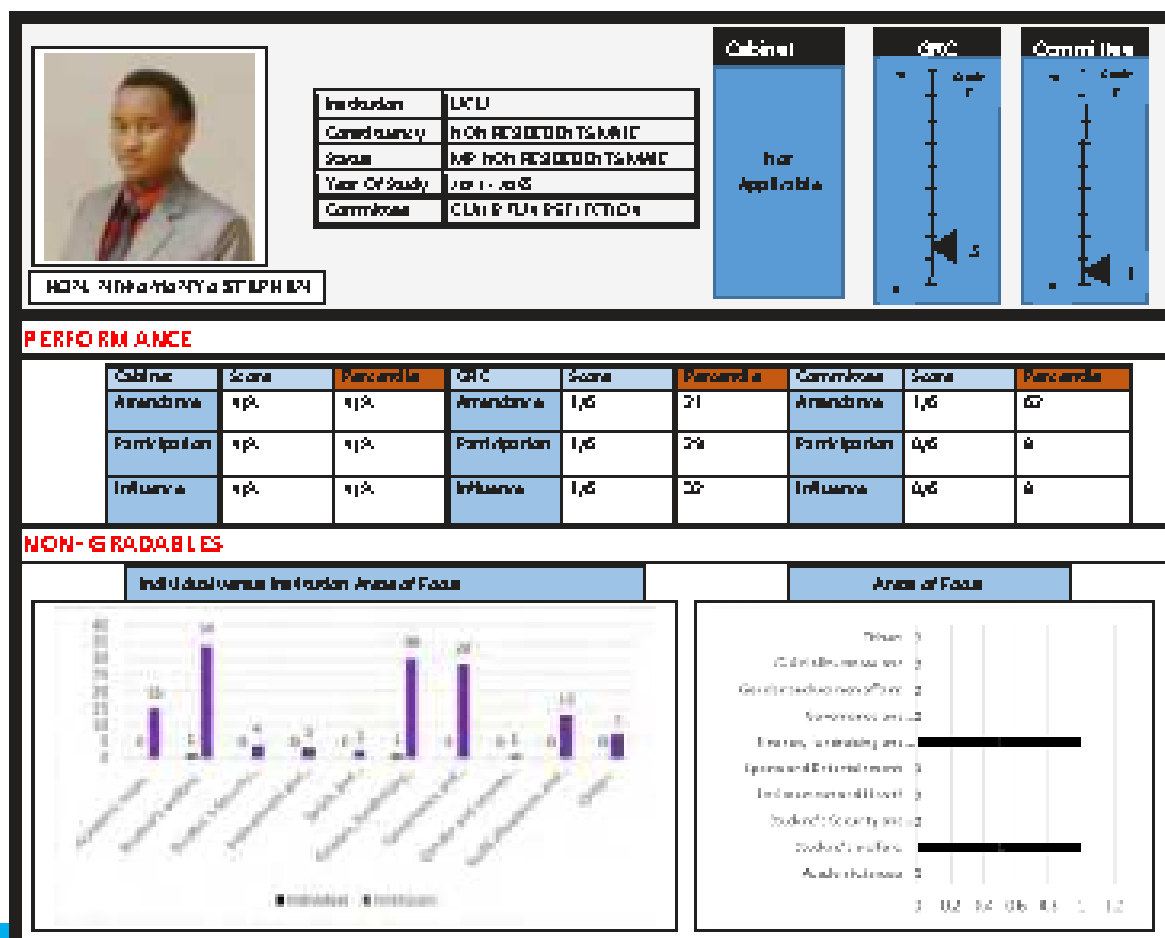
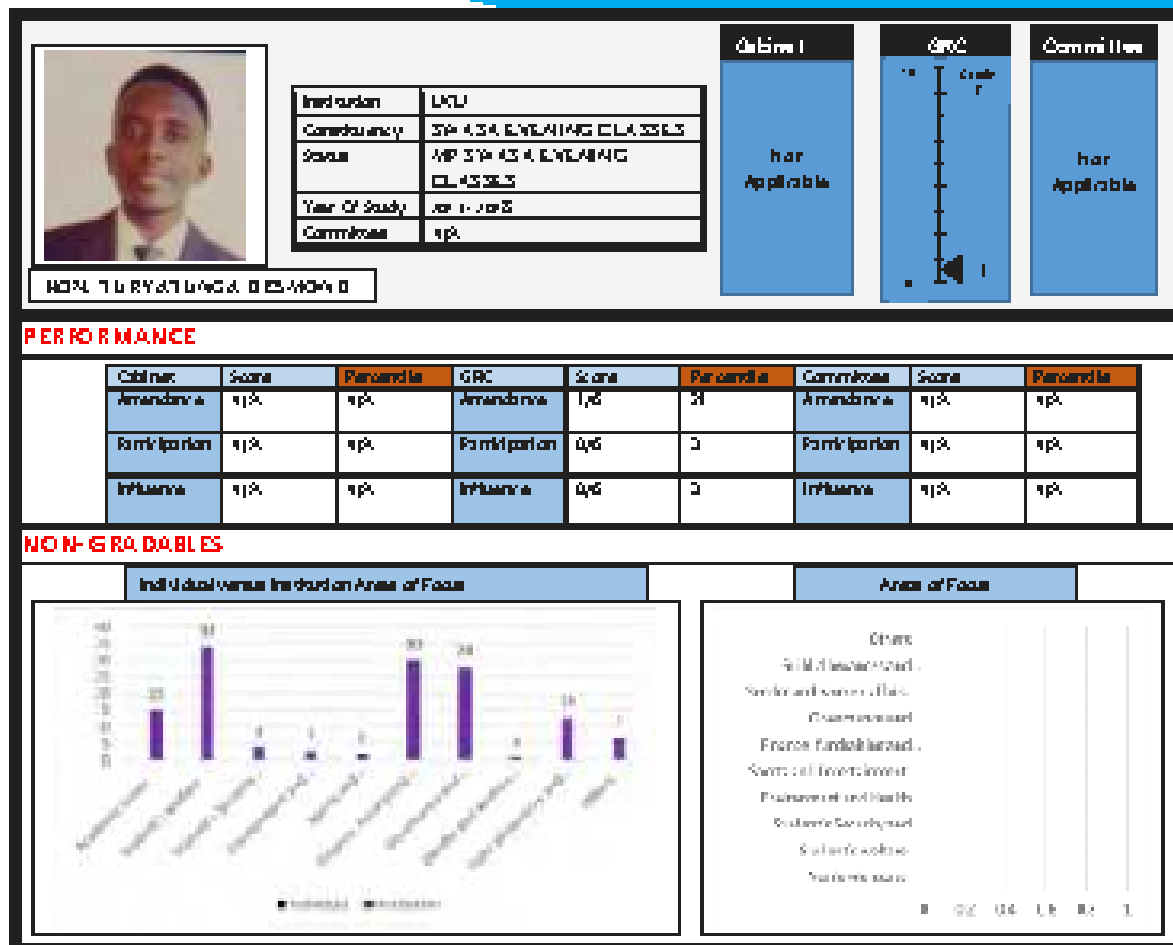
PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	1/A	1/A	Attendance	2/B	76	Attendance	1/A	1/A
Participation	1/A	1/A	Participation	2/B	67	Participation	1/A	1/A
Influence	1/A	1/A	Influence	2/B	54	Influence	1/A	1/A

NON-GRADABLES







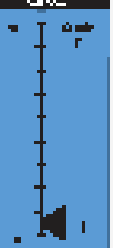


Institution	UCU
Candidate	DISABILITY
Score	MP DISABILITY
Year Of Study	Year 1 - Year 3
Committee	CLUB FOR PEOPLE WITH DISABILITIES

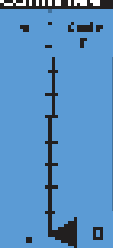
Cabinet

has
Applicable

GRC



Committee



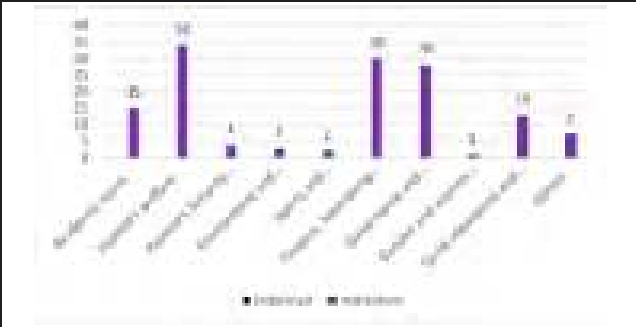
NOLU IYAHUKA-Mu SOLOMON

PERFORMANCE

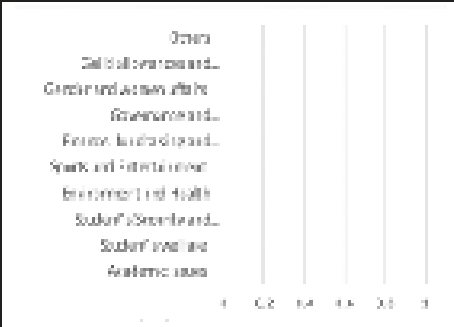
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	100	100%	Amendments	100	100%	Amendments	100	100%
Participation	100	100%	Participation	100	100%	Participation	100	100%
Influence	100	100%	Influence	100	100%	Influence	100	100%

NON-GRADABLES

Individual versus Institution Areas of Focus



Areas of Focus



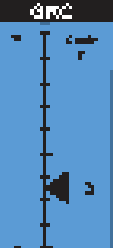


Institution	UCU
Candidate	THEOLOGY
Score	MP THEOLOGY
Year Of Study	Year 1 - Year 3
Committee	100

Cabinet

has
Applicable

GRC



Committee

has
Applicable

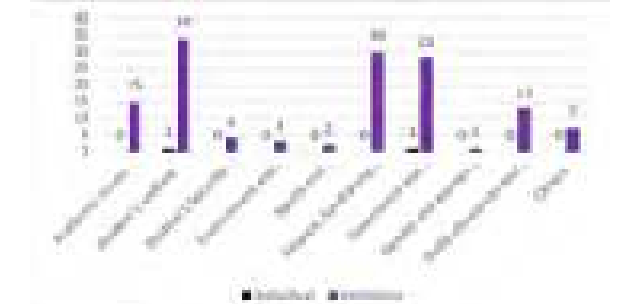
NOLU AMOROTI ERIKIL

PERFORMANCE

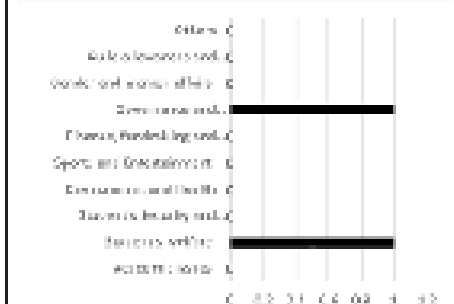
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	100	100%	Amendments	50	50%	Amendments	100	100%
Participation	100	100%	Participation	50	50%	Participation	100	100%
Influence	100	100%	Influence	50	50%	Influence	100	100%

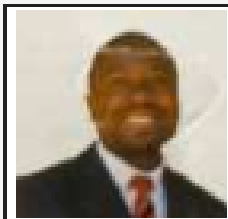
NON-GRADABLES

Individual versus Institution Areas of Focus



Areas of Focus

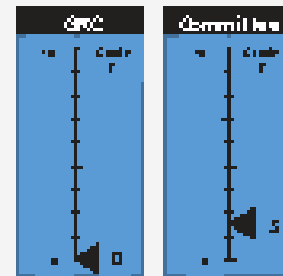




HON. L. Ka Ya NGOLU SHONPILIR

Institution	UCU
Continuity	1/A
Sexual	CHILD DEVELOPMENT
Year Of Study	Year 1 - Year 2
Committee	CLUB & FUN RECREATION

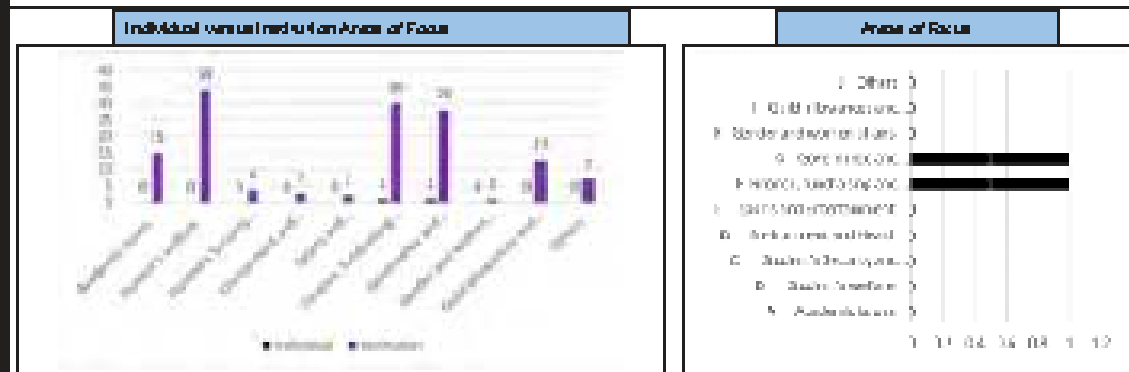
Cabinet
Not Applicable



PERFORMANCE

Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	1/A	1/A	Attendance	0/5	0	Attendance	1/5	60
Participation	1/A	1/A	Participation	0/5	0	Participation	1/5	77
Influence	1/A	1/A	Influence	0/5	0	Influence	1/5	77

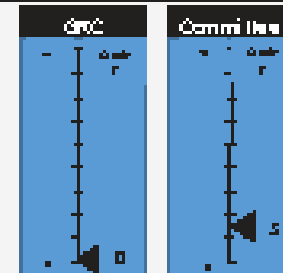
NON-GRADABLES



HON. TOSHIKASHI SHON

Institution	UCU
Continuity	1/A
Sexual	Religion and Culture
Year Of Study	Year 1 - Year 2
Committee	CLUB & FUN RECREATION

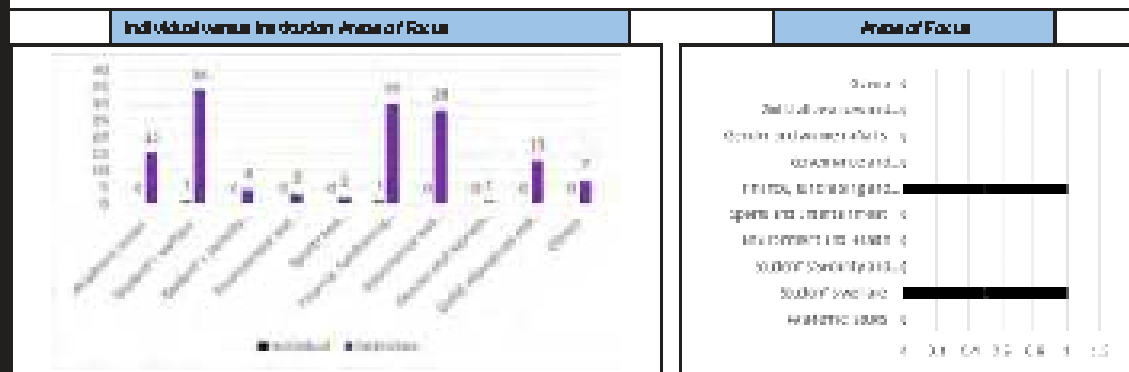
Cabinet
Not Applicable

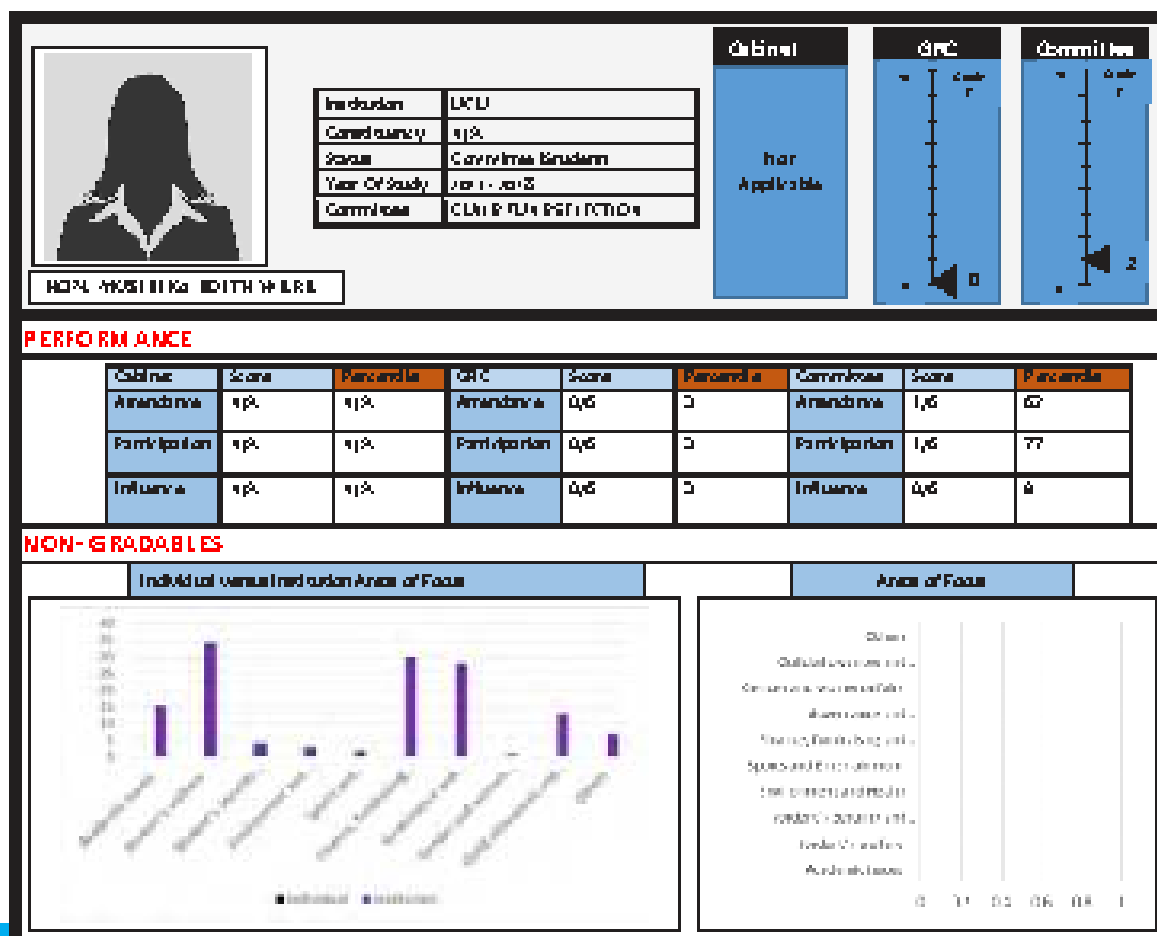
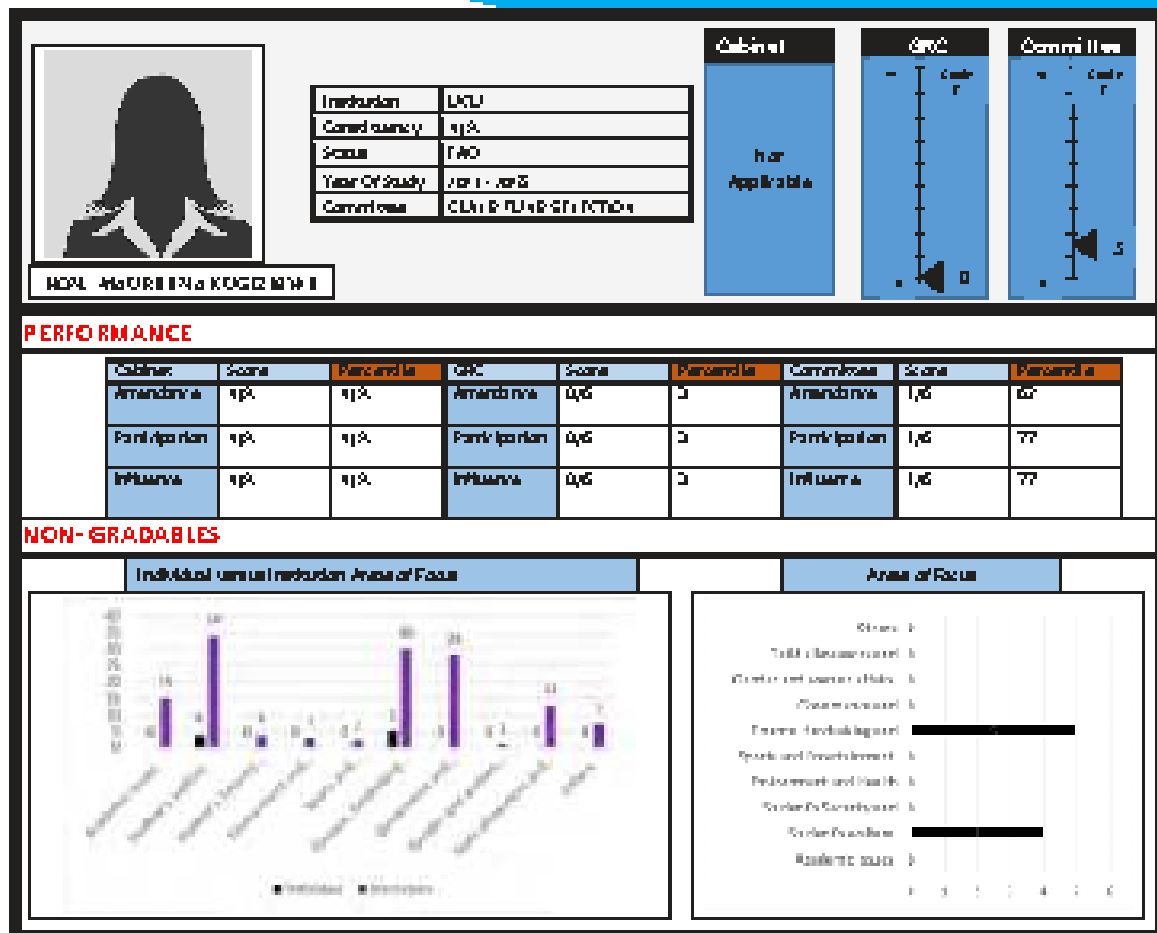


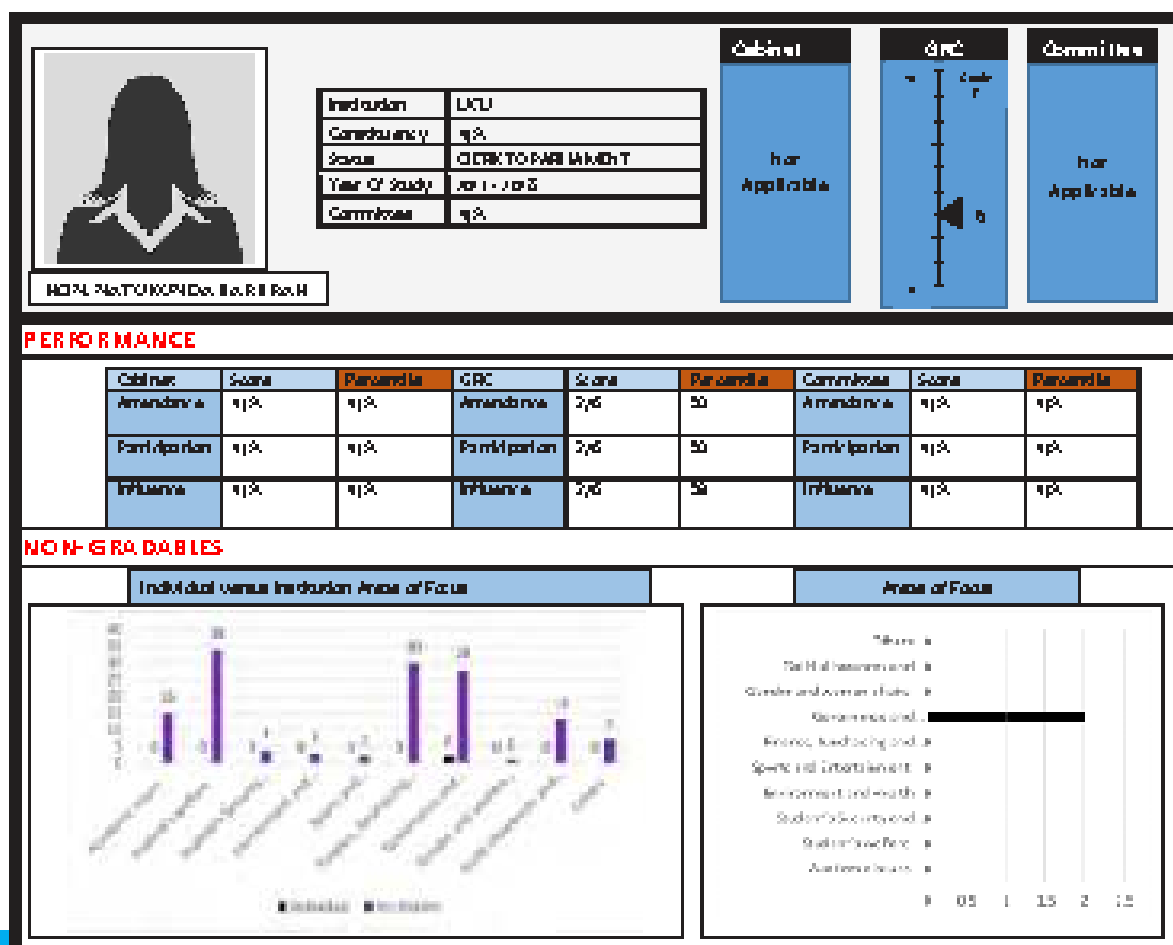
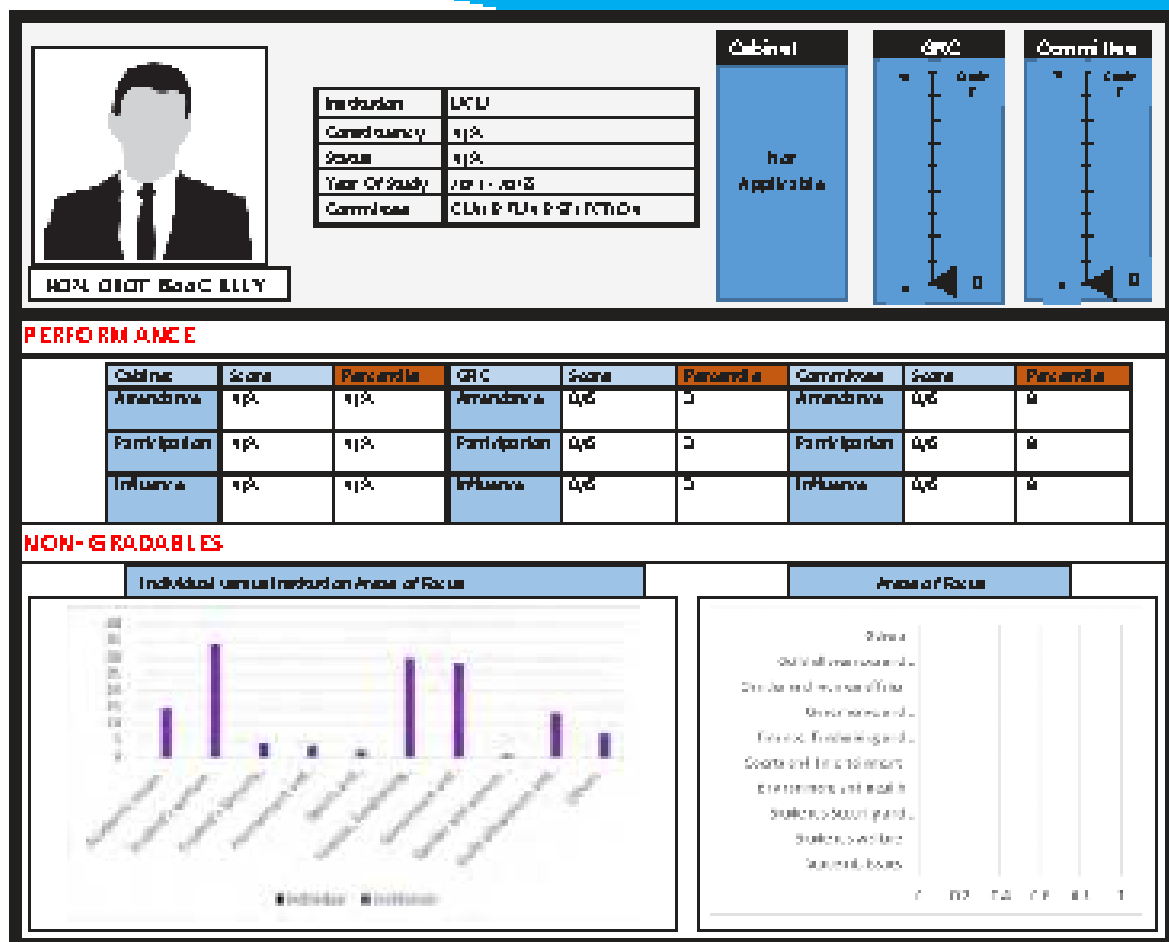
PERFORMANCE

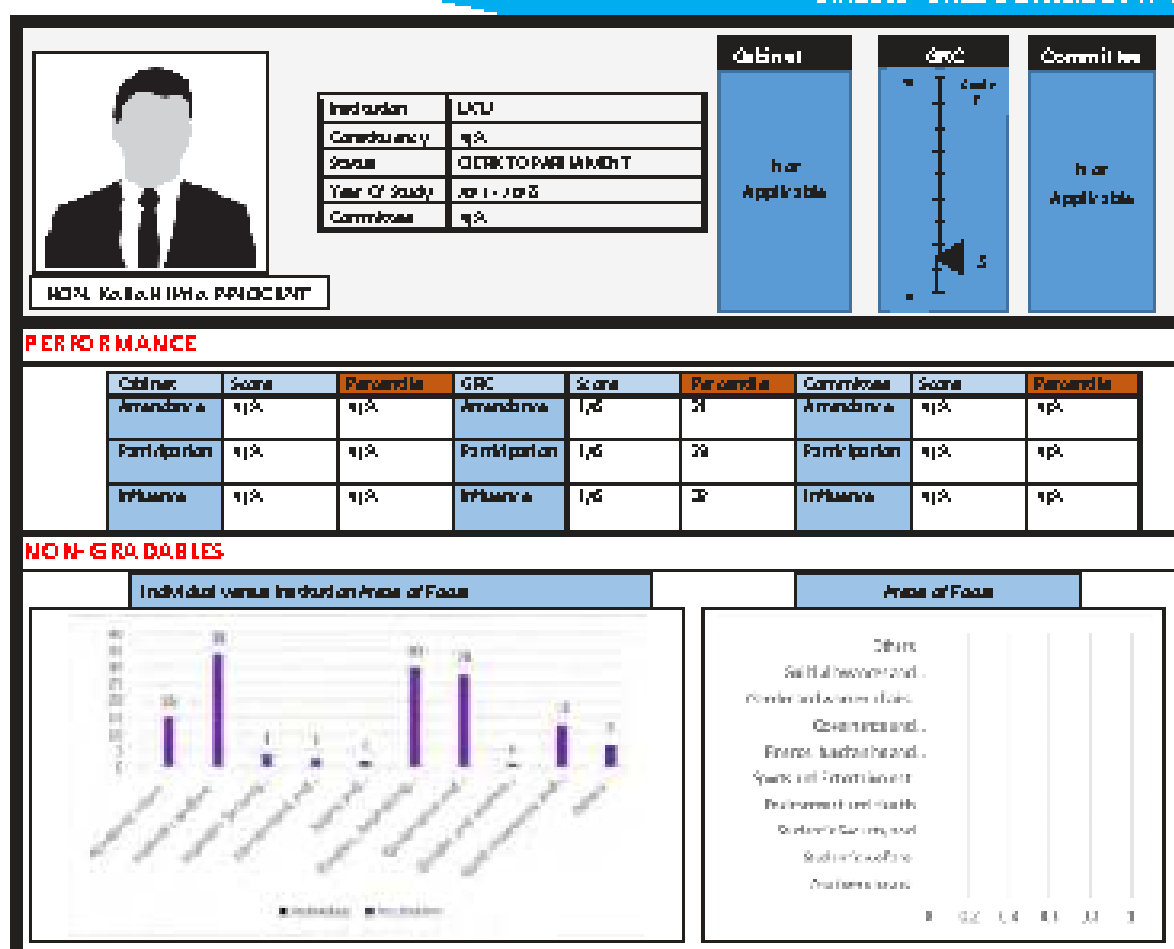
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	1/A	1/A	Attendance	0/5	0	Attendance	1/5	60
Participation	1/A	1/A	Participation	0/5	0	Participation	1/5	77
Influence	1/A	1/A	Influence	0/5	0	Influence	1/5	77

NON-GRADABLES









3.3 LESSONS LEARNT

1. The position of Data Clerk had not been entrenched in the Constitution like the rest.
2. No minutes or document were produced to show the approval of Ministers by GRCs which led to loss of 2 points per Minister.
3. There was no updated voter register hence the loss of 2 points in the succession planning and transition process.
4. More points were lost under good governance on the discovery that there were no minutes approving Standing Committees.
5. While the Constitution stipulates that Cabinet, GRC and committee meetings be held 6 times a year, only 2 Cabinet meetings, 3 GRC meetings and 1 committee meeting took place. This lapse claimed points under the individual performance rating.
6. The drinking water project reported verbally to our interviewers did not appear in the budget and minutes.

3.4 LIMITATIONS OF OUR DATA

AFLI is committed to producing an objective, transparent, and unbiased evaluation of guild governments' performance. At the same time, this Scorecard cannot capture every relevant aspect of the guild leaders' performance.

AFLI strives to remain an objective observer of guild governments' activities. None of the parameters in the Scorecard assessed the quality of the contributions made by the Guild governments and individual leaders.

Participation and level of influence scores are based on the quantity of the contribution made by the individual guild leaders. Similarly, our parameters do not reward or penalise the individual guild leaders for focusing on particular areas during meetings.

There are also areas in which the data available is incomplete, making it difficult to produce a comprehensive scorecard. AFLI, however, recognises the fact that this being a pilot scorecard, there is apparent need for improvement in our next publication.

3.5 RECOMMENDATION

- I. The Constitution should be amended to accommodate the position of Data Clerk.
- II. There should be minutes or documents showing the approval of Ministers and Standing Committees.
- III. The Electoral Commission should keep an updated register of voters as evidence for elections and succession planning.
- IV. Guild leaders should hold Committee, GRC and Cabinet meetings as mandated by the Constitution. All members should attend.
- V. All projects implemented within the work plan and budget should be on record. This will form a benchmark for improvement by the next leadership team.

ANNEXTURE 2



Fig. 11 Showing Discussion with UCU Guild Leaders.

Table 12 : Top 4 Individual performance of the UCU Guild.

NAME	PERCENTAGE SCORE	GRADE
H.E. BARASHA DUNCAN	50%	D
HON. AKENA JUNIOR	50%	D
HON. MUMPE MOSES	50%	D
HON. ABAHO BRIGHTON	50%	D



UCU regg photo



*Mbarara University of Science
and Technology
Students' Guild Scorecard*

4.1 INSTITUTIONAL FINDINGS FOR MUST GUILD GOVERNMENT

This section shows the scores of MUST Guild Government and the individual members to the executive and the guild representative council (GRC).

4.1.1 CORE GOVERNANCE OF MUST GUILD GOVERNMENT

Table 13: Core governance of MUST Guild Government

PARAMETER	SCOPEABLE COMPONENT	COMPLIANCE (YES/NO)	RESULTANT SCORE	
			YES	NO
Leadership Guild	President	Dedication of a President	3	
	General Secretary (Clerk to the GRC and general assembly)	Appointment of the General Secretary	3	
	Speaker	Election of the Speaker and a Deputy Speaker	3	
	Unconstitutional positions & policies	Creation of leadership positions outside the constitutional regime		-9
	Parliament		3	
	Existence of Cabinet Ministers,	Minister of Education	3	
		Minister of Social Affairs	3	
		Minister of Off – Campus Affairs	3	
		Minister of Finance	3	
		Minister of Campus Affairs	3	
		Minister of Health	3	
		Minister of Information and Technology	3	
		Minister of Foreign Affairs and Public Relations	3	
		Minister of Justice and Constitutional Affairs	3	
	Approval of the cabinet ministers by GRC	Minister of Education		-2
		Minister of Social Affairs		-2
		Minister of Off – Campus Affairs		-2
		Minister of Finance		-2
		Minister of Campus Affairs		-2
		Minister of Health		-2
		Minister of Information and Technology		-2
		Minister of Foreign Affairs and Public Relations		-2
		Minister of Justice and Constitutional Affairs		-2

	<i>Committees</i>	a) Committee for Finance b) Committee for Social Affairs c) Committee for Off-Campus Affairs d) Committee for Health e) Committee for Justice and Constitutional Affairs f) Committee for Information and Technology g) Committee for Professional Affairs h) Guild Disciplinary Committee i) Committee for Campus Affairs j) Committee for Property Management and Business Establishment k) Committee for Foreign Affairs and Public relations l) Committee for Constituency Management m) Committee for Gender and Guidance	2 2 2 2 2 -2 -2 2 2 -2	-2 -2 -2 -2 -2 -2
Leadership Guild		Overall Score	44	-43
Good governance	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General Assembly	Twice in a term of office		-3
		> Approve officers as provided in the constitution > Be the legislative of the guild (make laws) > Sanction and approve the policies of the executive > Deliberate on matters that affect the members of the guild (student body) and make resolutions > Approve standing committees and Ad hoc committees	3 3	-3 -3 -3 -3
	> Meetings of Cabinet > Quorum at Cabinet	Two meetings in an academic semester Two thirds of the total number of the Ministers	3	-3
Good governance		Overall Score	9	-6

Conduct of Business at Council	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	Number of meetings Held by GRC/ Parliament	Twice a semester (four times in a term of office but in the case of UCU it is six times in a term of office)	3	
	Notice of meetings Held by GRC/ Parliament	Written notice showing time and place including the agenda		-3
	Quorum at GRC /Parliament meetings			-3
	Minutes of GRC / Parliamentary sessions recorded	Recorded minutes of all the required sessions. (Four sessions)	3	
	Rules of Procedure / Guidelines for conduct of meetings	Rules to regulate its procedure at meetings	2	
Conduct of Business at Council		Overall Score	8	-6
Succession Planning and Transitional process	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General elections	A general election during the Semester of September	3	
	Voter Register	Updated register of voters		-2
	Campaigns	Exercise of Open Campaigns financed by the Guild government		-2
	Election Complaints	Disposal of complaints within four days from date of lodgment (In case no complaint was lodged, government earns full score)	3	
Succession Planning and Transitional process		Overall Score	6	-4
		Total Score	72	-62
CORE GOVERNANCE		Percentage Score	54.9	43.6

Source: Minutes of GRC and no compliance from founding group chairman and ex-GRC records

N.B: Highest possible score is 131; lowest -140.

Leadership of the Guild

MUST scored 49 points on compliance for declaration of President (3); appointment of General Secretary (3); election of Speaker and deputy (3); existence of Parliament (3); existence of Cabinet Ministers (27); existence of Committee for Social Affairs, Committee for Professional Affairs, Guild Disciplinary Committee, Committee for Foreign Affairs and Public Relations, Committee for Constituency Management (10), and lost 43 points for non-compliance, where three unconsti-

tutional positions had been created, i.e. President, MUST Forum, Chief Fresher and Lady Fresher (9).

There was no evidence of approval of Cabinet Ministers by GRC (18); no evidence of existence of eight committees (16) – finance; off-campus affairs; health; justice and constitutional affairs; information and technology; campus affairs; property management and business establishment; gender and guidance.

Good governance

MUST scored 9 points for compliance in deliberating on matters that affect guild members (student fraternity) and making resolutions (3); approving standing and ad hoc committees (3); and two meetings of the Cabinet in an academic semester (3).

They, however, lost 15 points for non-compliance because there was no evidence found on having a general assembly twice in a term of office (3); under-performance of the GRC/Parliament; no evidence for approval of officers as provided for in the Constitution; legislature of the guild (make laws), sanction and approve the policies of the Executive (9); lack of quorum at Cabinet meetings – no evidence of two-thirds of the total number of Ministers (3).

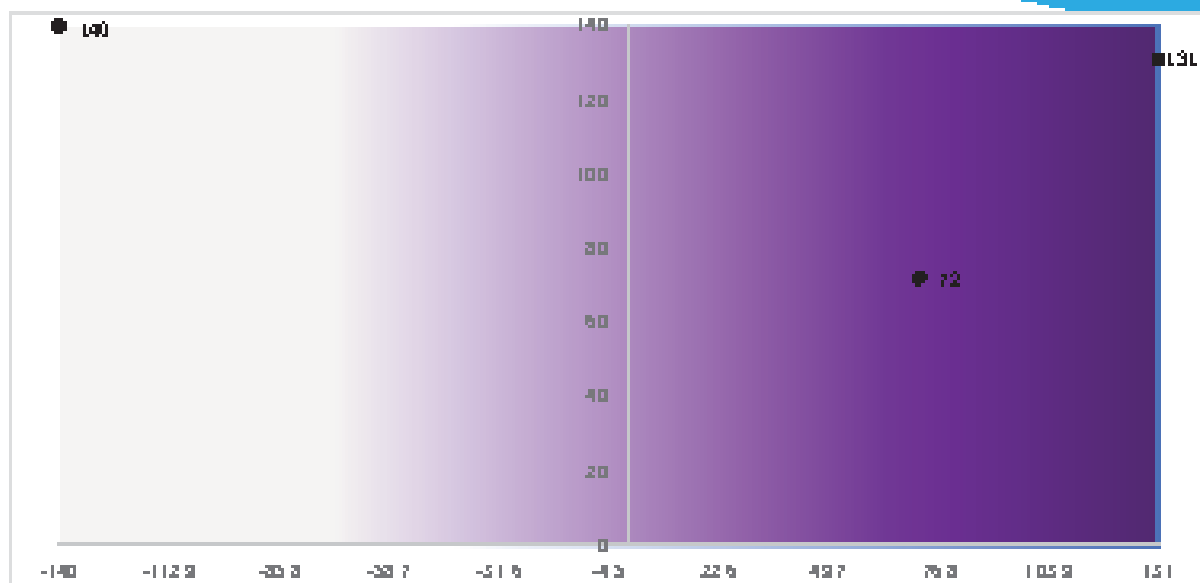
Conduct of business at the council

MUST scored 9 points for compliance in holding meetings twice a semester (3), recorded minutes of all the required sessions (3) and existence of rules to regulate its procedure at meetings (3). Six points were lost in non-compliance – no evidence on notice for meetings held by GRC/Parliament (3), and on quorum at GRC/Parliament meetings (3).

Succession planning and transitional process

MUST scored 6 points for compliance on general election during the September semester (3); and also no election complaint was lodged (3). But they lost 4 points for non-compliance on evidence of an updated register of voters (2) and also exercise of open campaigns financed by the guild government (2).

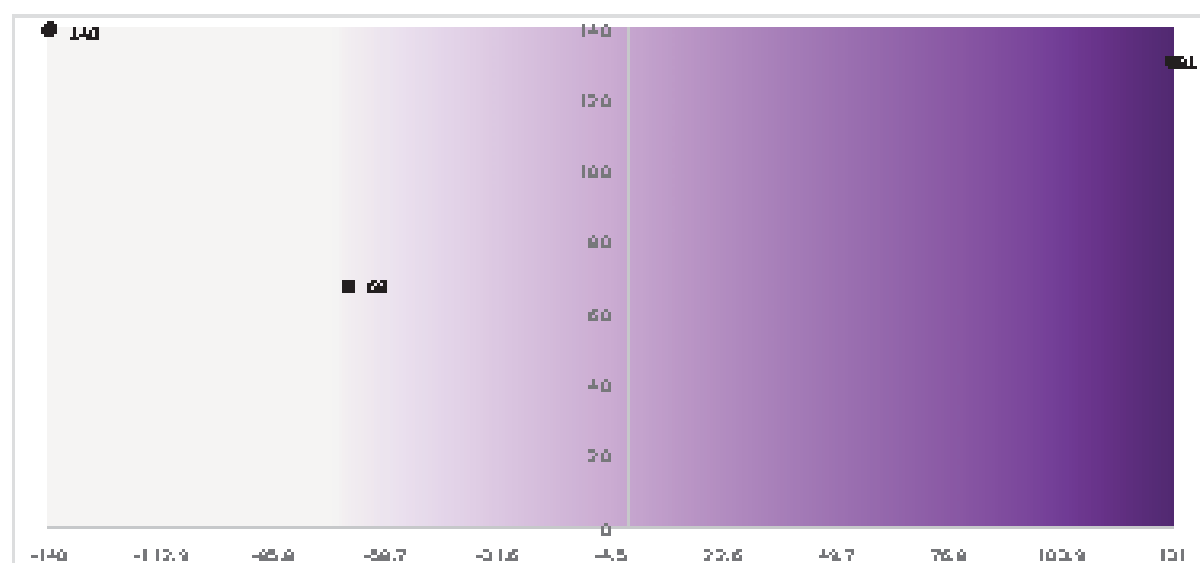
Figure 7: Compliance of MUST Guild Government



Source: Means of GRC and non-compliance from focus group discussions and ex-GRC

- Area showing strength in compliance
- Area showing neutrality in compliance
- Area showing weakness in compliance
- The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance.

Figure 8: Non compliance of MUST Guild Government



Source: Means of GRC and non-compliance from focus group discussions and ex-GRC

Area showing strength in non-compliance

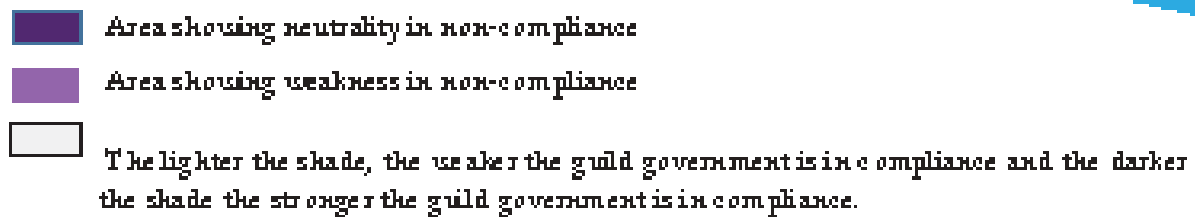
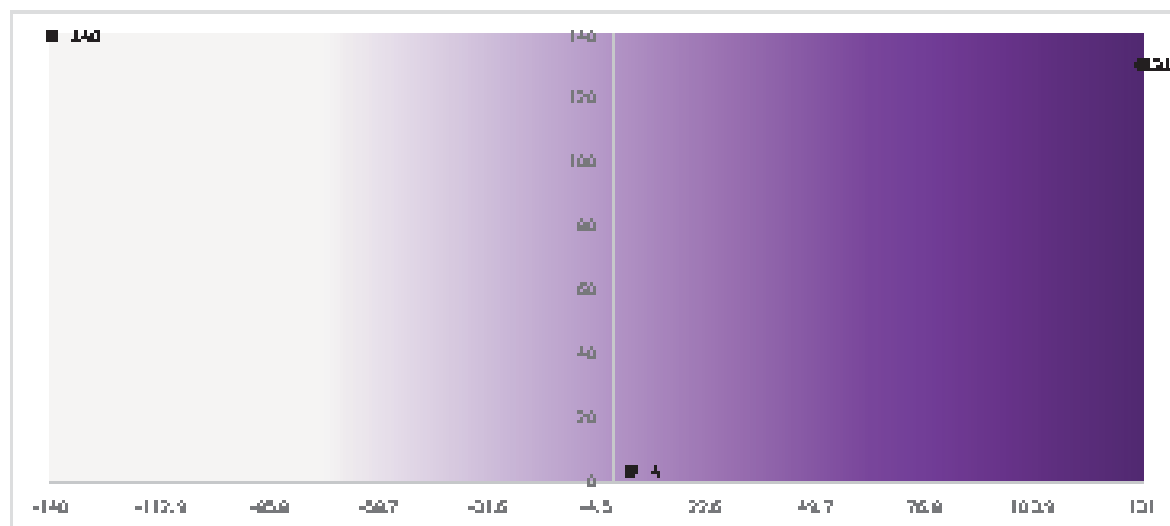
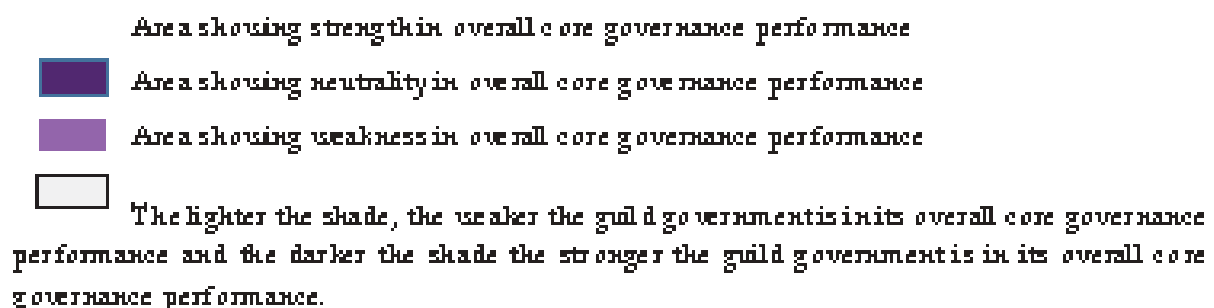


Figure 9: Overall core governance performance of MUST Guild Government



Source: Minutes of GRC and consensus from focus group discussion and ex-GRC



This means MUST should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found upholding and respecting the letter and spirit of the constitution. From the Guild Leaders Performance Scorecard for the year 2017/2018, MUST Guild Government has been found to have a 59.5% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 40% level of non-compliance:

Under the leadership of the guild section;

- i. The Guild government of MUST created three positions that are outside the constitution i.e. chief fresher, lady fresher and president MUST forum which cost them 9 points
- ii. The GRC of the MUST Guild Government failed to approve the appointed cabinet ministers which cost them 18 points
- iii. The GRC of the MUST Guild Government failed to appoint members to some of the standing and Ad-hoc committees which cost them 14 points.

Under the good governance section;

- i. The GRC of the MUST Guild Government failed to hold the general assemblies which cost them 3 points.
- ii. The GRC of the MUST Guild Government failed to properly document GRC meetings to show all activities such as approval of officers, law making and approval of ad-hoc committees which cost them 9 points
- iii. The GRC of the MUST Guild Government failed to provide attendance lists which cost them 3 points under quorum for meetings.

