

ASSOCIATION OF AFRICAN UNIVERSITIES



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African Universities House
Aviation Road Extension
P.O. Box AN 5744
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CONTENTS

INTRODUCTION	1
I. THEMATIC PROGRAMME ACTIVITIES	3
A. <i>Leadership and Management</i>	3
1. Study Programme on Higher Education Management in Africa	3
2. Senior University Management Workshops	4
B. <i>Quality of Training and Research</i>	6
1. Networks for Regional Cooperation in Graduate Training and Research	6
2. Developing Quality Assurance Systems in African Universities	13
C. <i>Improving Management and Access to African Scholarly Work: Database of African Theses and Dissertations (DATAD)</i>	15
D. <i>Programs of the Working Group on Higher Education</i>	17
II. NON-THEMATIC ACTIVITIES	22
A. <i>Membership Services</i>	22
1. Staff Exchange	22
2. International Fellowships Programme	23
B. <i>Advocacy and Information Dissemination</i>	25
1. African University Day	25
2. Publication and Dissemination	25
III. ADMINISTRATIVE AFFAIRS	26
A. <i>58th Executive Board Meeting</i>	26
B. <i>AAU's Relationship with Sister Organizations</i>	26
C. <i>Leadership Change and Restructuring</i>	27
D. <i>COREVIP 2003</i>	27
E. <i>Staff Affairs</i>	27

IV. FINANCIAL PERFORMANCE	28
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ANNEX	30
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INTRODUCTION

The Association of African Universities (AAU), founded with an initial membership of 34 public universities on 12 November 1967 in Rabat, Morocco, serves as the apex organization of higher education institutions (HEIs) in Africa. The AAU, which has its headquarters in Accra, Ghana, currently has a membership of 177 higher education institutions from 43 African countries.

The Association aims at promoting interchange, contact and cooperation among African higher education institutions. To this end, it collects, compiles and disseminates information on higher education and research, particularly in Africa; promotes cooperation and networking among African institutions to improve quality, enhance academic mobility, develop relevant policies and build capacity in ICT application and graduate training. The AAU encourages increased contact between members and itself as well as with the international academic world, organizes seminars and conferences to strengthen management capacity in higher education institutions, facilitate experience-sharing, and disseminate best practices. It also supports research on key issues and disseminates the outputs through publications and the Internet to inform policy-making and other stakeholders and to enhance the visibility of African scholarship.

Over the years, the AAU has faced a series of challenges, among which have been the inability to fully satisfy the increasing demands of its constituency, the changing environment of its operation and the decline in the flow of resources necessary for effectively discharging its mandate. This situation has necessitated the re-examination of its organizational structure, its operational system, staffing policy, and the strategic direction of its program activities. The period July 2002 - June 2003 proved to be a decisive turning point for the revival of the Association.

In this connection, a landmark decision was taken by the Executive Board to institute critical stocktaking and radical reforms. The professional staff of the AAU held a reflection seminar from 25th - 26th July at Dodowa to take review its activities and to chart improvements for future activities. The Evaluation Committee instituted by the Executive Board during its 58th Session in Yaoundé, met in Accra from 26th - 28th August 2002. Interactions of representatives of the Board with the professional staff during the meeting of this Committee helped to bring to the fore a trend of reflections for future activities. Another Committee instituted by the Board also met in Accra on 31 August 2002. That was the Task Force for fundraising whose recommendations were beneficial

in building the capacities of professional staff in the development of funding strategies.

The series of reflections and consultations initiated by the Board culminated in the launch of a two-phase restructuring process aimed at enabling the Association to regain its momentum and credibility. During the reporting period, therefore, a number of concrete steps were taken to instill dynamism into the operations of the Secretariat and to give a new direction to its program activities. Some key steps taken in this transition phase included the following:

1. Finalizing the process of developing the Strategic Plan: Part of this process has included the revision of the Plan based on consultation with members, the preparation of a logical framework for the Plan, and the specification of an operational modality as a second part of the Plan. A final draft of the document accommodating all the changes made was then prepared and presented