Under conduct of business at the council;

- i. The GRC of the MUST Guild Government failed to provide documentation of notices of meetings which cost them 3 points.
- ii. The GRC of the MUST Guild Government failed to provide attendance lists which cost them 3 points under quorum for meetings.
- iii. No provision of attendance lists

Under succession planning and transitional process

- i. The GRC of the MUST Guild Government failed to provide a voter register which cost them 2 points
- ii. The GRC of the MUST Guild Government failed to provide documents on the campaigns exercise costing them 2 points

4.1.2 LEGACY PROJECTS

Table 14: Legacy projects of MUST Guild Government

SCOREABLE COMPONENT	YES/NO	RESULTANT SCORE
Do you have a project?	YES	1
Is the project shown in the budget?	N/A	0
Is the project in the work plan?	N/A	0
Is the project talked about in the minutes?	YES	1
Student recognition	YES	1
Administrative recognition	NO	0
External recognition	NO	0
TOTAL SCORE		3
PERCENTAGE SCORE		42.9%

Source: Minutes of GRC, recognitions from focused group discussions and ex-GRC and photos of the legacy.

4.1.2 OPINION SURVEY

A total of 51 respondents were sampled at Mbarara University of Science and Technology with areas scoring both the GRCs and the cabinet. The highest score the student guild could achieve per questionnaire was 60 since for each six areas were scored and the maximum score being 5 for each area.

Among the 51 respondents, the GRC and cabinet scored 1263 out of the 3060 maximum score i.e. 1263 out of 3000

$$1263 \div 3000 = 0.413$$

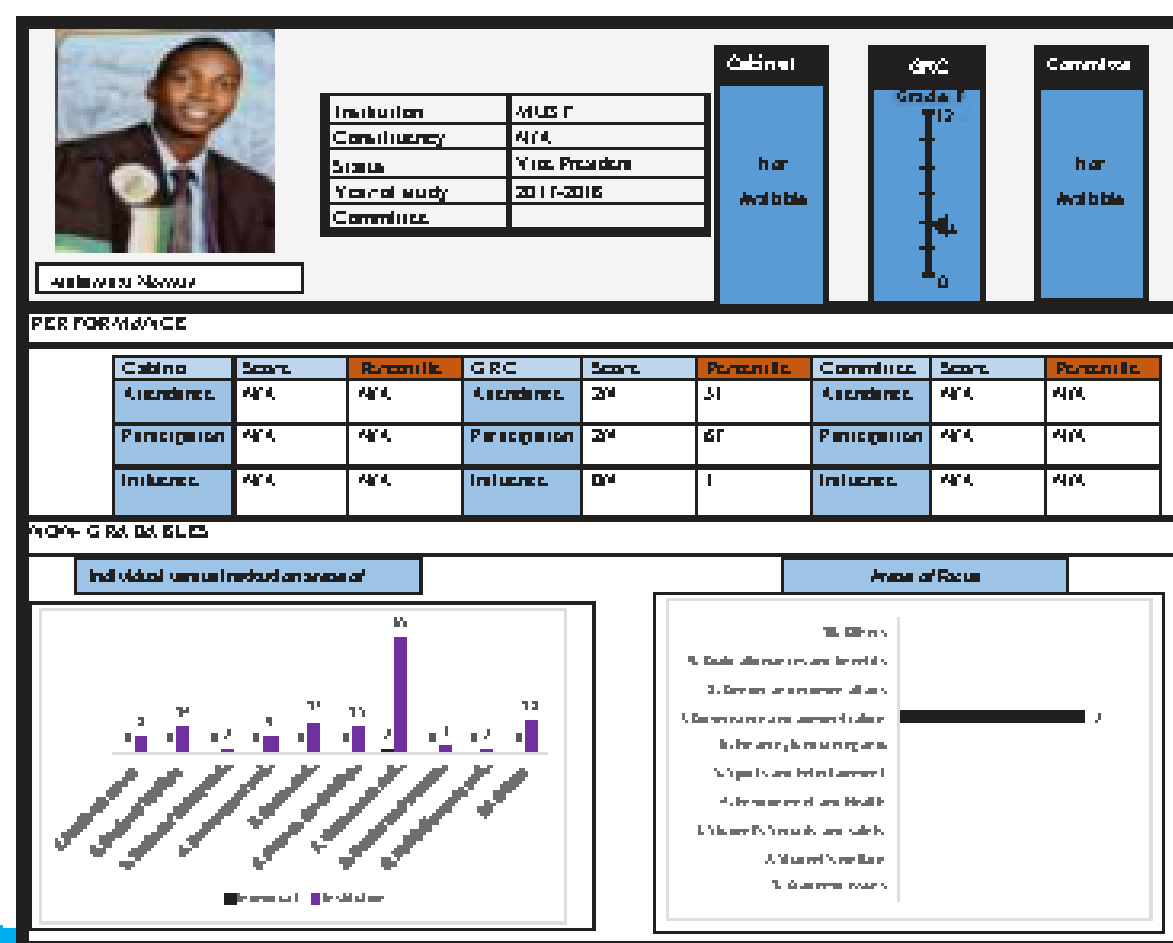
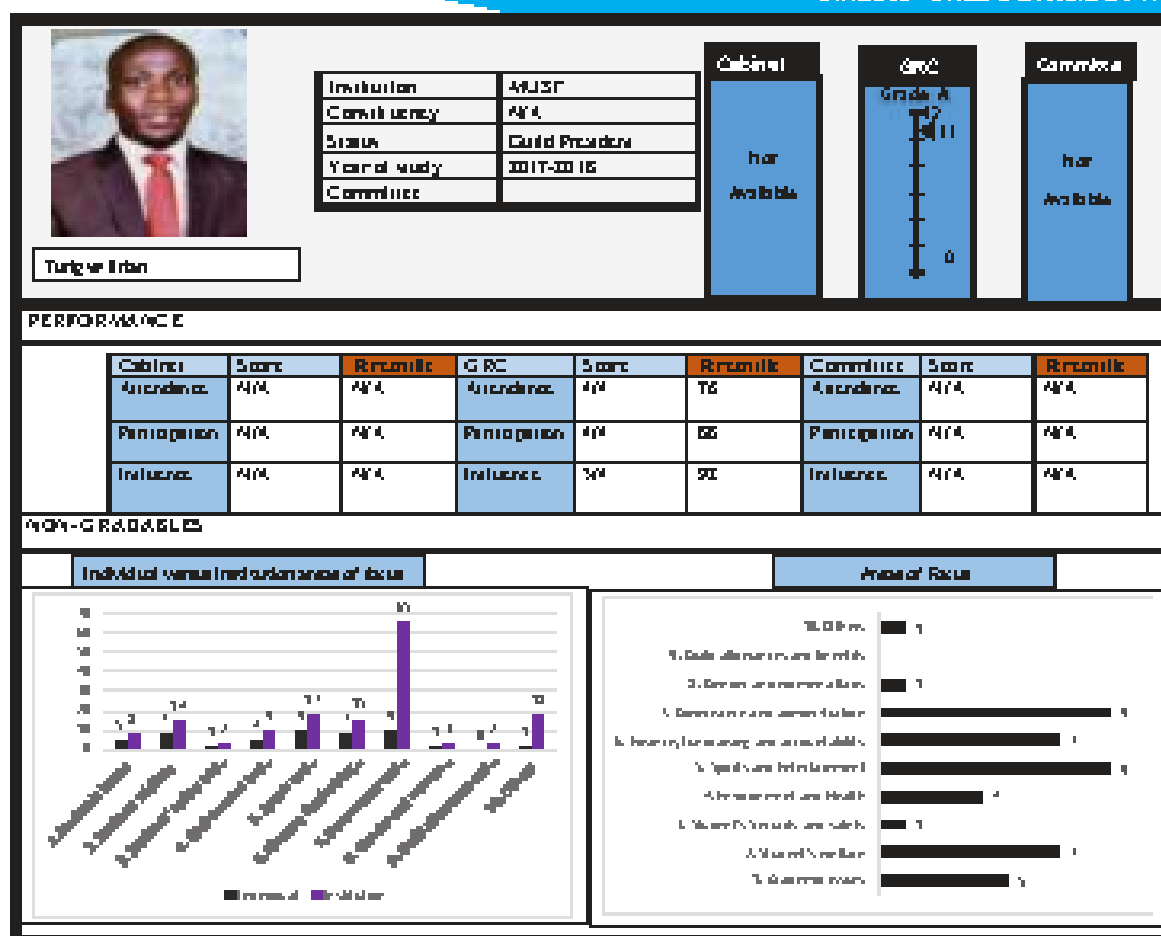
The resultant percentage score is percentage 41.3%

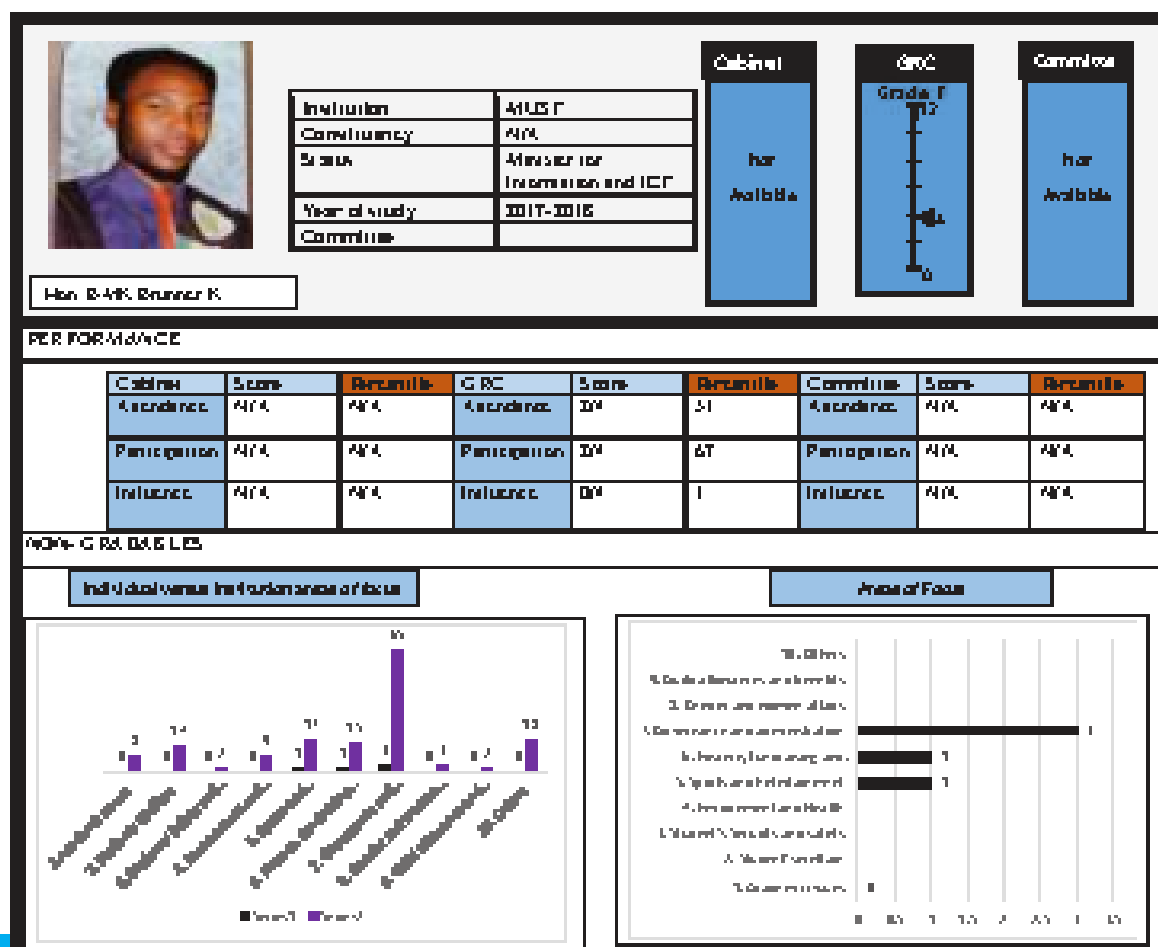
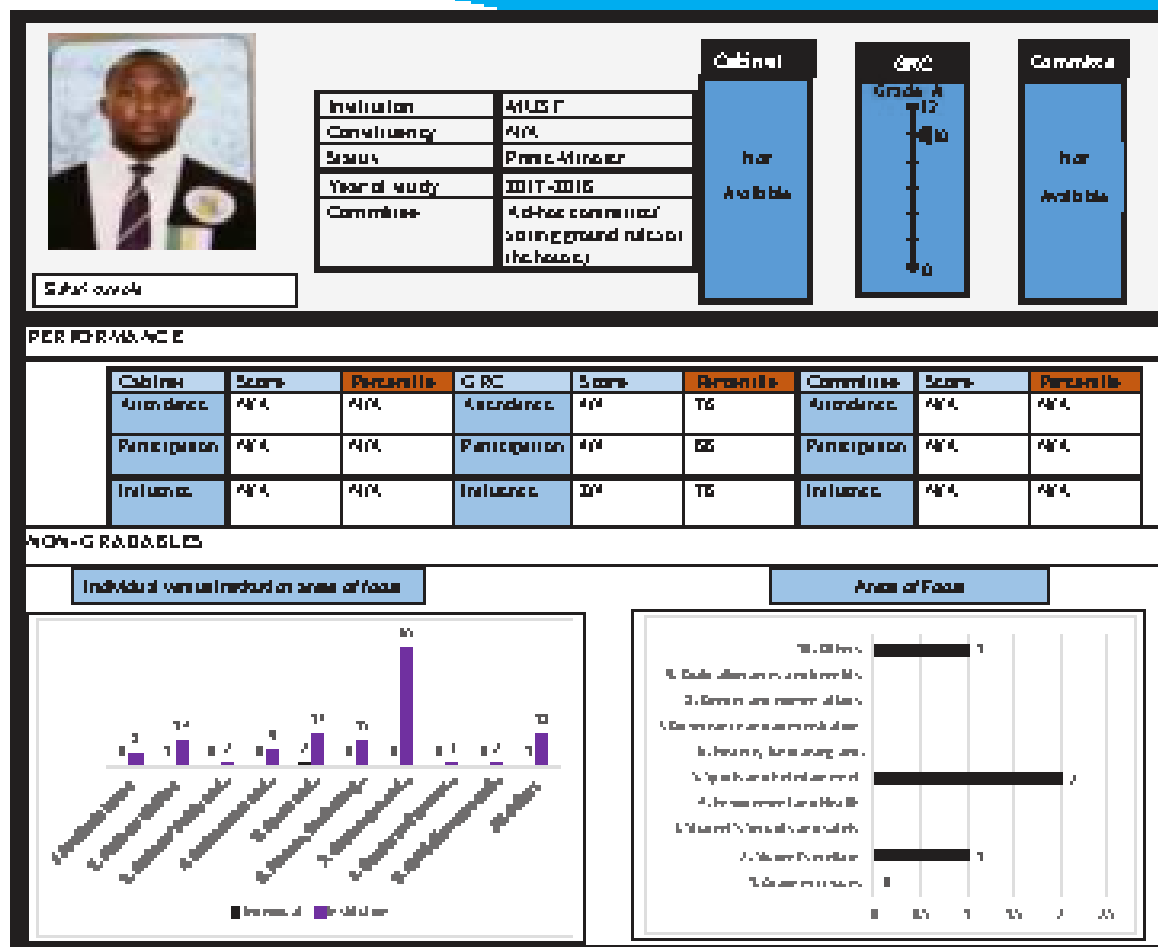
4.1.3 FINAL GRADE

Table 15: Final grade of the MUST Guild Government 2017/18

	MARK	GRADE
Core Governance	54.9%	C
Legacy Project	42.9%	E
Opinion Survey	41.3%	E

Source: Minutes of GRC, recognitions from focused group discussions and ex-GRC and photos of the legacy project







Institution	MUST
Constituency	M/A
Status	Minister For Campus Affairs
Year of study	2017-2018
Committee	Ad-hoc committee

Online 1
 Not Available

GRC
 Grade A 12

Committee
 Not Available

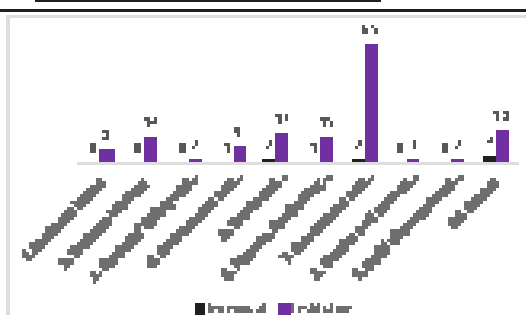
Kyagabwa Lilian

PERFORMANCE

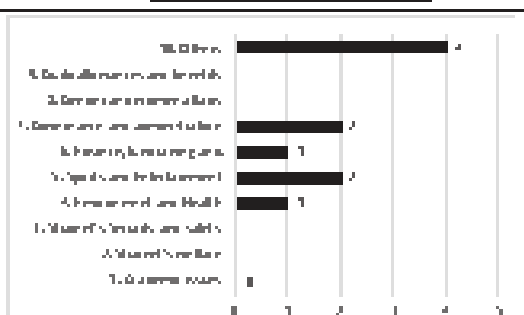
Online	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	A/A	A/A	Attendance	A/A	76	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	A/A	66	Participation	A/A	A/A
Influence	A/A	A/A	Influence	A/A	94	Influence	A/A	A/A

NON-GRADABLES

Individual visualisation on area of focus



Area of Focus





Institution	MUST
Constituency	
Status	GRC Sec. Kisorohi
Year of study	2017-2018
Committee	Ad-hoc committee Constituency management committee

Online 1
 Not Available

GRC
 Grade A 12

Committee
 Not Available

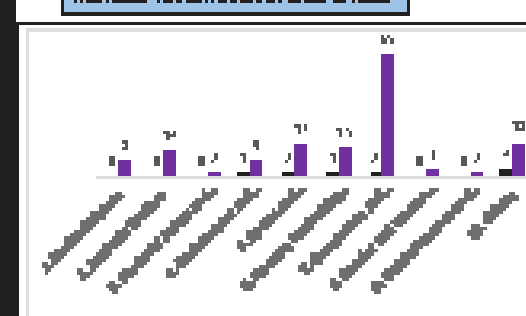
Lilian Bakirwa

PERFORMANCE

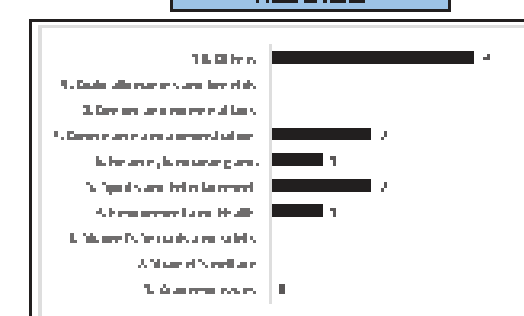
Online	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	A/A	A/A	Attendance	A/A	76	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	A/A	66	Participation	A/A	A/A
Influence	A/A	A/A	Influence	A/A	94	Influence	A/A	A/A

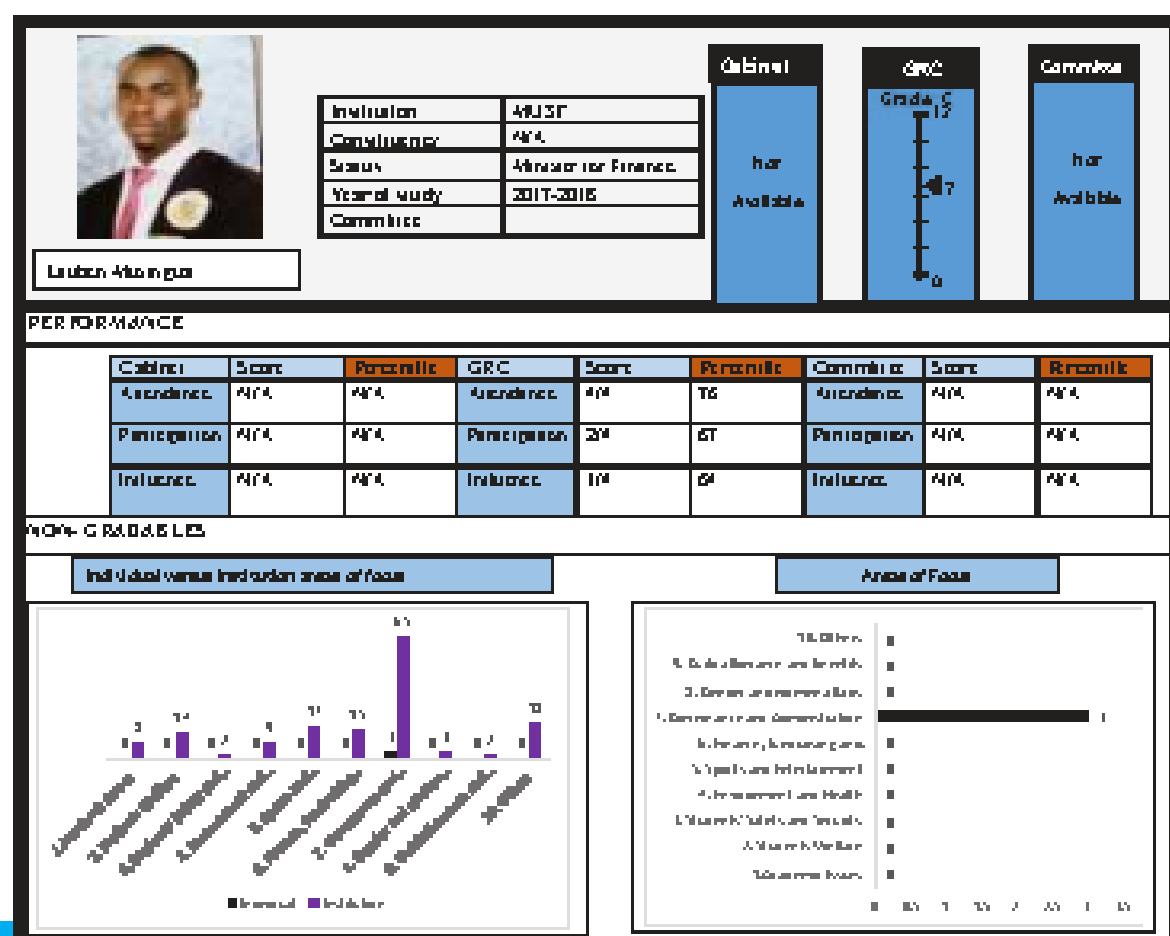
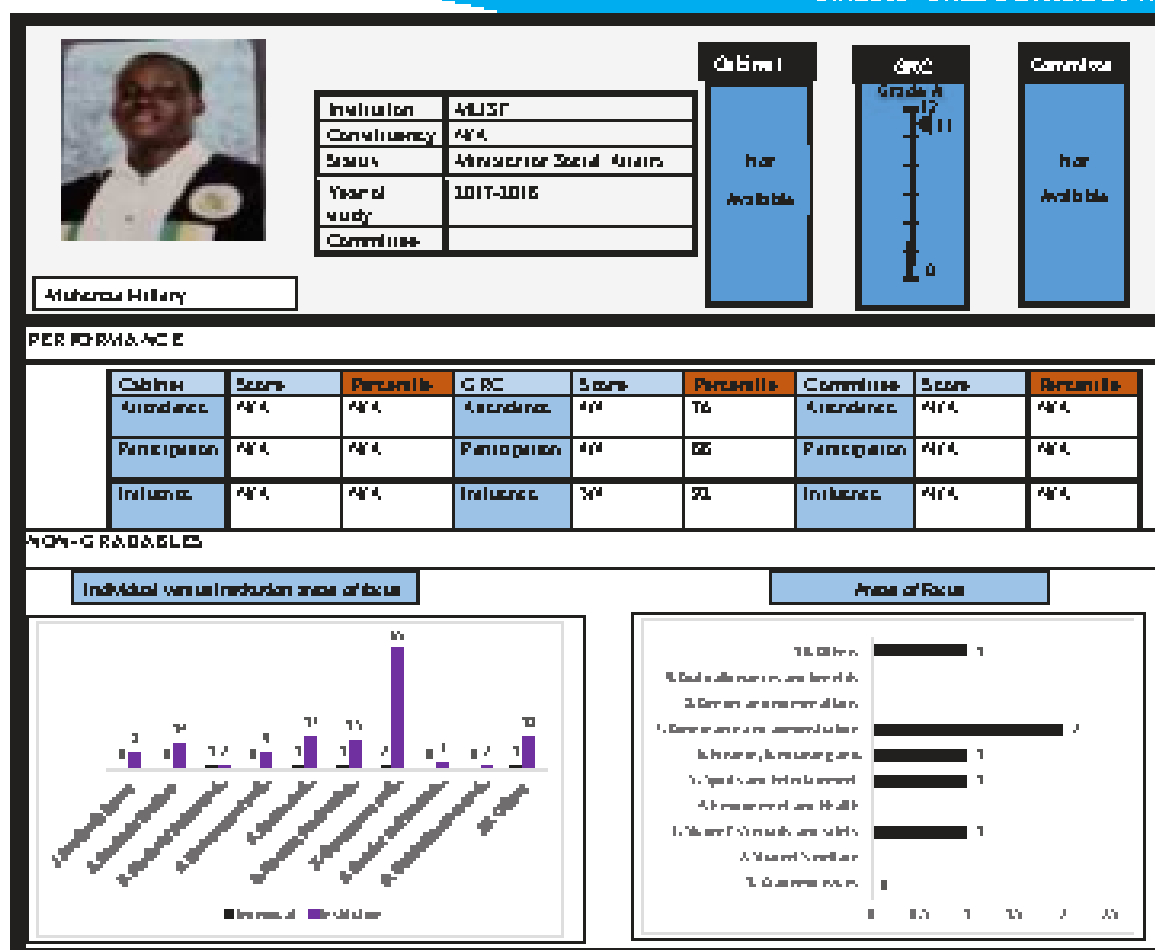
NON-GRADABLES

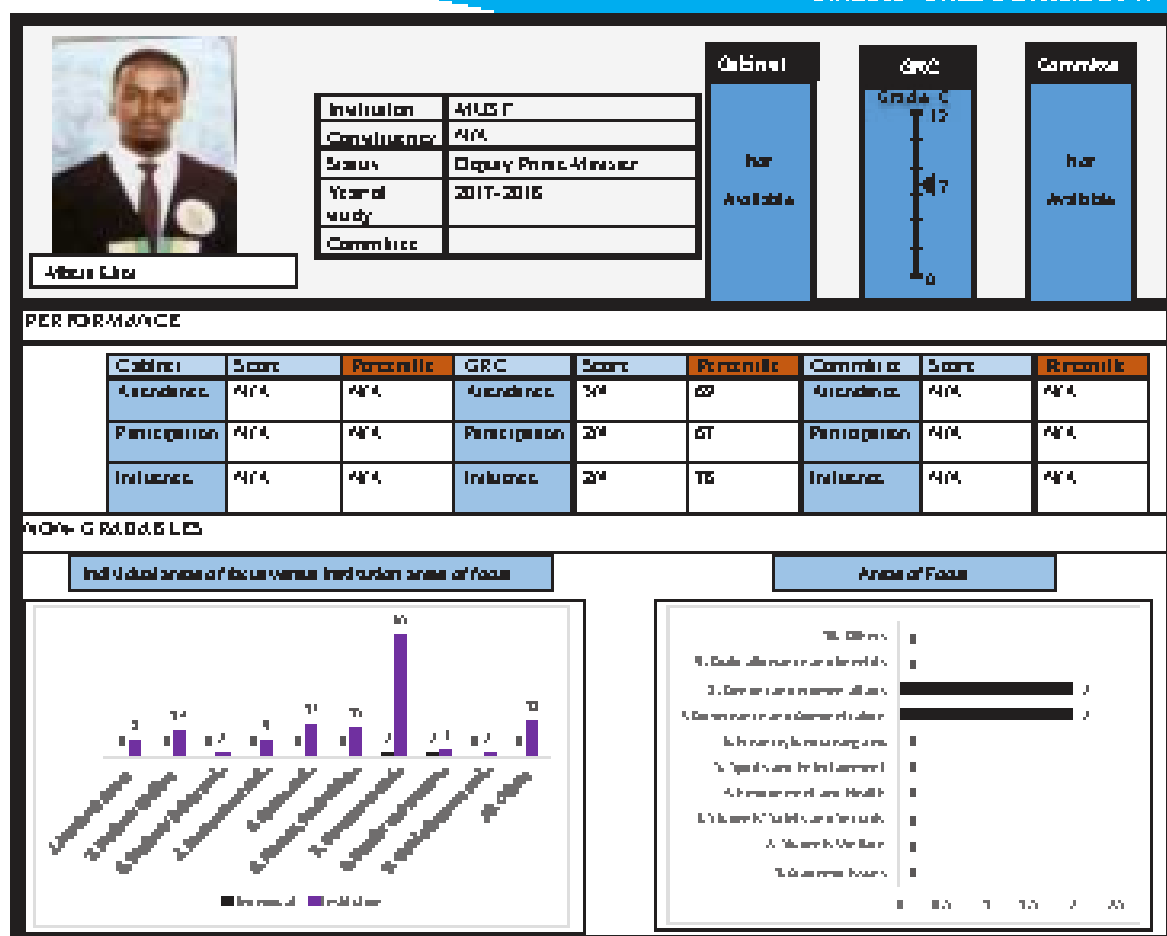
Individual visualisation on area of focus



Area of Focus

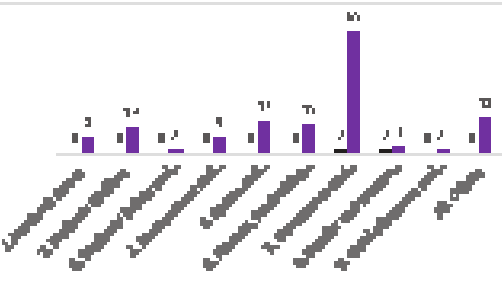


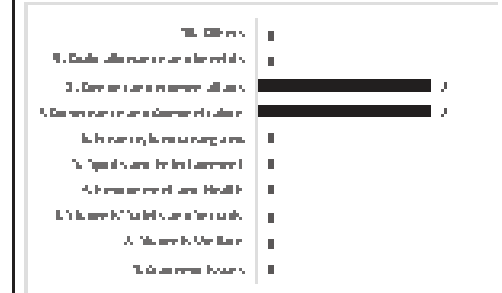


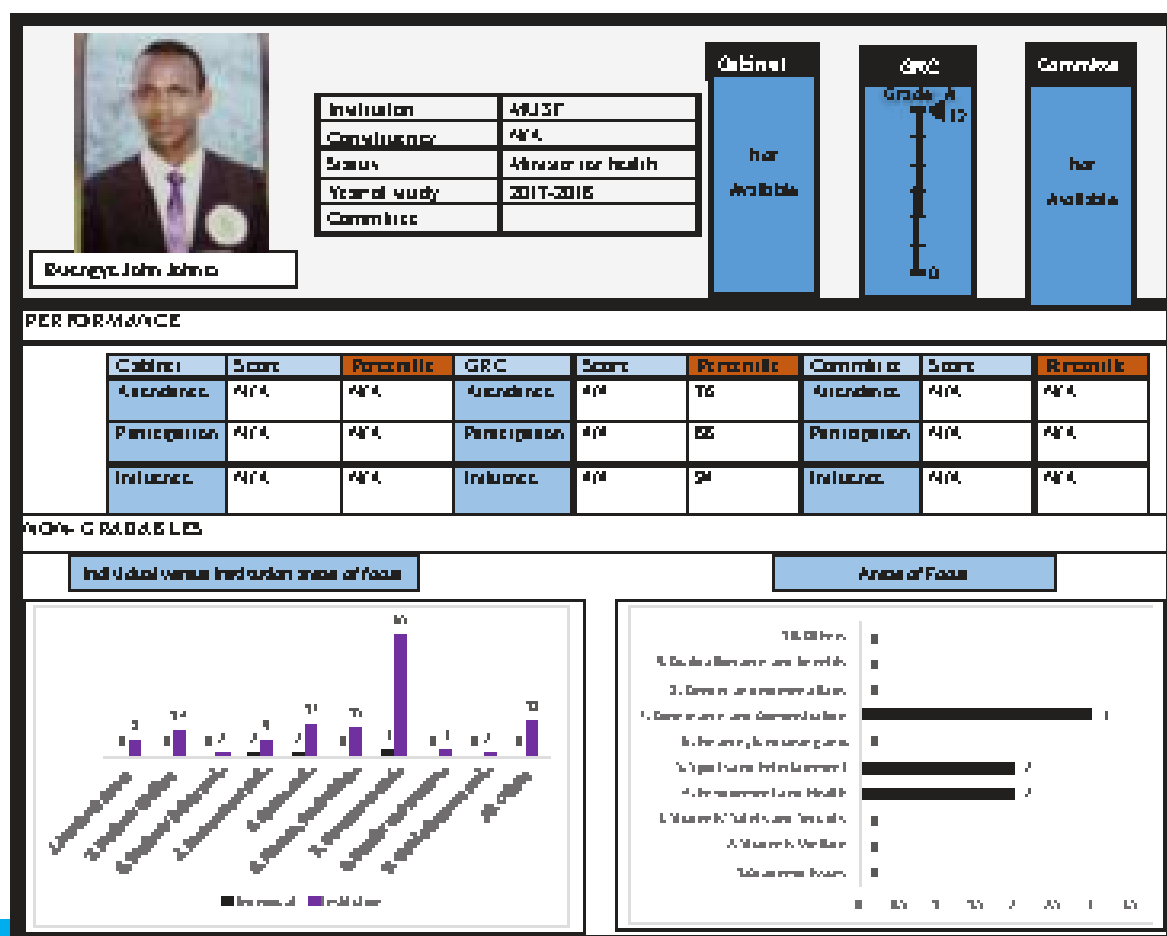

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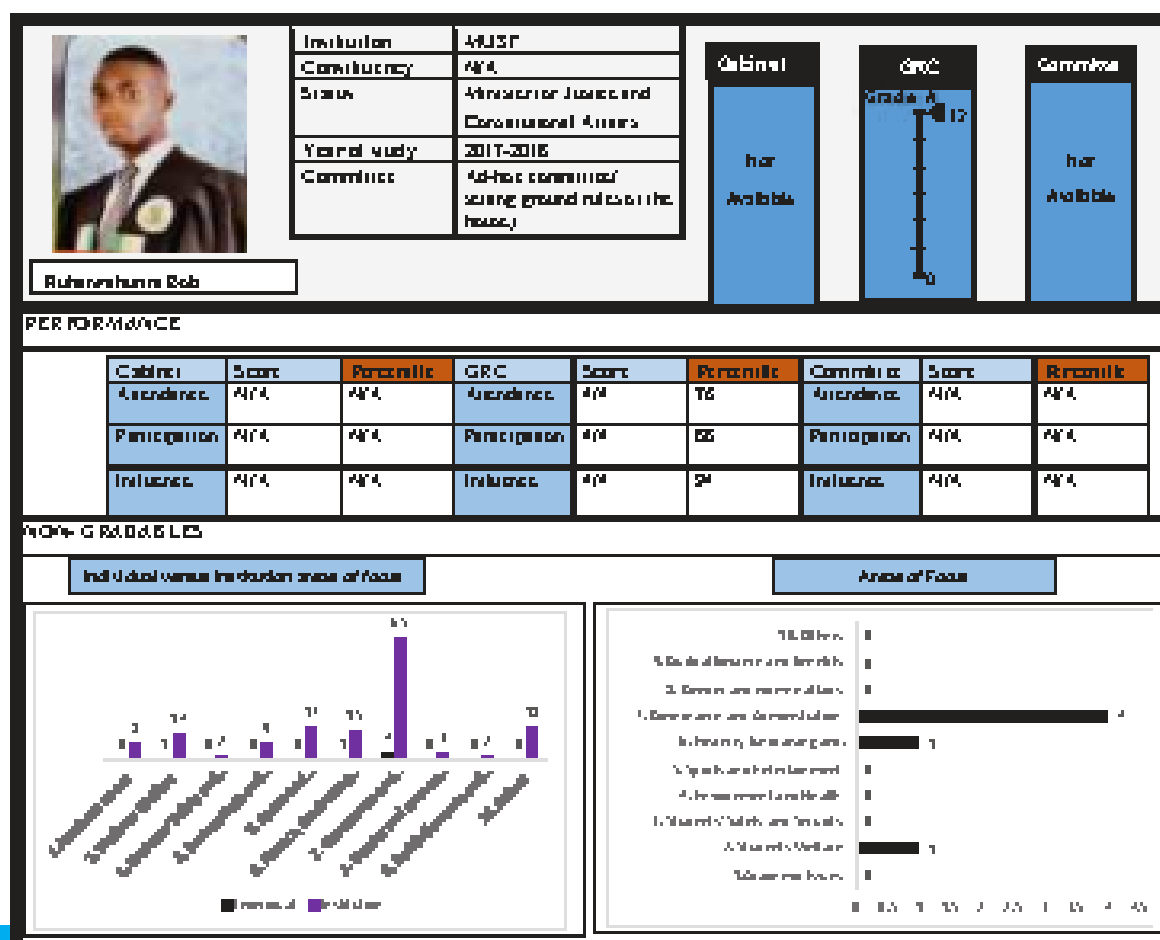
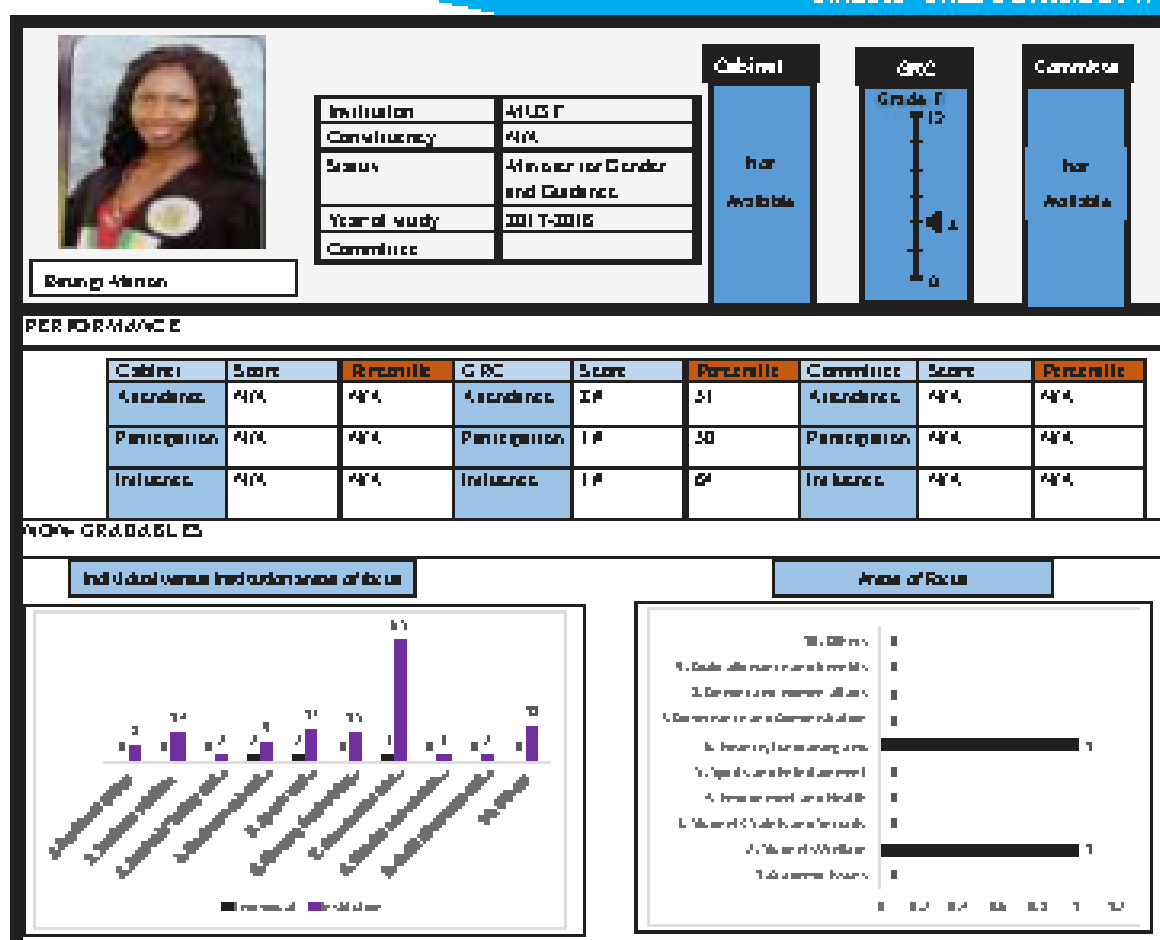
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	AMT	AMT	Attendance	74	69	Attendance	AMT	AMT
Participation	AMT	AMT	Participation	24	67	Participation	AMT	AMT
Influence	AMT	AMT	Influence	24	76	Influence	AMT	AMT

WORK GRADABLES

Individual areas of focus versus Individual areas of focus


Areas of Focus








Institution	MUSIT
Constituency	M/A
Status	Minister for Dis. Campus Affairs
Year of Study	2017-2018
Committee	

Henryson Achaba

Cabinet

Not Available

GRC



Committee

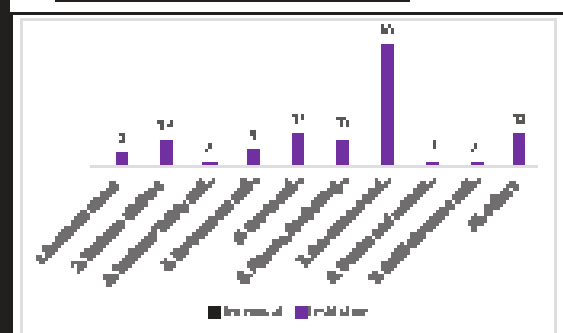
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PERFORMANCE

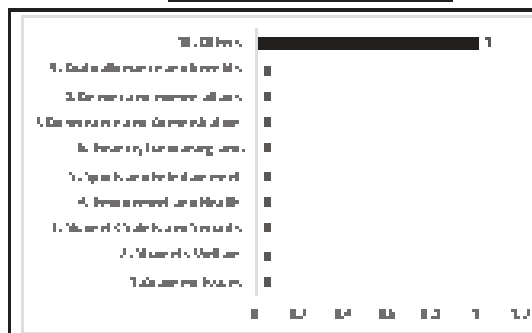
Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	M/A	M/A	Attendance	M/A	75	Attendance	M/A	M/A
Participation	M/A	M/A	Participation	M/A	50	Participation	M/A	M/A
Influence	M/A	M/A	Influence	M/A	50	Influence	M/A	M/A

NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus



Institution	MUSIT
Constituency	M/A
Status	Minister for Education
Year of study	2017-2018
Committee	

Ochen Danyel

Cabinet

Not Available

GRC



Committee

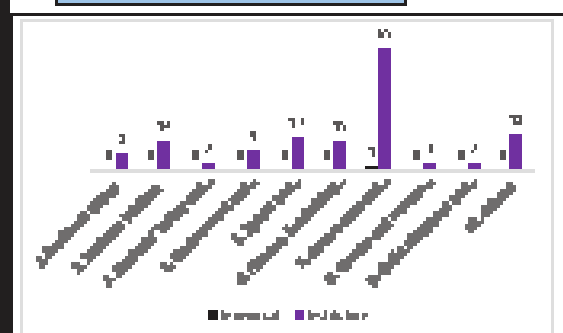
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PERFORMANCE

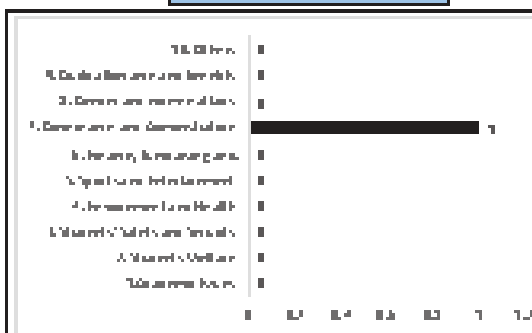
Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	M/A	M/A	Attendance	20	51	Attendance	M/A	M/A
Participation	M/A	M/A	Participation	10	50	Participation	M/A	M/A
Influence	M/A	M/A	Influence	00	1	Influence	M/A	M/A

NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus





Institution	MUS T
Constituency	M/A
Status	Minister for Foreign Affairs and External Relations
Year of study	2017-2018
Committee	Ad-hoc committee setting ground rules of the house

Cabinet

Not Available

GRC

Not Available

Committee

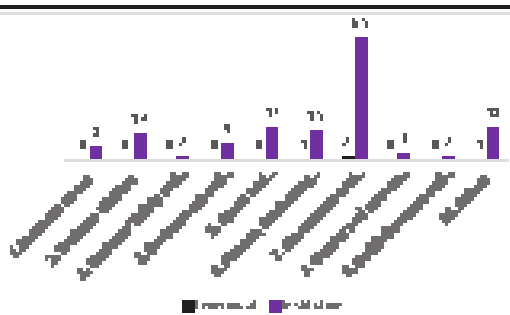
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PERFORMANCE

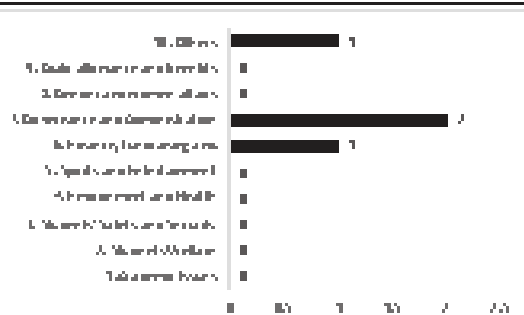
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	M/A	M/A	Attendance	M/A	75	Attendance	M/A	M/A
Participation	M/A	M/A	Participation	M/A	50	Participation	M/A	M/A
Influence	M/A	M/A	Influence	M/A	50	Influence	M/A	M/A

NOTES GRABABLES

Individual versus Institution areas of



Areas of Focus





Institution	MUS T
Constituency	M/A
Status	Gold Speaker
Year of study	2017-2018
Committee	

Cabinet

Not Available

GRC

Not Available

Committee

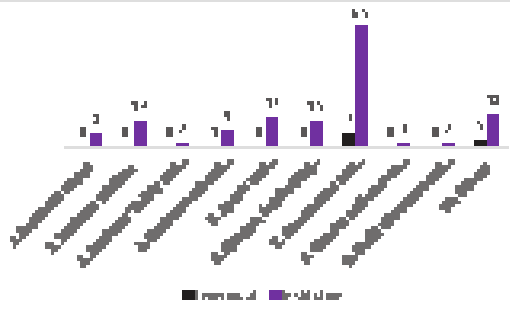
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PERFORMANCE

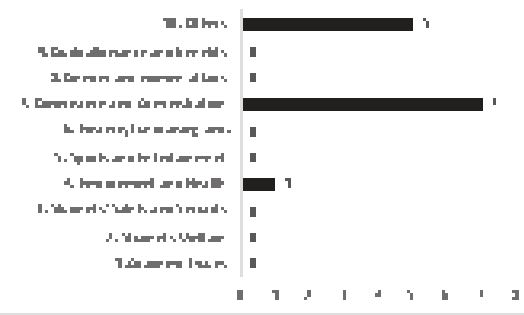
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	M/A	M/A	Attendance	M/A	75	Attendance	M/A	M/A
Participation	M/A	M/A	Participation	M/A	50	Participation	M/A	M/A
Influence	M/A	M/A	Influence	M/A	50	Influence	M/A	M/A

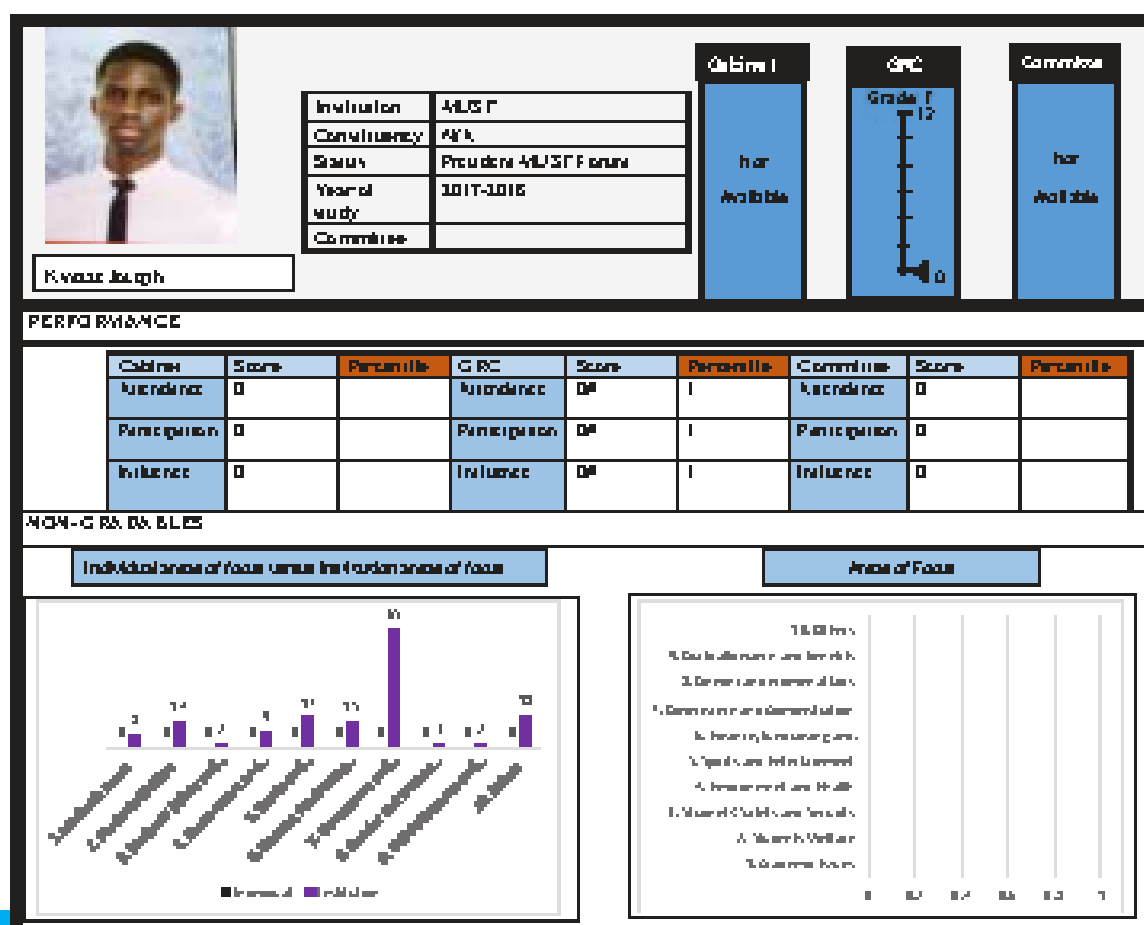
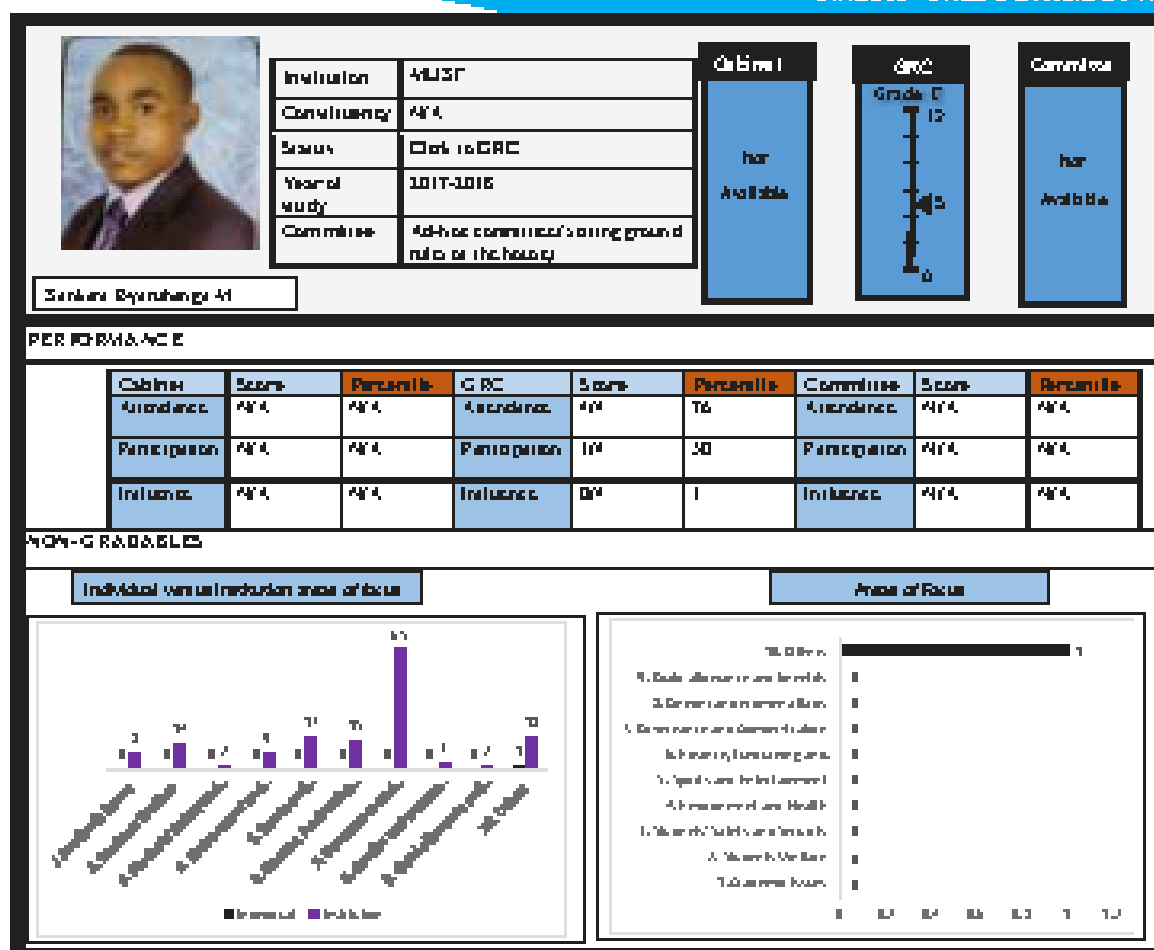
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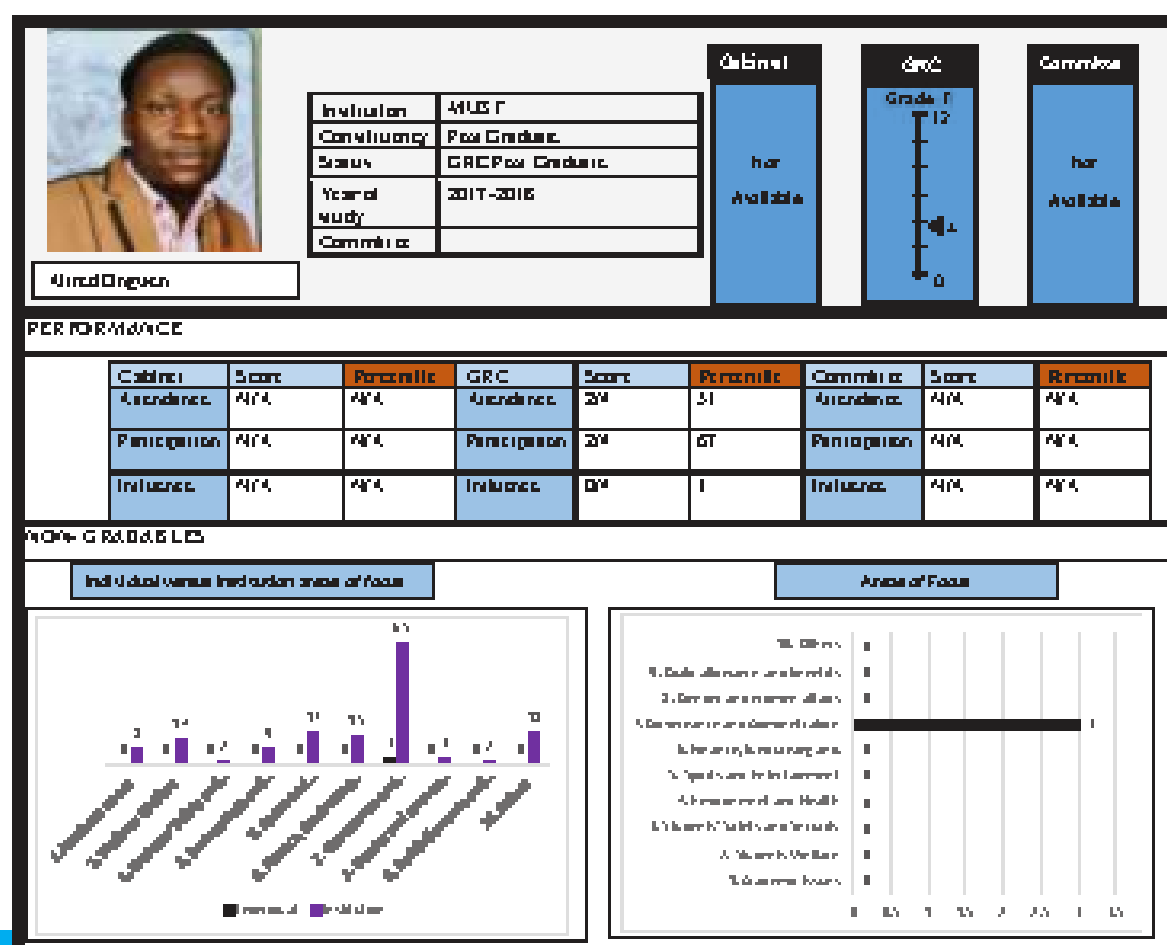
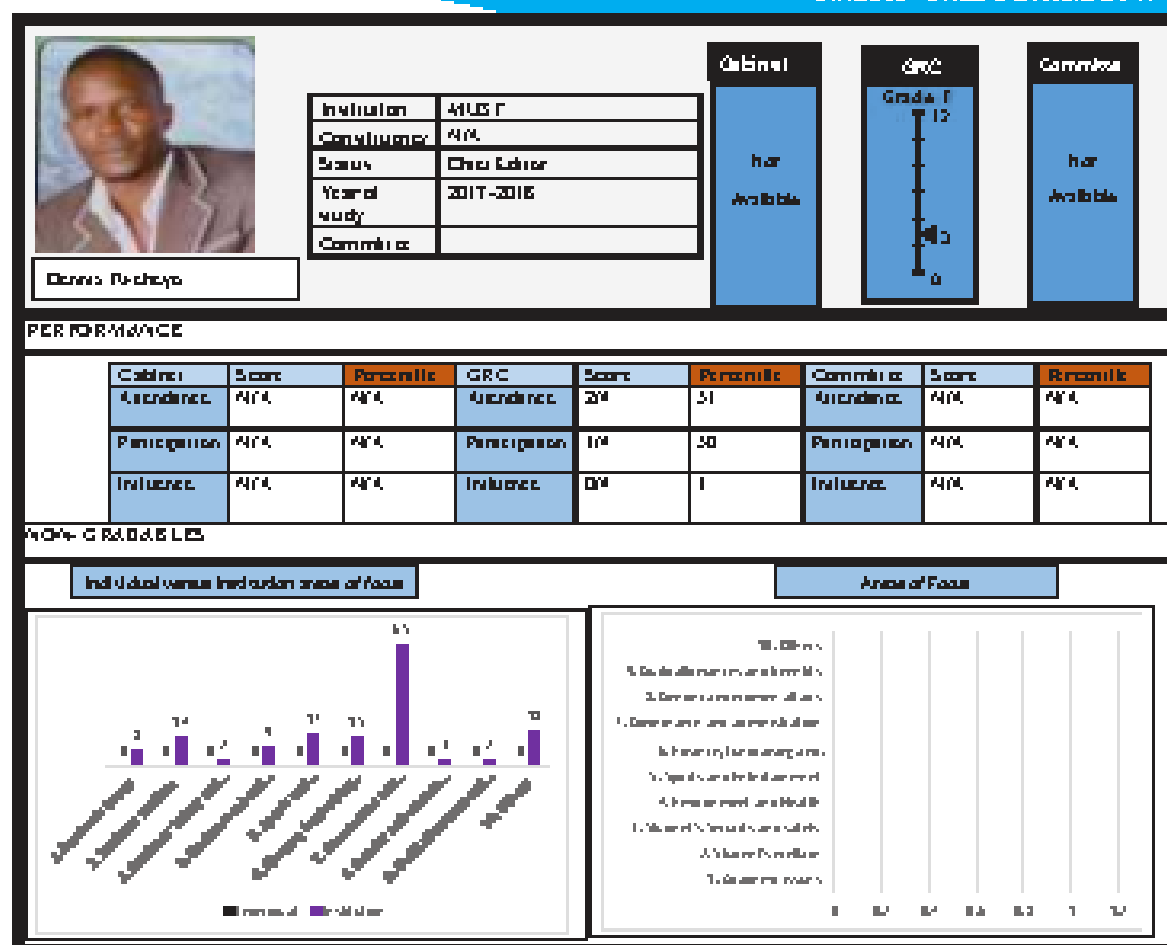
Individual versus Institution areas of focus

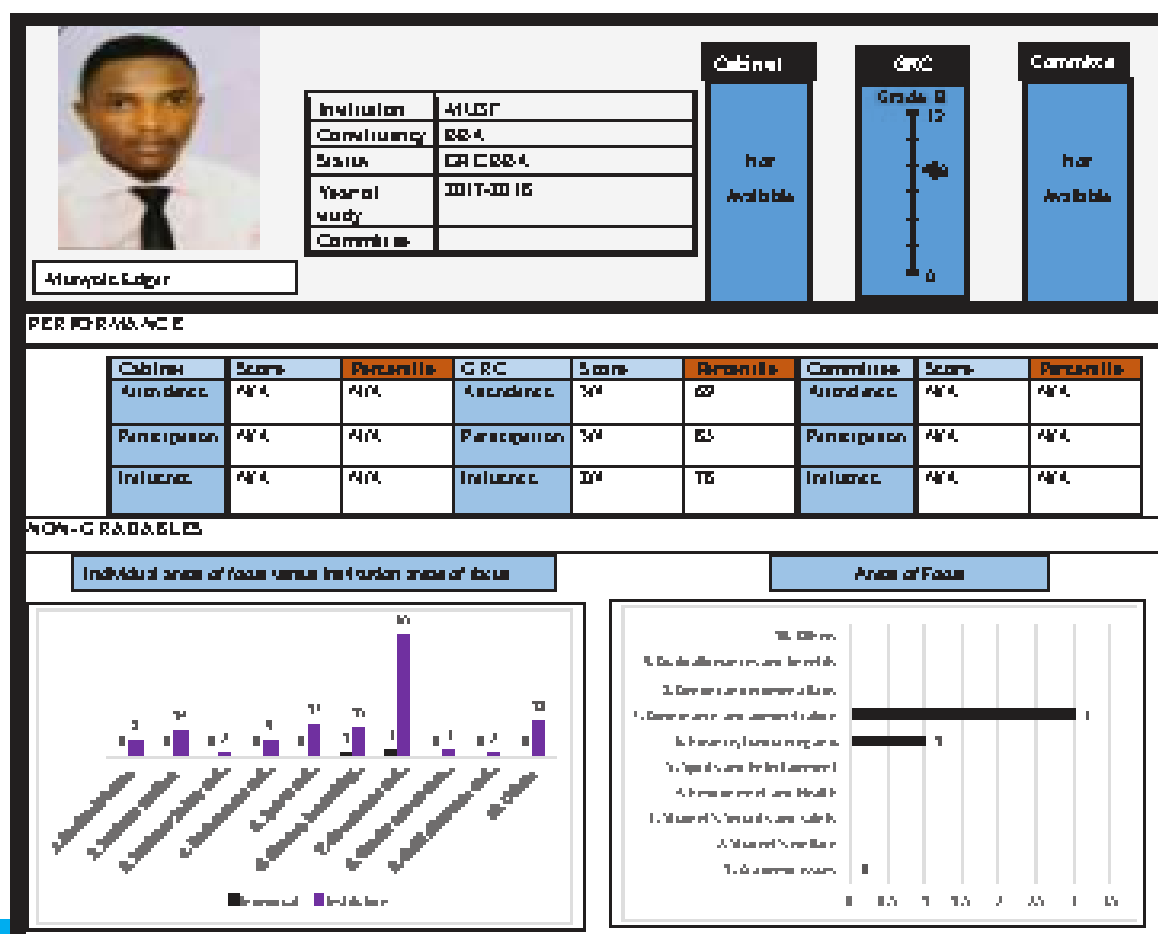
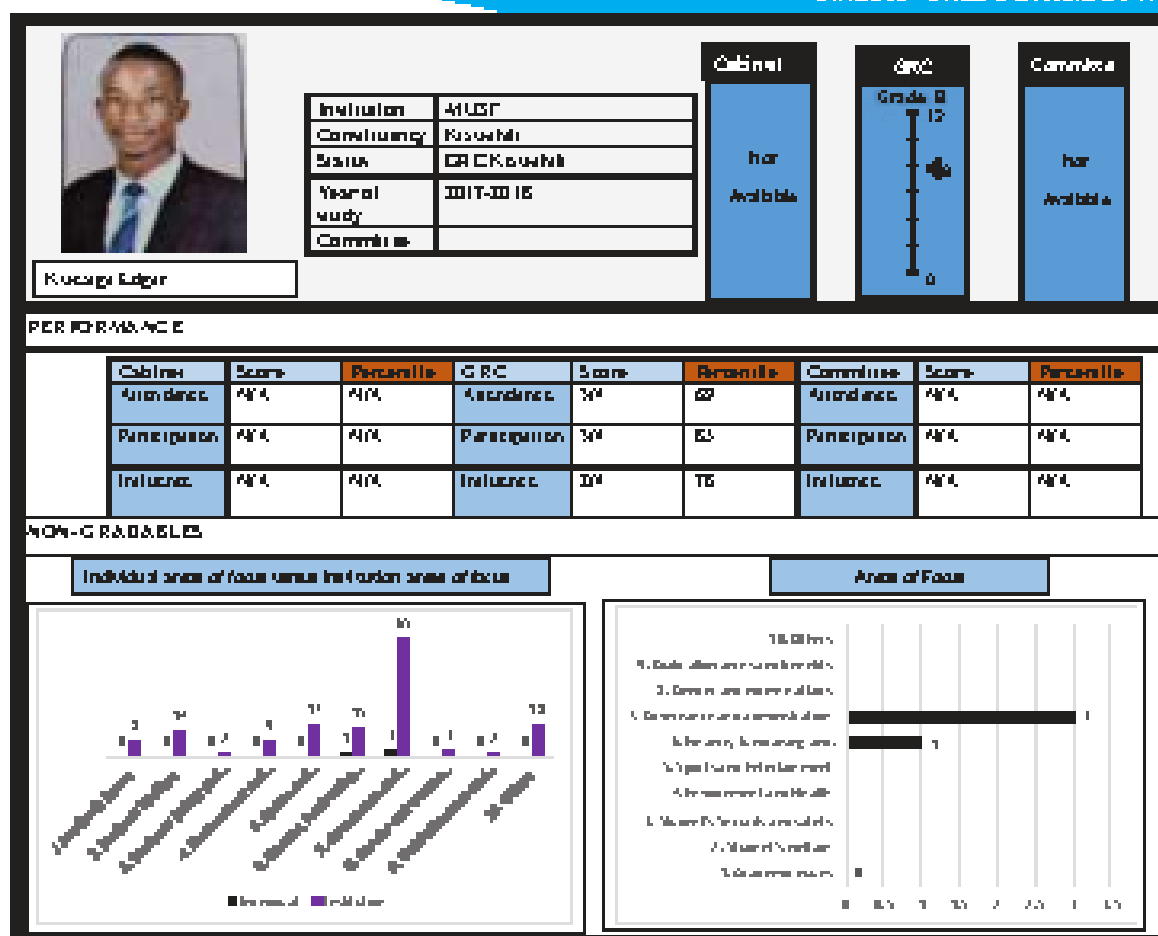


Areas of Focus











Administrative Agency

Institution	49USF
Continuity	83
Status	DR C3a: B3
Year of study	2017-2018
Commitment	Continuous management committee (Ad-hoc committee/ setting ground rules on the house)

Cabinet

Not Available

GRC



Committee

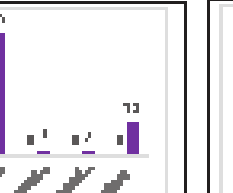
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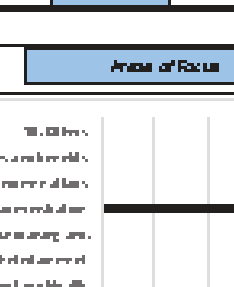
Cabinet	Score	Potential	GRC	Score	Potential	Committee	Score	Potential
Attendance	A/A	A/A	Attendance	A/A	TS	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	IP	SS	Participation	A/A	A/A
Influence	A/A	A/A	Influence	IP	TS	Influence	A/A	A/A

WORK GRADUATES

Individual sense of focus versus Individual sense of focus



Area of Focus





Aggrey Abaho

Institution	MUS T
Constituency	BB-4
Status	GRCBB-4
Year of study	2017-2018
Committee	4-day committee setting ground rules of the house.

Online

Not Available

GRC

Grade 12

Not Available

Committee

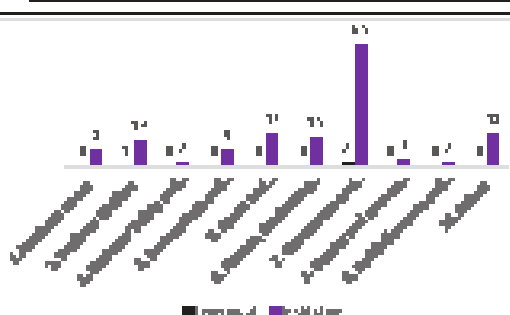
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PERFORMANCE

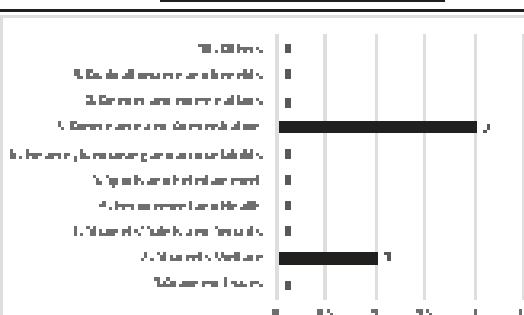
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	A/A	A/A	Attendance	A/A	75	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	24	87	Participation	A/A	A/A
Influence	A/A	A/A	Influence	24	75	Influence	A/A	A/A

TOP 5 GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





Annet Akwili

Institution	MUS T
Constituency	Nursing
Status	GRCBB-4
Year of study	2017-2018
Committee	Constituency management committee

Online

Not Available

GRC

Grade 12

Not Available

Committee

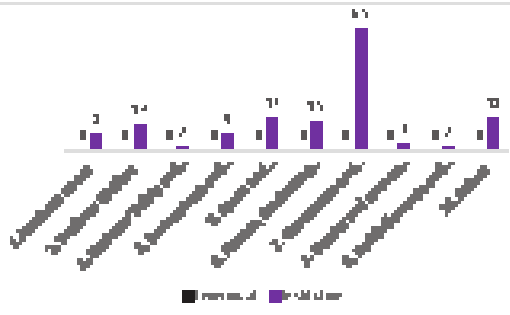
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PERFORMANCE

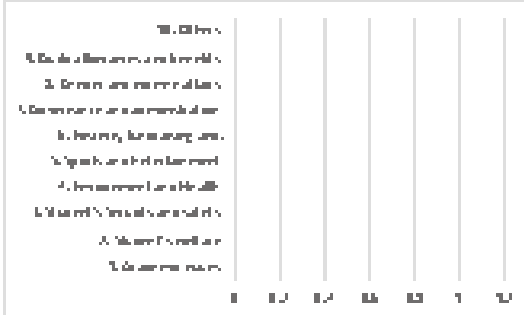
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	A/A	A/A	Attendance	04	1	Attendance	A/A	A/A
Participation	A/A	A/A	Participation	04	1	Participation	A/A	A/A
Influence	A/A	A/A	Influence	04	1	Influence	A/A	A/A

TOP 5 GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





Institution	MUS T
Constituency	BN
Status	GRCSIF
Year of study	2017-2018
Committee	

Original

Not Available

GRC

Grade A 10

Committee

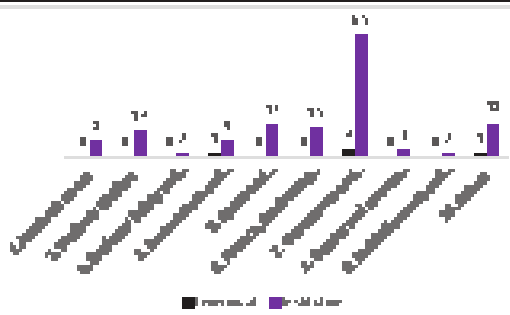
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PERFORMANCE

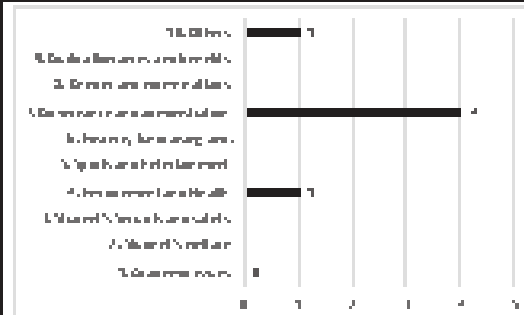
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

NON-GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





Institution	MUS T
Constituency	BS 4F
Status	GRCSec BS4F
Year of study	2017-2018
Committee	Ad-hoc committee of setting groundrules of the house, Constituency management committee

Original

Not Available

GRC

Grade F 12

Committee

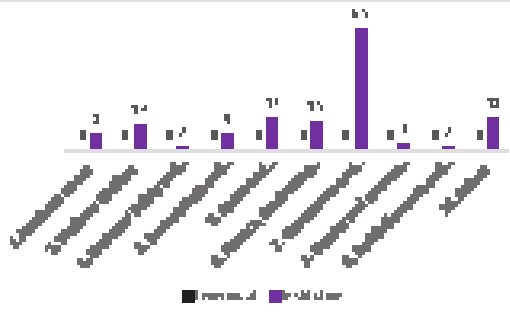
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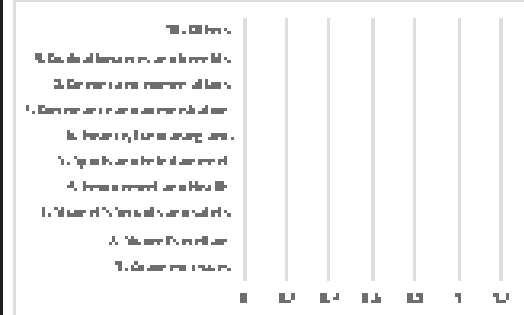
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

NON-GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





Institution	MUS T
Constituency	PHS
Sex	GRC Sex PHS
Year of study	2017-2018
Committee	Constituency management committee

Online
 Not Available

GRC
 Grade 10

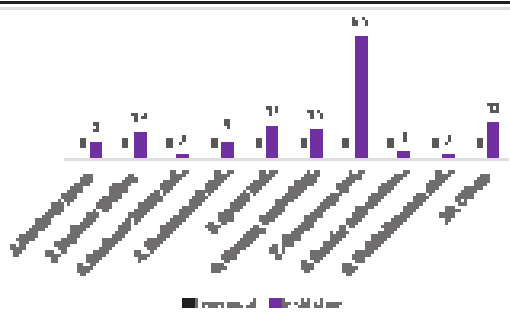
Committee
 Not Available

PERFORMANCE

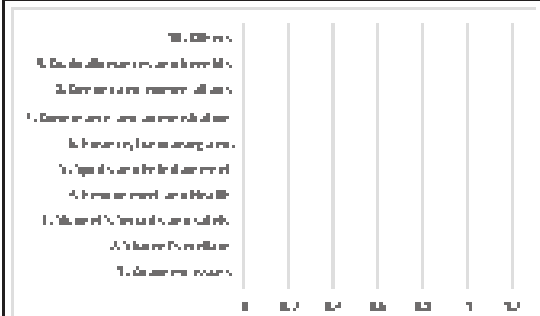
Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	100%	100%	Attendance	100%	1	Attendance	100%	100%
Participation	100%	100%	Participation	100%	1	Participation	100%	100%
Influence	100%	100%	Influence	100%	1	Influence	100%	100%

NON-GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





Institution	MUS T
Constituency	Ludico Flac
Sex	GRC Sex Ludico Flac
Year of study	2017-2018
Committee	Constituency management committee

Online
 Not Available

GRC
 Grade 12

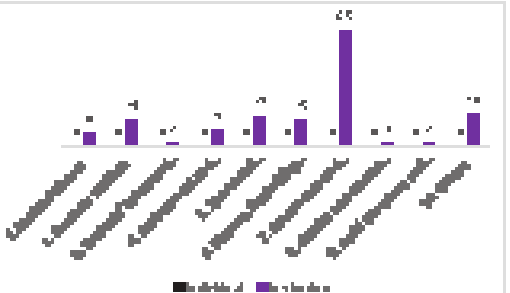
Committee
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PERFORMANCE

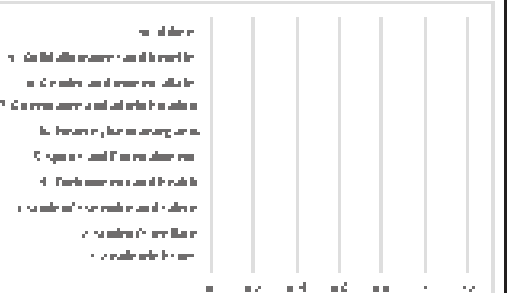
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Attendance	100%	100%	Attendance	100%	1	Attendance	100%	100%
Participation	100%	100%	Participation	100%	1	Participation	100%	100%
Influence	100%	100%	Influence	100%	1	Influence	100%	100%

NON-GRADABLES

Individual areas of focus versus Institution areas of focus



Areas of Focus





A. Annapurna Phorah

Institution	MUST
Constituency	PWDS
Status	GRC PWDS
Year of study	2017-2018
Committee	

Cabinet

has Available

GRC

Grade P 12

0 100

Committee

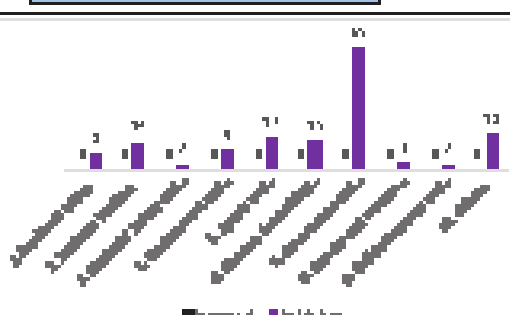
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PERFORMANCE

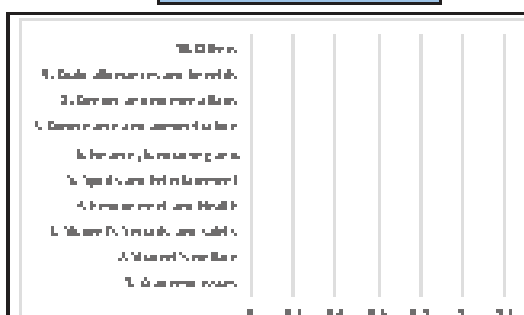
Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

TOP GRADABLES

Individual versus Individual areas of focus



Area of Focus





Ali Abdullah Mohamed

Institution	MUST
Constituency	International Students
Status	GRC International Students
Year of study	2017-2018
Committee	

Cabinet

has Available

GRC

Grade P 12

0 100

Committee

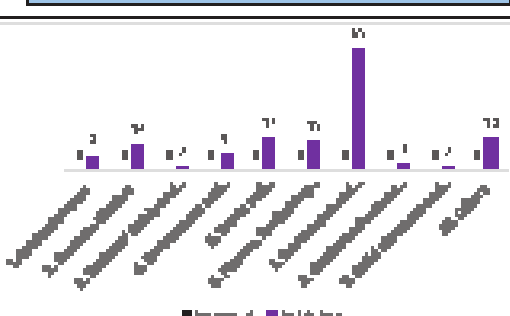
has Available

PERFORMANCE

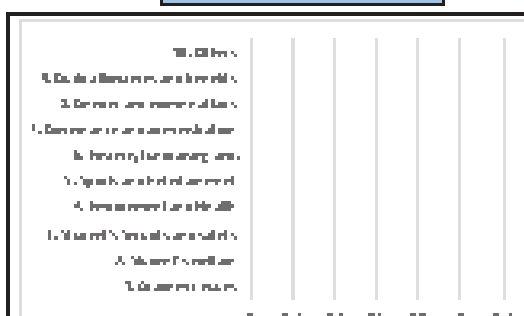
Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	100	100	Attendance	100	100	Attendance	100	100
Participation	100	100	Participation	100	100	Participation	100	100
Influence	100	100	Influence	100	100	Influence	100	100

TOP GRADABLES

Individual areas of focus versus Individual areas of focus



Area of Focus





Institution	MUSIT
Constituency	BB-4
Status	GR ESCs BB-4
Year of study	2017-2018
Committee	Constituency management committee

Cabinet

has
Available

GRC

Grade 1
12
11
10
9
8
7
6
5
4
3
2
1
0

Committee

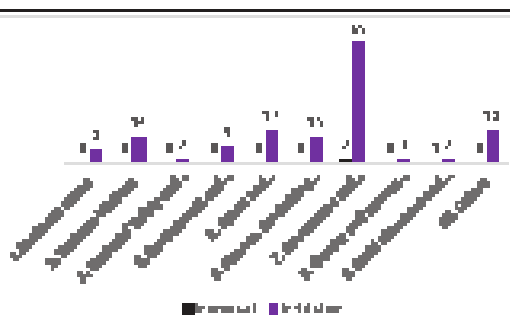
has
Available

PERFORMANCE

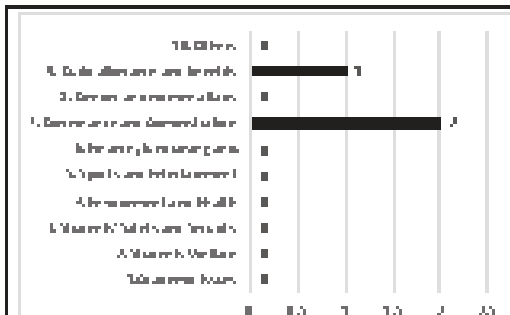
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100	100	Attendance	10	31	Attendance	100	100
Participation	100	100	Participation	10	30	Participation	100	100
Influence	100	100	Influence	10	1	Influence	100	100

NOTES GRAB&BLE

Individual versus introduction areas of focus



Areas of Focus





Institution	MUSIT
Constituency	Kashungu
Status	GR ESCs Kashungu
Year of study	2017-2018
Committee	Constituency management committee

Cabinet

has
Available

GRC

Grade 1
12
11
10
9
8
7
6
5
4
3
2
1
0

Committee

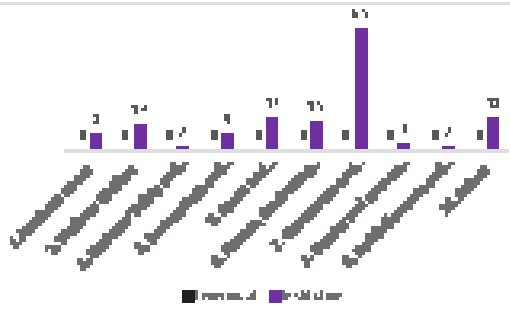
has
Available

PERFORMANCE

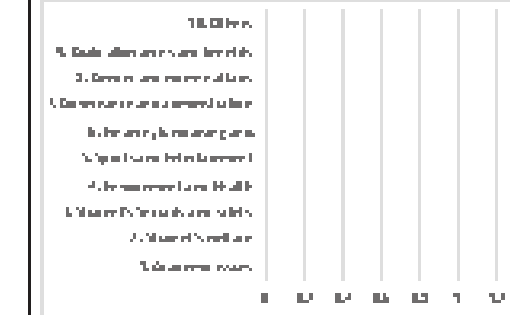
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100	100	Attendance	10	1	Attendance	100	100
Participation	100	100	Participation	10	1	Participation	100	100
Influence	100	100	Influence	10	1	Influence	100	100

NOTES GRAB&BLE

Individual versus introduction areas of focus



Areas of Focus





Agnes Inyangwa

Institution	MUS T
Constituency	Kashungu
Status	GRC Sec. Kashungu
Year of study	2017-2018
Committee	Constituency management committee

Original
 Not Available

GRC
 Grade 10

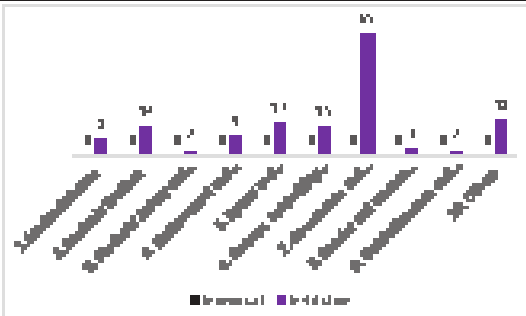

Committee
 Not Available

PERFORMANCE

Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NON-GRADABLES

Individual versus introduction areas of focus



Area of Focus

10. Others

1. Gender relations and diversity
2. Governance and accountability
3. Governance and accountability
4. Governance and accountability
5. Governance and accountability
6. Governance and accountability
7. Governance and accountability
8. Governance and accountability
9. Governance and accountability
10. Governance and accountability
11. Governance and accountability
12. Governance and accountability





Funwekezi Mwenya

Institution	MUS T
Constituency	Gona Fingo
Status	GRC Sec. Gona Fingo
Year of study	2017-2018
Committee	Constituency management committee

Original
 Not Available

GRC
 Grade 10

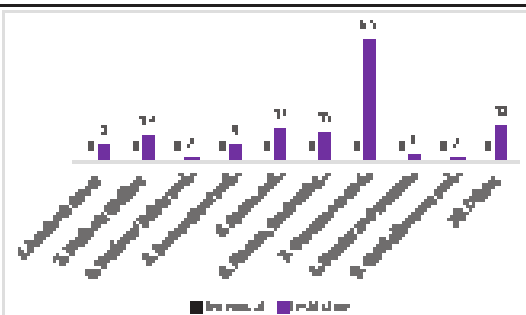

Committee
 Not Available

PERFORMANCE

Category	Score	Percentile	Category	Score	Percentile	Category	Score	Percentile
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NON-GRADABLES

Individual versus introduction areas of focus



Area of Focus

10. Others

1. Gender relations and diversity
2. Governance and accountability
3. Governance and accountability
4. Governance and accountability
5. Governance and accountability
6. Governance and accountability
7. Governance and accountability
8. Governance and accountability
9. Governance and accountability
10. Governance and accountability
11. Governance and accountability
12. Governance and accountability





Andrew Pouchi

Institution	MUSIT
Constituency	BPS41
Status	GRICBPSM
Year of study	2017-2018
Committee	

Cabinet
 Not Available

GRC
 Grade 12

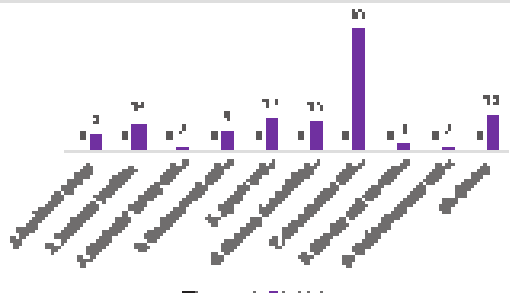

Committee
 Not Available

PERFORMANCE

Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NOTES GRABABLES

Individual versus Individual areas of focus



Areas of Focus

10.00000

9. Grade differences are level 10

8. Grade differences are level 10

7. Grade differences are level 10

6. Grade differences are level 10

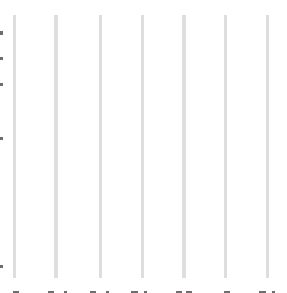
5. Grade differences are level 10

4. Grade differences are level 10

3. Grade differences are level 10

2. Grade differences are level 10

1. Grade differences are level 10





Andrew Pouchi

Institution	MUSIT
Constituency	Physiotherapy
Status	GRIC Sec. Physiotherapy
Year of study	2017-2018
Committee	Constituency management committee

Cabinet
 Not Available

GRC
 Grade 12

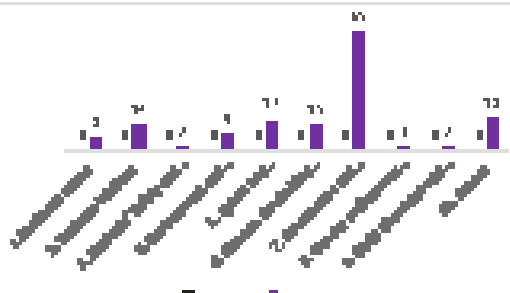

Committee
 Not Available

PERFORMANCE

Cabinet	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NOTES GRABABLES

Individual areas of focus versus Individual areas of focus



Areas of Focus

10.00000

9. Grade differences are level 10

8. Grade differences are level 10

7. Grade differences are level 10

6. Grade differences are level 10

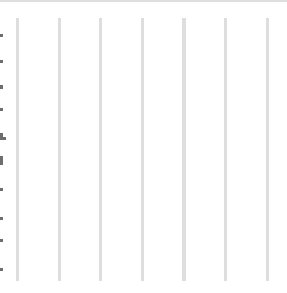
5. Grade differences are level 10

4. Grade differences are level 10

3. Grade differences are level 10

2. Grade differences are level 10

1. Grade differences are level 10





Amandine Agnès

Institution	MUST
Constituency	BPCD
Status	GRC BPCD
Year of study	2017-2018
Committee	

Online

Not Available

GRC

Grade P 12

0 1 2 3 4 5 6 7 8 9 10 11 12

Committee

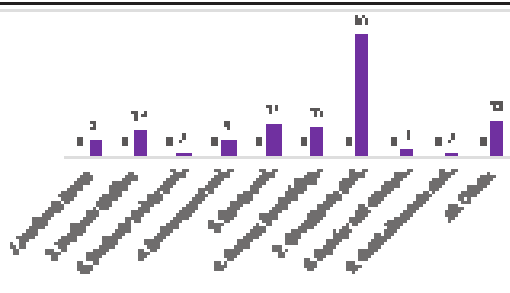
Not Available

PERFORMANCE

Online	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NOT GRADABLES

Individual versus individual analysis of focus



Area of Focus

10.00 hrs.

1. Grade often are not available
2. Grades are not available
3. Grades are not available
4. Grades are not available
5. Grades are not available
6. Grades are not available
7. Grades are not available
8. Grades are not available
9. Grades are not available
10. Grades are not available

0 0.2 0.4 0.6 0.8 1 1.2



Robin Kayondo

Institution	MUST
Constituency	SLF
Status	GRC SLF
Year of study	2017-2018
Committee	Ad-hoc committee (setting ground rules to the house)

Online

Not Available

GRC

Grade P 12

0 1 2 3 4 5 6 7 8 9 10 11 12

Committee

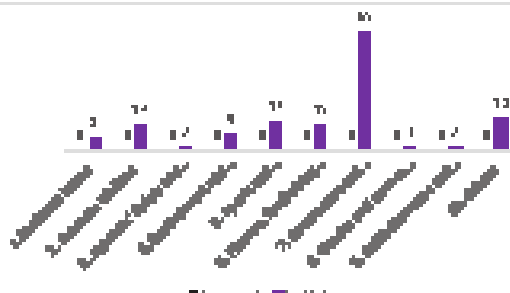
Not Available

PERFORMANCE

Online	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NOT GRADABLES

Individual versus individual analysis of focus

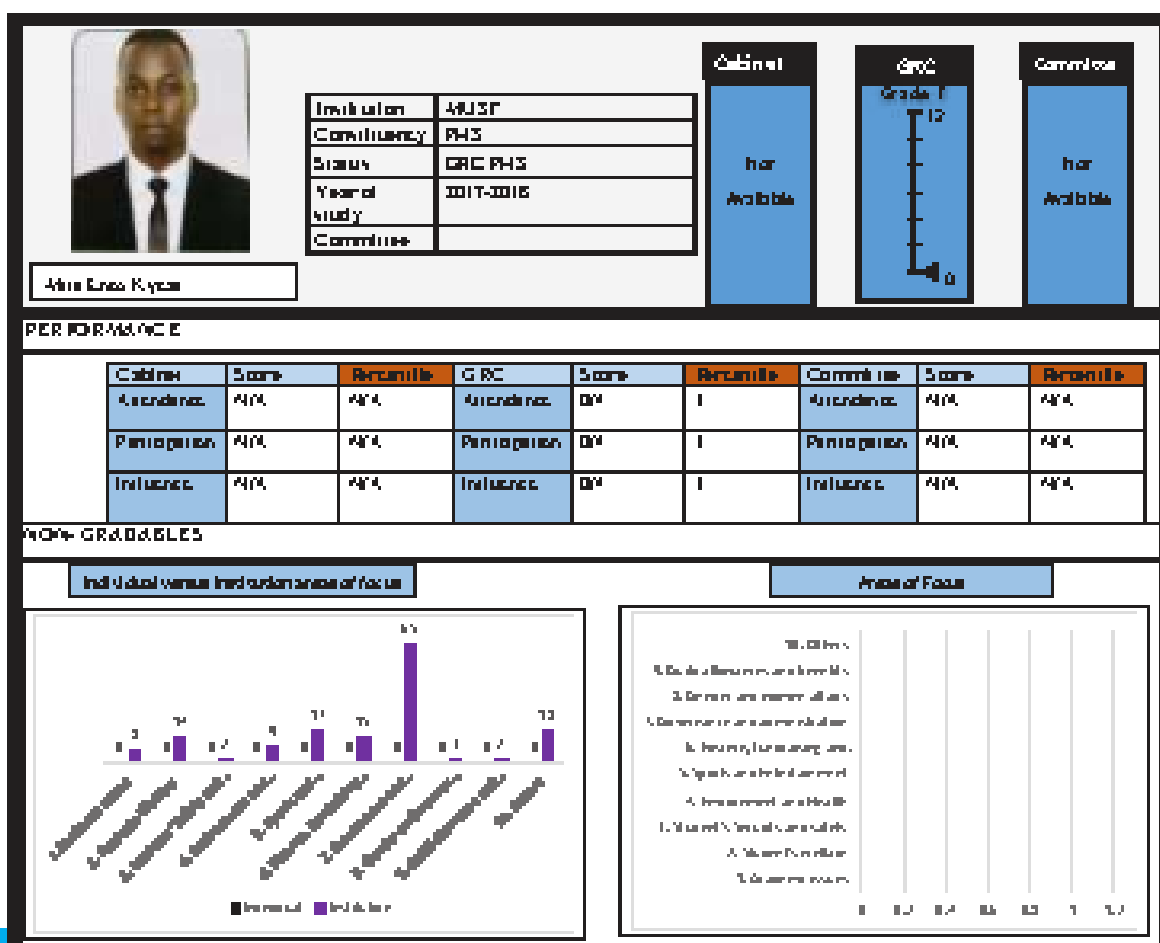
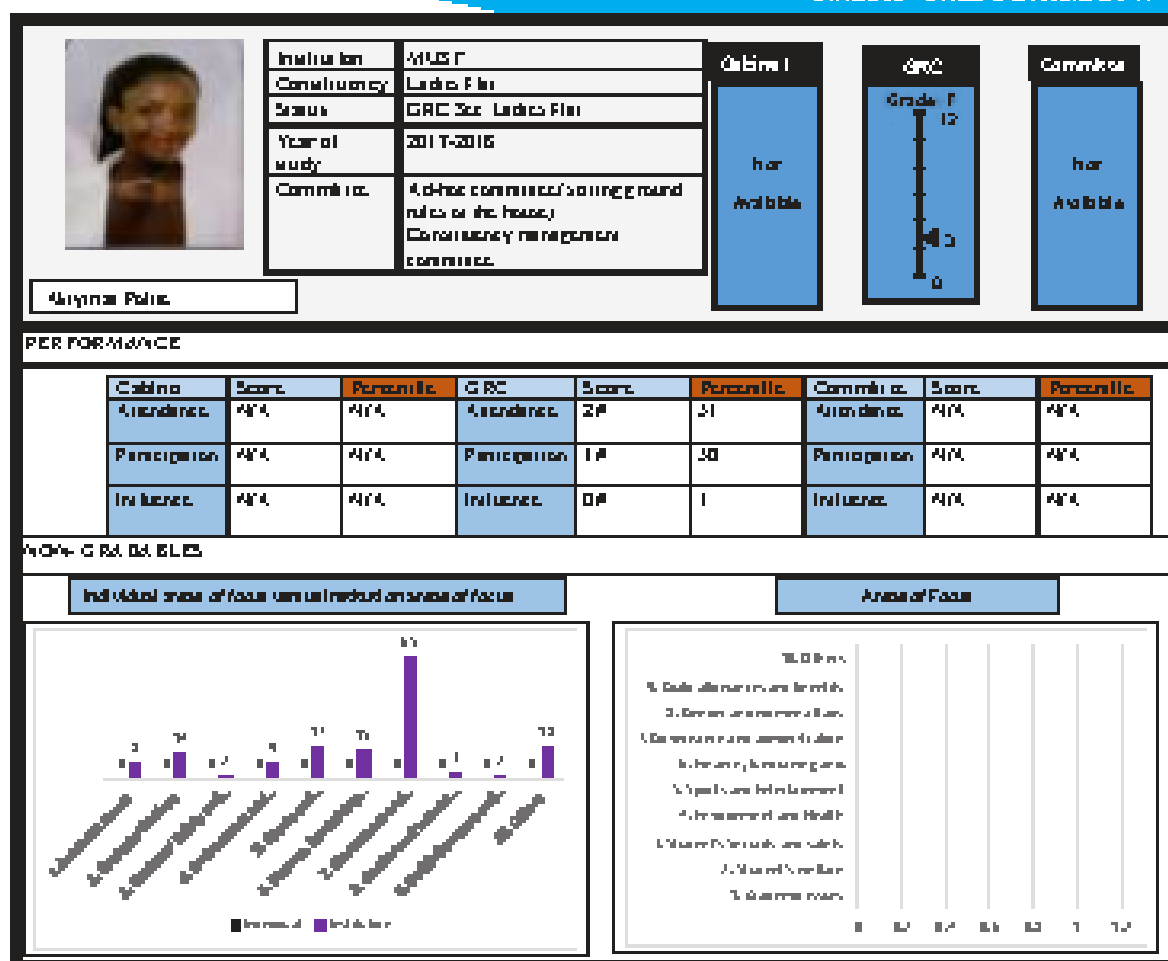


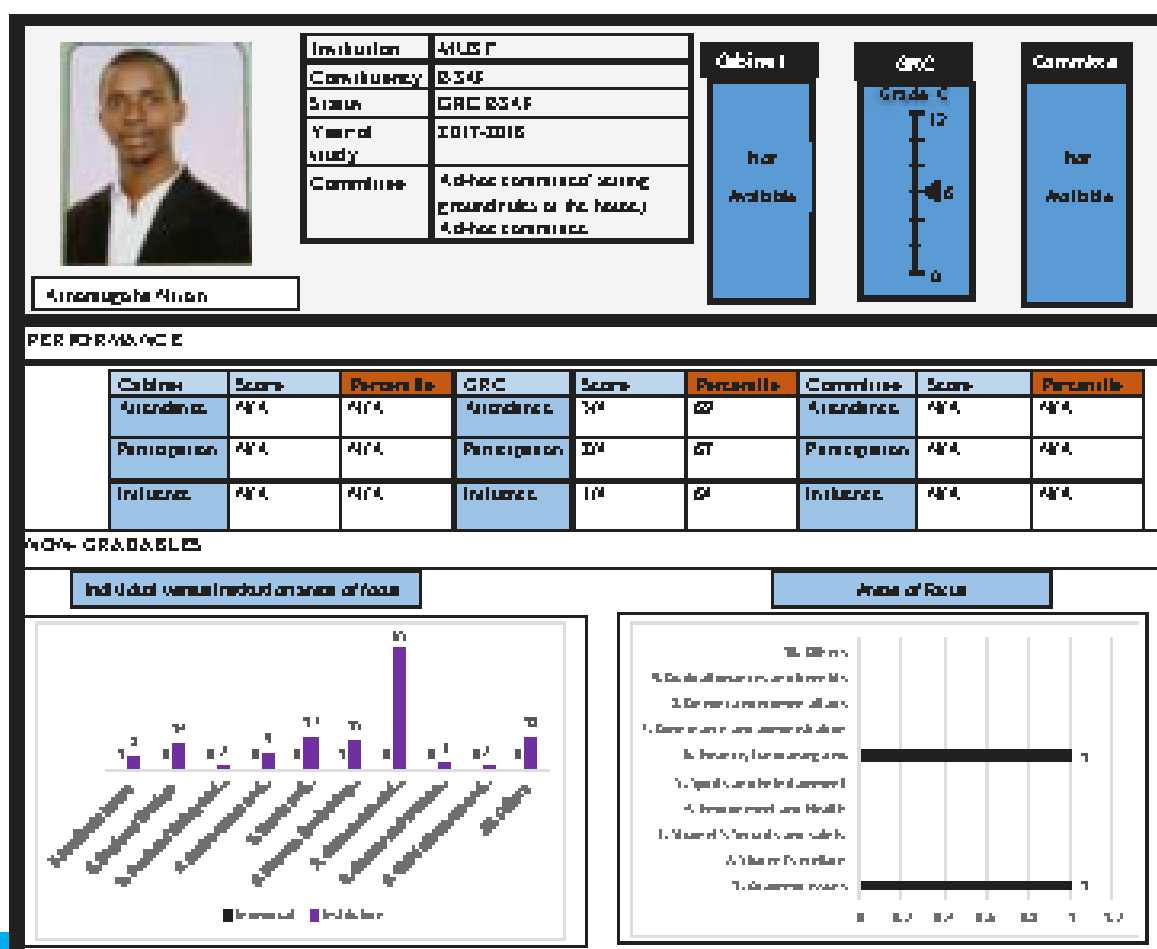
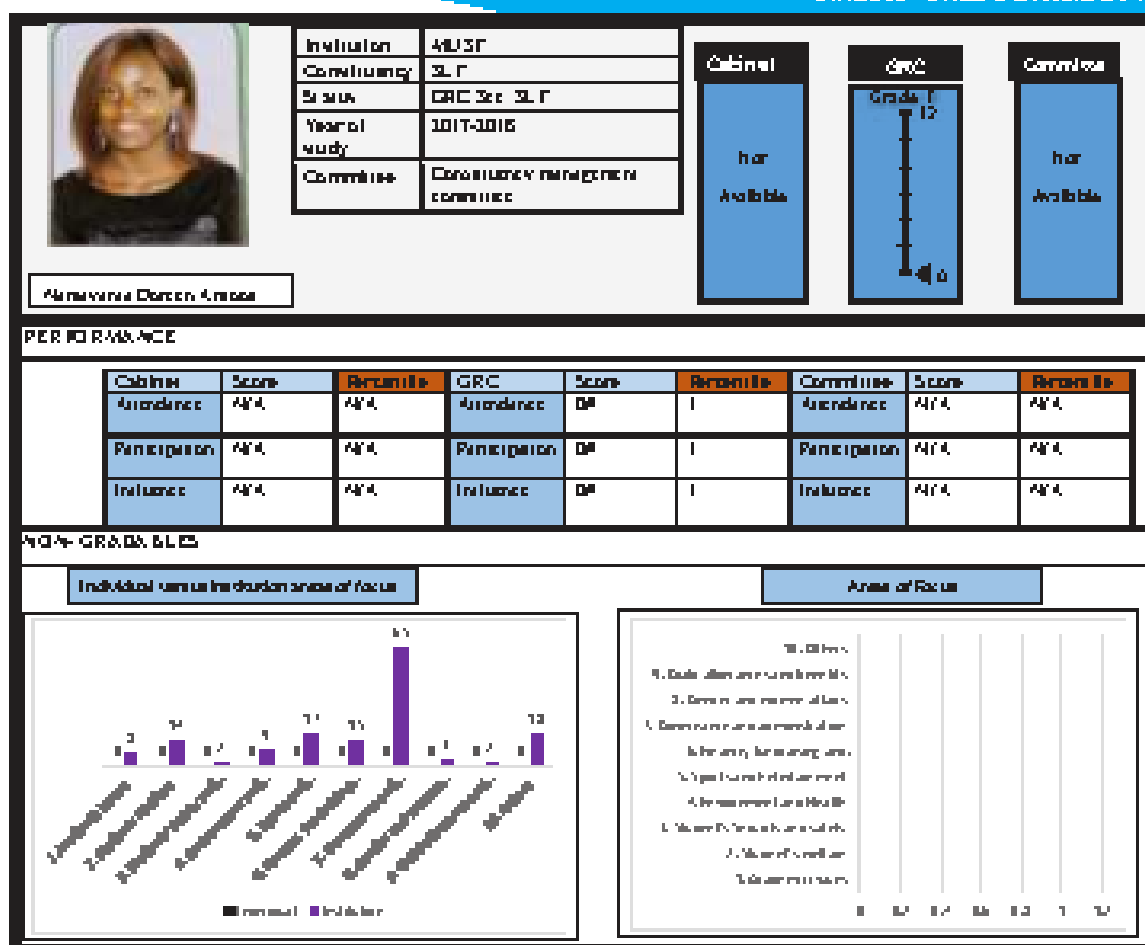
Area of Focus

10.00 hrs.

1. Grade often are not available
2. Grades are not available
3. Grades are not available
4. Grades are not available
5. Grades are not available
6. Grades are not available
7. Grades are not available
8. Grades are not available
9. Grades are not available
10. Grades are not available

0 0.2 0.4 0.6 0.8 1 1.2







Akubunda P. Patience

Institution	AMUST
Constituency	Bush
Status	GRC Sec. Bush
Year of study	2017-2018
Committee	Constituency management committee

Online 1
Not Available

GRC
Grade 1
10
0

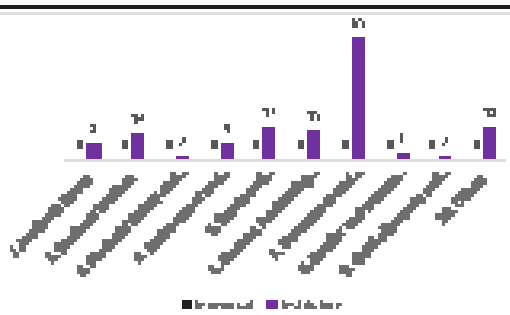
Committee
Not Available

PERFORMANCE

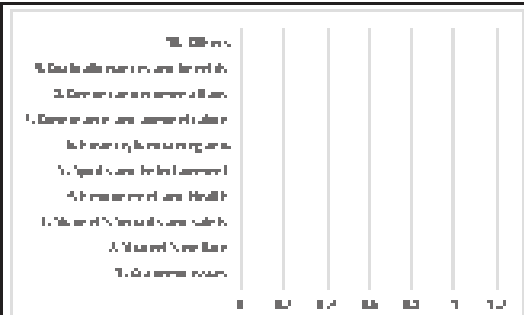
Online	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	AM/A	AM/A	Attendance	DN	1	Attendance	AM/A	AM/A
Participation	AM/A	AM/A	Participation	DN	1	Participation	AM/A	AM/A
Influence	AM/A	AM/A	Influence	DN	1	Influence	AM/A	AM/A

NON-GRADABLES

Individual values (red) on scale of focus



Area of focus





Eusebio John

Institution	AMUST
Constituency	Akubunda
Status	GRC Sec. Akubunda
Year of study	2017-2018
Committee	Constituency management committee

Online 1
Not Available

GRC
Grade 1
10
0

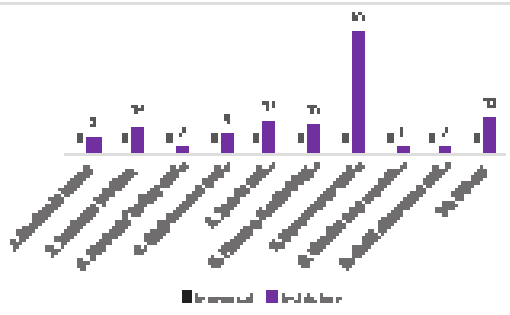
Committee
Not Available

PERFORMANCE

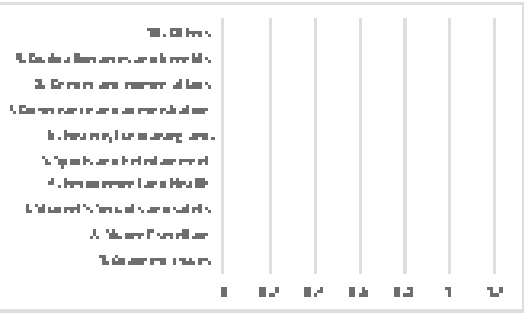
Online	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	AM/A	AM/A	Attendance	DN	1	Attendance	AM/A	AM/A
Participation	AM/A	AM/A	Participation	DN	1	Participation	AM/A	AM/A
Influence	AM/A	AM/A	Influence	DN	1	Influence	AM/A	AM/A

NON-GRADABLES

Individual values (red) on scale of focus



Area of focus





Institution	AMUS T
Continuity	Ladies Floor
Status	GRG Sec Ladies Floor
Year of study	2017-2018
Committee	Continuity management committee

Cabinets

GRC

Committee

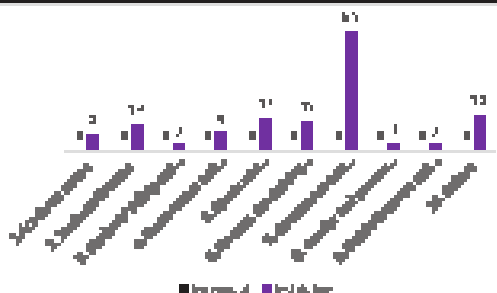
Annetururaho Joseph

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NGM- GRADA PLIES

Individual versus Institution areas of focus



Areas of Focus

10. 100% in

1. Goals allow us to see the results

2. Goals are measurable

3. Goals are attainable

4. Goals are relevant

5. Goals are specific

6. Goals are time-bound

7. Goals are realistic

8. Goals are achievable

9. Goals are measurable

10. Goals are realistic



Institution	AMUS T
Continuity	BPED
Status	GRG Sec BPED
Year of study	2017-2018
Committee	Continuity management committee

Cabinets

GRC

Committee

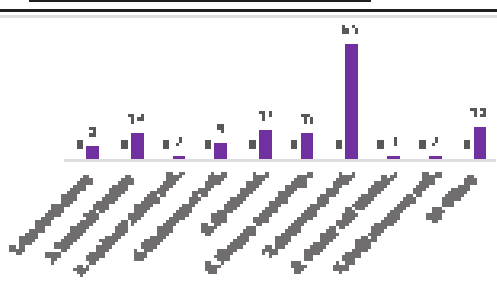
Annetururaho Joseph

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NGM- GRADA PLIES

Individual versus Institution areas of focus



Areas of Focus

10. 100% in

1. Goals allow us to see the results

2. Goals are measurable

3. Goals are attainable

4. Goals are relevant

5. Goals are specific

6. Goals are time-bound

7. Goals are realistic

8. Goals are achievable

9. Goals are measurable

10. Goals are realistic



Obed Joshua

Institution	WUSF
Constituency	Kashamwari
Sex	GRC Kashamwari
Year of study	IDIT-IDIII
Committee	

Cabinets

Not Available

GRC

Grade 12

Not Available

Committee

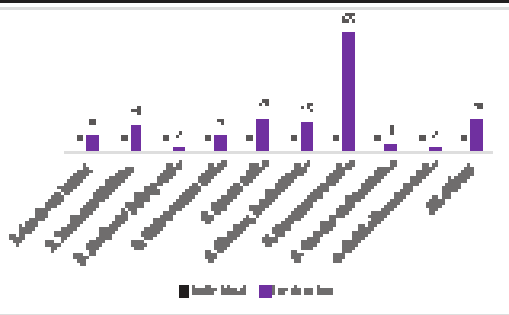
Not Available

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	40%	40%	Attendance	0%	0%	Attendance	40%	40%
Participation	40%	40%	Participation	0%	0%	Participation	40%	40%
Influence	40%	40%	Influence	0%	0%	Influence	40%	40%

NOT GRADABLES

Individual versus graduation score of the class



Areas of Focus

- 1. Attendance
- 2. Class attendance and behavior
- 3. Class participation and behavior
- 4. Class participation and behavior
- 5. Class participation and behavior
- 6. Class participation and behavior
- 7. Class participation and behavior
- 8. Class participation and behavior
- 9. Class participation and behavior
- 10. Class participation and behavior



Nwagwu Chikwura

Institution	WUSF
Constituency	BIF
Sex	GRC Sec BIF
Year of study	IDIT-IDIII
Committee	Constituency management committee

Cabinets

Not Available

GRC

Grade 12

Not Available

Committee

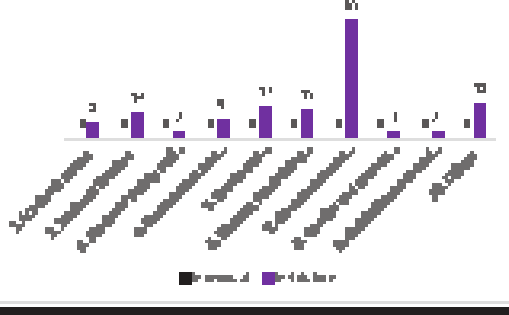
Not Available

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	40%	40%	Attendance	0%	0%	Attendance	40%	40%
Participation	40%	40%	Participation	0%	0%	Participation	40%	40%
Influence	40%	40%	Influence	0%	0%	Influence	40%	40%

NOT GRADABLES

Individual versus graduation score of the class



Areas of Focus

- 1. Attendance
- 2. Class attendance and behavior
- 3. Class participation and behavior
- 4. Class participation and behavior
- 5. Class participation and behavior
- 6. Class participation and behavior
- 7. Class participation and behavior
- 8. Class participation and behavior
- 9. Class participation and behavior
- 10. Class participation and behavior



Atukunda Andrew

Institution	AKUSIT
Continuity	B+VE
Status	GRCSA B+VE
Year of study	2017-2018
Commence	Continuity management

Cabinets
 Not Available

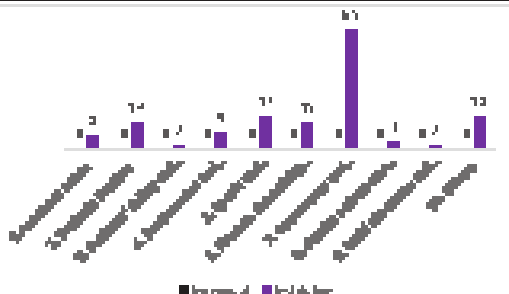
GRC
 Grade F
 0

Commence
 Not Available

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Commence	Score	Percentage
Attendance	0/10	0%	Attendance	0/10	0%	Attendance	0/10	0%
Participation	0/10	0%	Participation	0/10	0%	Participation	0/10	0%
Influence	0/10	0%	Influence	0/10	0%	Influence	0/10	0%

Individual versus Institution areas of focus



Areas of Focus

10, 00 focus

1. Grade of focus areas are low 0/10

2. Grade of focus areas are low 0/10

3. Grade of focus areas are low 0/10

4. Grade of focus areas are low 0/10

5. Grade of focus areas are low 0/10

6. Grade of focus areas are low 0/10

7. Grade of focus areas are low 0/10

8. Grade of focus areas are low 0/10

9. Grade of focus areas are low 0/10

10. Grade of focus areas are low 0/10



Atugwa Clinton

Institution	AKUSIT
Continuity	BGP-TH
Status	GRCSA-TH
Year of study	2017-2018
Commence	

Cabinets
 Not Available

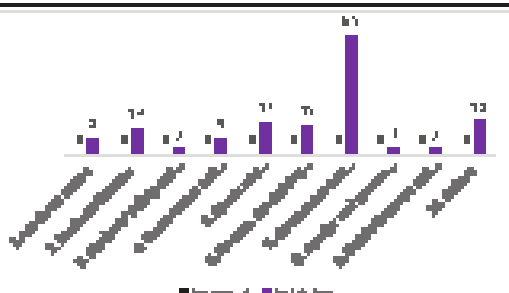
GRC
 Grade F
 0

Commence
 Not Available

PERFORMANCE

Cabinets	Score	Percentage	GRC	Score	Percentage	Commence	Score	Percentage
Attendance	0/10	0%	Attendance	0/10	0%	Attendance	0/10	0%
Participation	0/10	0%	Participation	0/10	0%	Participation	0/10	0%
Influence	0/10	0%	Influence	0/10	0%	Influence	0/10	0%

Individual versus Institution areas of focus



Areas of Focus

10, 00 focus

1. Grade of focus areas are low 0/10

2. Grade of focus areas are low 0/10

3. Grade of focus areas are low 0/10

4. Grade of focus areas are low 0/10

5. Grade of focus areas are low 0/10

6. Grade of focus areas are low 0/10

7. Grade of focus areas are low 0/10

8. Grade of focus areas are low 0/10

9. Grade of focus areas are low 0/10

10. Grade of focus areas are low 0/10



Academic Advisor

Institution	AMUST
Continuity	RAK
Status	GRCB-RK
Year of study	2017-2018
Commence	

Cabinets
 for
 Available

GRC
 Grade F
 12
 5
 0

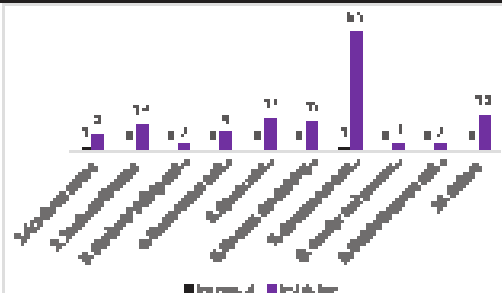
Commence
 for
 Available

PERFORMANCE

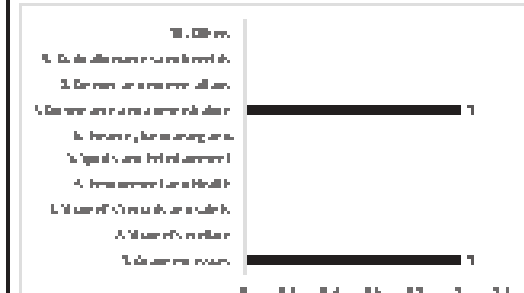
Cabinets	Score	Percentage	GRC	Score	Percentage	Commence	Score	Percentage
Attendance	100%	100%	Attendance	100	100	Attendance	100%	100%
Participation	100%	100%	Participation	100	100	Participation	100%	100%
Influence	100%	100%	Influence	100	100	Influence	100%	100%

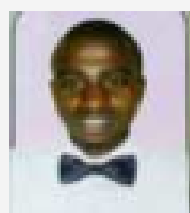
NOT-GRADABLES

Individual versus Individual area of focus



Area of Focus





Academic Advisor

Institution	AMUST
Continuity	Rakas
Status	GRCB-RK
Year of study	2017-2018
Commence	Continuity management

Cabinets
 for
 Available

GRC
 Grade F
 12
 0

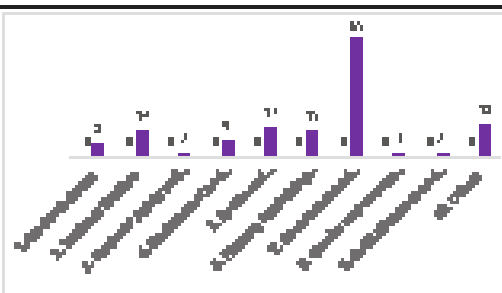
Commence
 for
 Available

PERFORMANCE

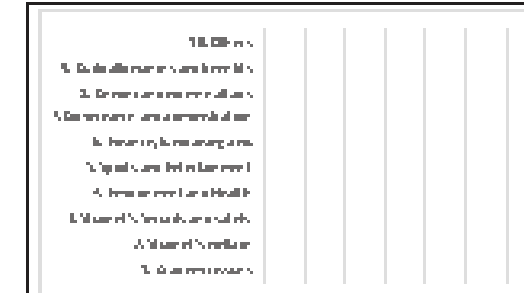
Cabinets	Score	Percentage	GRC	Score	Percentage	Commence	Score	Percentage
Attendance	100%	100%	Attendance	100	100	Attendance	100%	100%
Participation	100%	100%	Participation	100	100	Participation	100%	100%
Influence	100%	100%	Influence	100	100	Influence	100%	100%

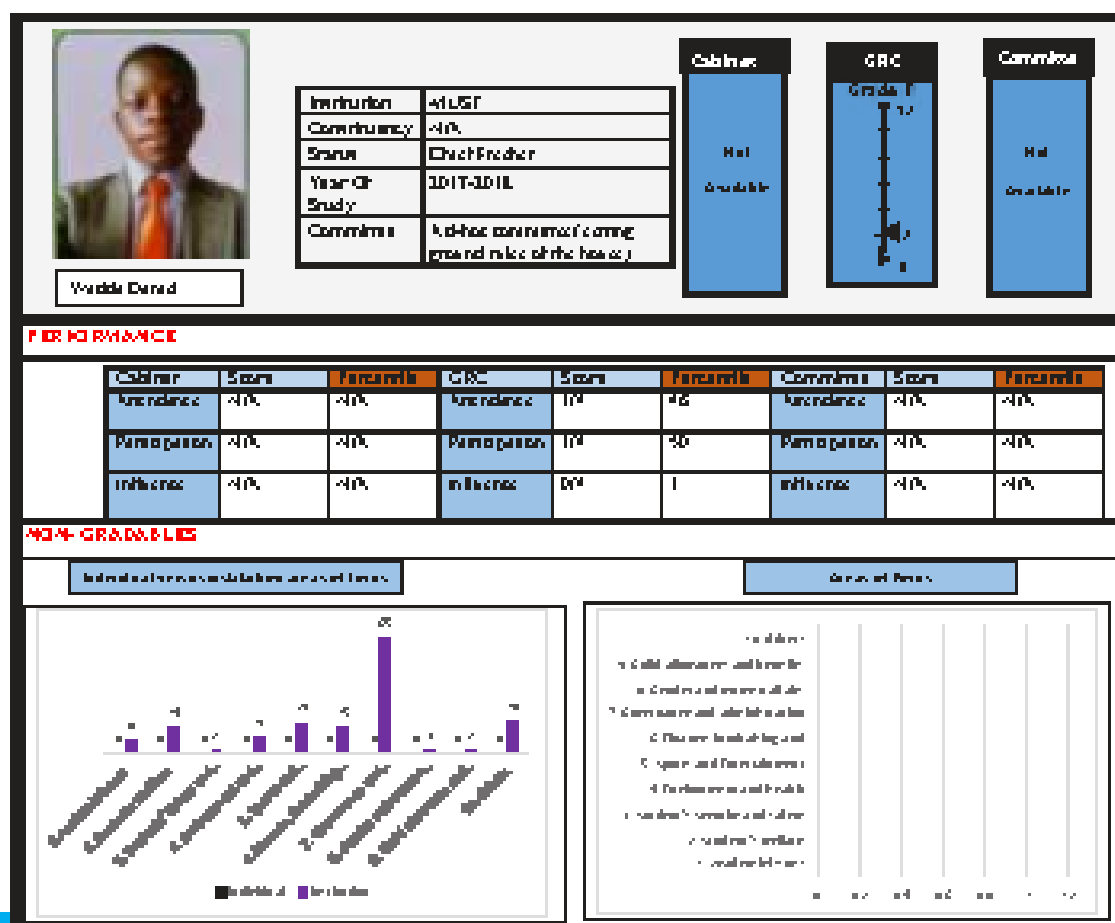
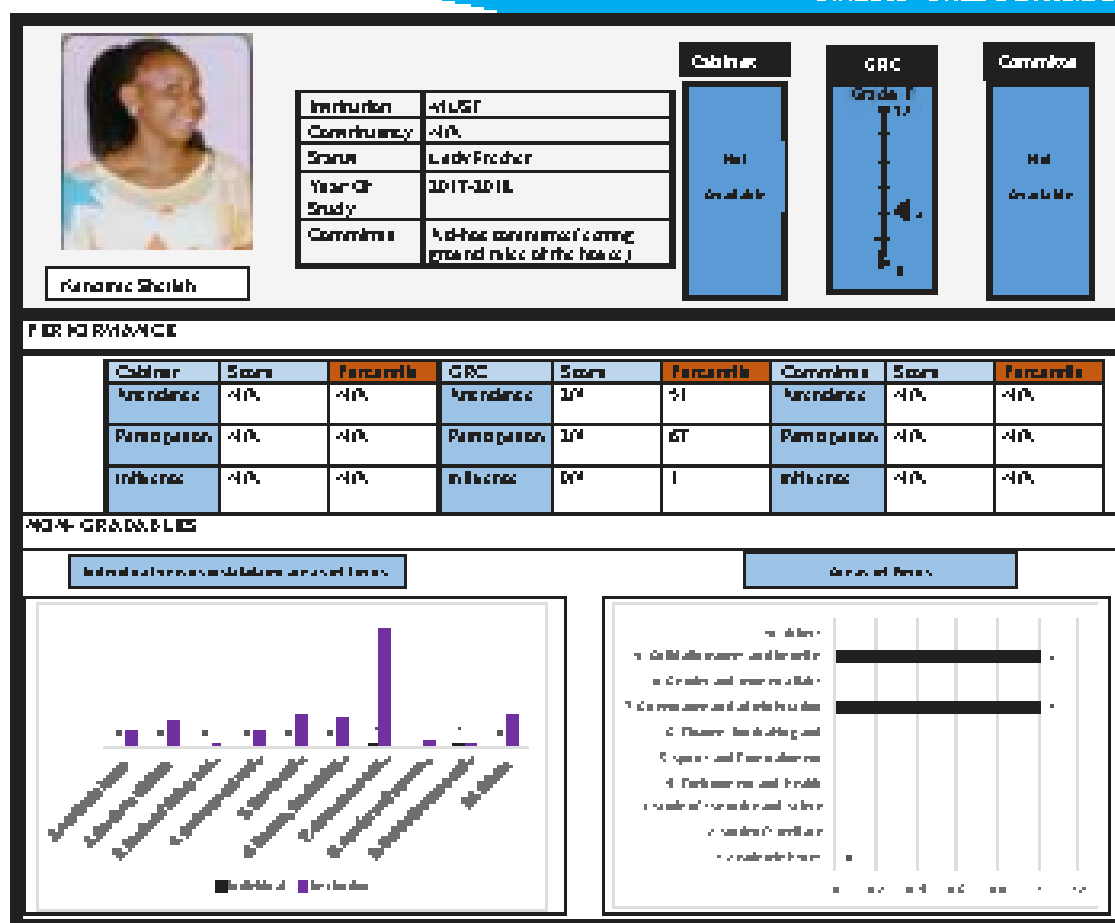
NOT-GRADABLES

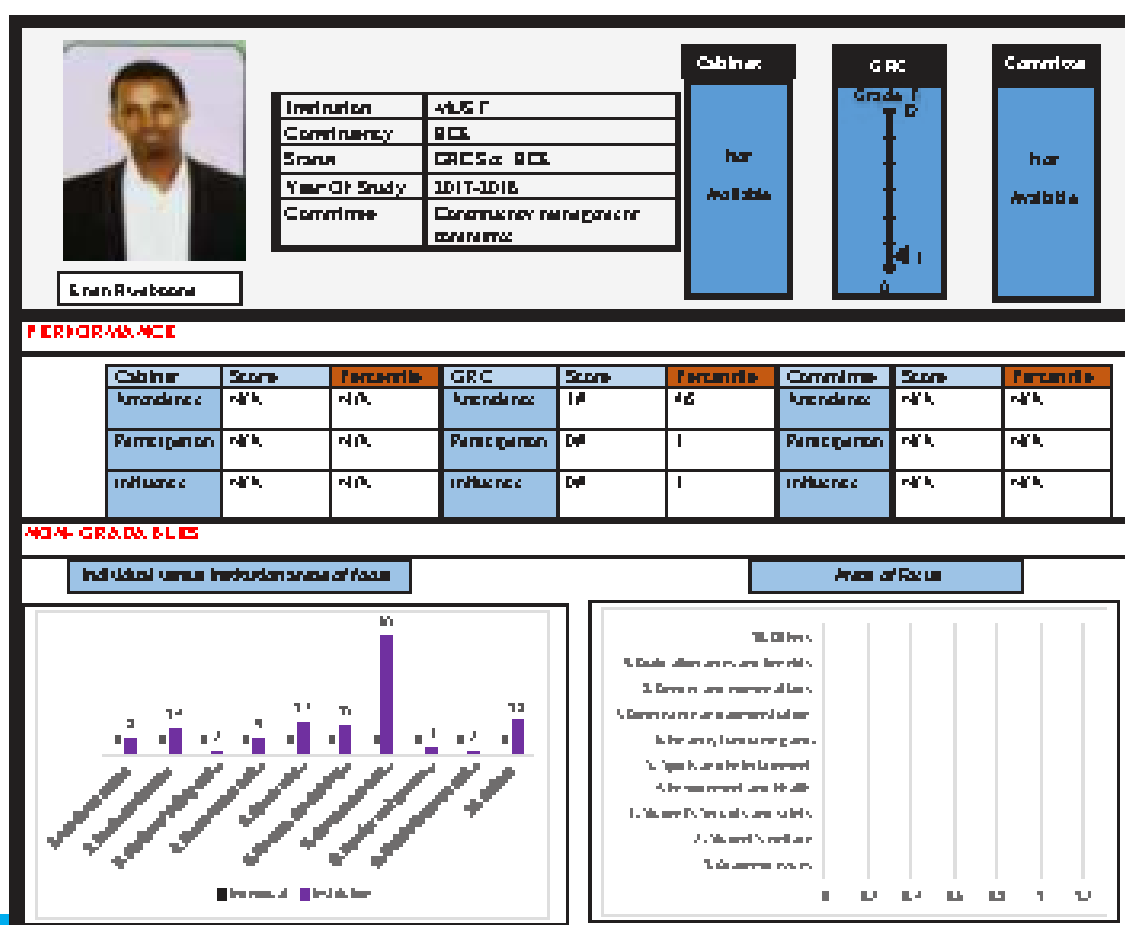
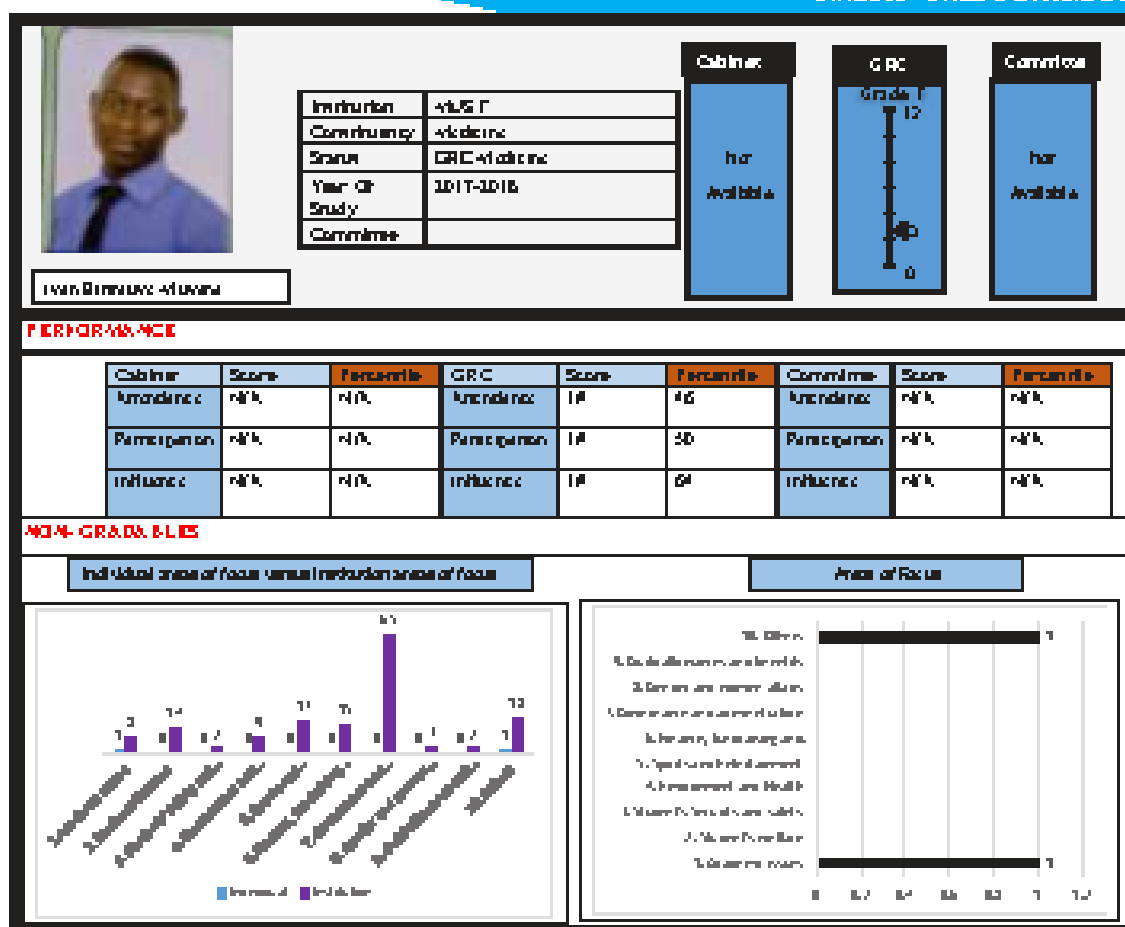
Individual versus Individual area of focus

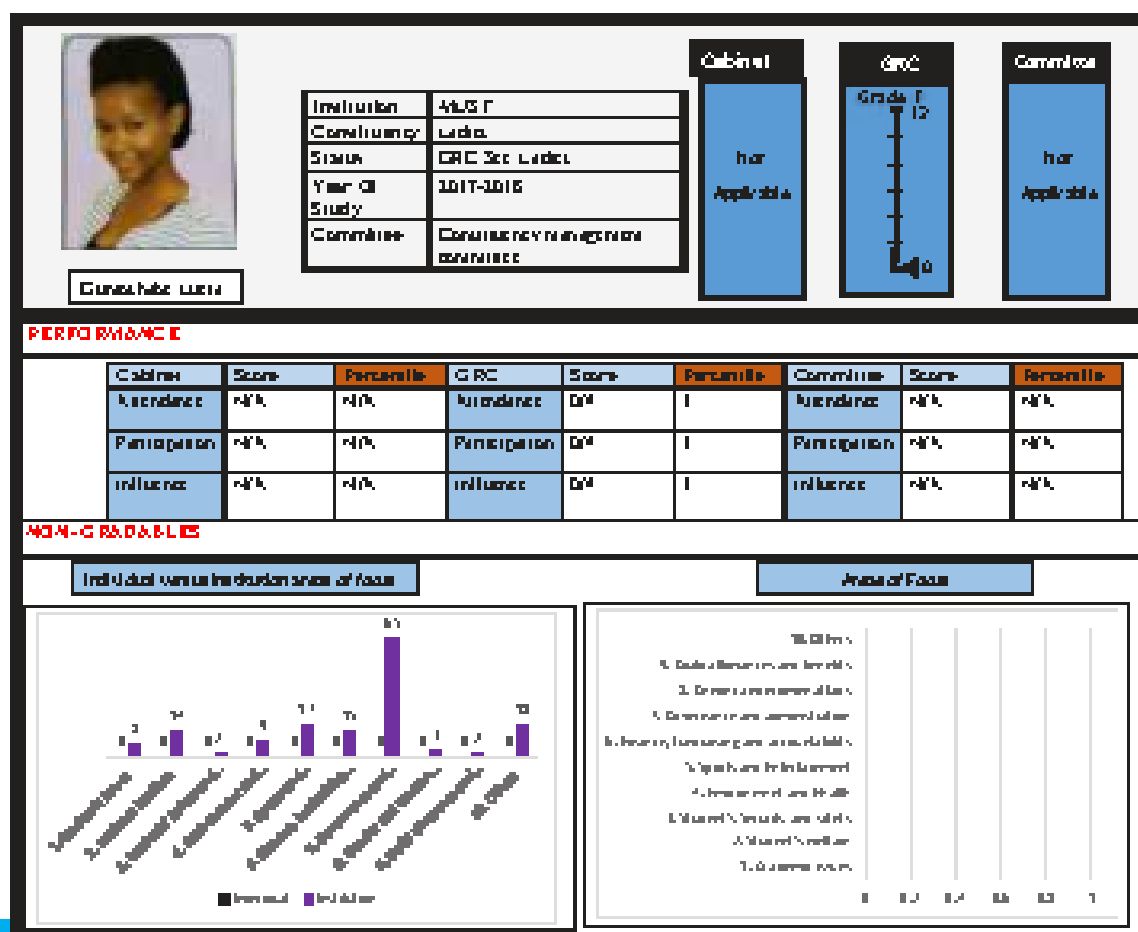
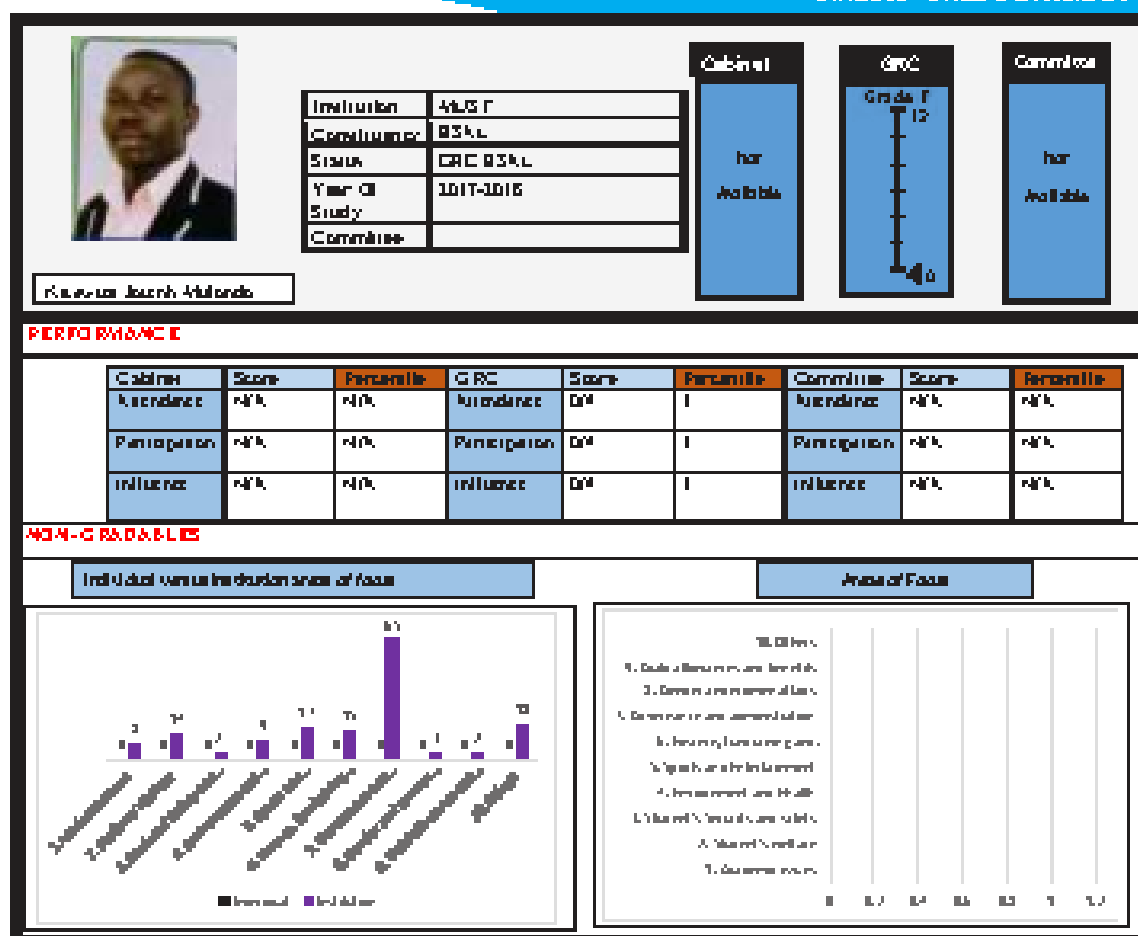


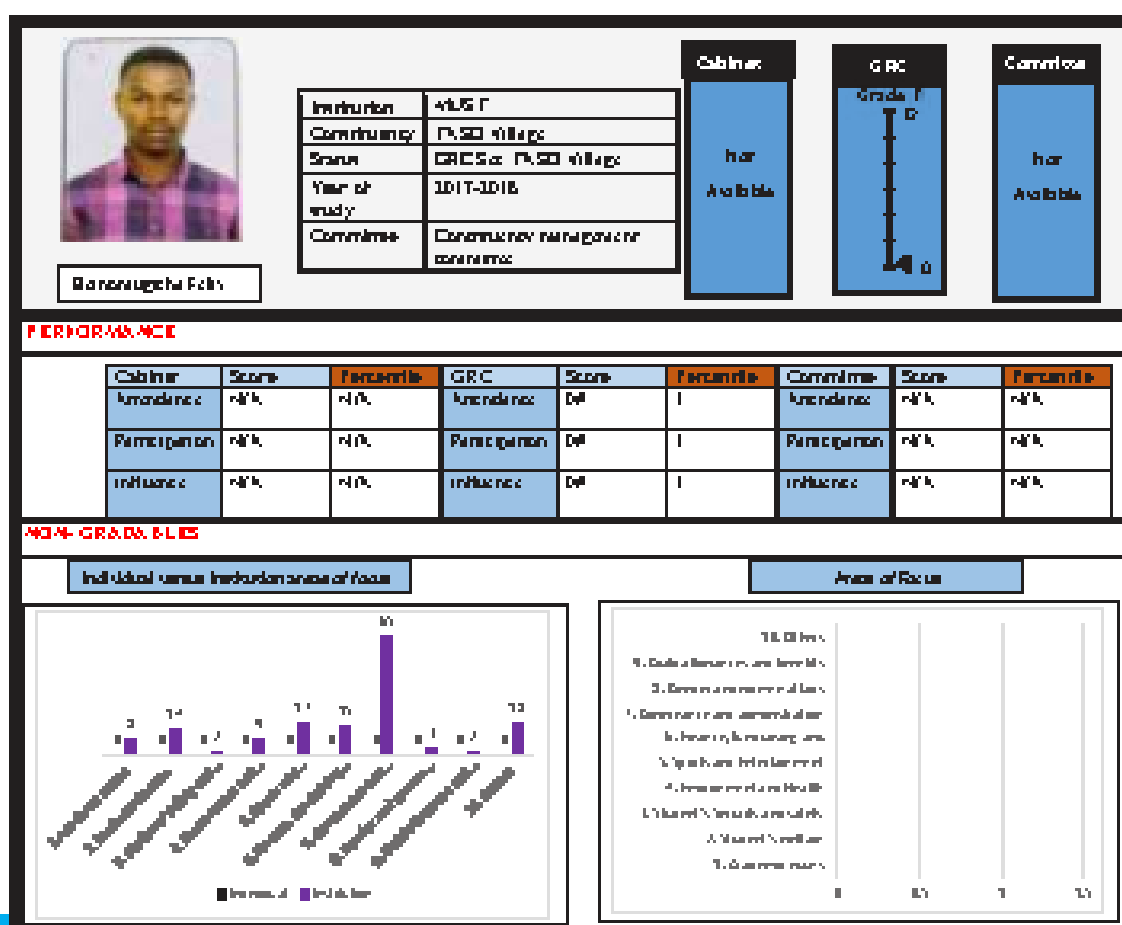
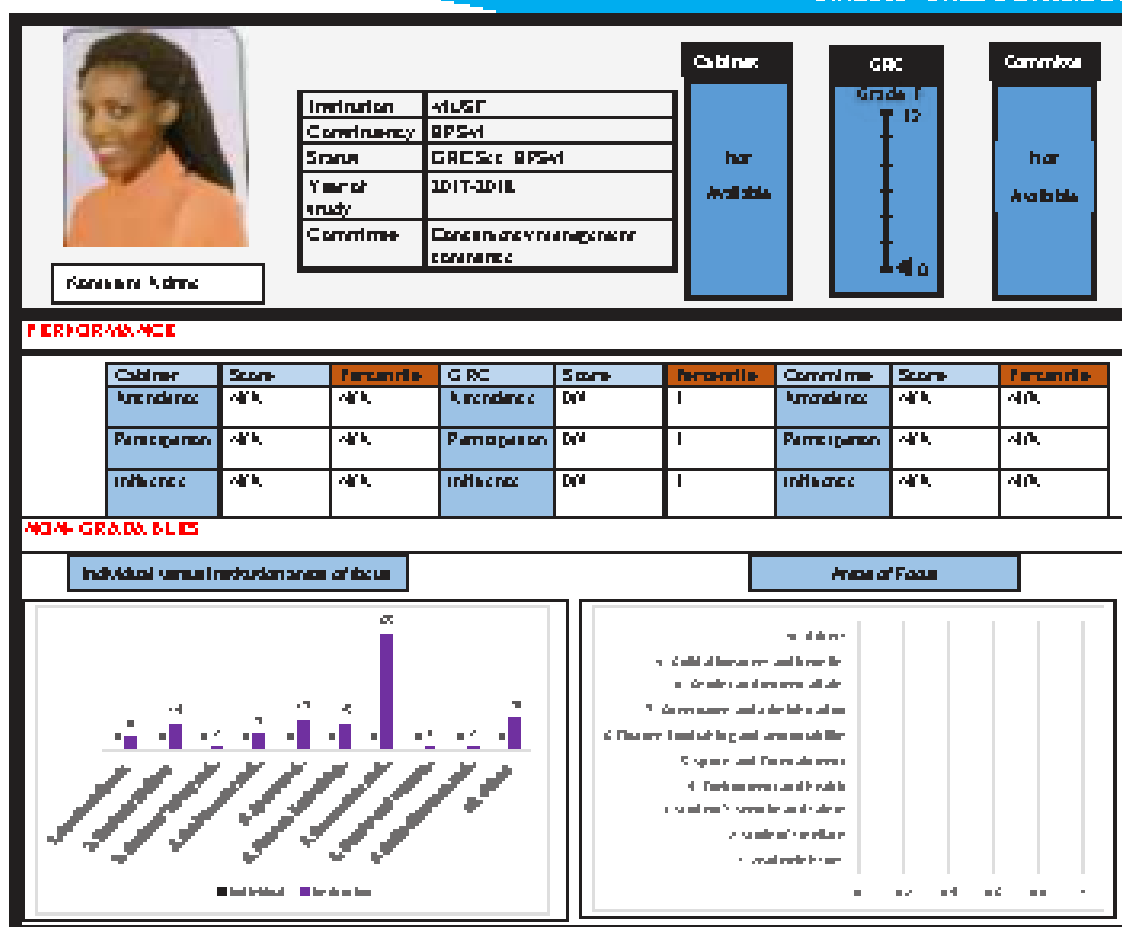
Area of Focus

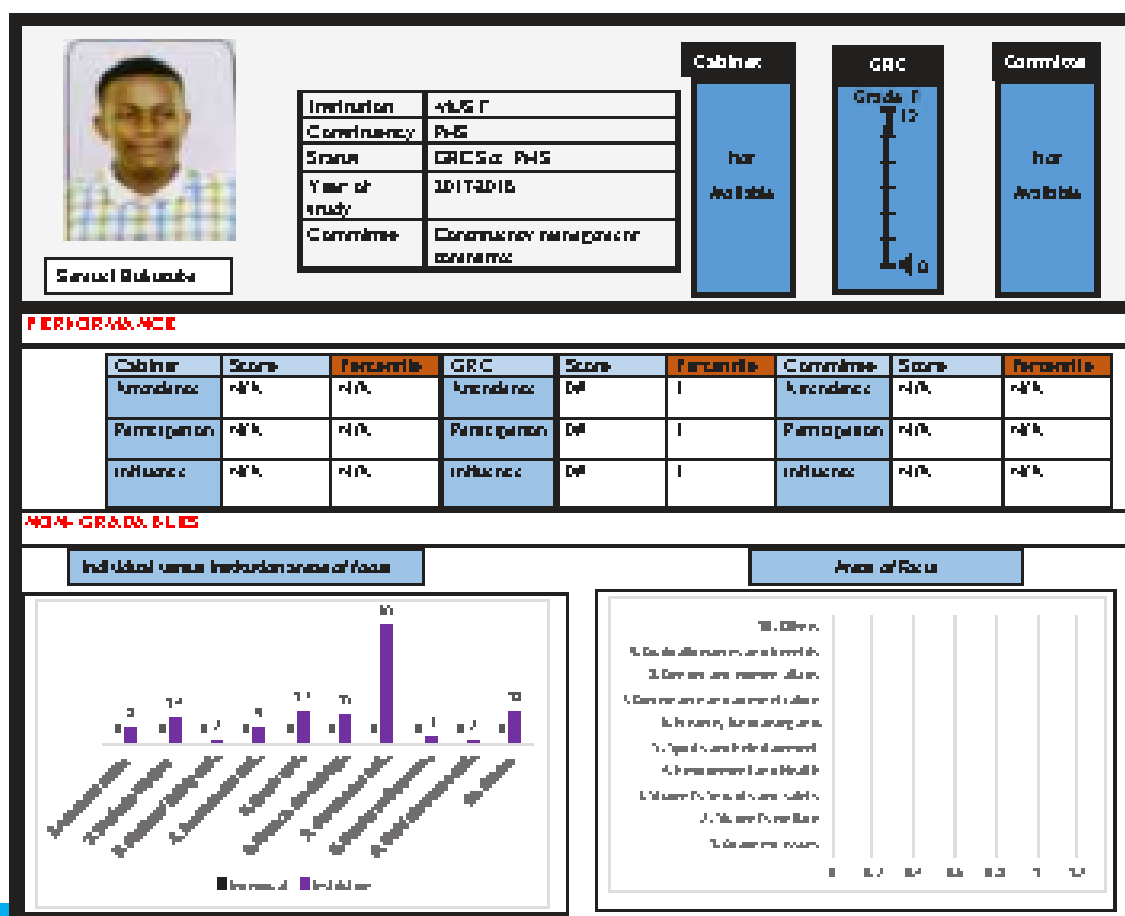
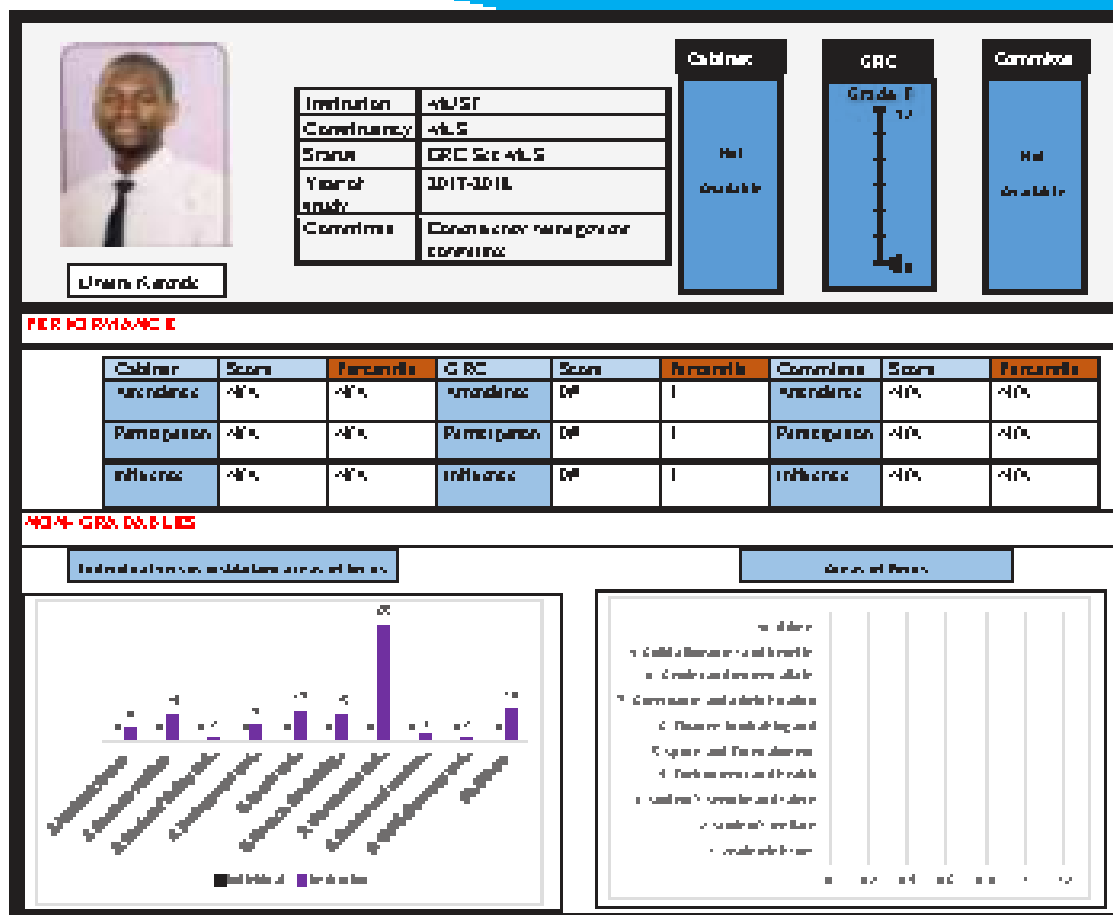














Nabwa Richard E.

Institution	MUST
Constituency	Ntungwe
Status	GRC/Ntungwe
Year of study	2017-2018
Committee	

Cabinet
 har
Available

GRC
 Grade E
10
0

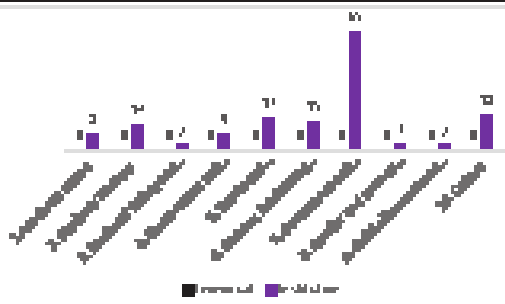
Committee
 har
Available

PERFORMANCE

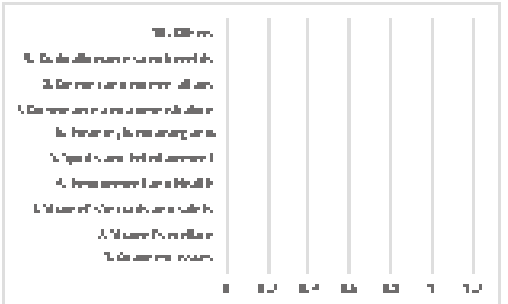
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	100%	100%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	100%	Participation	100%	100%
Influence	100%	100%	Influence	100%	100%	Influence	100%	100%

NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus





Ezekiel Ntubatsi

Institution	MUST
Constituency	BS
Status	GRC BS
Year of study	2017-2018
Committee	Sub-Committee

Cabinet
 har
Available

GRC
 Grade E
10
0

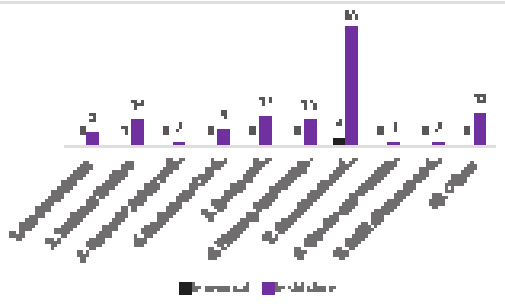
Committee
 har
Available

PERFORMANCE

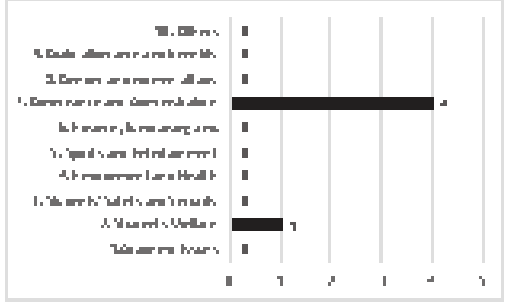
Cabinet	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%	100%	Attendance	50%	60%	Attendance	100%	100%
Participation	100%	100%	Participation	100%	60%	Participation	100%	100%
Influence	100%	100%	Influence	100%	75%	Influence	100%	100%

NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus





Institution	MUST
Constituency	Kalyakula
Status	CRC Sec Kalyakula
Year of study	2017-2018
Committee	Constituency management committee

Cabinet

has Available

CRC

Grade 1
12
0

Committee

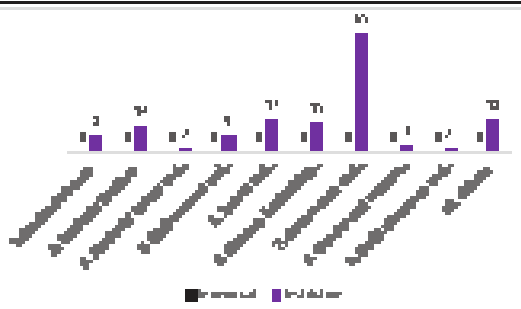
has Available

PERFORMANCE

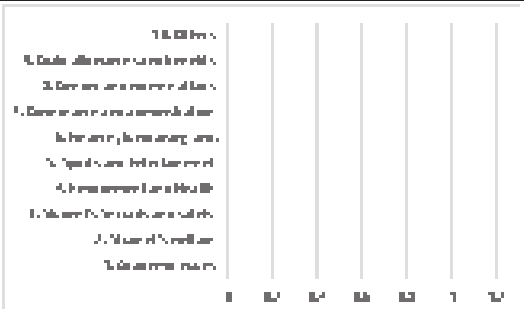
Cabinet	Score	Percentage	CRC	Score	Percentage	Committee	Score	Percentage
Attendance	40%	40%	Attendance	0%	0	Attendance	40%	40%
Participation	40%	40%	Participation	0%	0	Participation	40%	40%
Influence	40%	40%	Influence	0%	0	Influence	40%	40%

NON-CRACKABLES

Individual versus Individual scores of focus



Area of focus





Institution	MUST
Constituency	Gash Plains
Status	CRC Sec gash Plains
Year of study	2017-2018
Committee	Constituency management committee

Cabinet

has Available

CRC

Grade 1
12
0

Committee

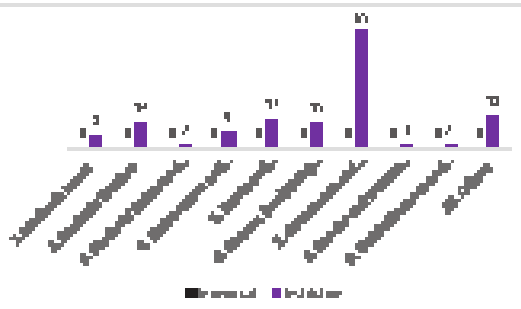
has Available

PERFORMANCE

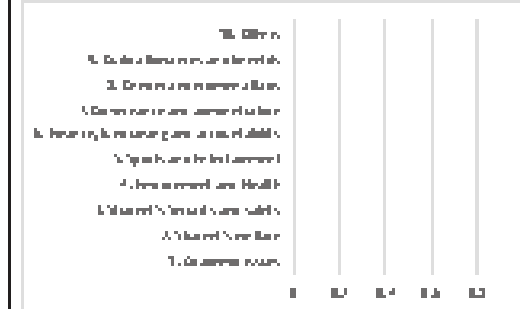
Cabinet	Score	Percentage	CRC	Score	Percentage	Committee	Score	Percentage
Attendance	40%	40%	Attendance	0%	0	Attendance	40%	40%
Participation	40%	40%	Participation	0%	0	Participation	40%	40%
Influence	40%	40%	Influence	0%	0	Influence	40%	40%

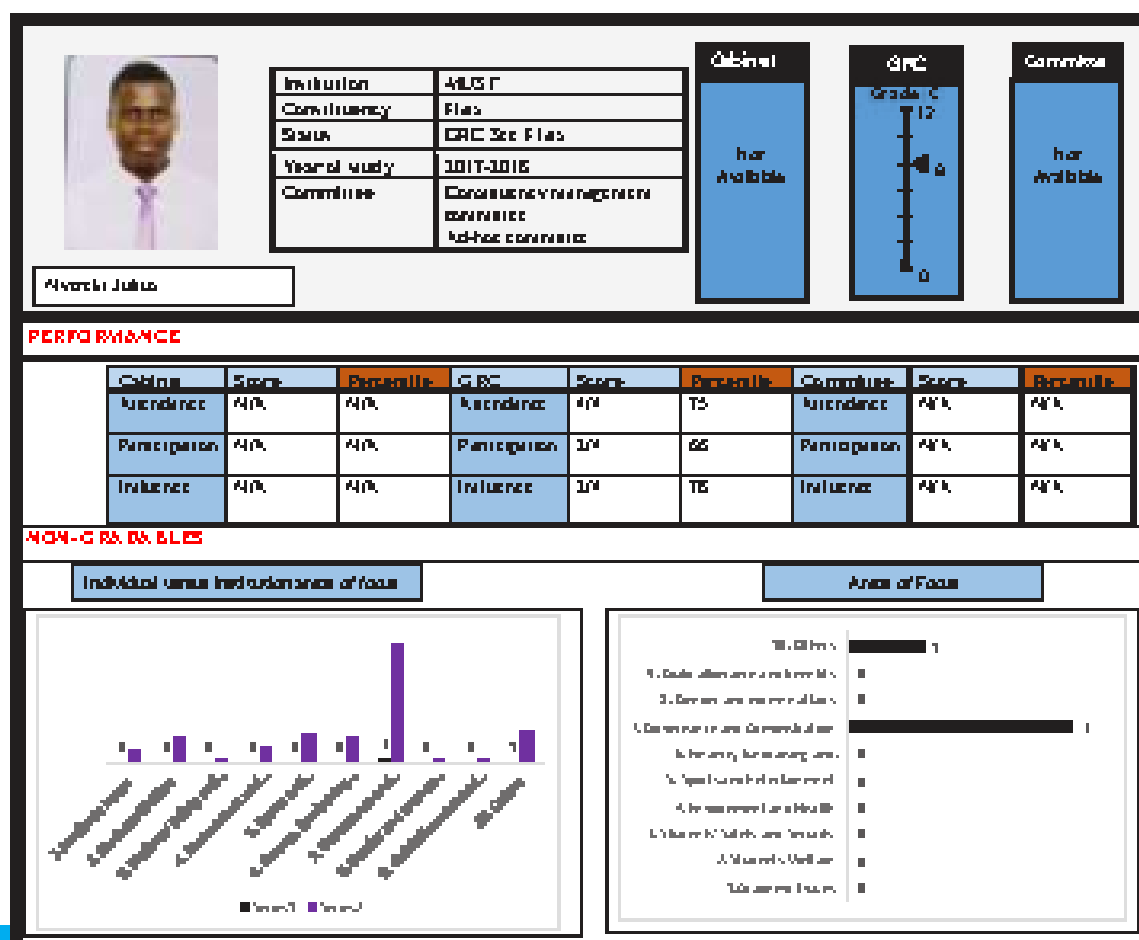
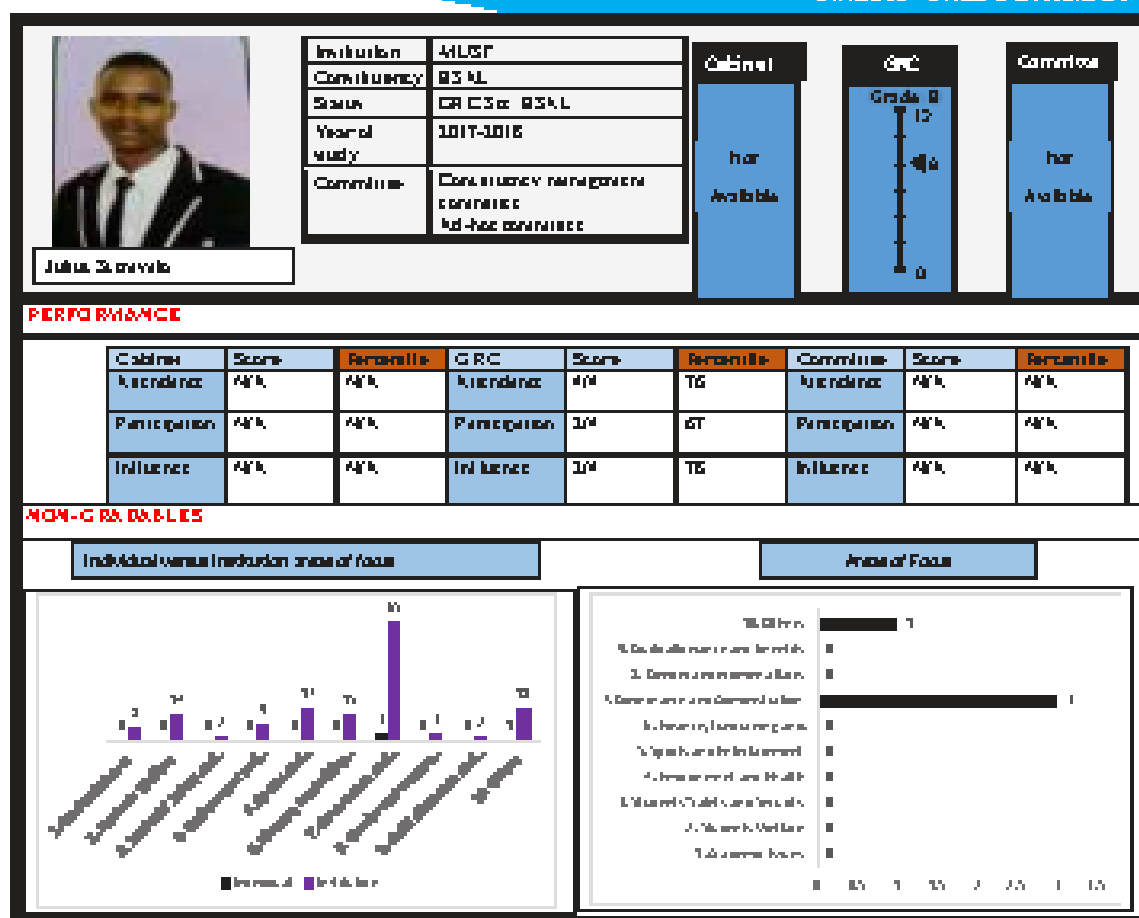
NON-CRACKABLES

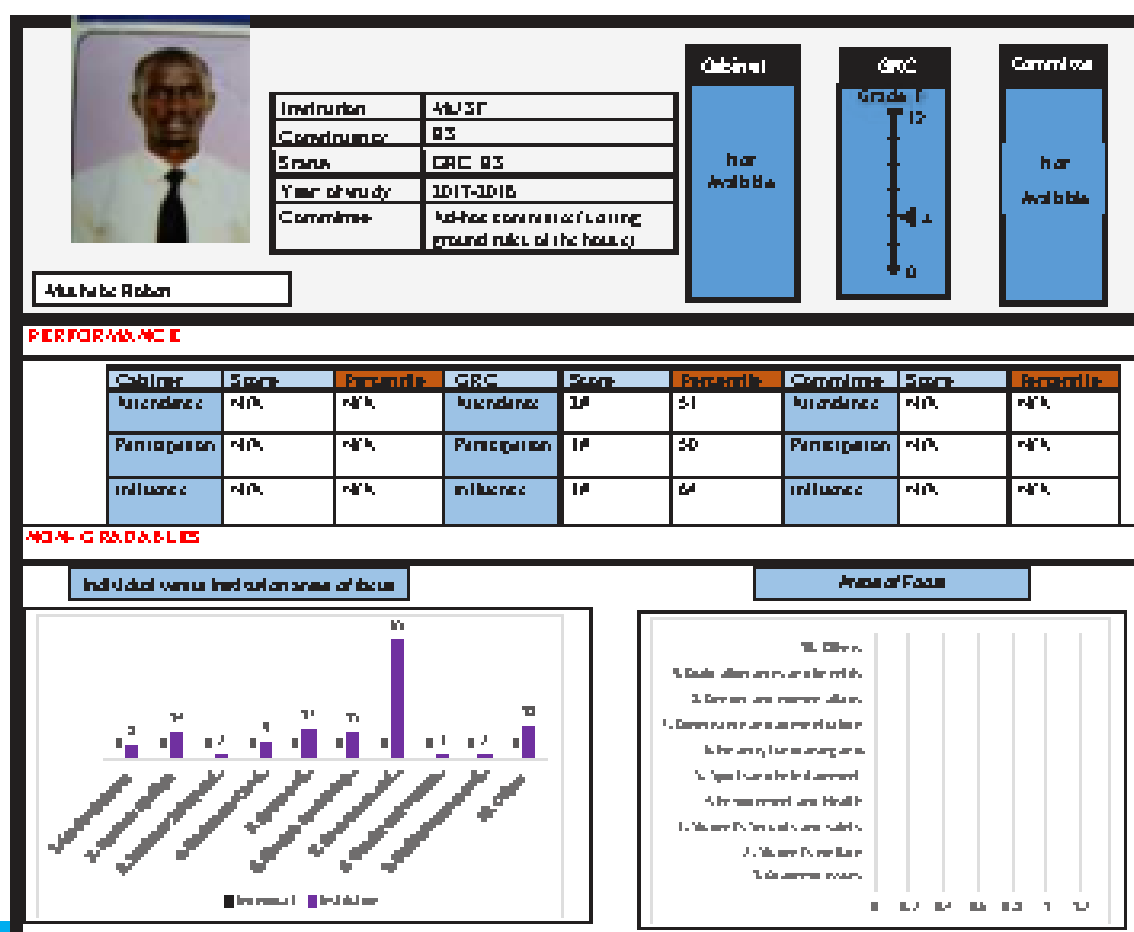
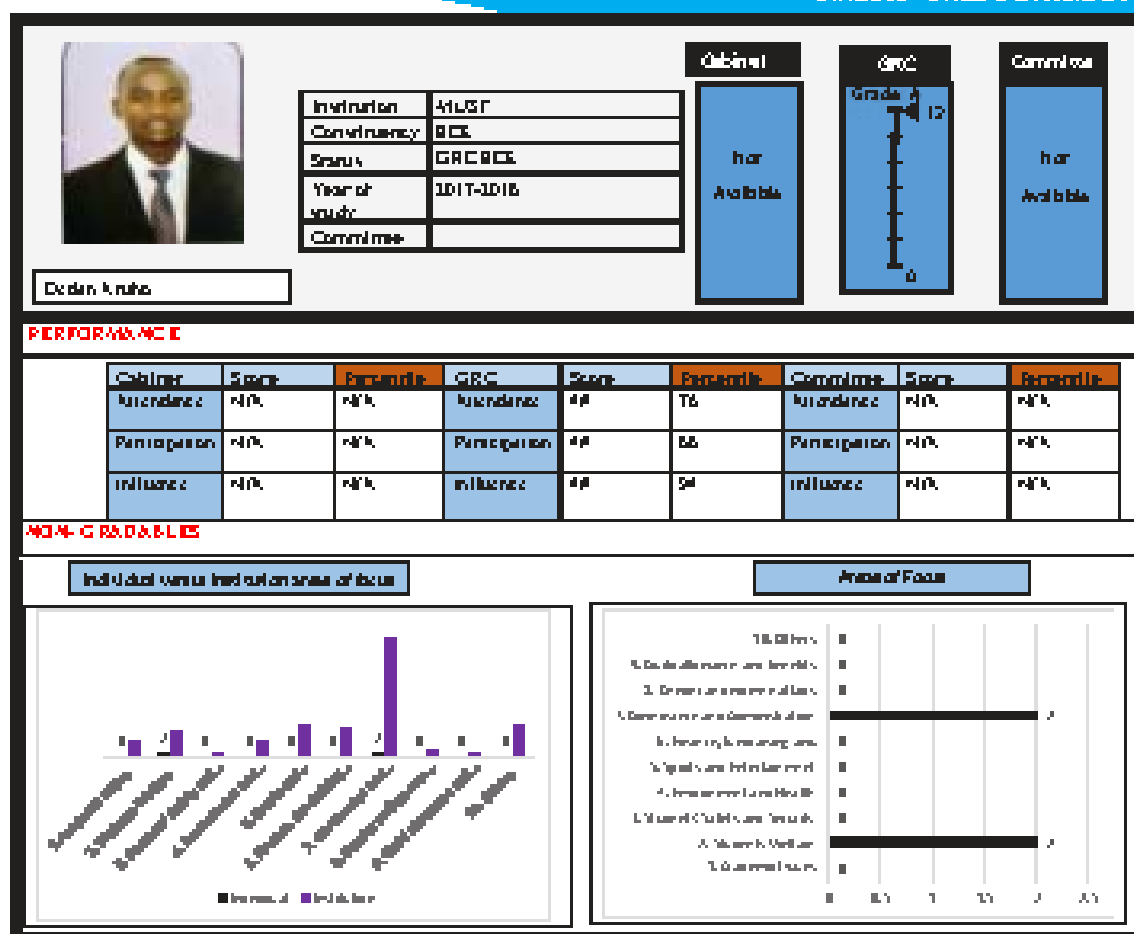
Individual versus Individual scores of focus



Area of focus







4.3 LESSONS LEARN T

1. The Guild government holds meetings without registering members' attendance.
2. Several points were lost because of the government's failure to document activities.
3. Elections were held without an updated voter register.

4.4 LIMITATIONS OF OUR DATA

AFLI is committed to producing an objective, transparent and unbiased evaluation of guild government performance. At the same time, the Scorecard cannot capture every relevant aspect of the guild leaders' performance.

AFLI strives to remain an objective observer of guild governments' activities. None of the parameters in the Scorecard assessed the quality of the contributions made by the guild governments and the individual leaders.

Scores on participation and level of influence are based on the quantity of the contributions made by the individual guild leaders. Similarly, our parameters do not reward or penalise individual guild leaders for focusing on certain areas during meetings.

Moreover, there are areas in which the data available was incomplete, making it difficult to produce a comprehensive scorecard. AFLI, however, recognises that this being a pilot Scorecard, there is room for improvement in our next publication.

4.5 RECOMMEN DATION

The guild government should register the attendance of members in all meetings. In order to improve the documentation of activities, the following should be done:

- i. Take down the full names (accurately spelt) of every member addressing a meeting.
- ii. Attach all the documents mentioned/referred to in a meeting.
- iii. Issue notices for meetings in the form recognised in the Constitution.
- iv. Indicate meetings' starting and ending times.
- v. Record the minutes of all GRC, Committee, Cabinet meetings, as well as General Assembly.
- vi. Document the whole campaign process.
- vii. Display an updated voter register to the electorate before elections.
- viii. Provide documented evidence for approval of Ministers and Committees.

ANNEXTURE 3



Focus Group Discussion MUST



Figure 3



Students Guild Government MUST 18/19

Table 16: The best performers of MUST Guild Government

NAMES	PERCENTAGE SCORE	GRADE
Tungye Brian	100%	A
Kyogahirwa Lillian	100%	A
Bukirwa Lillian	100%	A
Ruhanghura Bob	100%	A
Bwengye John Johnes	100%	A
Dedan Aduko	100%	A
Safari Arnold	83%	A



National Teacher's College Mubende Students' Guild Scorecard

5.1 INSTITUTIONAL FINDINGS FOR NTC MUBENDE GUILD GOVERNMENT

This section shows the scores of the whole institution which combines the overall GRC, Cabinet and committees.

5.1.1 CORE GOVERNANCE FOR NTC GUILD GOVERNMENT

Table 17: Scores in core governance of NTC Mubende

PARAMETER	SCOREABLE COMPONENT	COMPLIANCE (YES/NO)	RESULTANT SCORE	
			YES	NO
Leadership Guild	President	Dedication of a President	+3	
	General Secretary (Clerk to the GRC and general assembly)	Appointment of the General secretary	+3	
	Speaker	Election of the Speaker and a deputy speaker	+3	
	Unconstitutional positions & policies	Creation of leadership positions outside the constitutional regime		-9
	Parliament		+3	
	Existence of Cabinet Ministers,	Minister of campus, cultural, social & project affairs	+3	
		Minister of academics & sport	+3	
		Minister of students with disabilities	+3	
		Minister of health & domestic	+3	
		Minister of gender	+3	
		Minister of religious & information	+3	
		Minister of security & foreign affairs	+3	
		Minister of finance	+3	
		Minister of justice and constitutional affairs	+3	
	Approval of the cabinet ministers by GRC	Minister of justice and constitutional affairs	+2	
		Minister of campus, cultural, social & project affairs	+2	
		Minister of academics & sport	+2	
		Minister of students with disabilities	+2	
		Minister of health & domestic	+2	
		Minister of gender	+2	
		Minister of religious & information	+2	
		Minister of security & foreign affairs	+2	
		Minister of finance	+2	

	<i>Committees</i>	Justice and constitutional affairs Campus, cultural, social & project affairs Health & domestic Gender Students with disabilities Religious & information Security & foreign affairs Finance Academics and sport	+2 +2 +2 +2 +2 +2 +2 +2	
Overall Score			75	-4
Good governance	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General Assembly	Twice in a term of office		-3
	Performance of GRC Parliament	➤ Approve officers as provided in the constitution ➤ Be the legislature of the guild (make laws) ➤ Sanction and approve the policies of the executive ➤ Deliberate on matters that affect the members of the guild (student body) and make resolutions ➤ Approve standing committees and Ad hoc committees	+3 +3 +3 +3 +3	
	➤ Meetings of Cabinet ➤ Quorum at Cabinet	Two meetings in an academic semester Two thirds of the total number of the Ministers	3	-3
Overall Score			6	-4
Conduct of Business at Council	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	Number of meetings Held by GRC/ Parliament	Twice a semester (four times in a term of office but in the case of UCU it is six times in a term of office)	+3	
	Notice of meetings Held by GRC/ Parliament	Written notice showing time and place including the agenda		-3
	Quorum at GRC /Parliament meetings		+3	
	Minutes of GRC / Parliamentary sessions recorded	Recorded minutes of all the required sessions. (Four sessions)	+3	

	Rules of Procedure / Guidelines for conduct of meetings	Rules to regulate its procedure at meetings	+3	
Overall Score			12	-3
Succession Planning and Transitional process	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General elections	A general election during the Semester of September	+3	
	Voter Register	Updated register of voters		-2
	Campaigns	Exercise of Open Campaigns financed by the Guild government	+2	
	Election Complaints	Disposal of complaints within four days from date of lodgment (In case no complaint was lodged, government earns full score)		-3
Succession Planning and Transitional process		Overall Score	5	-5
		Total Score	107	-24
CORE GOVERNANCE		Percentage Score	89.2%	20.2%

Source: GRC Minutes and description of young group discussion

NB: The highest possible score is 120 and the lowest possible score is 129

1. Leadership of the guild

In the leadership parameter of core governance, National teachers' college Mubende scored 75 points in compliance and lost 9 points on non-compliance. They lost the 9 points because they created 3 non constitutional positions each making them lose 3 points.

2. Good governance

In the good governance parameter of core governance, National teachers' college Mubende scored 15 points in compliance and lost 9 points on non-compliance. They lost 9 points because the data showing proof of general assembly meetings at least twice in a term of office, at least two cabinet meetings in a semester and at least a quorum of two thirds of the total number of ministers in a cabinet meetings was not availed.

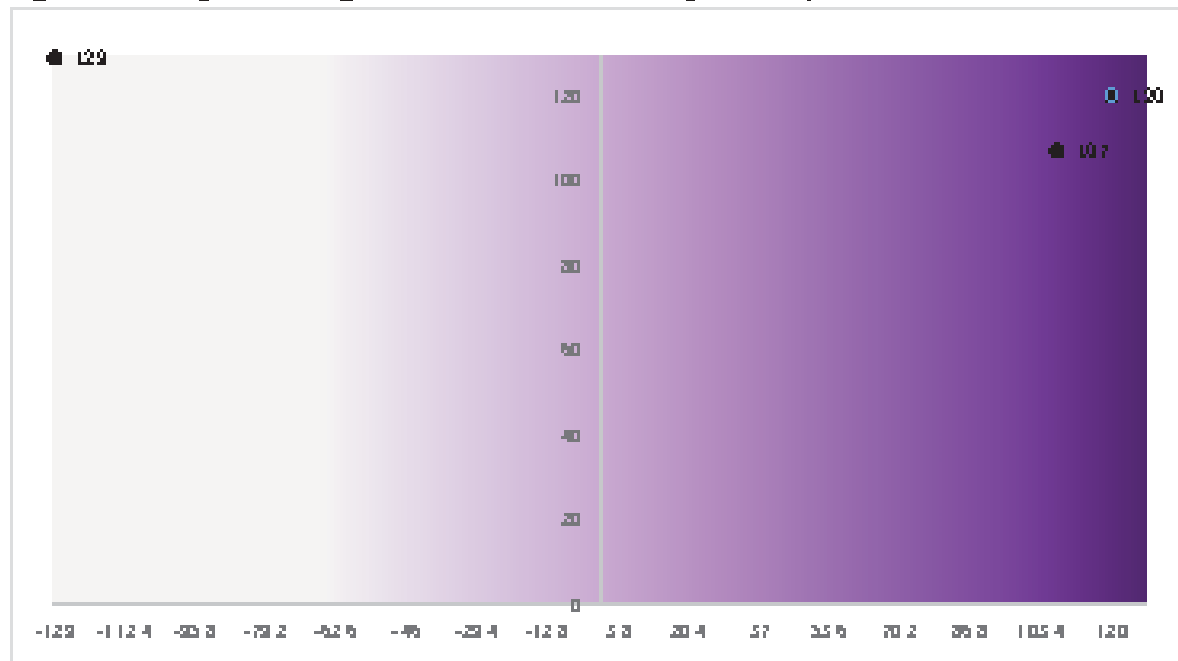
3. Conduct of business at council

In the parameter of conduct of business at council under core governance, National teachers' college Mubende scored 12 points in compliance and lost 3 points on non-compliance. The loss of 3 points came about as a result of lack of notices of meetings held by the GRC.

4. Succession planning and transitional process

On the parameter of succession planning and transitional process, National Teachers' College Mubende scored 5 points in compliance and lost 5 points on non-compliance. The loss of 5 points was due to lack of an updated voter register and lack of information showing proof of disposing off of electoral results complaints within four days from date of lodgement.

Figure 10: Graph showing the overall score on compliance of NTC Guild Government

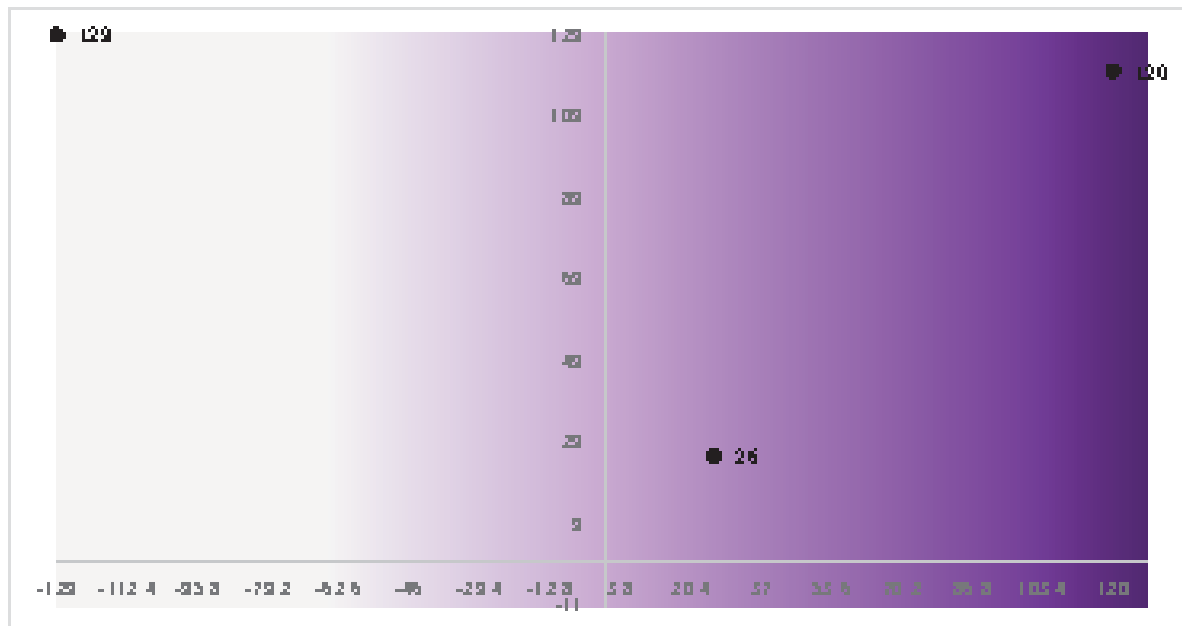


Source: CRC Minutes and recordings of focus group discussions

- Area showing strength in compliance
- Area showing neutrality in compliance
- Area showing weakness in compliance

The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance

Figure 11: Overall score on non-compliance of NTC Guild Government

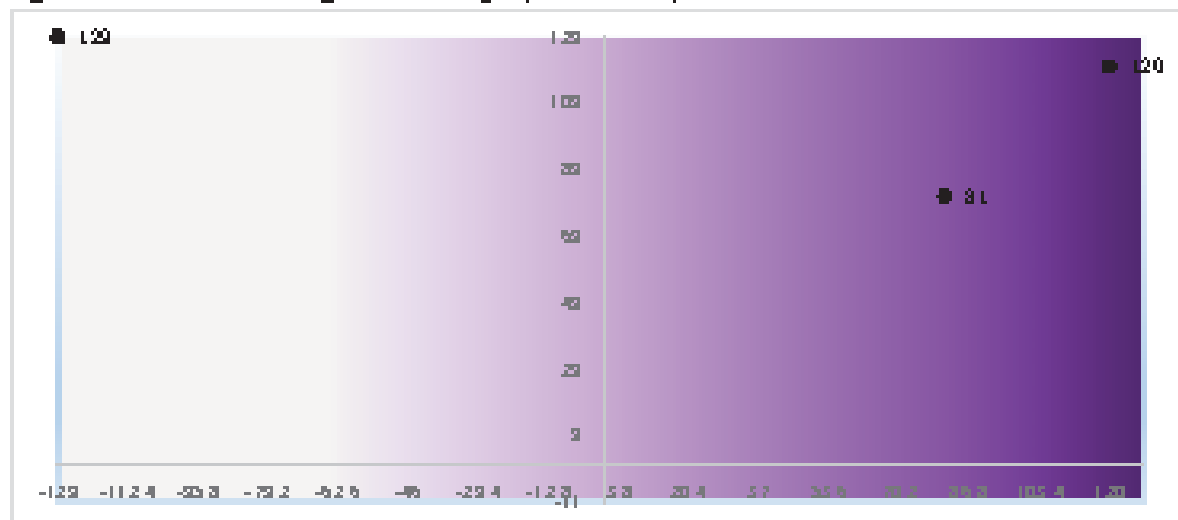


Source: GRC Minutes and responses of focus group discussion

- Area showing strength in non-compliance
- Area showing neutrality in non-compliance
- Area showing weakness in non-compliance

The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance.

Figure 12: Overall core governance performance of NTC Guild Government



Source: GRC Minutes and responses of focus group discussion

-  Area showing strength in overall core governance performance
-  Area showing neutrality in overall core governance performance
-  Area showing weakness in overall core governance performance

The lighter the shade, the weaker the guild government is in its overall core governance performance and the darker the shade the stronger the guild government is in its overall core governance performance.

This means that NTC Mubende guild should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found upholding and respecting the letter and spirit of the constitution.

From the Guild Leaders Performance Scorecard for the year 2017/2018, NTC Mubende guild government has been found to have an 89.2% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 20.2% level of non-compliance:

1. NTC Mubende guild created positions outside the constitution which cost the 9 points.
2. NTC Mubende guild failed to hold the required number of general assembly meetings enshrined in the constitution which cost them 3 points.
3. NTC Mubende guild failed to hold the required number of cabinet meetings as per the constitution which cost them 3 points.
4. NTC Mubende guild failed to achieve the required quorum at cabinet meetings as per the constitution which cost them 3 points.
5. NTC Mubende guild failed to issue the required written notice for meetings which cost them 3 points.
6. NTC Mubende guild held elections without an updated voter register which cost them 2 points.
7. NTC Mubende guild failed to dispose off complaints within the required period enshrined in the constitution which cost them 3 points.

5.1.2 LEGACY PROJECTS

Table 18: The score of NTC Guild Government on legacy projects

SCOREABLE COMPONENT	YES /NO	RESULTANT SCORE
Do you have a project?	YES	1
Is the project shown in the budget?	YES	1
Is the project in the work plan?	N/A	0
Is the project talked about in the minutes?	YES	1
Student recognition	YES	1
Administrative recognition	YES	1
External recognition	N/A	0
Total Score		5
Percentage score		71.4%

5.1.3 OPINION SURVEY

A total of 25 respondents were sampled at National teachers' college Mubende with areas scoring both the GRCs and the cabinet. The highest score the student guild could achieve per questionnaire was 60 since for each six areas were scored and the maximum score being 5 for each area. In the 25, the GRC and cabinet scored 666 out of the 1500 maximum score that is to say 666 out of 1500

$$666 \div 1500 = 0.444$$

The resultant percentage score is 44.4%

5.1.4 FINAL GRADE

Table 19: The final mark and grade of the NTC Guild Government

	MARK	GRADE
Core Governance	89.3%	A
Legacy Project	71.4%	B
Opinion Survey	44.4%	E

Source: GRC minutes, Transcriptions of the focus group discussions and opinion surveys

The table above shows that the guild government as a whole scored 89.3% in core governance which equates to an A, 71.4% in Legacy projects which equates to a B and 44.4% in Opinion survey which equates to an E according to the grading criteria followed.

5.1.5 ADMINISTRATIVE REMARK

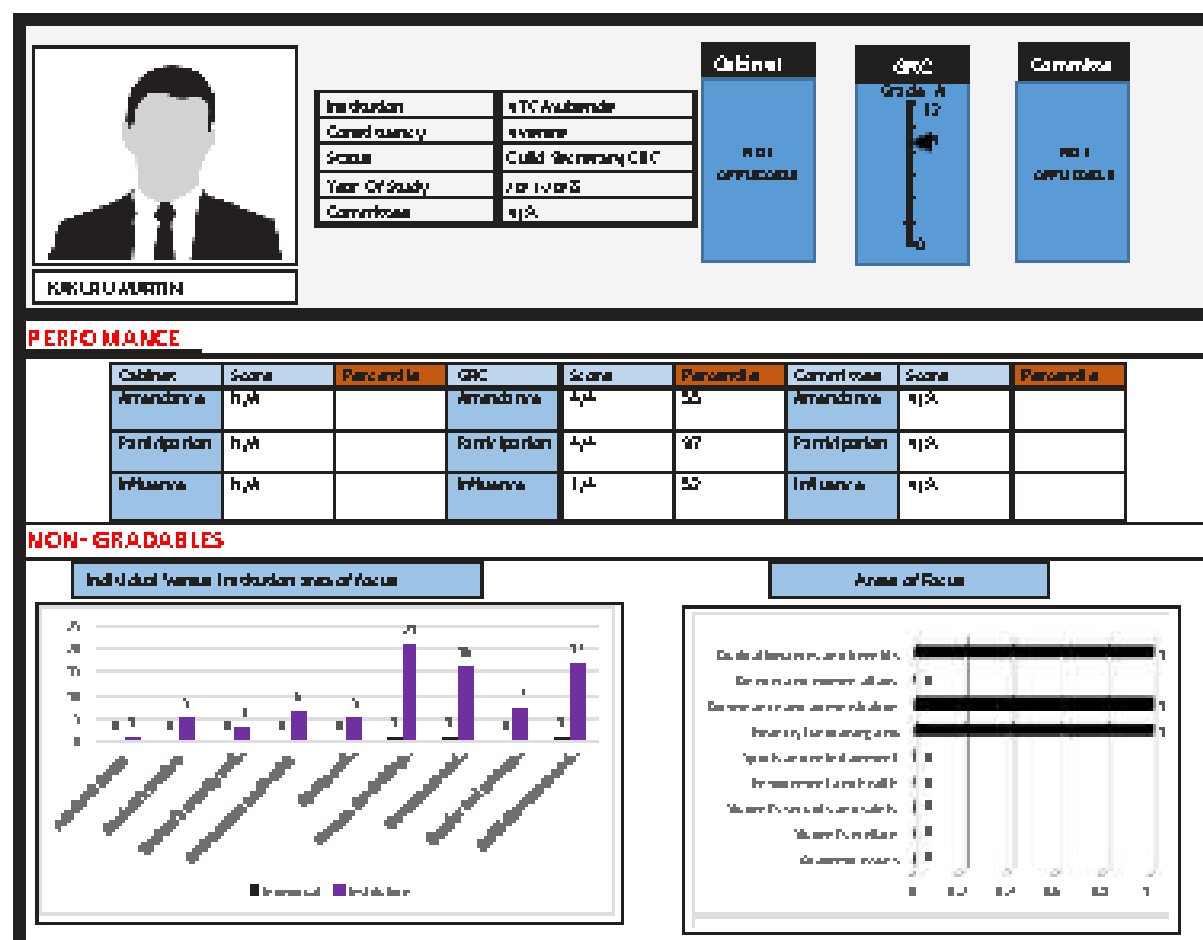
"The relationship between the guild and the administration was generally fair"

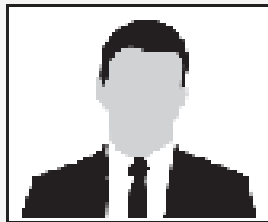
This information was sourced from the focus group discussions conducted by the AFLI field team.

5.2 INDIVIDUAL FINDINGS

This section shows the individual performance in different areas such as cabinet, GRC and Committees depending on where one lies. According to the constitution of NTC Mubende, you can be a GRC as well as a minister and therefore a committee member, a GRC alone or a Committee member alone.

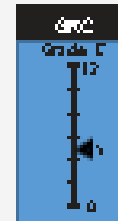
Below are the scores of the different individual leaders;-





TURKON ARWEROGERS

Institution	NTC Australia
Connectivity	Australia
Grade	CLC
Year Of Study	2017-2018
Committee	English

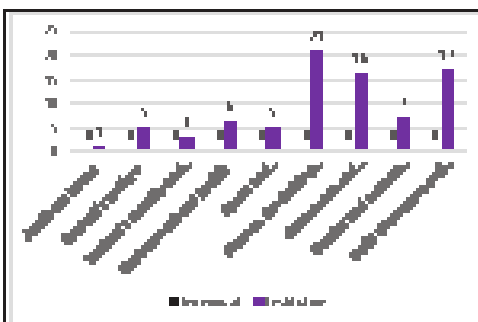


PERFORMANCE

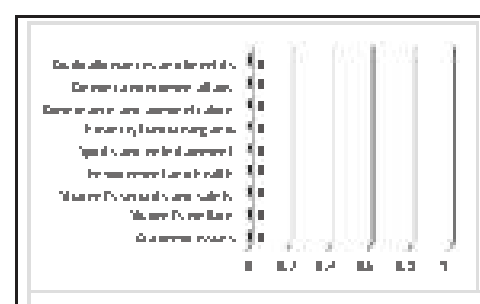
Category	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Orbital	100	100%	Orbital	100	100%	Committee	100	100%
Participation	100	100%	Participation	100	100%	Participation	100	100%
Influence	100	100%	Influence	100	100%	Influence	100	100%

NON-GRADABLES

Individual versus individual scores of focus



Area of Focus



OTAJALBENJAMIN

Institution	NTC Australia
Connectivity	Australia
Grade	CLC
Year Of Study	2017-2018
Committee	Education & Training

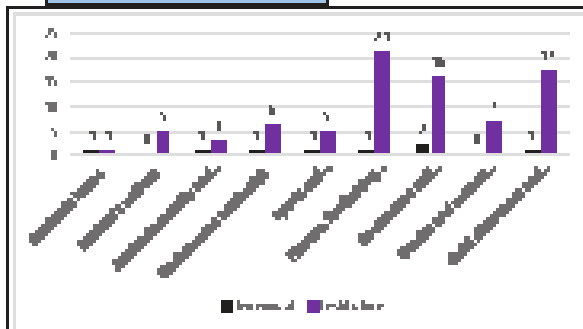


PERFORMANCE

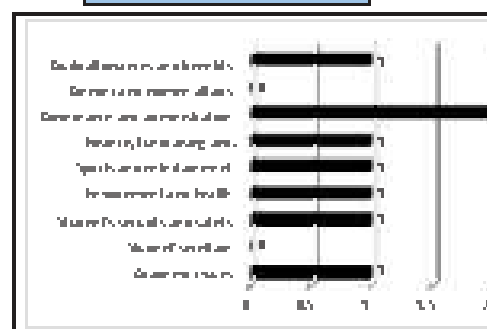
Category	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Orbital	100	100%	Orbital	100	100%	Committee	100	100%
Participation	100	100%	Participation	100	100%	Participation	100	100%
Influence	100	100%	Influence	100	100%	Influence	100	100%

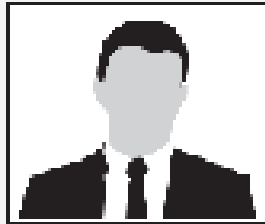
NON-GRADABLES

Individual versus individual scores of focus



Area of Focus





BALUS TWA ROBERT

Institution	NTC Mombasa
Conductance	Liganda
Gender	Male
Year Of Study	Year 5
Committee	Committee of GRC

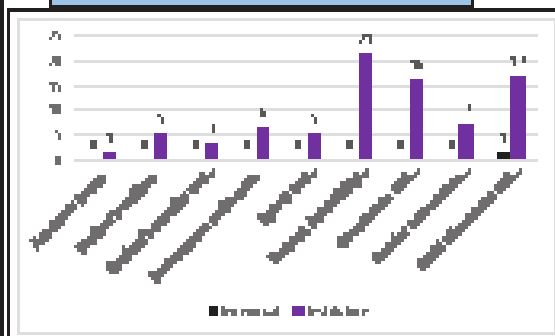


PERFORMANCE

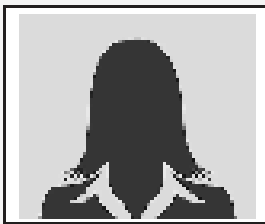
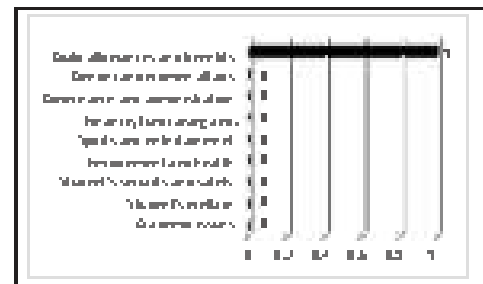
Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	h/h		Amendments	h/h	20	Amendments	h/h	
Participation	h/h		Participation	h/h	40	Participation	h/h	
Influence	h/h		Influence	h/h	0	Influence	h/h	

NON-GRADABLES

Individual versus Institution areas of focus

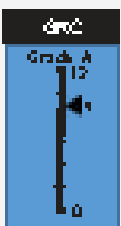


Areas of Focus



NANYIKA CHRISTINE

Institution	NTC Mombasa
Conductance	High Angle
Gender	Female
Year Of Study	Year 5
Committee	h/h

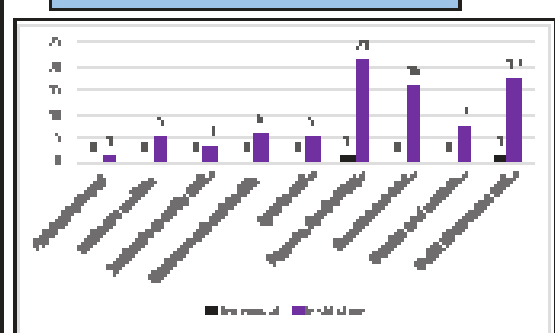


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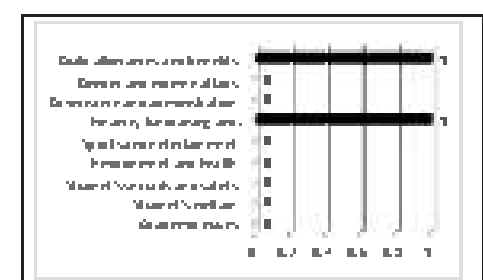
Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amendments	h/h		Amendments	h/h	50	Amendments	h/h	
Participation	h/h		Participation	h/h	60	Participation	h/h	
Influence	h/h		Influence	h/h	60	Influence	h/h	

NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus





AMANDA PRICE

Fixed cursor	4 TC Anubandir
Consistency	right Angle
Score	0.0
Year Of Study	1st Year
Comments	switch and semantic

Cubical

no 1
0.0000000

GRC

Grade A



Comments

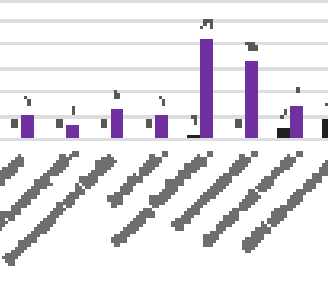
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PERFORMANCE

Cubical	Score	Percentage	GRC	Score	Percentage	Comments	Score	Percentage
Amanda Price	Hy A		Amanda Price	4A	55	Amanda Price	Hy A	
Paritipariari	Hy A		Paritipariari	4A	97	Paritipariari	Hy A	
Influencia	Hy A		Influencia	2A	61	Influencia	Hy A	

NON-GRABABLES

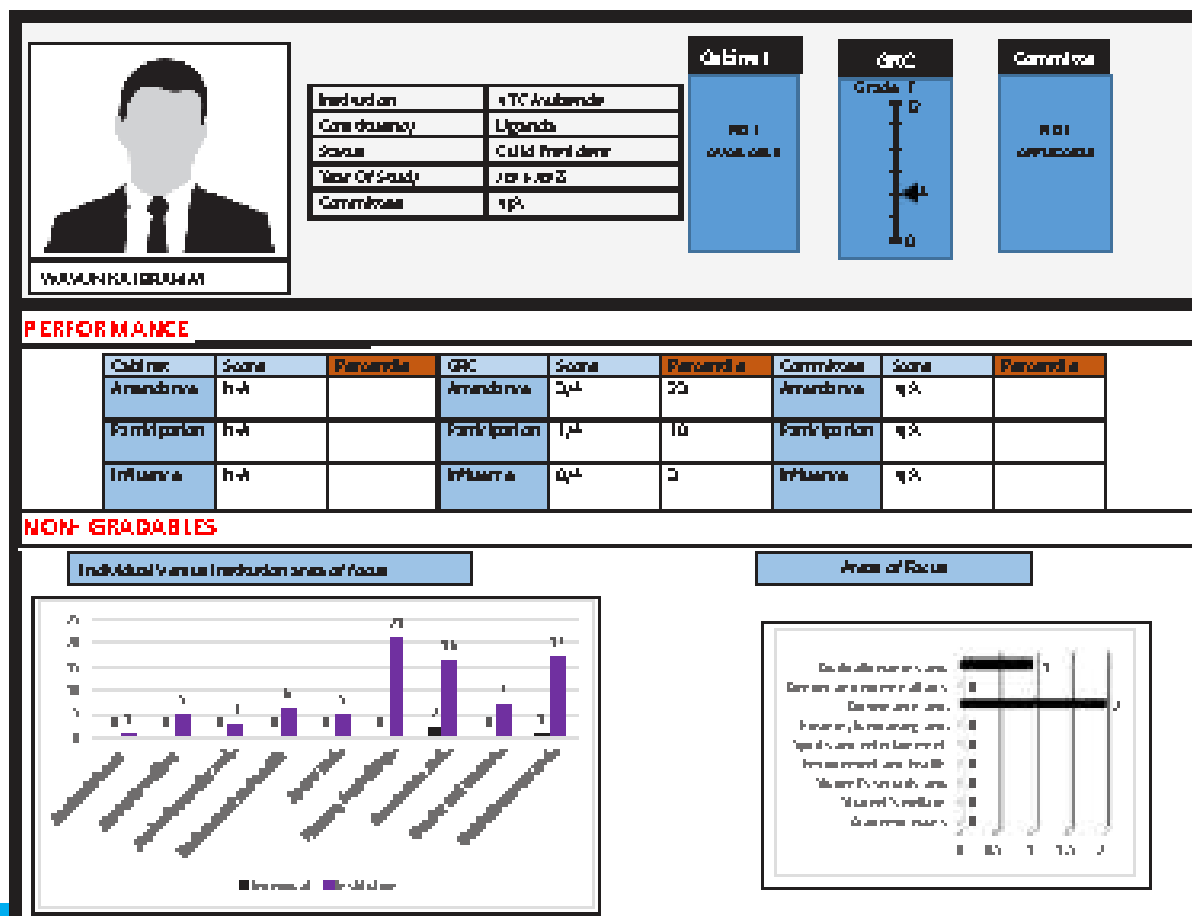
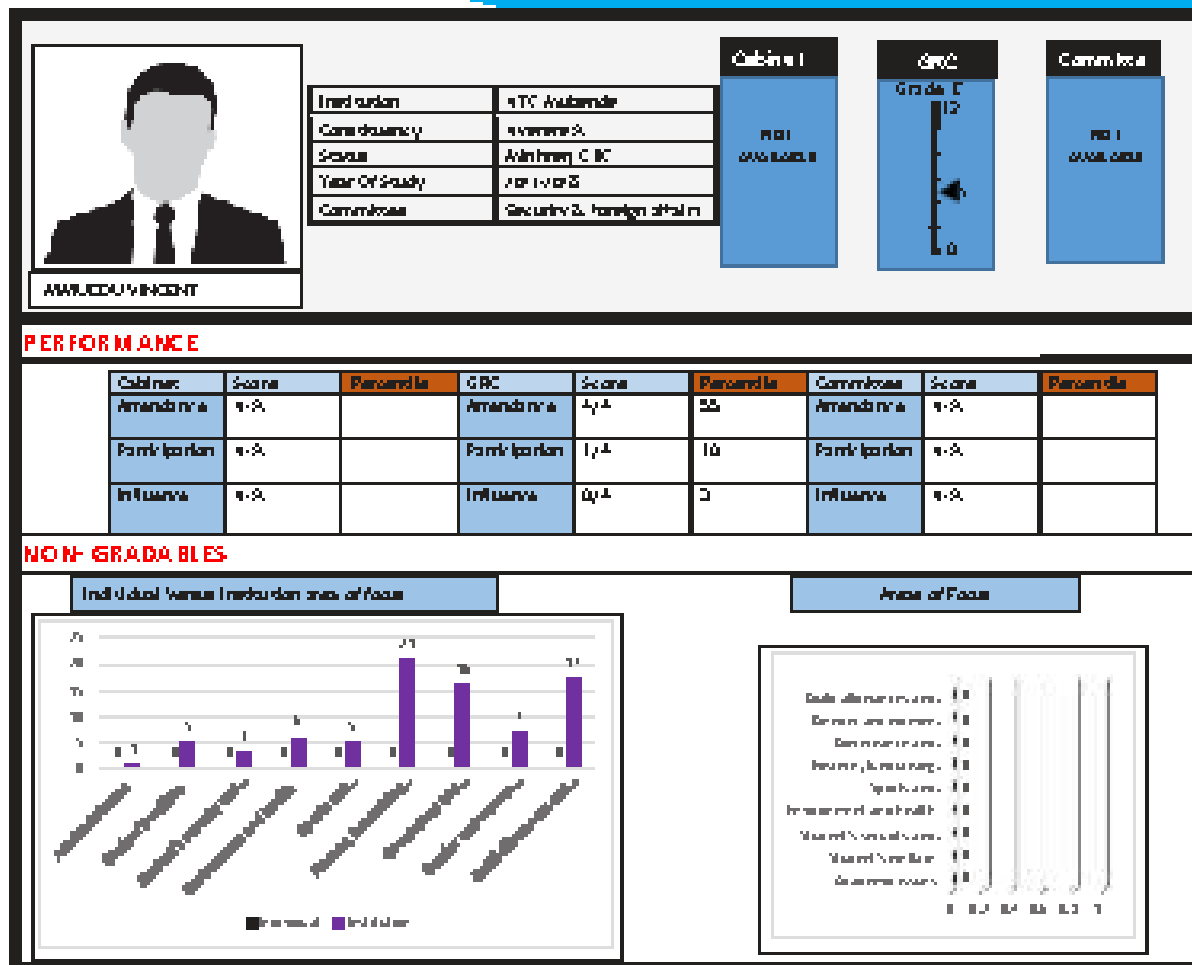
Individual Visual Fixed cursor areas of focus



Areas of Focus



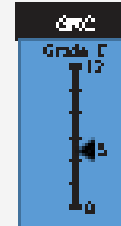
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HANNAH JOHNSON

Instruction	NTC Australia
Connectivity	High Single
Genre	Chief Member
Year Of Study	Year 1/2
Committee	N/A

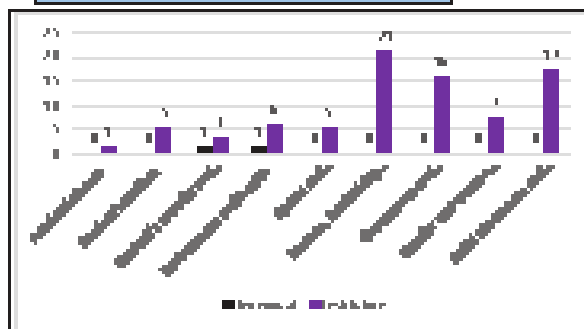


PERFORMANCE

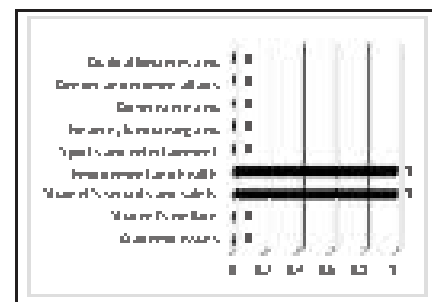
Category	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	9A		Attendance	2A	20	Attendance	9A	
Participation	9A		Participation	1A	10	Participation	9A	
Influence	9A		Influence	1A	52	Influence	9A	

NON-GRADABLES

Individual Versus Instructional areas of focus



Area of Focus



HANNAH JOHNSON

Instruction	NTC Australia
Connectivity	Medium
Genre	GRC
Year Of Study	Year 1/2
Committee	N/A

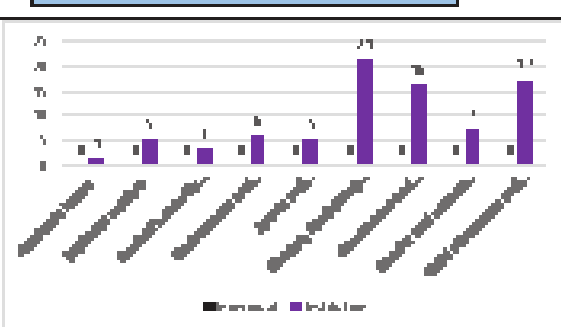


PERFORMANCE

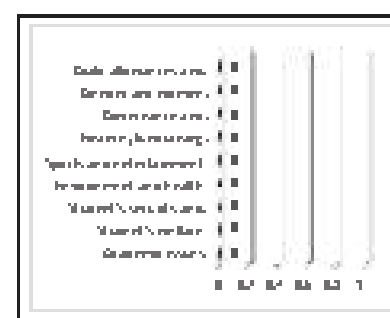
Category	Score	Percentile	GRC	Score	Percentile	Committee	Score	Percentile
Attendance	9A		Attendance	2A	20	Attendance	9A	
Participation	9A		Participation	1A	10	Participation	9A	
Influence	9A		Influence	2A	2	Influence	9A	

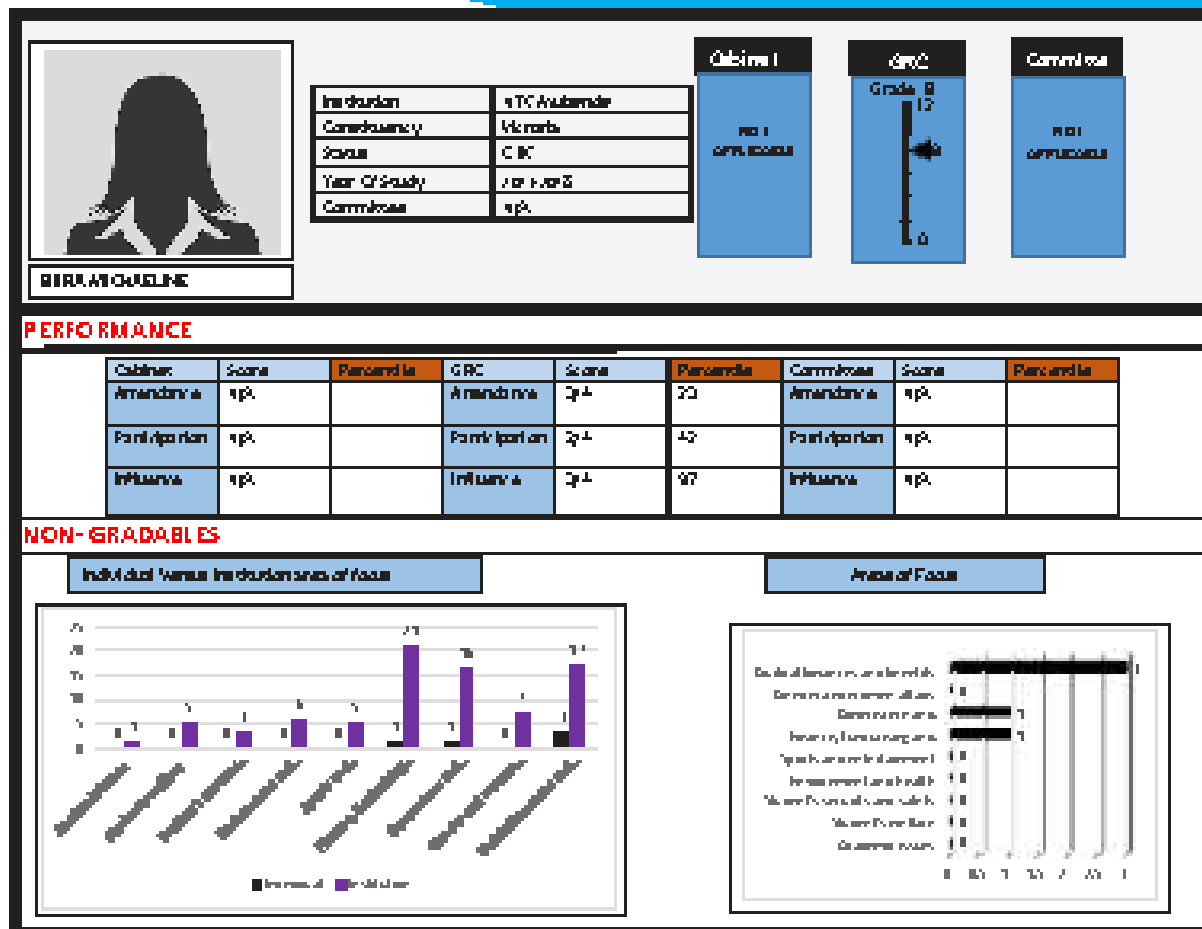
NON-GRADABLES

Individual Versus Instructional areas of focus



Area of Focus



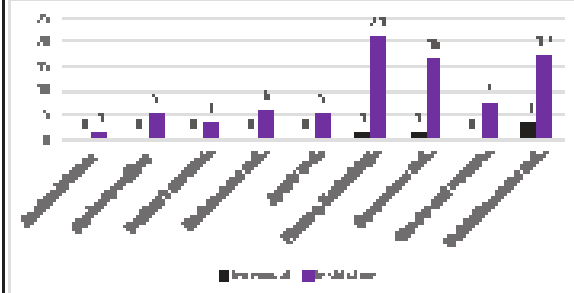


PERFORMANCE

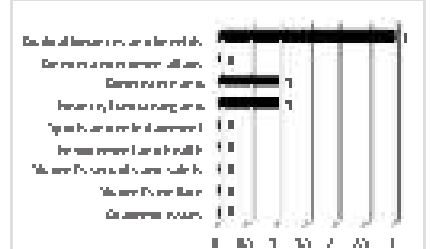
Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Objective 1	npA		Objective 2	npA		Objective 3	npA	
Participation	npA		Participation	npA		Participation	npA	
Influence	npA		Influence	npA		Influence	npA	

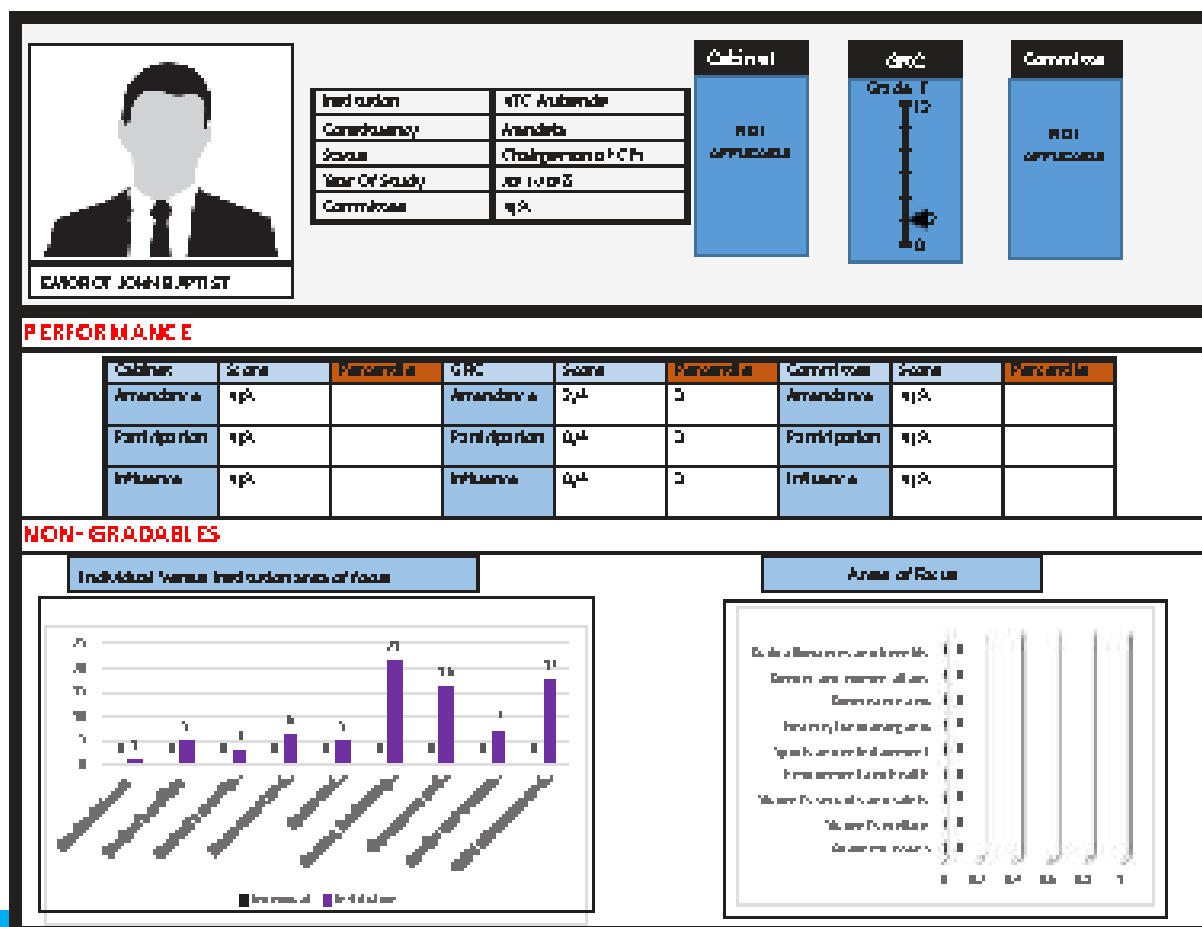
NON-GRADABLES

Individual versus Institution scores of focus



Area of Focus



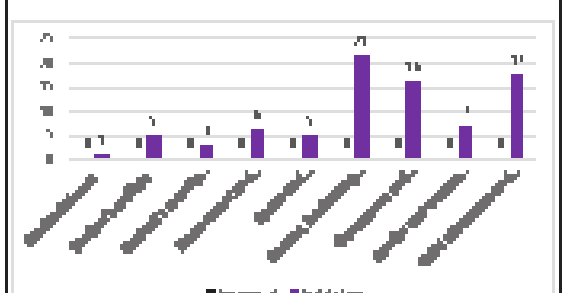


PERFORMANCE

Category	Score	Percentage	Category	Score	Percentage	Category	Score	Percentage
Objective 1	npA		Objective 2	npA		Objective 3	npA	
Participation	npA		Participation	npA		Participation	npA	
Influence	npA		Influence	npA		Influence	npA	

NON-GRADABLES

Individual versus Institution scores of focus



Area of Focus





AP AMANDA AMACULUTE

Institution	NTC Australia
Contact name	Quinn
Scout	Regina Spalding
Year Of Study	Year 10 & 11
Commitment	100%

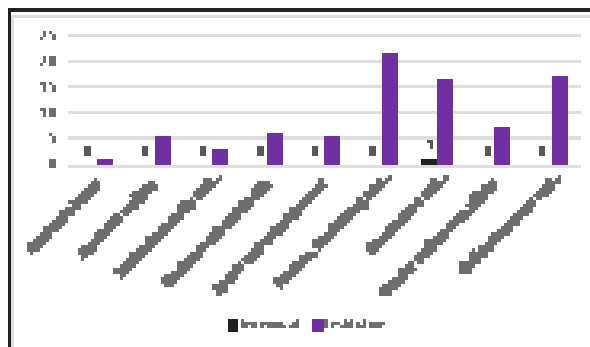


PERFORMANCE

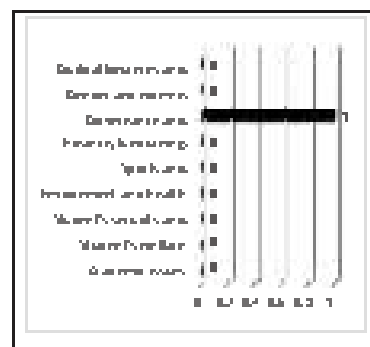
Cabinet	Score	Percentage	QWC	Score	Percentage	Commitment	Score	Percentage
Amendment	100%		Amendment	100%	100%	Amendment	100%	
Participation	100%		Participation	100%	100%	Participation	100%	
Influence	100%		Influence	100%	100%	Influence	100%	

NON-GRADABLES

Individual versus Institution areas of focus

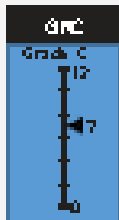


Areas of Focus



TURKISH REVE NICHOLAS

Institution	NTC Australia
Contact name	Amendment
Scout	Craig Spalding
Year Of Study	Year 10 & 11
Commitment	100%

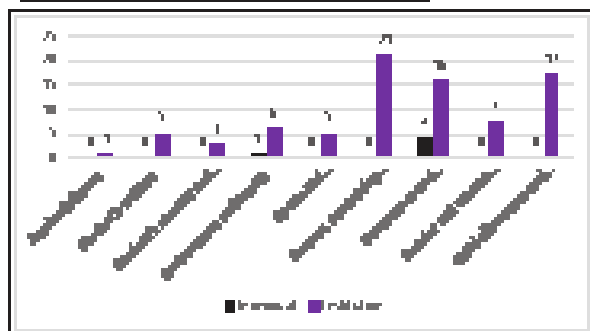


PERFORMANCE

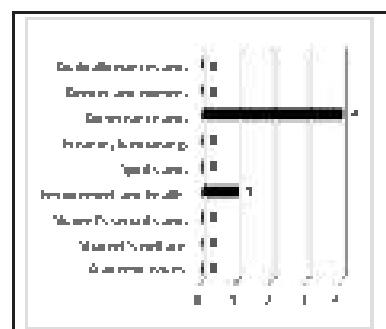
Cabinet	Score	Percentage	QWC	Score	Percentage	Commitment	Score	Percentage
Amendment	100%		Amendment	100%	100%	Amendment	100%	
Participation	100%		Participation	100%	100%	Participation	100%	
Influence	100%		Influence	100%	100%	Influence	100%	

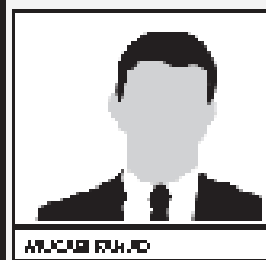
NON-GRADABLES

Individual versus Institution areas of focus



Areas of Focus





AMANDA R. H. D.

Institution	NTC Milwaukee
Continuity	Average
Score	Average CMC
Year Of Study	Year 5
Committee	Teacher & Community Support

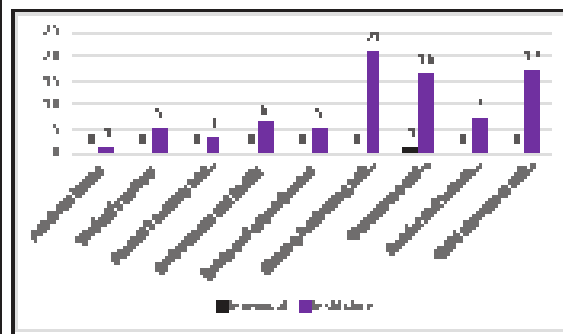


PERFORMANCE

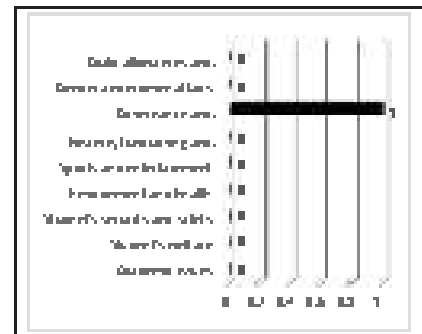
Subject	Score	Percentage	Subject	Score	Percentage	Subject	Score	Percentage
Mathematics	100		Mathematics	100	100	Mathematics	100	
Language Arts	100		Language Arts	100	100	Language Arts	100	
Science	100		Science	100	100	Science	100	

NON-GRADABLES

Individual versus Institution area of focus



Area of Focus



AMANDA R. H. D.

Institution	NTC Milwaukee
Continuity	Average
Score	CMC
Year Of Study	Year 5
Committee	Teacher

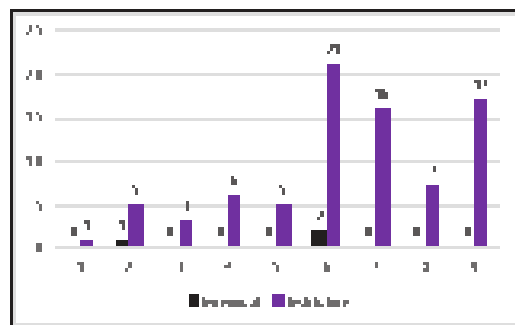


PERFORMANCE

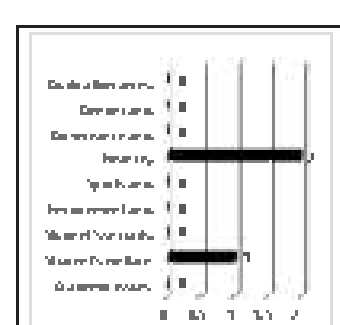
Subject	Score	Percentage	Subject	Score	Percentage	Subject	Score	Percentage
Mathematics	100		Mathematics	100	100	Mathematics	100	
Language Arts	100		Language Arts	100	100	Language Arts	100	
Science	100		Science	100	100	Science	100	

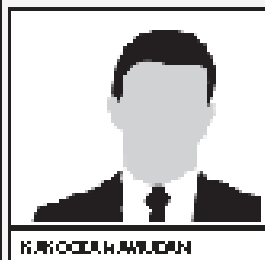
NON-GRADABLES

Individual versus Institution area of focus



Area of Focus





N. N. ODUWAMI

Instructor	NTC Mubende
Co-instructor	Nyirima II
Subject	CBC
Year Of Study	Year 1-2
Committee	Unit 1 & 2, Curriculum Affairs

Original
100 0

GRC
Grade 5 100 0

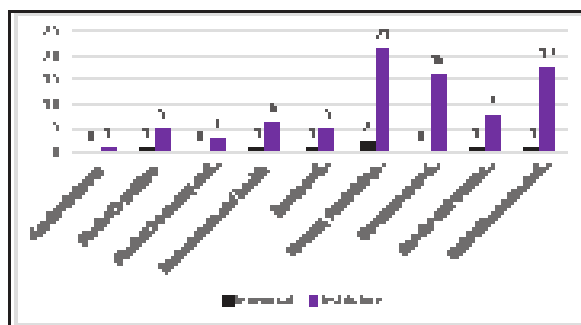
Committee
100 0

PERFORMANCE

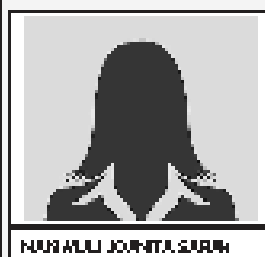
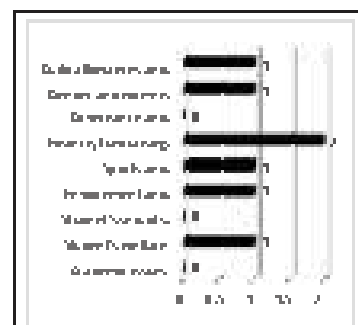
Subject	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Arithmetic	100		Arithmetic	100	100	Arithmetic	100	
Participation	100		Participation	100	100	Participation	100	
Influence	100		Influence	100	100	Influence	100	

NON-GRADABLES

Individual Versus Instructional Area of Focus



Area of Focus



N. N. ODUWAMI

Instructor	NTC Mubende
Co-instructor	Chimbe
Subject	CBC
Year Of Study	Year 1-2
Committee	Finance

Original
100 0

GRC
Grade 5 100 0

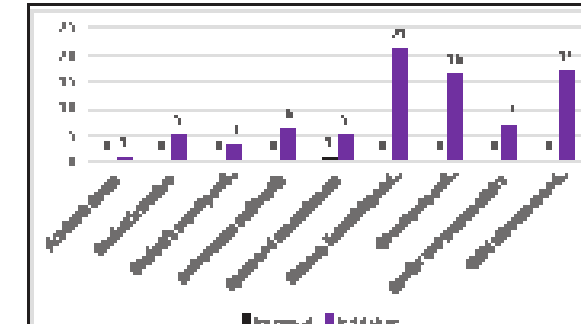
Committee
100 0

PERFORMANCE

Subject	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Arithmetic	100		Arithmetic	100	100	Arithmetic	100	
Participation	100		Participation	100	100	Participation	100	
Influence	100		Influence	100	100	Influence	100	

NON-GRADABLES

Individual Versus Instructional Area of Focus



Area of Focus





K. JONES C. B. DALL

Institution	1 TC Annapolis
Control name	Annamari
Sex	CCC
Year Of Study	Year 1-4 or 5
Current race	Caucasian

Original

NO 1
CITY OF NEW YORK

50

Grade 12



Comments on:

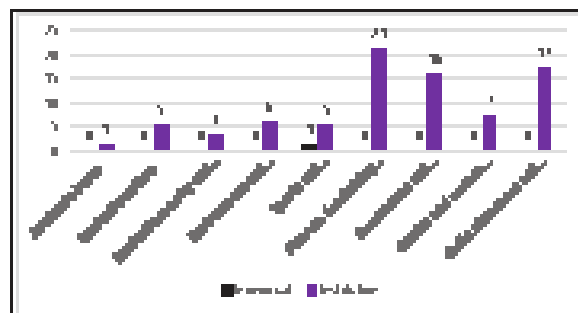
DOI
10.1002/for

PERFORMANCE

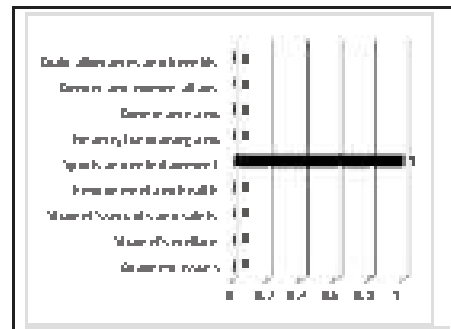
Cell name	Score	Parameter	Cell name	Score	Parameter	Cell name	Score	Parameter
Amendm n	14		Amendm n	14	55	Amendm n	14	
Fertilization	14		Fertilization	14	10	Fertilization	14	
Influenza	14		Influenza	14	3	Influenza	14	

NON-GRADABLES

Individual "warm" network can serve as the



Area of Focus



DATE RECEIVED

Instructor on	UTC Asheville
Course description	Literature
Section	Writing C-10
Year Of Study	Year 1-2 of 3
Current class	Campus, culture, social & Project

●

DOI: 10.1002/anie

Gods C
R13

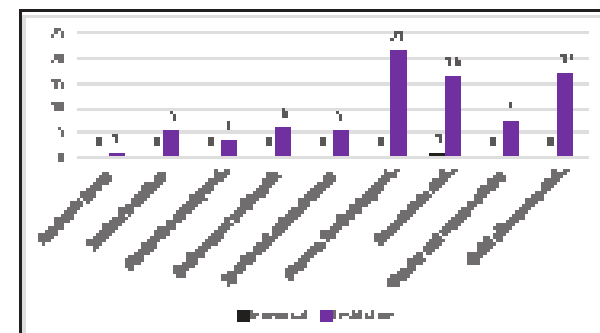


PERFORMANCE

Old name	Score	Parcels a	GRC	Score	Parcels a	Comments	Score	Parcels a
Amendments	h-4		Amendments	44	55	Amendments	h-4	
Participation	h-4		Participation	24	15	Participation	h-4	
Influence	h-4		Influence	44	50	Influence	h-4	

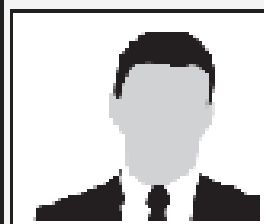
NON GRADABLE

Individuals are not independent sources of focus



Area of Focus





TSHAMEKINO

Institution	NTC Maseru
Continent	Africa
Status	Attending CEC
Year Of Study	Year 1, 2 & 3
Comment	Religious & information

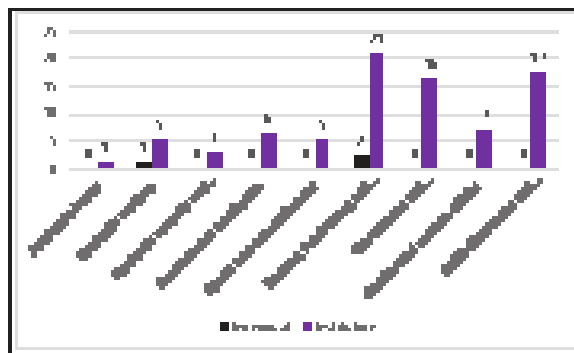


PERFORMANCE

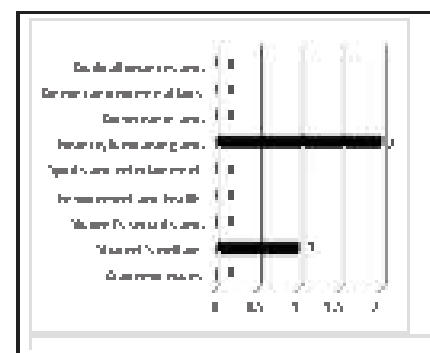
Objective	Score	Percentage	GRC	Score	Percentage	Comment	Score	Percentage
Attendance	h-A		Attendance	h-A	55	Attendance	h-A	
Participation	h-A		Participation	h-A	42	Participation	h-A	
Influence	h-A		Influence	h-A	3	Influence	h-A	

NON-GRADABLES

Individual versus Institution area of focus



Area of Focus



OPOLOTENG

Institution	NTC Maseru
Continent	Africa
Status	CEC
Year Of Study	Year 1, 2 & 3
Comment	Academic & sports

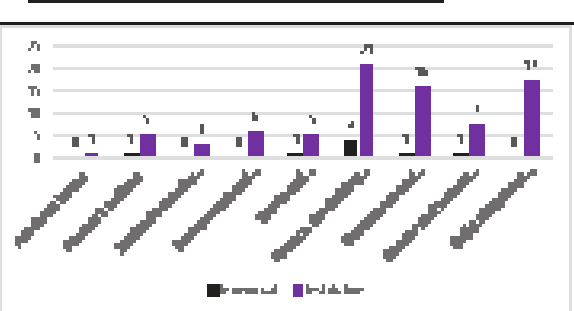


PERFORMANCE

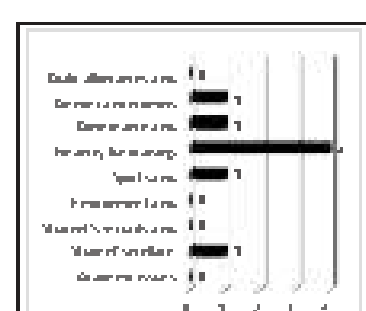
Objective	Score	Percentage	GRC	Score	Percentage	Comment	Score	Percentage
Attendance	h-A		Attendance	h-A	55	Attendance	h-A	
Participation	h-A		Participation	h-A	55	Participation	h-A	
Influence	h-A		Influence	h-A	61	Influence	h-A	

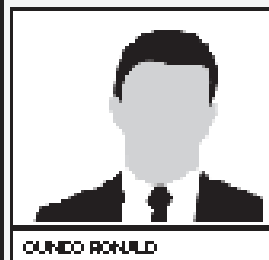
NON-GRADABLES

Individual versus Institution area of focus



Area of Focus





OUNDO RONALD

Institution	NTC Aushende
Continuancy	evening A
Status	Ministry CLIC
Year Of Study	Year 1 year 3
Committee	Finance

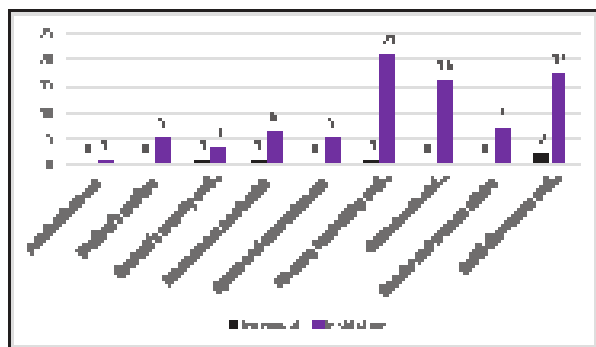


PERFORMANCE

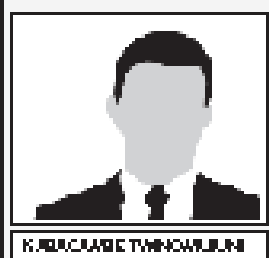
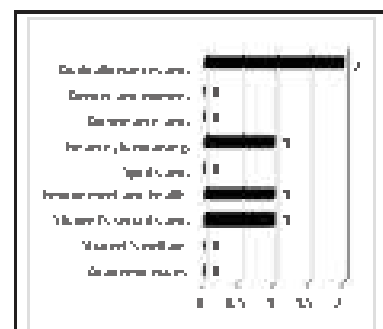
Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%		Attendance	90%	90	Attendance	100%	
Participation	100%		Participation	90%	90	Participation	100%	
Influence	100%		Influence	90%	90	Influence	100%	

NON-GRADABLES

Individual Versus Institutional area of focus

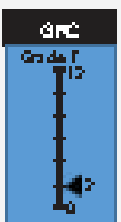


Area of Focus



K. BUKAGABE TWINOYUUNI

Institution	NTC Aushende
Continuancy	Liganda
Status	Representative of GVC
Year Of Study	Year 1 year 3
Committee	GVC

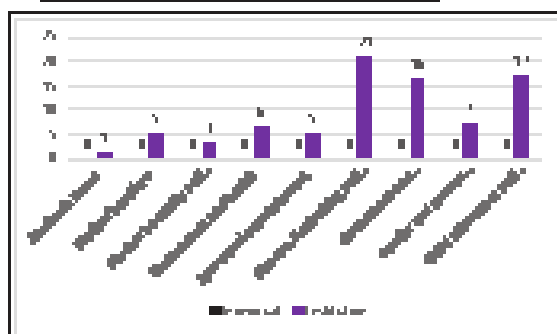


PERFORMANCE

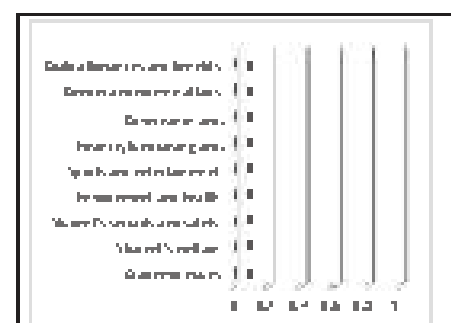
Objective	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Attendance	100%		Attendance	90%	90	Attendance	100%	
Participation	100%		Participation	90%	90	Participation	100%	
Influence	100%		Influence	90%	90	Influence	100%	

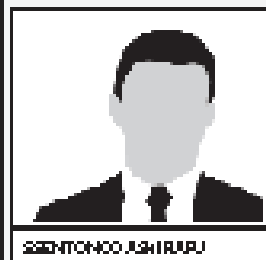
NON-GRADABLES

Individual Versus Institutional area of focus



Area of Focus





SANTONCOUSHIRAPU

Institution	UTC Auburndale
Connectivity	Award 10
Status	CIC
Year Of Study	Year 1-2
Commitment	100%

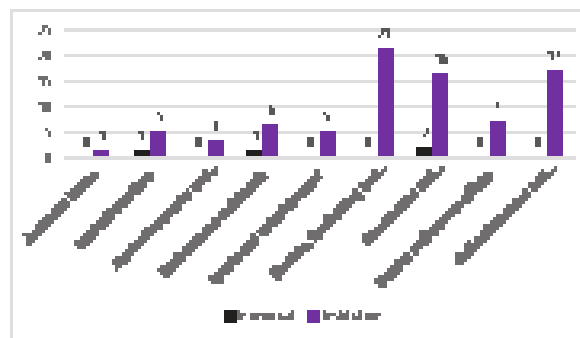


PERFORMANCE

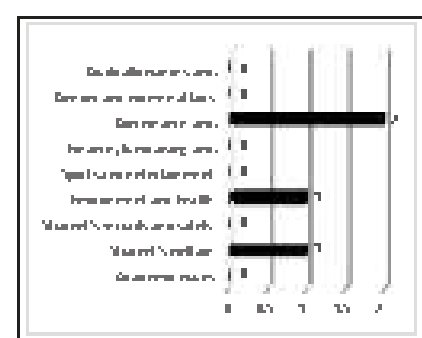
Objective	Score	Percentile	GRC	Score	Percentile	Commitment	Score	Percentile
Amendments	100%		Amendments	100%	100	Amendments	100%	
Participation	100%		Participation	100%	100	Participation	100%	
Influences	100%		Influences	100%	100	Influences	100%	

NON-GRADABLES

Individual versus Institution areas of focus

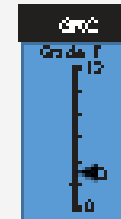


Areas of Focus



ANJUNO AUGUSTINE

Institution	UTC Auburndale
Connectivity	Uganda
Status	PC II
Year Of Study	Year 1-2
Commitment	100%

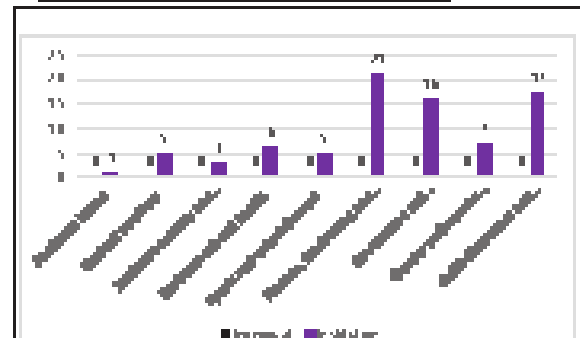


PERFORMANCE

Objective	Score	Percentile	GRC	Score	Percentile	Commitment	Score	Percentile
Amendments	100%		Amendments	100%	100	Amendments	100%	
Participation	100%		Participation	100%	100	Participation	100%	
Influences	100%		Influences	100%	100	Influences	100%	

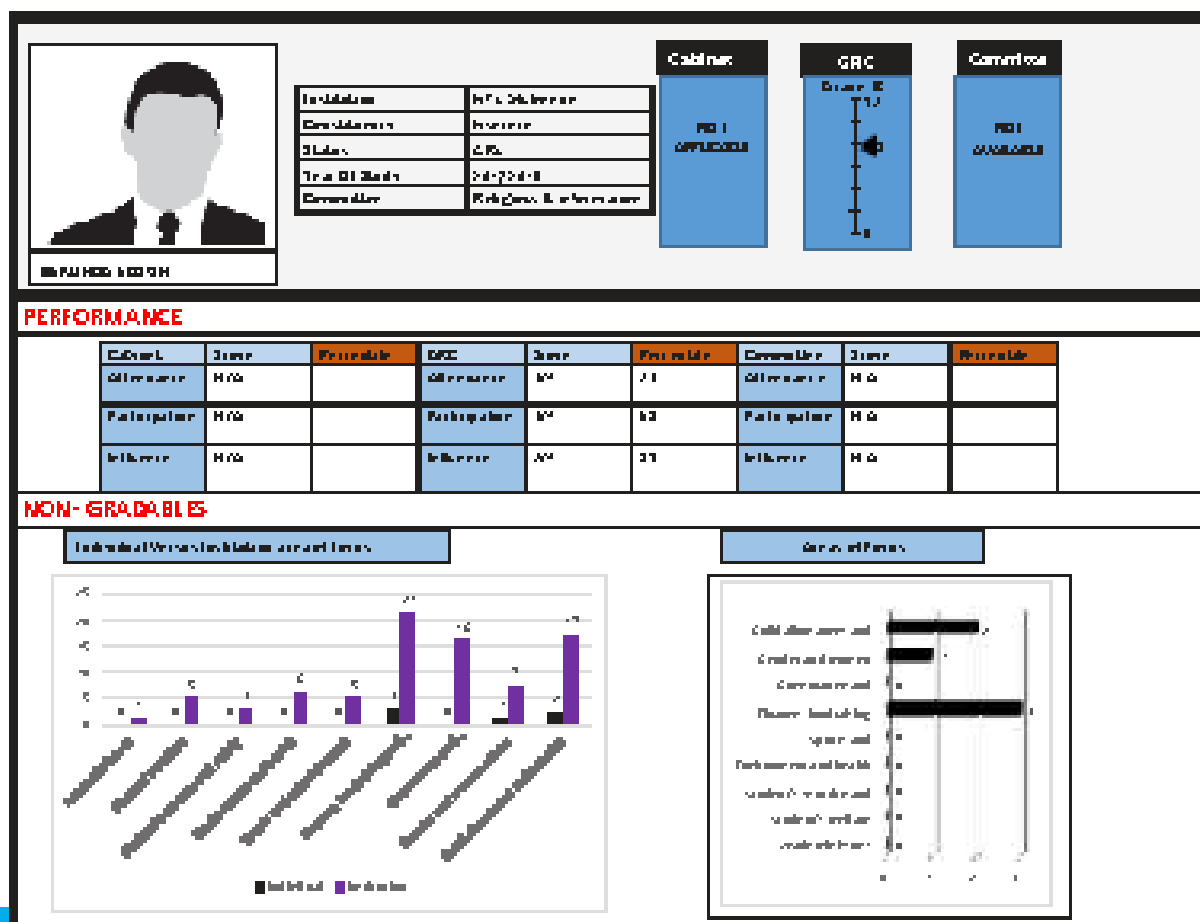
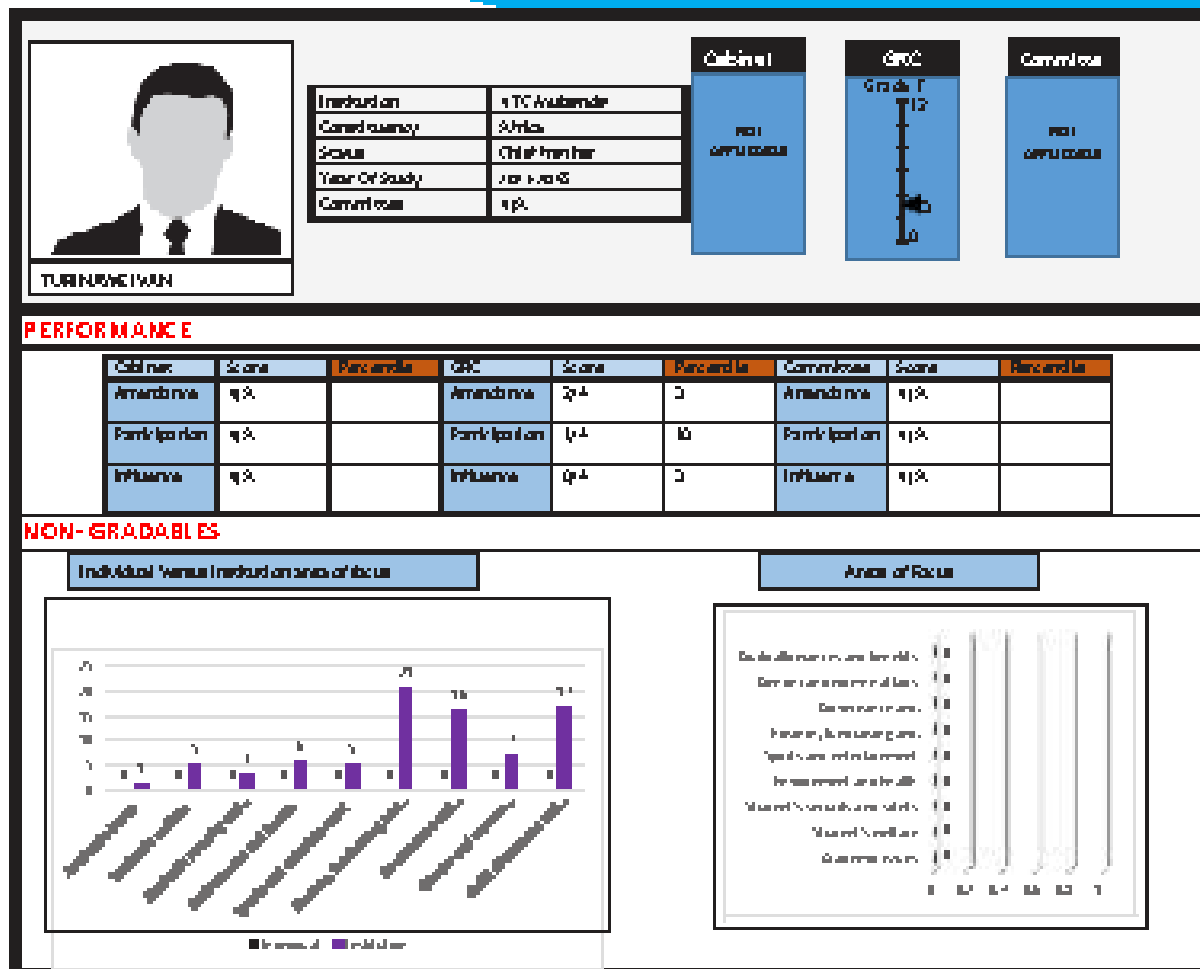
NON-GRADABLES

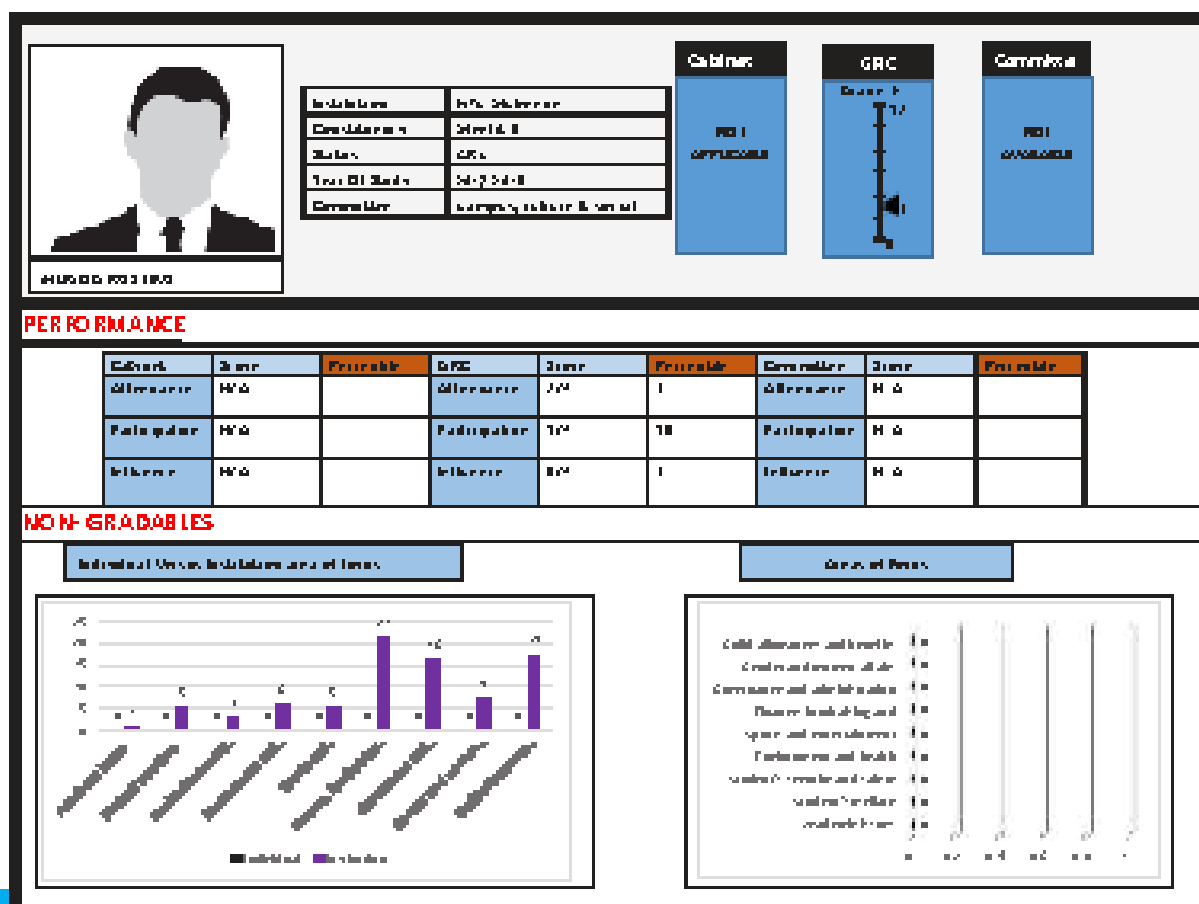
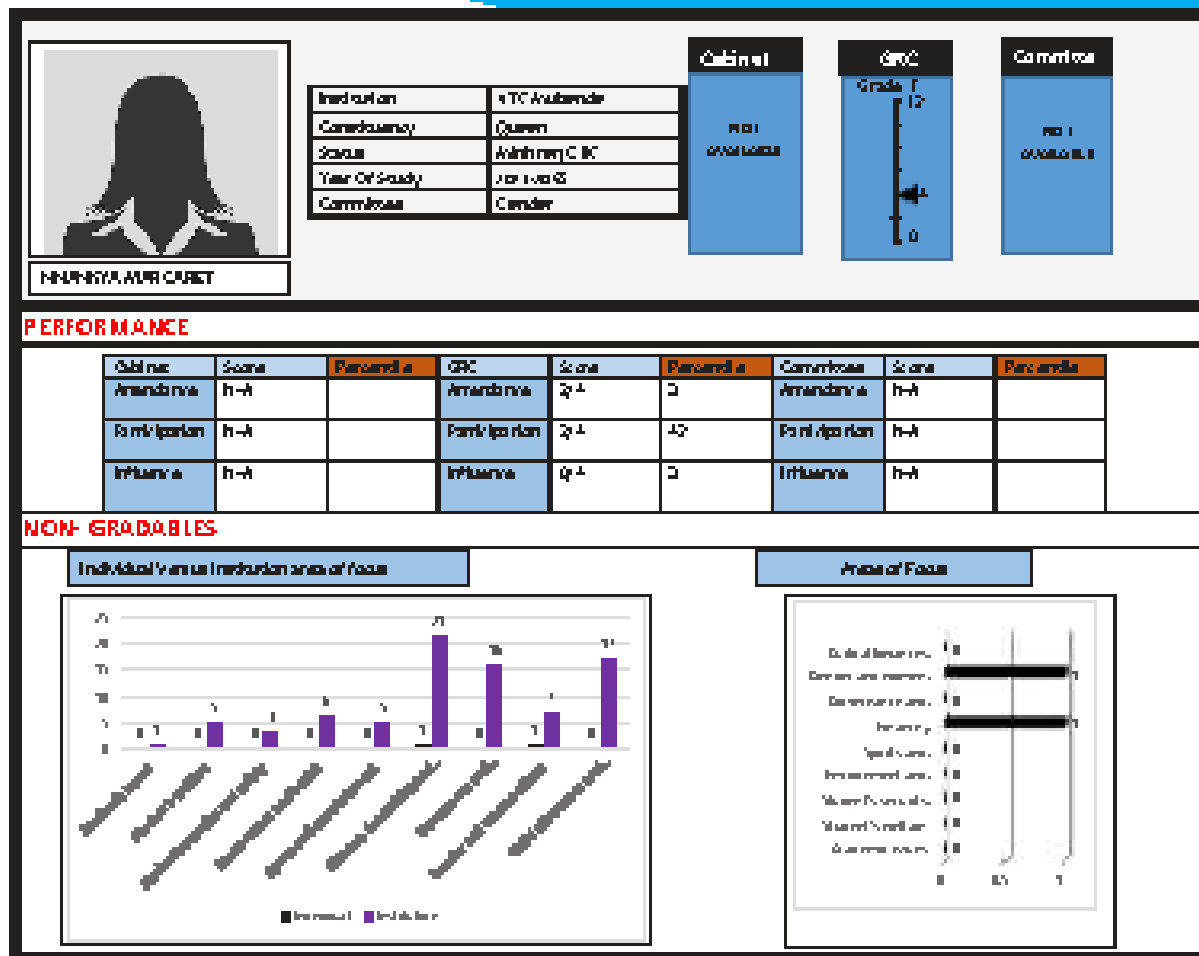
Individual versus Institution areas of focus



Areas of Focus







5.4 LESSONS LEARN T

1. The Guild created positions outside the Constitution to accommodate the freshers (Chief Fresher), and also as part of culture/prestige.
2. No information was provided on General Assemblies.
3. Records showing the number of Cabinet meetings held were unavailable.
4. No documentation was provided to show quorum in Cabinet meetings.
5. Written meeting notices were unavailable.
6. The voters register was not updated.
7. Absence of information relating to handling of election complaints.
8. Poor record-keeping, especially in relation to minutes.

5.5 LIMITATIONS OF OUR DATA

AFLI is committed to producing an objective, transparent and unbiased evaluation of guild government performance. At the same time, the Scorecard cannot capture every relevant aspect of the guild leaders' performance.

AFLI strives to remain an objective observer of guild governments' activities. None of the parameters in the Scorecard assessed the quality of the contributions made by the guild governments and the individual leaders.

Scores on participation and level of influence are based on the quantity of the contributions made by the individual guild leaders. Similarly, our parameters do not reward or penalise individual guild leaders for focusing on certain areas during meetings.

Moreover, there are areas in which the data available was incomplete, making it difficult to produce a comprehensive scorecard. AFLI, however, recognises that this being a pilot Scorecard, there is room for improvement in our next publication.

5.6 RECOMMEN DATION

1. To avoid having unconstitutional positions, the Guild should amend the Constitution to accommodate positions, such as Chief Fresher.
2. For better performance at the General Assembly, Cabinet and GRC, there should be proper capture of names of members present in the proceedings; attaching all relevant documents in a meeting; issuing well-written notices showing location, agenda, time, venue and other required details, and regular taking of minutes of the different proceedings.

3. To avoid election complaints, the Guild should always update the voter register, have an election program, and document all the necessary election processes.
4. To do away with continued election results complaints, the Guild should provide information showing timely disposal of election complaints.
5. The Guild should train record-keepers in proper record.

ANNEXTURE 4



5.7 BEST PERFORMERS

The following were the top 5 in the whole NTC Mubende guild leadership:-

Table 20: The top 5 individual guild leaders at NTC

NAME	SCORE	GRADE
KUKUNDA PRECIOUS	83.3%	A
KAKURU MARTIN	75%	A
NIMUSIDMA CHRISTINE	75%	A
SSENTONGO RICHARD	75%	A
OPOLOT DENIS	75%	

Source: individual performance scores

Gulu School of Nursing Students' Guild Scorecard

6.1 INSTITUTIONAL FINDINGS FOR GSNM GUILD GOVERNMENT

6.1.1 CORE GOVERNANCE FOR GSNM GUILD GOVERNMENT

Table 21: Core governance scores for the GSNM Guild Government

PARAMETER	SCO REABLE COMPONENT	COMPLIANCE (YES /NO)	RESULTANT SCORE	
			YES	NO
Leadership Guild	President	Dedication of a President	3	
	General Secretary (Clerk to the GRC and general assembly)	Appointment of the General secretary	3	
	Speaker	Election of the Speaker and a deputy speaker	3	
	Unconstitutional positions & policies	Creation of leadership positions outside the constitutional regime		
	Parliament			-3
	Existence of Cabinet Ministers,	Minister of justice and constitutional affairs	3	
		Minister of academics affairs and ICT	3	
		Minister of domestic and nutrition	3	
		Minister gender women, and special need	3	
		Minister of sports and transport	3	
		Minister of entertainment and social affairs	3	
		Minister of culture and religious affairs	3	
		Minister of health and environment	3	
		Minister of finance	3	
	Approval of the cabinet ministers by GRC	Minister of justice and constitutional affairs		-2
		Minister of campus affairs		-2
		Minister of academics affairs and ICT		-2
		Minister of domestic and nutrition		-2
		Minister gender women, and special need		-2
		Minister of sports and transport		-2
		Minister of entertainment and social affairs		-2
		Minister of culture and religious affairs		-2
		Minister of health and environment		-2
		Minister of finance		-2

	Committees	Justice and constitutional Affairs Campus : ocial religious and cultural affairs Health, Environment and sanitation Academics, ICT and sports Gender Finance committee Disability	2 2 2 2 2	-2
Leadership Guild			44	-24
Good governance	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General Assembly	Twice in a term of office	3	
	Performance of GRC Parliament	➤ Approve officers as provided in the constitution		-3
		➤ Be the legislature of the guild (make laws)		-3
		➤ Sanction and approve the policies of the executive		-3
		➤ Deliberate on matters that affect the members of the guild (student body) and make resolutions	3	
	➤ Approve standing committees and Ad hoc committees			
➤ Meetings of Cabinet	Two meetings in an academic semester	3		
➤ Quorum at Cabinet	Two thirds of the total number of the Ministers	3	-3	
Overall Score			12	-12
Conduct of Business at Council	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	Number of meetings Held by GRC/ Parliament	Twice a semester (four times in a term of office but in the case of UCU it is six times in a term of office)	3	
	Notice of meetings Held by GRC/ Parliament	Written notice showing time and place including the agenda		-3
	Quorum at GRC /Parliament meetings		3	
	Minutes of GRC / Parliamentary sessions recorded	Recorded minutes of all the required sessions. (Four sessions)	3	

	Rules of Procedure / Guidelines for conduct of meetings	Rules to regulate its procedure at meetings		-2
Overall Score			4	-5
Succession Planning and Transitional process	SCOREABLE COMPONENT	COMPLIANCE	RESULTANT SCORE	
	General elections	A general election during the Semester of September		-3
	Voter Register	Updated register of voters		-2
	Campaigns	Exercise of Open Campaigns financed by the Guild government		-2
	Election Complaints	Disposal of complaints within four days from date of lodgment (In case no complaint was lodged, government earns full score)		-3
Succession Planning and Transitional process	Overall Score		0	-10
	Total Score		45	-54
CORE GOVERNANCE	Percentage Score		55.71%	44.2%

Score: 45/80, compliance from focus group discussion

NE: The highest possible score is 121 and the lowest possible score is -121

Leadership of the guild

In this parameter the guild leadership under core governance Gulu School of Nursing and Midwifery scored forty four (44) points for compliance because they had the executives and the ministers required to be in the guild government and lost twenty nine (29) points for non-compliance, this is because they had no parliament, they provided no evidence for approval of ministers and then they lacked some committees.

Good governance

In this parameter the guild leadership under core governance Gulu School of Nursing and Midwifery scored twelve (12) points for compliance because they had a general assembly, they discuss issues concerning students, they held the meetings required of them and they had a good attendance and lost twelve (12) points for non-compliance because of not approving the leaders, not legislating laws or approving any laws.

Conduct of business at the council

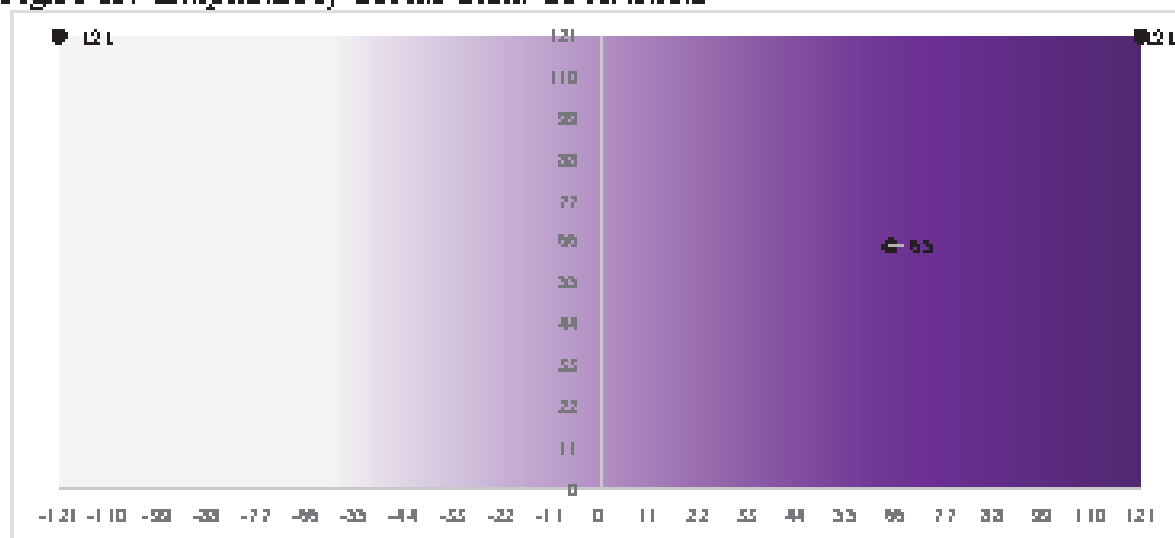
In this parameter the guild leadership under core governance Gulu School of Nursing and Midwifery scored nine (9) points for compliance because they had the number of meetings required of them, the meetings had a good attendance and there where minutes written and lost five (5) points for noncompliance because they didn't issue any notices for the meetings and they lack the rules of procedure.

Succession planning and transitional process

In this parameter the guild leadership underscore governance Gulu School of Nursing and Midwifery scored no point and lost ten (10) points for non-compliance this is because they provided no data about elections in the university.

GRAPH ON COMPLIANCE

Figure 13: Compliance of GSNM Guild Government



Source: Results, management from focus group discussion.

Area showing strength in compliance



Area showing strength in compliance



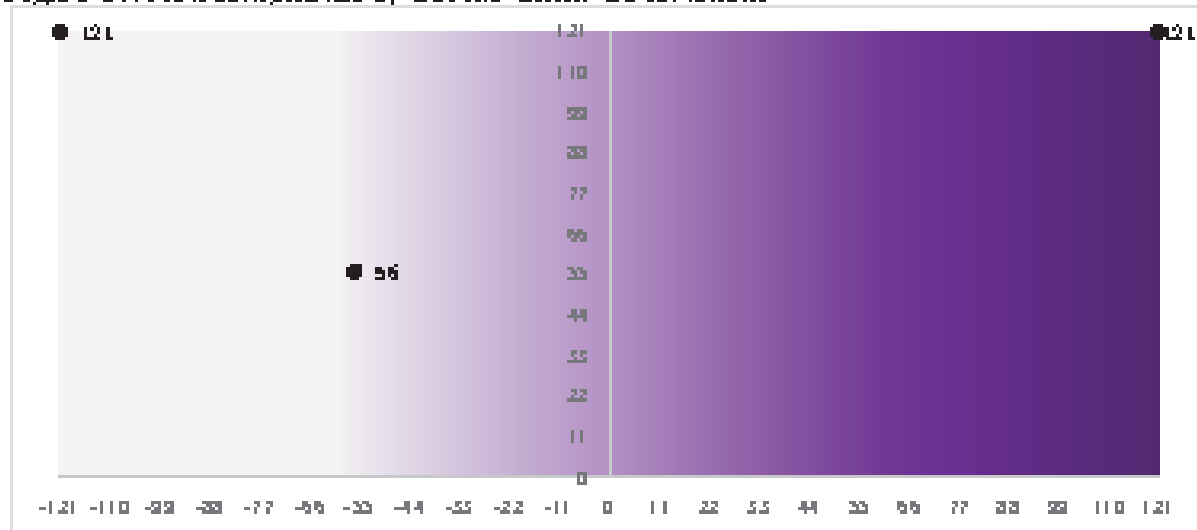
Area showing weakness in compliance



The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance.

GRAPH ON NON-COMPLIANCE

Figure 14: Non compliance of GSNM Guild Government

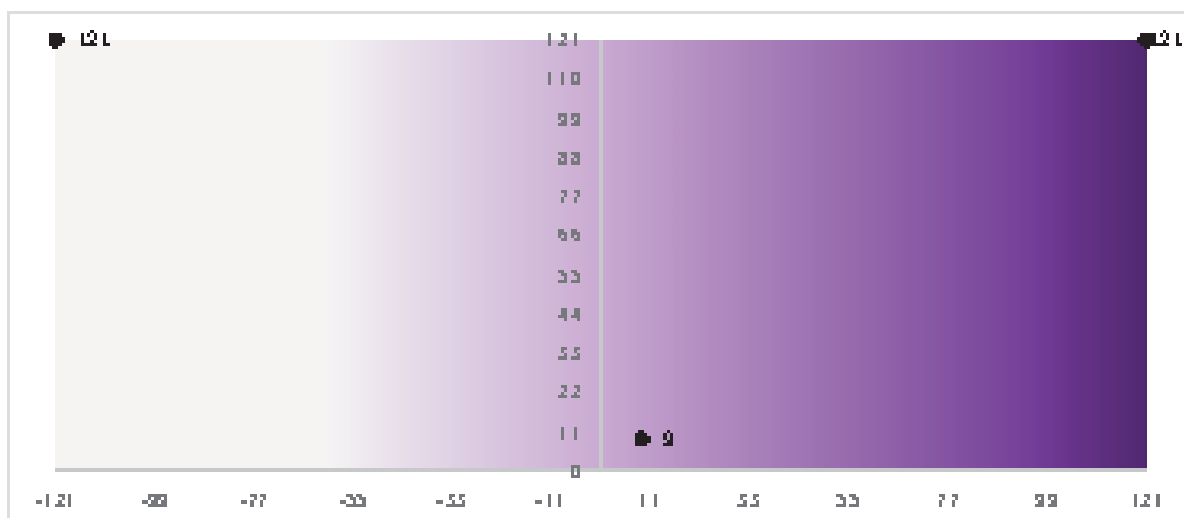


Source: Students' Guild Government from focus group discussion

- Area showing strength in non-compliance
- Area showing neutrality in non-compliance
- Area showing weakness in non-compliance
- The lighter the shade, the weaker the guild government is in compliance and the darker the shade the stronger the guild government is in compliance.

OVERALL CORE GOVERNANCE SCORE

Figure 15: Overall core governance score of GSNM Guild Government



Area showing strength in overall core governance performance

Area showing neutrality in overall core governance performance

-  Area showing weakness in overall core governance performance
-  The lighter the shade, the weaker the guild government is in its overall core governance performance and the darker the shade the stronger the guild government is in its overall core governance performance.
- 

This means Gulu School of Nursing and Midwifery should improve in areas they were found to be lacking compliance with the constitution in the core governance parameter while sustaining compliance in the areas where they were found upholding and respecting the letter and spirit of the constitution. From the Guild Leaders Performance Scorecard for the year 2017/2018, Gulu School of Nursing and Midwifery guild government has been found to have a 53.71% level of compliance with their constitution and tenets of good governance and therefore needs to improve its performance in the following areas which constituted 426.2% level of non-compliance:

Under the leadership of the guild section;

- i. The Guild government of Gulu School of Nursing and Midwifery has no parliament which cost 3 points.
- ii. The guild government of Gulu School of Nursing and Midwifery failed to provide data concerning approving the appointed and elected ministers which cost them 20 points.
- iii. The guild government of Gulu School of Nursing and Midwifery failed to appoint members to some of the standing and Ad-hoc committees which cost them 6 points.

Under the good governance section;

- i. The guild government of Gulu School of Nursing And Midwifery failed to properly document meetings to show all activities such as approval of officers, lawmaking and approval of ad-hoc committees which cost them 12 points.

Under conduct of business at the council;

- i. The guild government of Gulu School of Nursing and Midwifery failed to provide documentation of notices of meetings which cost them 3 points.
- ii. The guild government of Gulu School of Nursing And Midwifery failed to provide the rules of procedure which cost them 2 points.

Under succession planning and transitional process

- i. The guild government of Gulu School Of Nursing and Midwifery failed to provide any
- ii. Information concerning elections which cost 10 points

Table 22: Legacy scores of GSNM Guild Government

SCOREABLE COMPONENT	YES/NO	RESULTANT SCORE
Do you have a project?	YES	1
Is the project shown in the budget?	YES	1
Is the project in the work plan?	YES	1
Is the project talked about in the minutes?	NO	1
Student recognition	NO	0
Administrative recognition	NO	0
External recognition		0
Total		4
Resultant percentage score		57.1%

Source: various recognitions from both group discussions

6.1.3 OPINION SURVEY

A total of 45 respondents were sampled at Gulu nursing school and midwifery with areas scoring both the GRCs and the cabinet. The highest score the student guild could achieve per questionnaire was 60 since for each six areas were scored and the maximum score being 5 for each area.

In the 45, the GRC and cabinet scored 666 out of the 1500 maximum score i.e. 666/1500

$$978 \div 2700 = 0.362$$

The percentage score is 36.2%

6.1.4 FINAL GRADE

Table 23: Final grades of GSNM Guild Government

	MARK	GRADE
Core Governance	53.71%	C
Legacy Project	57.1%	C
Opinion Survey	36.2%	E



OJONGSARC

Institution	Cebu School of Nursing and Midwifery
Continuity	Not Applicable
Score	Nil/min
Year of study	1st Year
Committee	Food and Nutrition

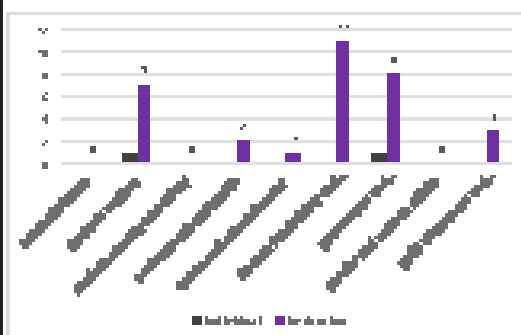


PERFORMANCE

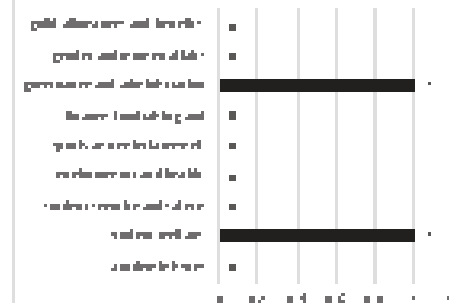
Child name	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amindaiva	1/1	1	Amindaiva	high	high	Amindaiva	0	1
Participation	1/1	100	Participation	high	high	Participation	0	1
Influence	0/1	1	Influence	high	high	Influence	0	1

NON-GRADABLES

Individual versus Institutional areas of focus

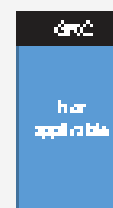
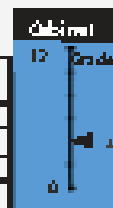


Area of Focus



AGAPDUNEVH

Institution	Cebu School of Nursing and Midwifery
Continuity	Not Applicable
Score	Nil/min
Year of study	1st Year
Committee	Health and Environmental sanitation

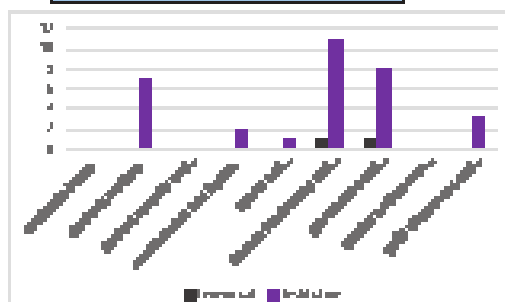


PERFORMANCE

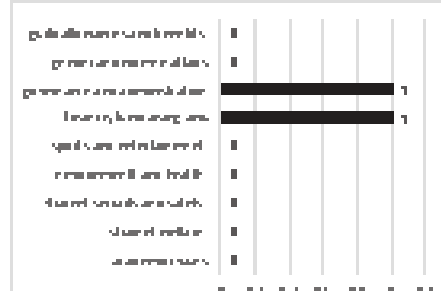
Child name	Score	Percentage	GRC	Score	Percentage	Committee	Score	Percentage
Amindaiva	2/1	60	Amindaiva	high	high	Amindaiva	1	60
Participation	2/1	60	Participation	high	high	Participation	0	1
Influence	0/1	1	Influence	high	high	Influence	0	1

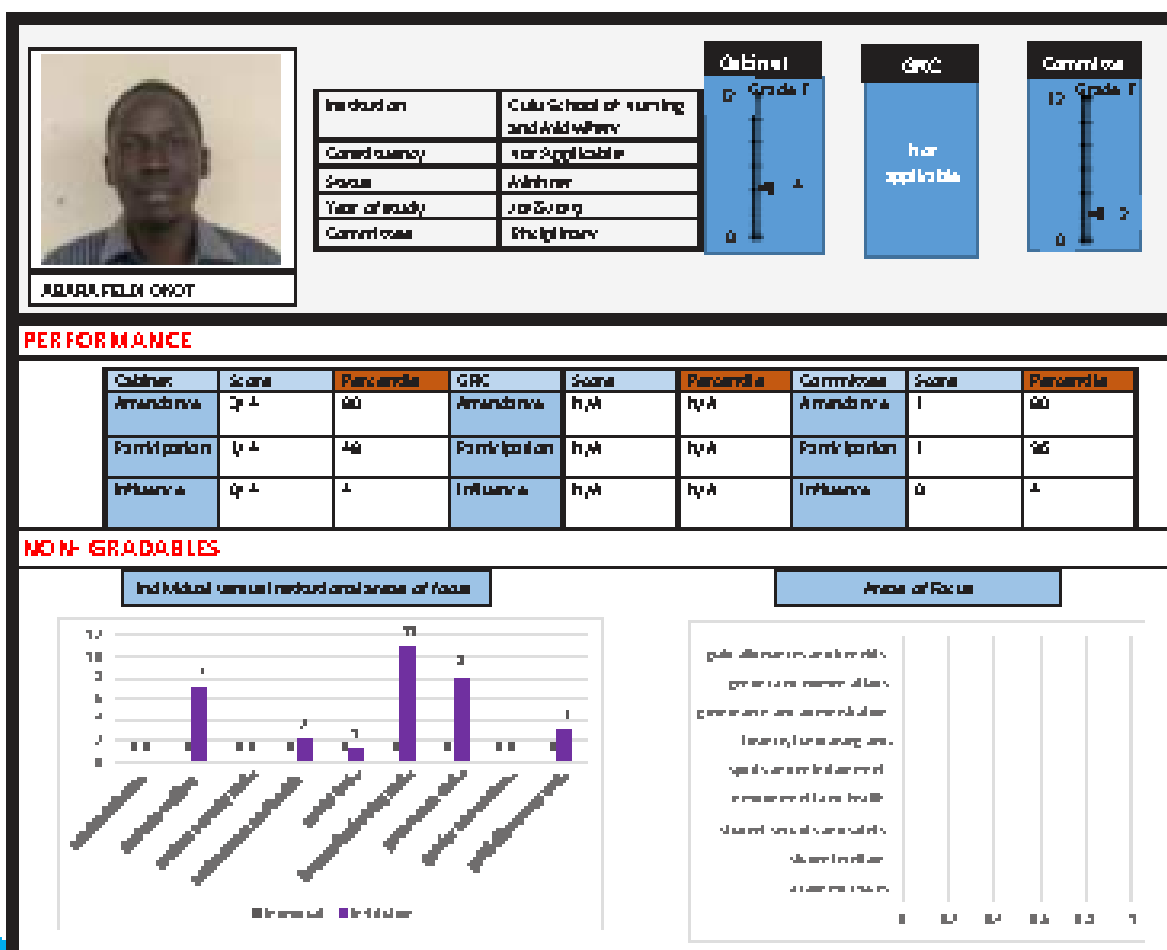
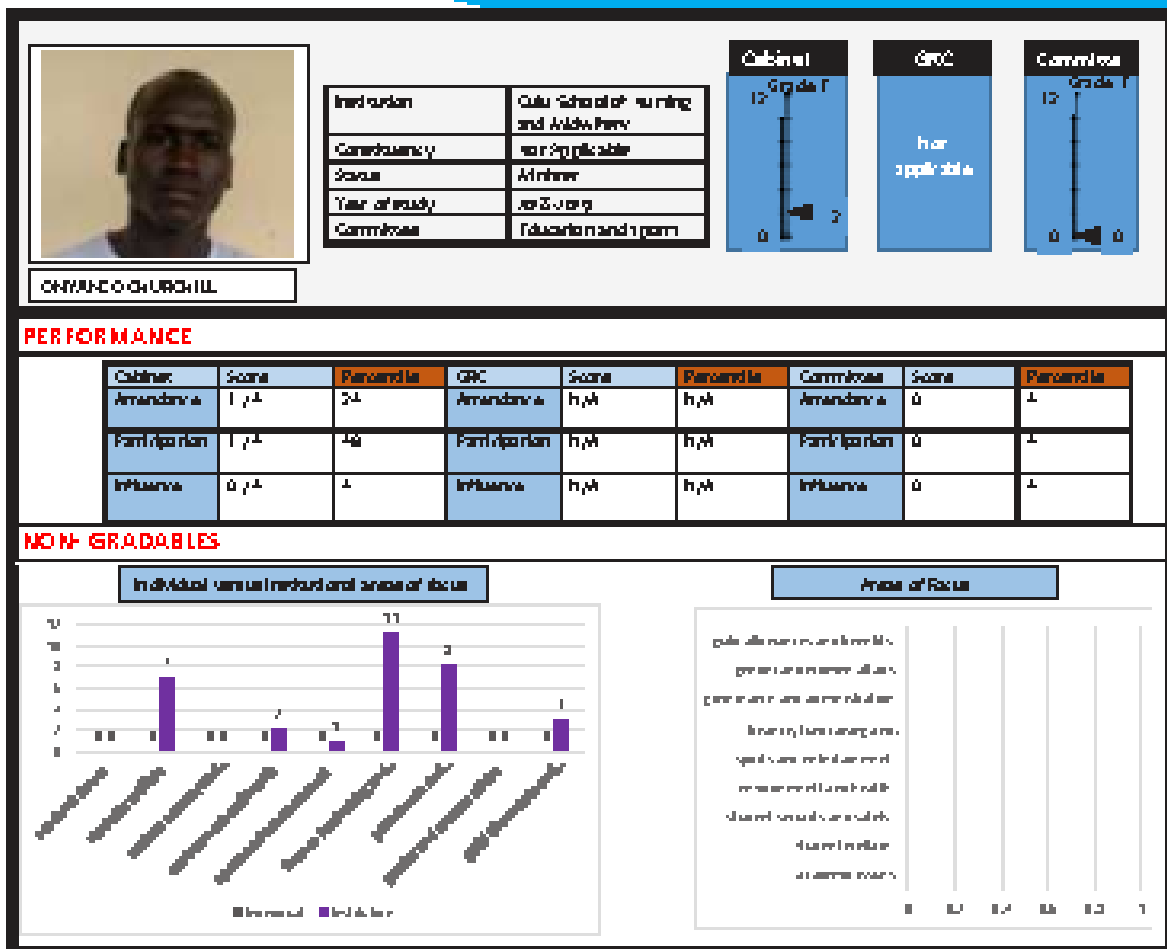
NON-GRADABLES

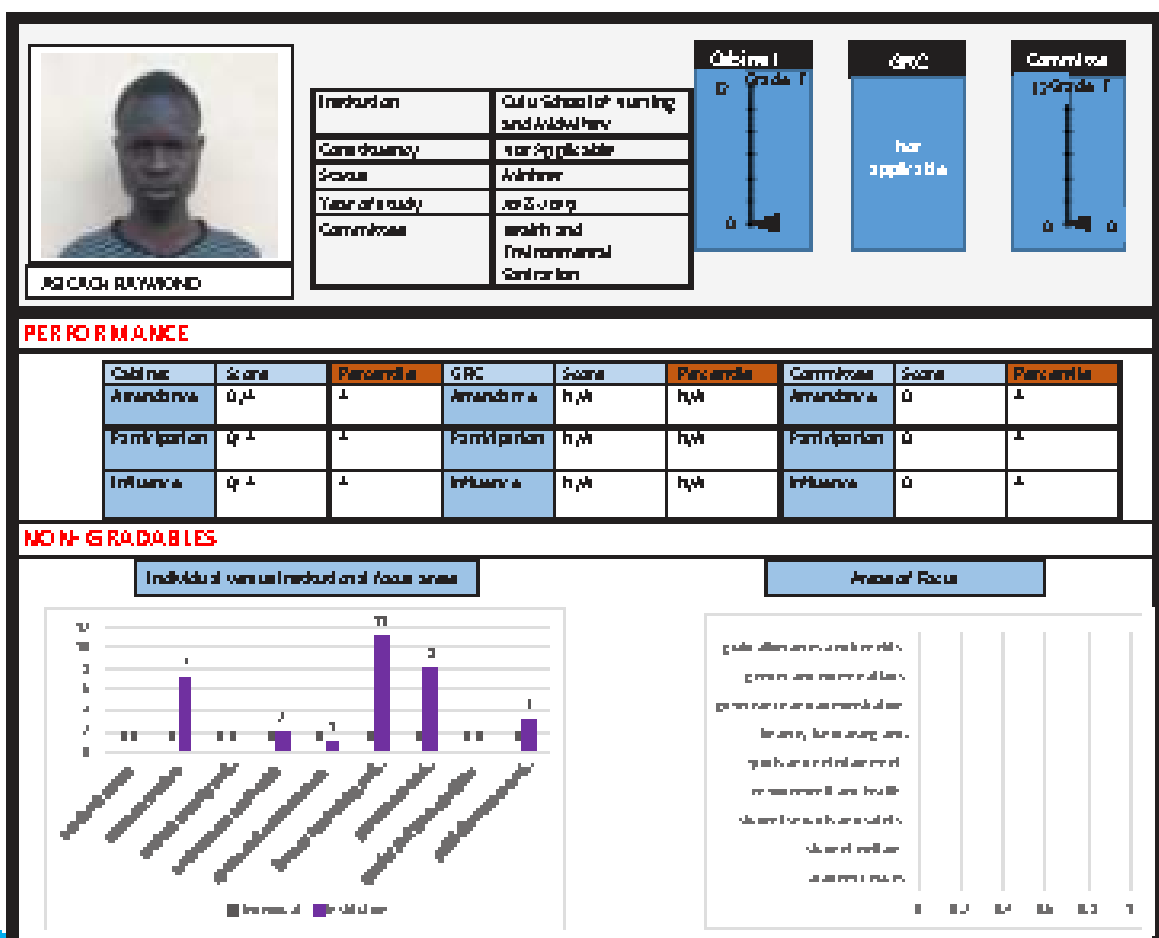
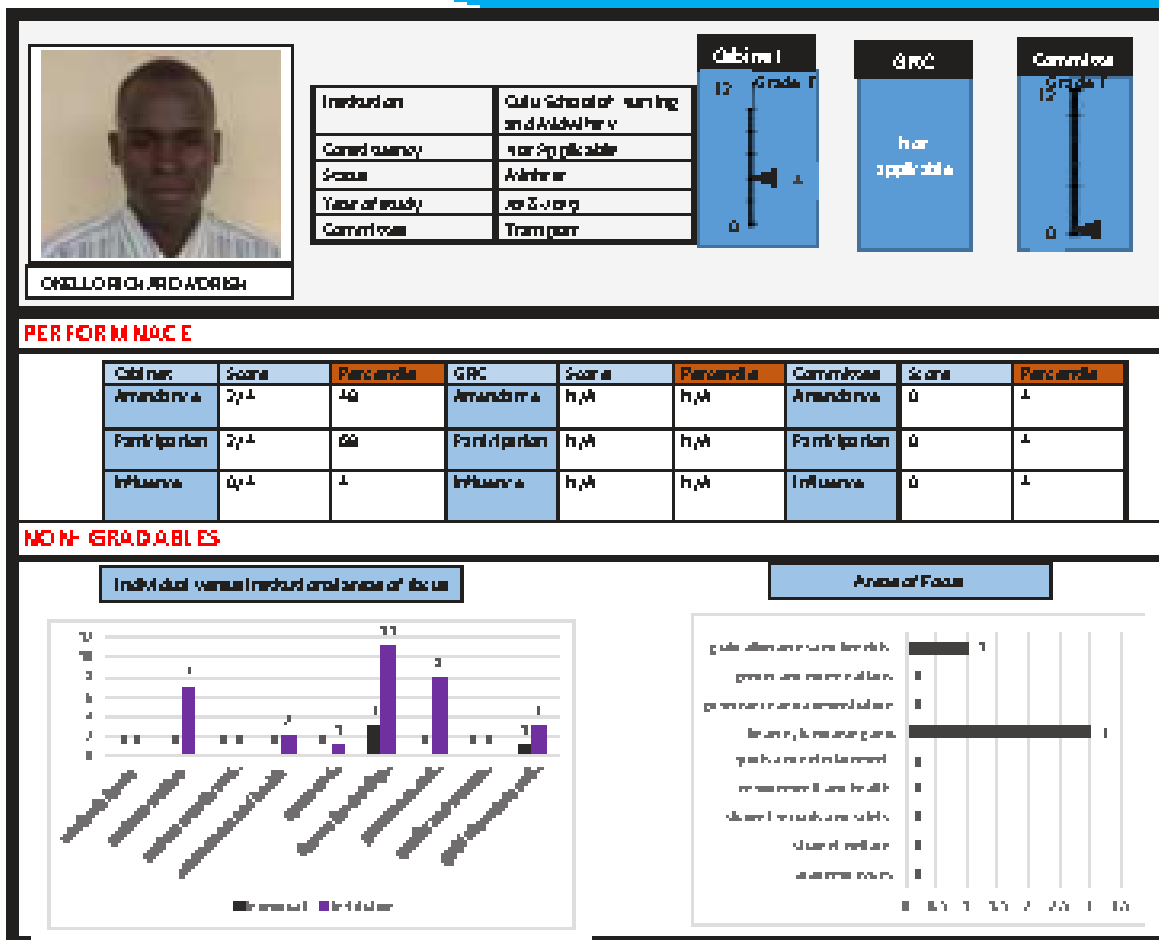
Individual versus Institutional areas of focus

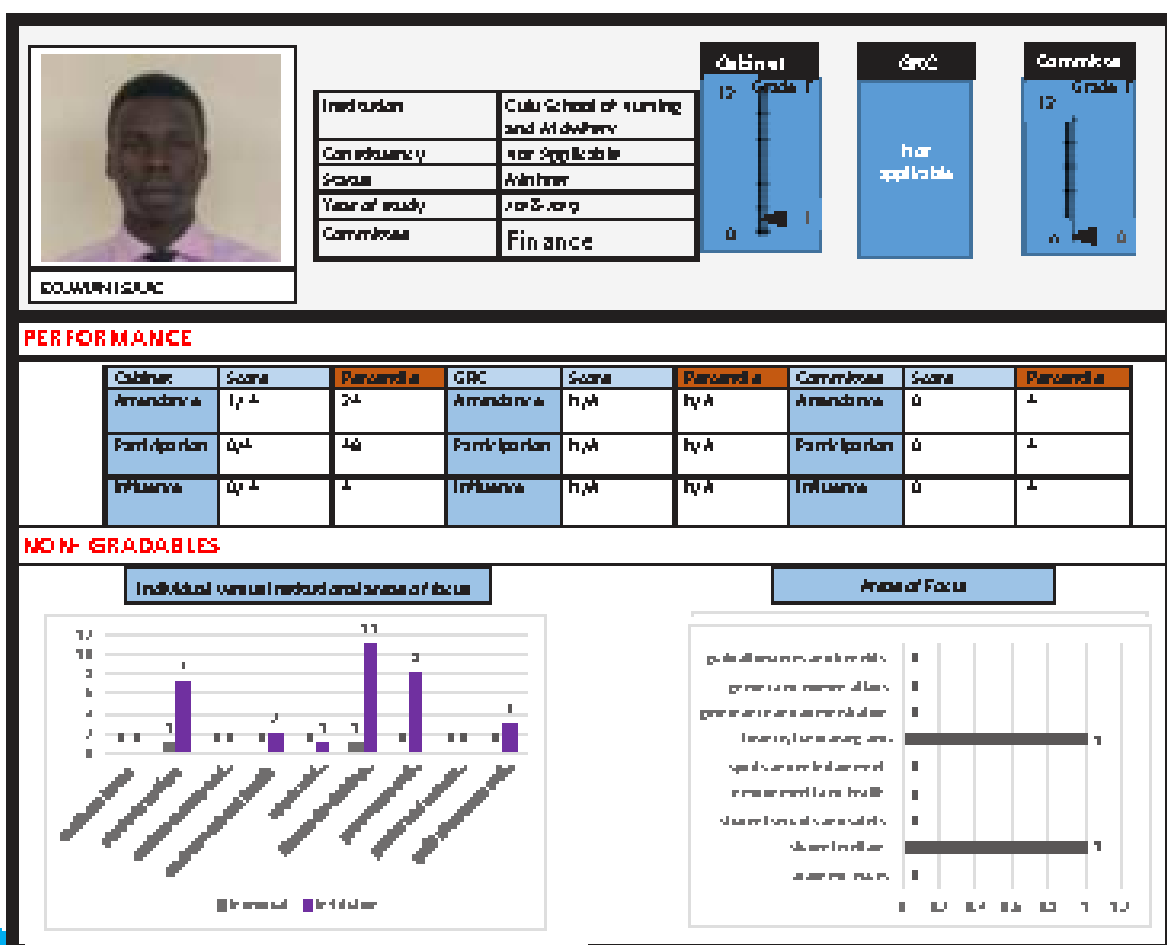
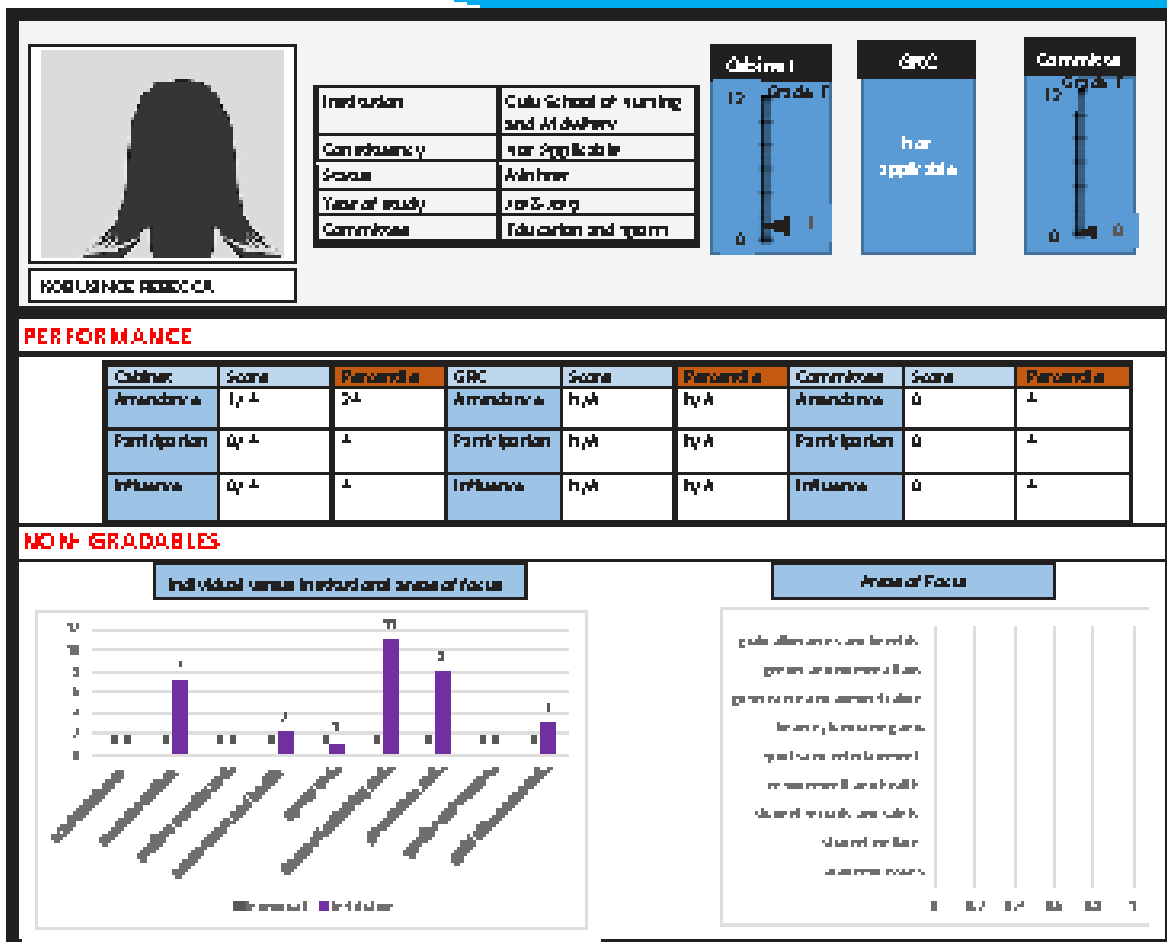


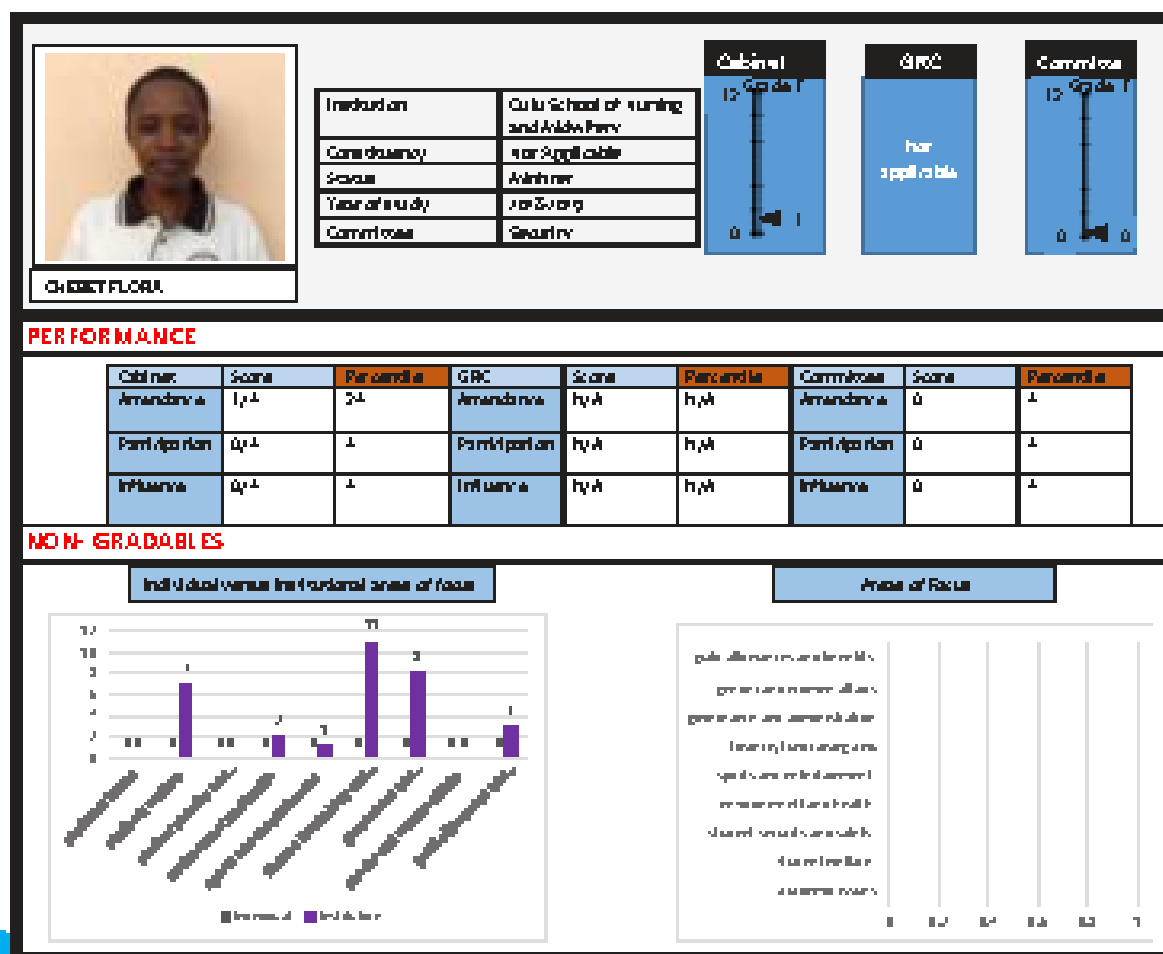
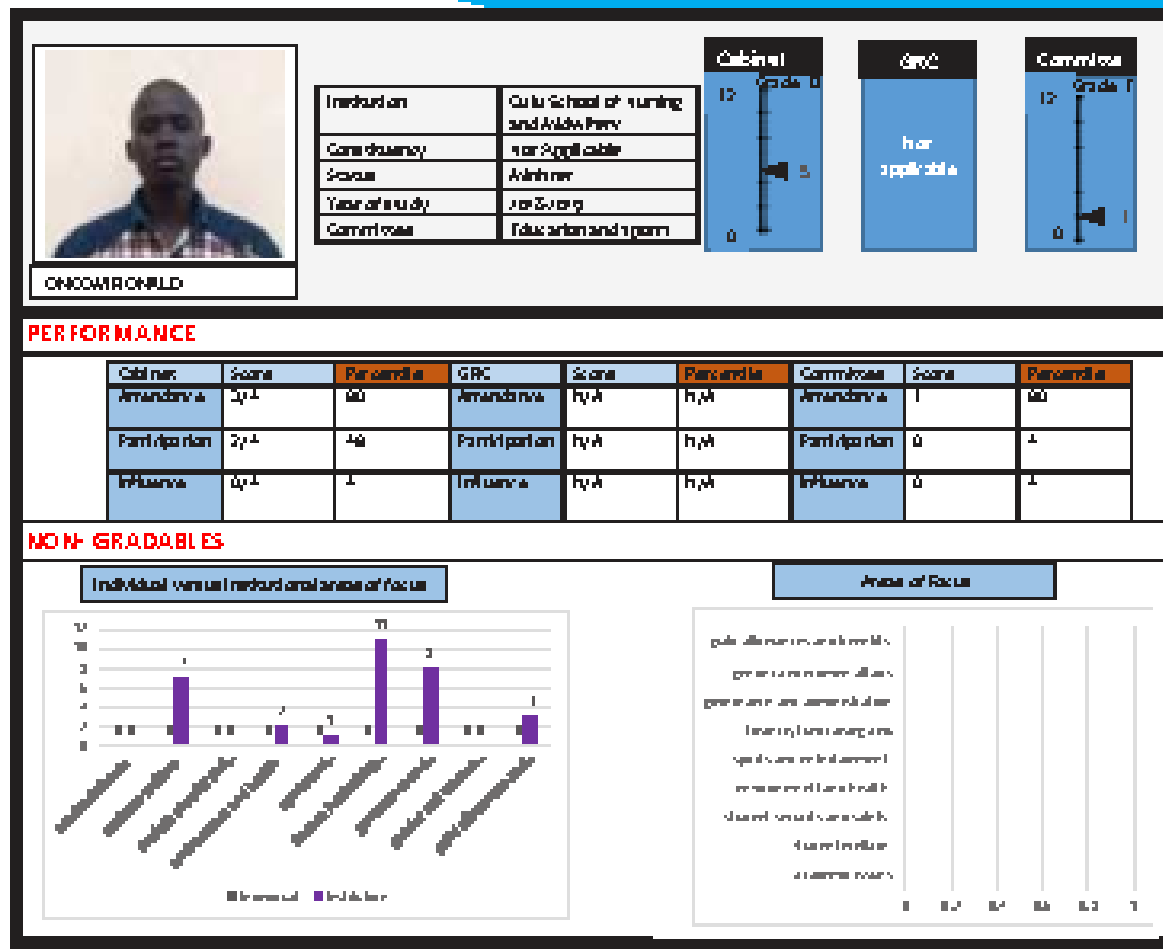
Area of Focus











Income Level	Percentage (%)
0	65
1	75
2	85
3	90
4	95
5	100
6	100
7	100

Statement	Percentage
The government should do more to help people who are struggling to pay their bills.	65%
People who are struggling to pay their bills should seek help from their local community.	55%
People who are struggling to pay their bills should seek help from their family and friends.	50%
People who are struggling to pay their bills should seek help from their employer.	45%
People who are struggling to pay their bills should seek help from their neighbors.	40%
People who are struggling to pay their bills should seek help from their friends.	35%
People who are struggling to pay their bills should seek help from their family.	30%
People who are struggling to pay their bills should seek help from their employer.	25%
People who are struggling to pay their bills should seek help from their neighbors.	20%
People who are struggling to pay their bills should seek help from their friends.	15%
People who are struggling to pay their bills should seek help from their family.	10%



OTTO CHARLES

Institution	Cebu School of Nursing and Arts Park
Continuity	Not Applicable
Sexes	Admission
Year of study	1st Year
Committee	Health and environmental committee

Cabinet
 12 Grade 1


GRC
 Not applicable

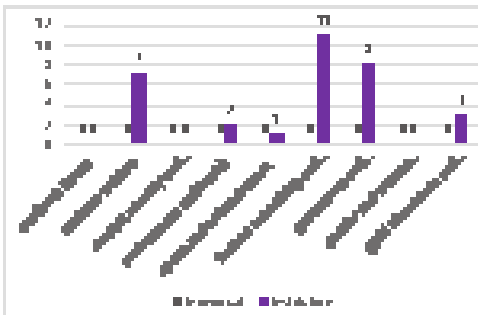
Committee
 12 Grade 1


PERFORMANCE

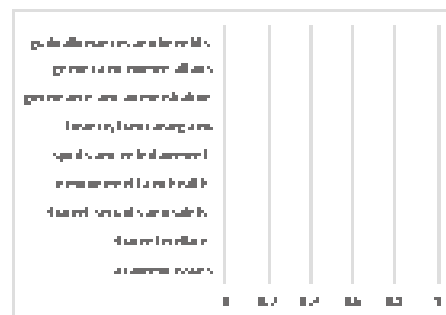
Cabinet	Score	Persentase	GRC	Score	Persentase	Committee	Score	Persentase
Attendance	12	100%	Attendance	12	100%	Attendance	0	0%
Participation	12	100%	Participation	12	100%	Participation	0	0%
Influence	12	100%	Influence	12	100%	Influence	0	0%

NON-GRADABLES

Individual versus Individual areas of focus



Areas of Focus





ANDIA JULIET

Institution	Cebu School of Nursing and Arts Park
Continuity	Not Applicable
Sexes	Admission
Year of study	1st Year
Committee	Finance committee

Cabinet
 12 Grade 1


GRC
 Not applicable

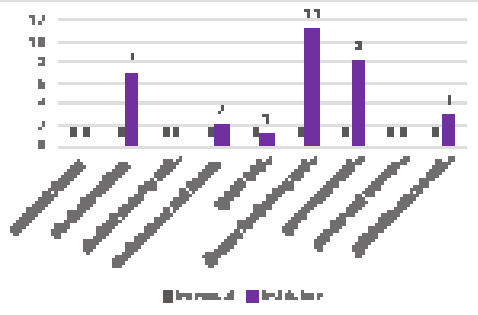
Committee
 12 Grade 1


PERFORMANCE

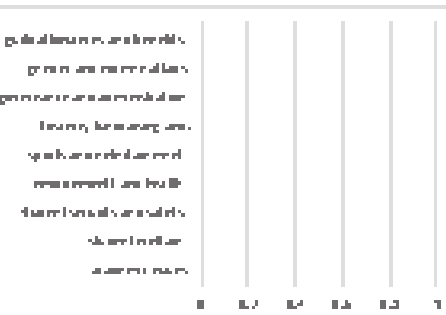
Cabinet	Score	Persentase	GRC	Score	Persentase	Committee	Score	Persentase
Attendance	12	100%	Attendance	12	100%	Attendance	0	0%
Participation	12	100%	Participation	12	100%	Participation	0	0%
Influence	12	100%	Influence	12	100%	Influence	0	0%

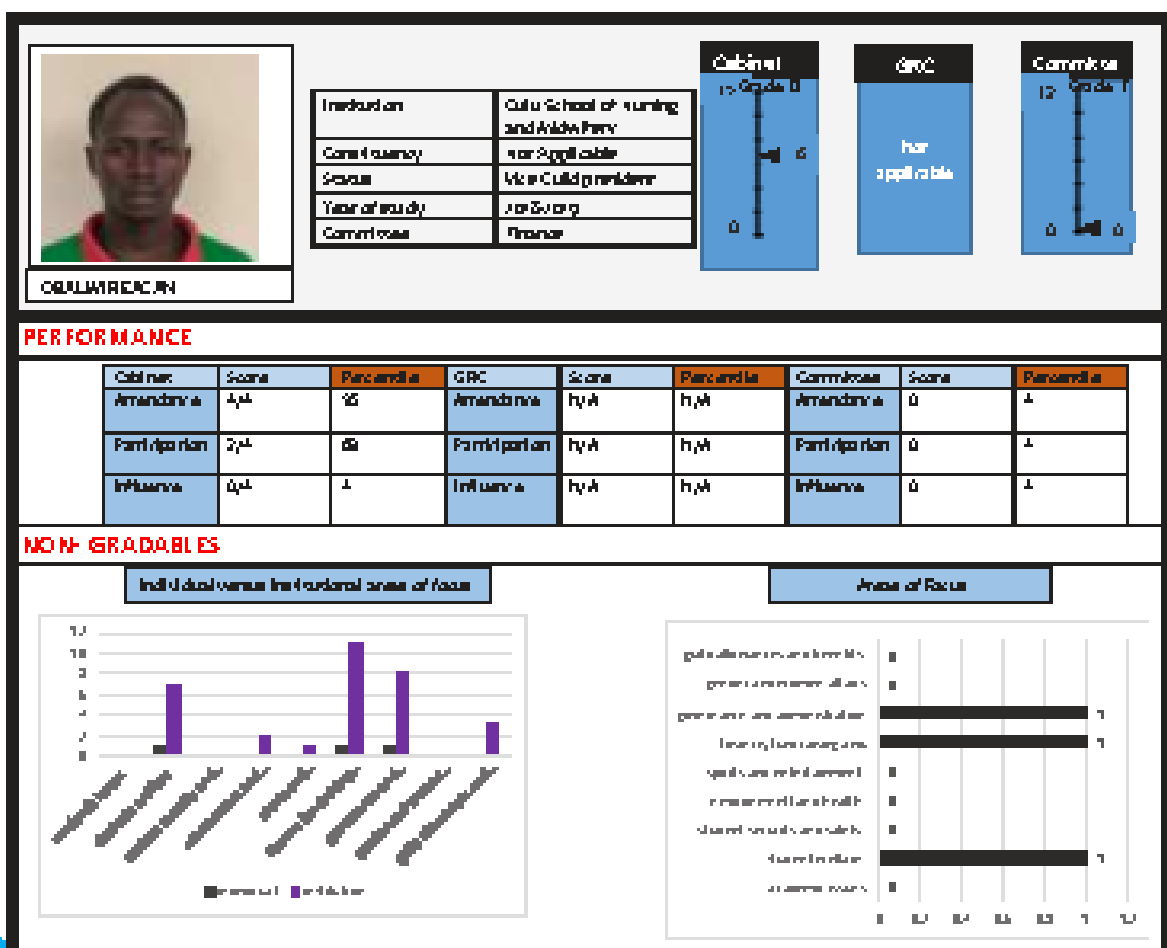
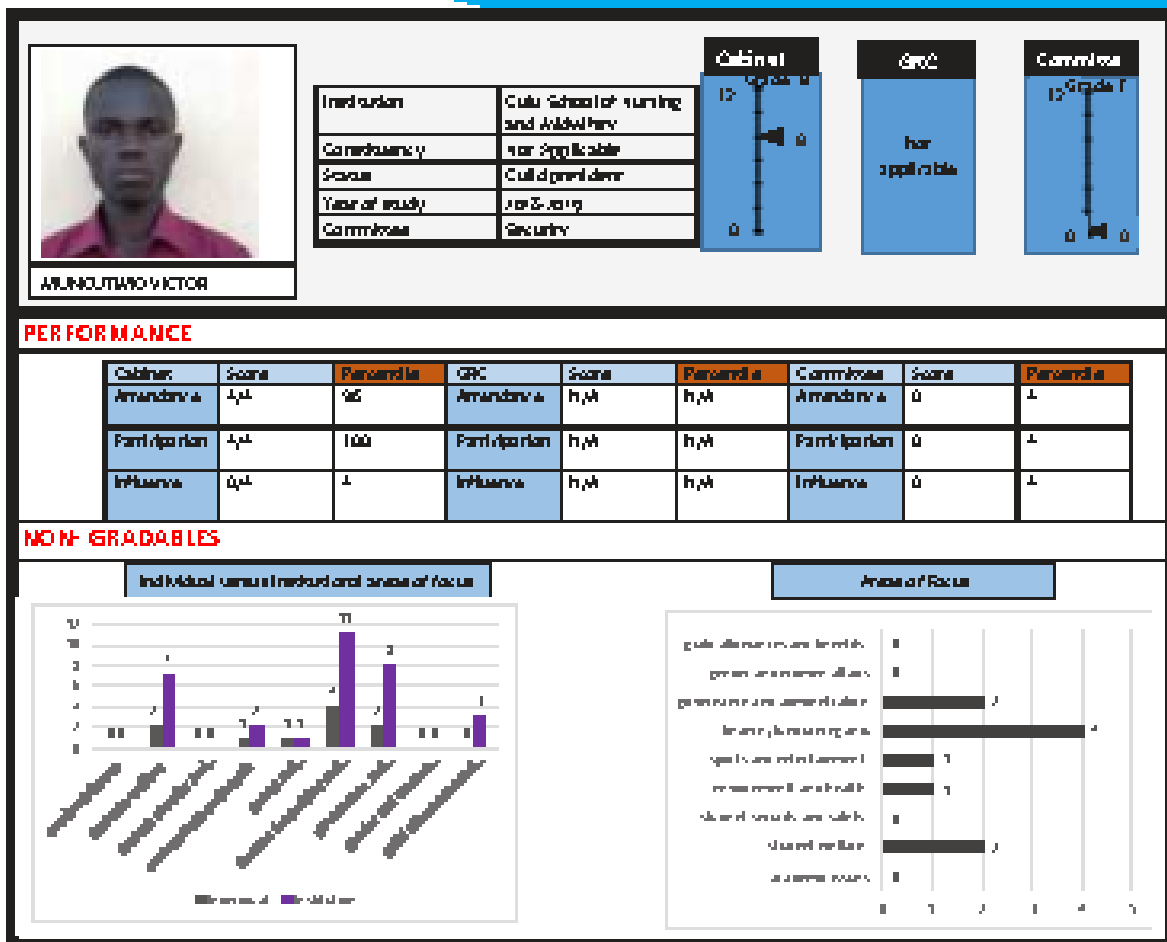
NON-GRADABLES

Individual versus Individual areas of focus



Areas of Focus

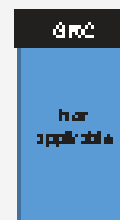
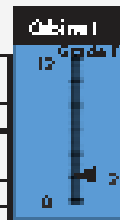






APPROXIMATE AGENCY

Institution	Cuba School of Nursing and Midwifery
Completion	1st April 2012
Course	Graduate Diploma in Health
Year of study	1st Year
Current year	Second

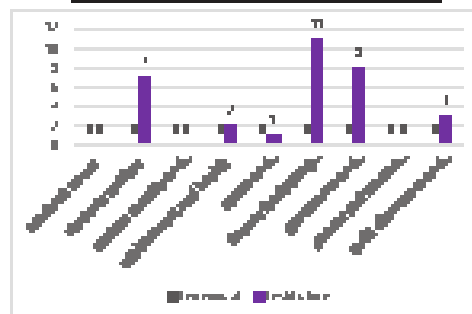


PERFORMANCE

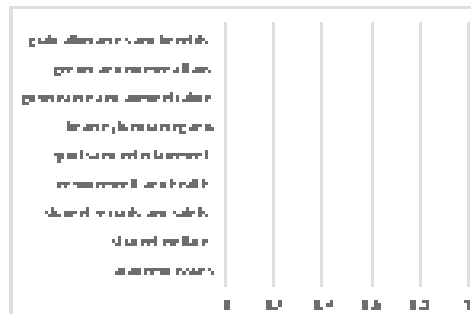
Cabine:	Score	Pondere	GRC	Score	Pondere	Comparto:	Score	Pondere
Amendonia	27,4	40	Amendonia	17,4	17,4	Amendonia	1	40
Formidiparion	0,4	1	Formidiparion	17,4	17,4	Formidiparion	0	1
Influencia	0,4	1	Influencia	17,4	17,4	Influencia	0	1

NON-GRADABLES

Individual versus institutional sources of focus



Area of Focus



OPT TO DISCARD AT US 6

Invested on	Civil School of Learning and Advancing
Core strategy	1 or 2/3/4/5/6
Source	Private and Public
Year of study	1 or 2/3/4/5/6
Comments	Security

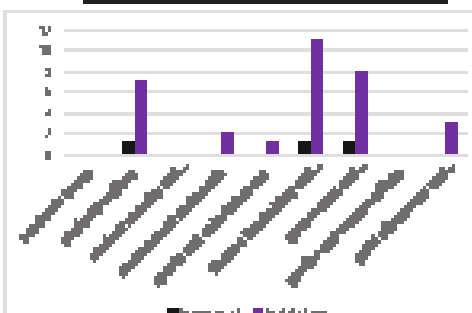


PERFORMANCE

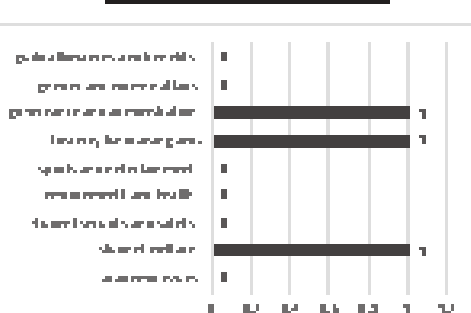
Column	Score	Parameter	GRC	Score	Parameter	Comment	Score	Parameter
Amendments	2y 4	44	Amendments	hy/h	hy/h	Amendments	0	4
Participation	2y 4	44	Participation	hy/h	hy/h	Participation	0	4
Influence	0y 4	4	Influence	hy/h	hy/h	Influence	0	4

NON-GRADABLES

Individual versus individualized nature of focus



Analysis of Focus Use





○○○○○

Institution	Cebu School of Nursing and Midwifery
Course/degree	Not Applicable
Status	Chief Speaker
Year of study	2022-2023
Current role	Philippine



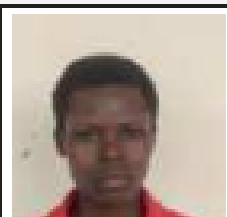
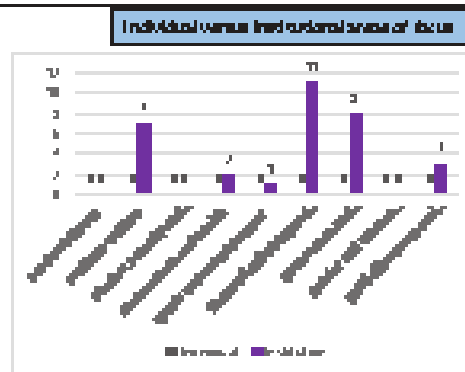
How applicable



PERFORMANCE

Cell name	Score	Percentage	Cell name	Score	Percentage	Cell name	Score	Percentage
Attendance	2.4	48	Attendance	1.4	1.4	Attendance	1	60
Participation	4.4	1	Participation	1.4	1.4	Participation	1	95
Influence	0.4	1	Influence	1.4	1.4	Influence	0	1

NO M-GRADABLES



ARMUSCOU

Institution	Cebu School of Nursing and Midwifery
Care Facility	San Agustin
Service	Emergency Services
Year of study	2018-2019
Current role	Education and Training



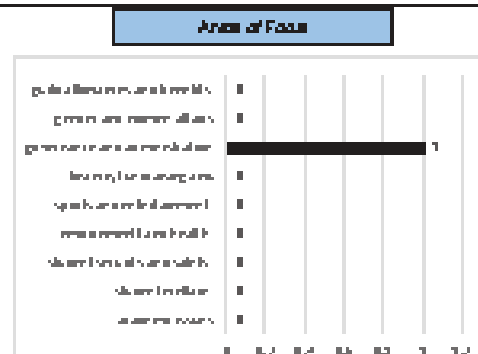
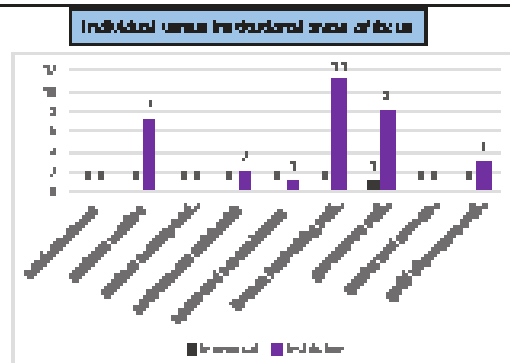
Our
apparel line below

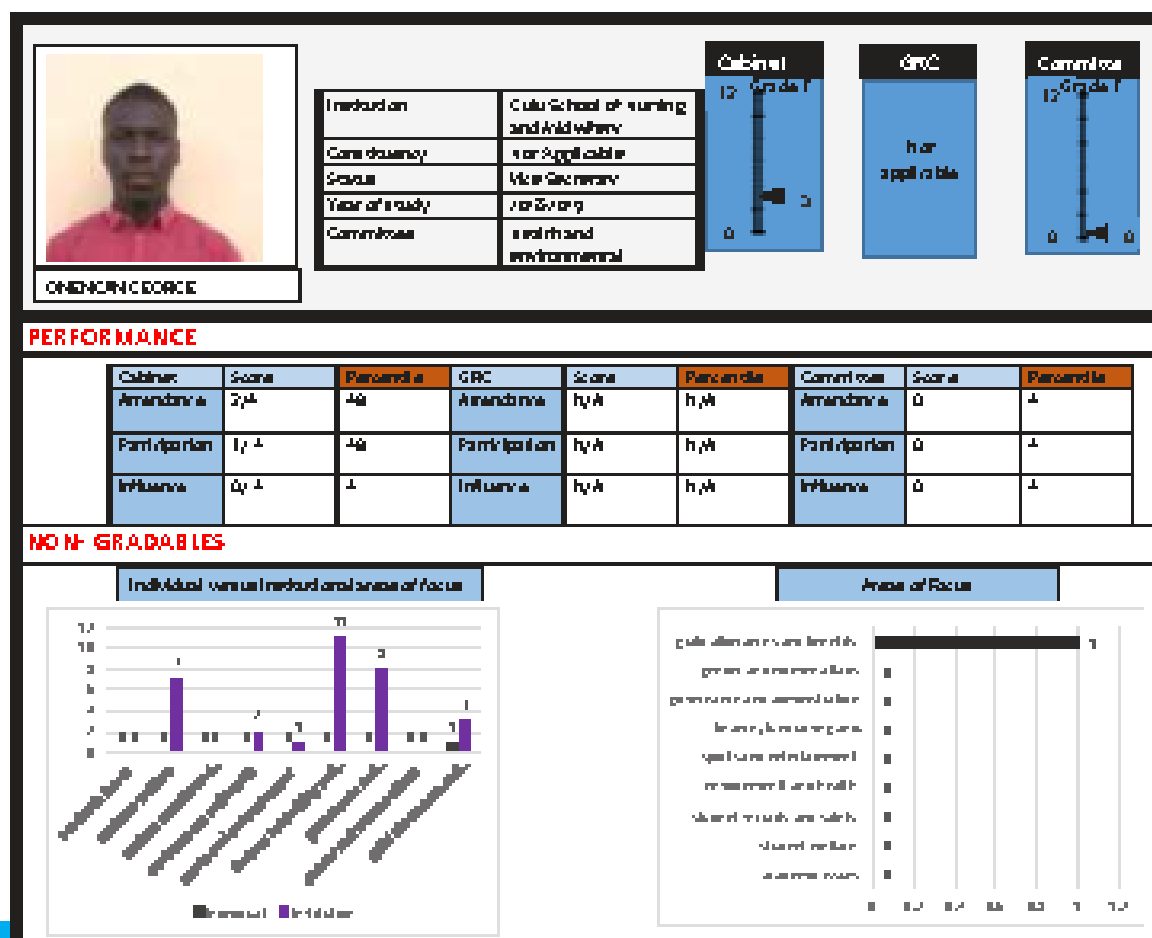
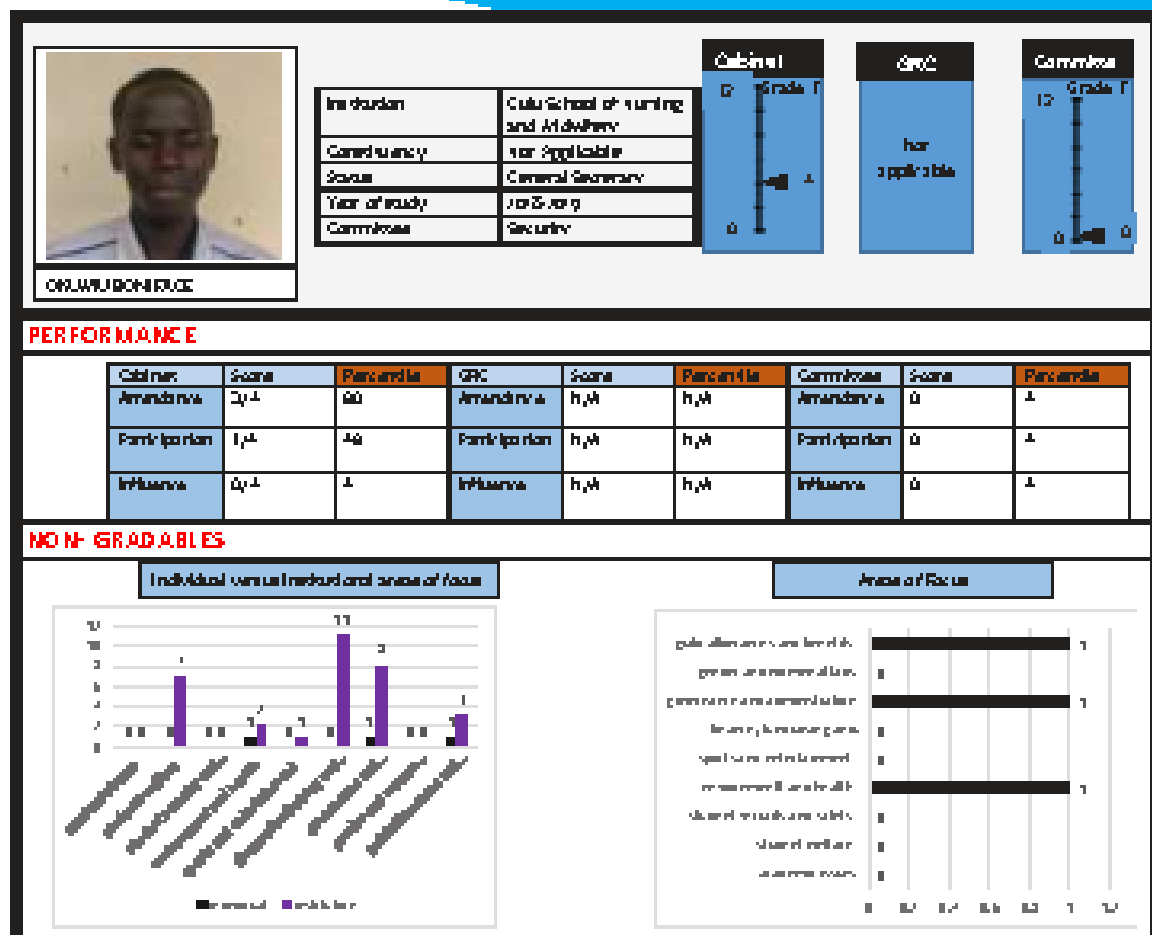


PERFORMANCE

Child name	Score a	Parental role	GRC	Score a	Parental role	Comment case	Score a	Parental role
Amanda	27.4	44	Amanda	h, h	h, h	Amanda	0	1
Famiriparian	27.4	66	Famiriparian	h, h	h, h	Famiriparian	0	1
Influence	0.4	1	Influence	h, h	h, h	Influence	0	1

NO H-GRADABLES





6.2 LESSONS LEARN T

1. The guild government's minutes were hand-written and practically illegible.
2. The leadership lost points for failing to document activities.
3. No information was provided about electoral activities.

6.3 LIMITATIONS OF OUR DATA

AFLI is committed to producing an objective, transparent and unbiased evaluation of guild government performance. At the same time, the Scorecard cannot capture every relevant aspect of the guild leaders' performance.

AFLI strives to remain an objective observer of guild governments' activities. None of the parameters in the Scorecard assessed the quality of the contributions made by the guild governments and the individual leaders.

Scores on participation and level of influence are based on the quantity of the contributions made by the individual guild leaders. Similarly, our parameters do not reward or penalise individual guild leaders for focusing on certain areas during meetings.

Moreover, there are areas in which the data available was incomplete, making it difficult to produce a comprehensive scorecard. AFLI, however, recognises that this being a pilot Scorecard, there is room for improvement in our next publication.

6.4 RECOMMEN DATION

The guild government should register the attendance of members at all meetings.

Minutes should be typed minutes and also keep in soft version. In order to improve the documentation of activities, the following action should be taken:

- i. Take down the full names (properly spelt) of members speaking in meetings.
- ii. Attach all documents mentioned/referred to in a meeting.
- iii. Issues meeting notices in the form prescribed in the Constitution.
- iv. Indicate the time at which a meeting starts and ends.
- v. Record minutes of all GEC, Committee and Cabinet meetings, as well as the General Assembly.
- vi. Document the whole campaign process.
- vii. Display an updated voter register to the electorate before elections.
- viii. Provide documentary evidence for approval of Ministers and Committees.



Makerere University Students' Guild Scorecard

MAKERERE GUILD PERFORMANCE SCORECARD

In this section, we simply present the photos of the outgoing GRC for academic year 2017/2018 who under the succession plan are recorded to have handed over to the current GRC for academic year 2018/2019 after the inauguration and handover ceremony.

Unfortunately, to date the records of activities, minutes, motions, resolutions and decisions made by the 2017/2018 GRC (under review) are alleged to be lost and or misplaced. These datasets could not be traced. It is against this background that AFLI wrote to the Guild Speaker and the Data Clerk as persons mandated and authorized to record and store GRC reports, GRC and cabinet minutes and other datasets of the current and previous guild administration. Here attached below is the said communication from AFLI to Makerere Students' Guild communicating our displeasure and contextualising the challenge faced.

Whereas this lack of cooperation and gross misplacement of data is unique to Makerere University it obviously points to a fundamental problem relating to issues of constitutionalism, lack of accountability and failure by student leaders to take seriously their roles and responsibilities to ensure that every resource, personnel, equipment and documents committed to their charge is protected, well-kept and accounted for. Being a public university supported from public coffers and Makerere Students' Guild Government being run from deductions made from tuition fees paid by parents is subject to Access to Information Act 2005. The denial of this information to the public and students voters in general who have the a right to know how the outgoing students' leaders performed or utilised their resources is certainly a breach of trust and constitutional mandate.

It is particularly disappointing that a university which the stature of Makerere University run on a big Guild budget to be found wanting in areas of succession, system functioning and transfer of power from one administration to another. However, it is our harden hope that these anomalies will serve as a baseline against which the progress and impact of the project will be evaluated in 2021. The project has however given digital equipment to improve on storage, verbatim recording and transcribing. The project is also currently running a mentorship program for Guild leaders focusing on constitutionalism, servant leadership, data capture and analysis, interpersonal and communication skills, non-adversarial conflict resolution and negotiation, emotional intelligence, habits of effective leaders and the art of public speaking. We hope that the present leadership will cure this malaise.

7.1 MUK GUILD GOVERNMENT 2017-2018



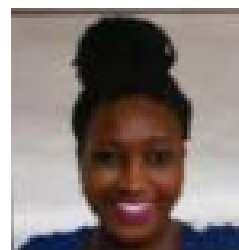
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Mary Stuart Hall*



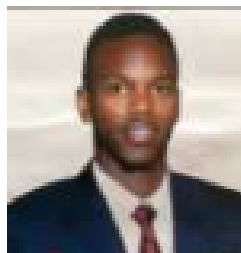
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Nderwabo Hall*



*Abiti May Francis
Chairman
Lumumba Hall*



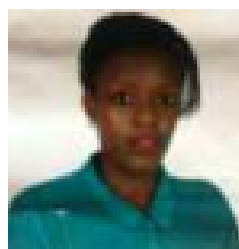
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Africa Hall*



*Atubaire Jude
GRC Member
Sch. Engineering*



*Luke Gukwerz Mao
GRC Member
Livingstone Hall*



*Bayiga Shaidia
GRC Member
Complex Hall*



*Julian Owasimire
Minister
Social Affairs*



*Lwamaza Silver Kent
Chairperson
Livingstone Hall*



*Tinyejiza Asaph
GRC Member
Livingstone Hall*



*Jonathan Yammweebine
Guild Speaker*



*Nabirye Jackline
Sch. Women and
Gender Students*



*Musebaze Kiseembo
Alex
Sch. Business*



*Nankya Esther
Sch. Veterinary
Medicine and Animal
Resources*



*Chiluba Fredrick
Marsh
Sch. Computing
and Information
Technology*



*Wadada Timothy
Ba. Sch. Libraries
and Information
Sciences*



*Mutesasira Albert
Leader Of Opposition*



*Wagaba Brenda
Deputy Guild
Speaker*



*Temoro Aziz
Chairman
Mitchell Hall*



*Akoragye Datsun
Ba. Sch. Libraries
and Information
Sciences*



*Natukemasa Irene
Deputy Guild Clerk*



*Komukhang Liz
Chair Lady
Galloway Hall*



*Taremwana Jonab
Guild Clerk*



*Waiswa David
GRC Member
Daghammarshjold*



*Gabula Bukamu
Chairman
Nsibirwa Hall*



*Ssenyondo Patrick
Chairman
Kabanyolo*



*Manishimwe Rogers
Disabled
Association*



*Namaya Collins
Chairman
University Hall*



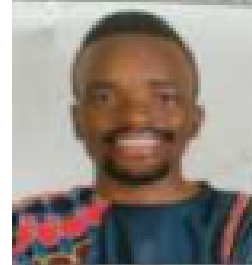
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Association*



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GRC Member
Complex Hall*



*Mwandisi Lukman
Disabled
Association*



*Nsekuye Henry
Chairperson
Games Union*



*Namukwonge Ronah
Agatha
GRC Member
Africa Hall*



*Mbabazi Irene
GRC Member
Complex Hall*



*Mirembe Dinah
Nanyonjo
GRC Member
Africa Hall*



*Settumba David
GRC Member
Nsibirwa Hall*



*Kyanda Alex
GRC Member
Sch. Public Health*



*Musime Martin
GRC Member
Mitchell Hall*



*Rigula Samuel
GRC Member
Lumumba Hall*



*Kwagala Isaac
GRC Member
Nsibirwa Hall*



*Nsamba Ahumedi
GRC Member
Sch. Liberal and
Performing Arts*



*Nassissa Sharafah
Disabled
Association*



*Ryeiyne Magba
Geafrey
GRC Member
Sch. Language Lit.
and Communication*



*Naluyima Agwa ng
Samantha
GRC Member
Mary Stuart Hall*



*Opiyo Felix
GRC Member
Sch. Bio-security*



*Agwe Ahmed Salim
GRC Member
Nkrumah Hall*



*Ahumaza Asimwe
Yvonne
GRC Member
Mary Stuart Hall*



*Logose Vivian
Nakwe
GRC Member
Sch. Industrial and
Pind Art*



*Asimwe Daphine
GRC Member
Sch. Psychology*



*Mataru Trevor
GRC Member
Sch. Biological
Sciences*



*Egumu Innocent
GRC Member
Sch. Liberal and
Performing Arts*



*Kimera Anafat
GRC Member
Sch. Psychology*



*Joel Roy Muchunguzi
GRC Member
Sch. Law*



*Aturinda Brave
GRC Member
Sch. Industrial and
Fine Art*



*Were Eria
GRC Member
Sch. Long Distance
Learning*



*Makumbi Peter
GRC Member
Sch. Biological
Science*



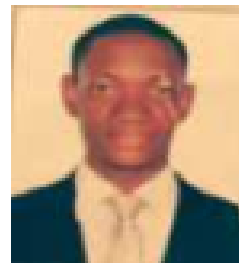
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GRC Member
Lumumba Hall*



*Siemangumba
Edward Kagga
GRC Member
Sch. Physical Sciences*



*Nakabiito Brenda
GRC Member
Sch. Statistics and
Planning*



*Mukalazi Abraham
GRC Member
Sch. Medicine*



*Namukyama
Georginah
GRC Member
Sch. Law*



*Tumuzigye Ivan
GRC Member
Sch. Statistics and
Planning*



*Kasozi Joseph
GRC Member
Sch. Engineering*



*Lapobo Daphine
Brendab
GRC Member
Sch. Education*



*Abaho Herbert
GRC Member
Sch. Economics*



*Byamugisha Joseph
GRC Member
Sch. Medicine*



*Mugarra Johnson
GRC Member
Kabanyolo*



*Tayebwa Harold
GRC Member
Sch. Physical Sciences*



*Ainebyonga Peter
GRC Member
University Hall*



*Abebeba Duncan
GRC Member
Sch. Long Distance
Learning*



*Musinguzi Joseph
GRC Member
Sch. Built
Environment*



*Mutumba Bashir
GRC Member
Sch. Built
Environment*



*Natulinda Jeremiah
GRC Member
Sch. Social Science*



*Kisiu John
GRC Member
Sch Food Technology
and Bio-nutrition*



*Katungi Salim
GRC Member
Sch. Education*



*Namazzi Nahanga
Esther
GRC Member
Galloway*



*Biryabarema
Emmanuel
GRC Member
Sch. Biomedical
Sciences*



*Sabiti Sylvester
GRC Member
Sch. Language Lit
and Communication*



*Ahmed Abdikabman
GRC Member
Sch. Economics*



*Lakisa Mercy
Vice President
Sch. Health Science*



*Resande Christine
GRC Member
Sch. Social Science*



*Mutekanga Jollex
GRC Member
Sch. Food Technology
and Bio-nutrition*



*Tenywa Abdur
GRC Member
Nkrumah Hall*



*Rene Ndayi Atkya
GRC Member
Sch. Bio-security*



*Ahumaza Ronnie
Chairman
Daghammarshjold*



*Mwandisi Lukman
Disabled
Association*



*Rembari Rose
GRC Member
Sch. Agricultural
Sciences*



*Makanga John
Collins
GRC Member
Sch. Agricultural
Sciences*



*Kamara Giftson
GRC Member
Sch. Forestry
Environmental
and Geographical
Sciences*



*Kyambadde Arthur
GRC Member
Sch. Health Science*



*Najjemba Plavia
GRC Member
Sch. Forestry
Environmental
and Geographical
Sciences*



*Lwemata Moses
GRC Member Sch.
Bio Medical Sciences*



*Etoju Jacob
Chairman
Nkrumah Hall*



*Kato Paul
Guild President*



*Kyeykneivan Kyle
Sch. Women and
Gender Studies*



*Kirama Justin
GRC Member
Sch. Veterinary
Medicine and Animal
Resources*

7.2 AFLI LETTER TO MUK GUILD SPEAKER



AFRICA
LEADERSHIP
INSTITUTE

9th November 2018

THE GUILD SPEAKER,
Guild Representative Council,
Makerere University,
P.O Box 7063
Kampala

Attn: Mr. Kwagala Isaac,

RE: GUILD LEADERS' PERFORMANCE SCORECARD

Am writing in relation to the above captioned subject, to request from your good office all available GRC records of 2017/2018 information: Guild Government (83rd GRC) in order to enable AFLI- a civic organisation registered under the laws of Uganda to carry out an assessment of the performance of the elected leaders of Makerere students' guild government of the said period. This is to help our experts generate evidence based information to enable the student community in Makerere, administration and the public of Uganda to appreciate how elected leaders perform their constitutional roles and/or were responsive to the rights and aspirations of those who elected and supported them. This will also inform our young leaders' mentorship program for students' Guild governments and GRC's in the country.

Aware of the fact that Makerere University is set up under the Universities and Other Tertiary Institutions Act, 2001 as a Public University which is partly financed by tax payers under the consolidated fund and also individual students as well as parents which also under section 8a recognizes and outlines the mandate of the students' Guild representative governments and councils in line with our national youth policy.

Further noting under Article 41 (1) of the 1995 Constitution of Uganda, every citizen has a right of access to information and records in the possession of the State or any public body, except where the release of the information is likely to prejudice the security or sovereignty of the state which is further crystallised in Section 5 of The Access to Information Act, 2005.



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In relation to the above, Makerere University is a public body and Africa Leadership Institute being a citizen's civil organisation under Article 38 (1) and (2) of the 1995 Constitution of Uganda, the Institute, student body and other members of the public have a right to influence the policies of Government with regards to education sector, the running of Makerere University and the Makerere University Students' Guild government and GRC as outlined in the national youth policy and Universities and other Tertiary Institutions Act 2001. In light of the above discussion, Africa Leadership Institute is kindly requesting your office to grant us access to all the available GRC records for the year 2007/2008 Guild Government (83rd GRC) in order to enable ALI carryout our baseline assessment of the same.

This is meant to help ALI and the Students' guild leaders and the Universities and other Tertiary Institutions' Administrations to assess how the national Constitution, the national youth policy, the law on Universities and other Tertiary Institutions and respective Guild Constitutions are being implemented and what gains are being made and challenges that remain so as to make necessary policy recommendations and map out capacity building needs. This assessment will therefore help draw lessons in going forward under our current project on Parliamentary Performance Scorecard and Civic Engagement program which includes Student Guild Leaders performance scorecards for Makerere University, Uganda Christian University, Mbarara University of Science and Technology as well as Mubende National Teachers College, Uganda Technical College Ejura and Gulu School of Nursing and Midwifery.

If you recall, on the 15th day of June 2008 the Africa Leadership Institute (ALI) conducted a one day consultative workshop with students' guild leaders at the Africa Leadership Institute offices including representatives from Makerere Guild Representative Council. Among other things, the Guild representatives including representatives from Makerere University agreed that they will provide Africa Leadership Institute the necessary information and data (minutes of GRC and Cabinet and all other necessary information for



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the year 2017/2018 Guild Government) required to enable the afore mentioned assessments to be completed as a baseline to inform our joint future collaborative work.

To this effect Africa Leadership Institute has now received information and data from all the sampled Higher Institutions of Learning except Makerere University. Africa Leadership Institute has completed Guild leaders' performance assessments for all the sampled Higher Institutions of Learning for the year 2017/2018 again with the exception of Makerere University Students' Guild. The lack of information and data from Makerere University has immensely affected the work of Africa Leadership Institute in implementing the referenced project and publishing the said Scorecard for all the six institutions of Higher Learning.

According to Article 17 (1), (1)(c) and Article 145 (c) of the Makerere University Students' Guild Constitution (as amended in February 2016) the Guild Speaker is obligated to direct on the storage of the records of the Guild Representative Council (GRC). This therefore means that the powers to record and store any material at the GRC is directly vested in the Guild Speaker who can also delegate some of these functions. Aware of the fact that the said former Guild government (8th GRC) must have conducted an orderly handover to your current guild government for the year 2018/2019 which is now excellently working with us under this project, Africa Leadership Institute therefore requests you to give us access to all the said available records of the 8th Makerere University Guild Government.

Africa Leadership Institute is nevertheless grateful for the cooperation of Makerere University GRC in implementing of the referenced project thus far and hopes that your support and cooperation is continuous in this document process by providing the records requested for herein.

Yours truly


Executive Director



CHAPTER EIGHT

8.0 CONCLUSION

This report generates evidence-based information on the performance of guild leaders and GRCs for the sampled HILs in 2017/2018.

Through it, the student body, guild officials, Directors of Student Affairs, administrators of the institutions and the public at large will appreciate the weaknesses and strengths of student leadership in the country.

At the centre of the evaluation is the student leaders' adherence to their constitutional roles, as well as their level of responsiveness to the rights, needs and aspirations of their voters.

This Scorecard forms the basis for our mentorship program targeting student leaders and GRCs. Moreover, the lessons learnt will be employed in perfecting our flagship project – the Parliamentary Performance Scorecard and Civic Engagement.

8.1 RECOMMENDATIONS

The assessment results call for the following recommendations:

- In-coming guild leaders should be trained to understand their constitutions as being their reference manuals to guide them on becoming more responsive to their electorates and working closely with their institutions' administrations.
- They should also be encouraged to adhere to the provisions of the Constitution throughout their terms in office; familiarise themselves with basic management practices, such as using work plans, team building and conflict resolution.
- Continuous mentorship and training on the various subjects relevant to the performance of guild leaders like administrative management, resource mobilisation, lobbying and advocacy; communication skills, interpersonal skills, public speaking and debate etiquette is critical.
- Revive debating clubs; organize annual debating tournaments to improve communication skills, encourage structured dialogue and share best practices among student leaders. Africa Leadership Institute has the capacity to lobby HILs, the Government and other stakeholders to revive debating clubs and also organize intra- and inter-institutional events. Certificates would be awarded to the participants, as well as the best-performing individual entrants and guilds.
- Initiate mentorship clinics among student representatives at the Uganda National Students Association (UNSA) and Uganda National Youth Councils.
- Train Trainers of Trainers (ToT) in HILs targeting Directors of Student Affairs, Deans and administrative staff dealing directly with guild leaders. This will achieve sustainability for the mentorship program.

8.2 LESSONS LEARNT

- **Mentorship clinics:** Incubation of leadership skills and best practices, as well as assessing the performance of student leaders in a structured way, will motivate them to take leadership seriously. The goal is to prepare them adequately as some of them will eventually transition into national leadership.

Understanding and respecting the Constitution is critical in governance. This informs the ability of guild leaders to interpret, respect, embrace and implement the letter and spirit of the Constitution.

- **One-size-fits-all approach:** This doesn't work for youth mentorship and engagement. Activities are designed according to individual skill needs; overall structuring of GRCs and HILs; ages of the leaders, their level of knowledge in governance, general exposure, and backgrounds.
- **Range of barriers:** The country still experiences hurdles in reference youth mentorship, such as lack of role models and mentors, inadequate mentorship programs, age gaps between mentors and mentees, and young people's negative perception of the current national leadership.

The youth feel that the prevailing political system nurtures young opportunists to take a self-serving view of leadership, as opposed to having a mindset of service to the nation.

- **Social media:** Use of online channels to connect with young people has been amazingly effective in sharing information. Student leaders have seamlessly shared feedback on service-delivery with the larger student fraternity across their institutions.
- **Expansion of scope:** Youth engagements should be expanded to incorporate internship placement for student leaders and other graduates in relevant organisations to gain practical experience in management and corporate governance.
- **National benefit:** The Guild Performance Scorecard is a yardstick in the promotion of democratic governance that accelerates the achievement of the country's Sustainable Development Goals.

Measuring young leaders' allegiance to national laws and policies is a catalyst for patriotism and national cohesion. The students gain more knowledge, and are ultimately able to relate with the national legislative framework, youth policies; laws governing universities and other tertiary institutions, as well as the GRC regulations.

This evaluation has also enabled AFLI to identify success stories, as well as the most significant changes and adaptations in relation to guild leadership and the guilds themselves.

The necessary recommendations have been made to address the challenges noted and plug the capacity gaps in GRCs and their leadership structures.

APPENDIX 1

SUMMARY OF HILS-INSTITUTIONAL PERFORMANCE

Introduction

In this section is a summary of the performance of the six institutions on the main areas of assessment, including a shortlist of outstanding guild officials

Table 24: Summary of the HILs-Institutional performance

A summary of the Institutional performance			
Core Governance			
Institution	Total points scored	Percentage	Rank
Mubende National Teachers College	107 points	89.3%	1st
Uganda Technical College - Elgon	96 points	87.2%	2nd
Uganda Christian University	81 points	65.8%	3rd
Mbarara University of Science and Technology	72 Points	54.9%	4th
Gulu School of Nursing and Midwifery	65 points	53.7%	5th
Makerere University- Kampala	00 points	00%	6th
Legacy Projects			
Mubende National Teachers College	71.4%		1st
Uganda Technical College - Elgon	42.9%		3rd
Uganda Christian University	57.1%		2nd
Mbarara University of Science and Technology	42.9%		3rd
Gulu School of Nursing and Midwifery	57.1%		2nd
Makerere University- Kampala	00 %		4th
Students ratings of their Guild leaders			
Mubende National Teachers College	44.4%		3rd
Uganda Technical College - Elgon	54.6%		1st
Uganda Christian University	46.2%		2nd
Mbarara University of Science and Technology	41.3%		4th
Gulu School of Nursing and Midwifery	36.2%		5th

ASSESSMENT OF THE PERFORMANCE STANDARDS ENSHRINED IN THE RULES OF PROCEDURE OF THE GUILD REPRESENTATIVE COUNCILS

Table 25: Assessment of the performance standards enshrined in the rules of procedure of UTCB

RULE	DESCRIPTION	STANDARD	STATUS	REMARKS
11	QUORUM AT MEETINGS. At any GRC meeting, fifty percent of the members of the council shall constitute a quorum and transact business which shall be maintained throughout the meeting	50% attendance	Compliant	Maintain compliance
9(c)	The Guild speaker may include a new item on the agenda at the meeting if in his opinion that item is on an emergency nature	Including new item on the agenda	Compliant	Maintain compliance
8(a)	Ordinary GRC meetings shall be held at least two times and at most every semester and shall be presided over by the Guild speaker or Deputy Guild speaker	Meetings at least two times	Non-compliant	Enforce compliance

Table 26: Assessment of the performance standards enshrined in the rules of procedure of NTC

RULE	DESCRIPTION	STANDARD	STATUS	REMARKS
14 sub (b)	The GRC shall meet at least twice a semester	Twice	Compliant	Maintain compliance
15 sub 1 (b)	The GRC shall have a quorum of 2/3 of its members	2/3	Compliant	Maintain compliance

Table 27: Assessment of the performance standards enshrined in the rules of procedure of UCU

RULE	DESCRIPTION	STANDARD	STATUS	REMARKS
13(a)	The quorum of parliament shall be as described under article 57 of the Guild constitution but ¼ of the quorum will be required for any business to start in parliamentary sessions	¼ of quorum	Compliant	Maintain compliance
14 (g)	There shall be 3 sittings of parliament per semester	3 sittings	Compliant	Maintain compliance

Table 28: Assessment of the performance standards enshrined in the rules of procedure of MUST

RULE	DESCRIPTION	STANDARD	STATUS	REMARKS
3 Sub (1)	The GRC shall have a quorum of one (1/2) of its members	½	Non-compliant	Enforce compliance
3 Sub (4)	The motion is supported by two thirds (2/3) of those present during the meeting	2/3	Non-compliant	Enforce compliance
3 Sub 8 (d)	The speaker's ruling on any question shall be final unless successfully challenged by at least two thirds (2/3) of the members voting contrary to the matter in question	2/3	Non-compliant	Enforce compliance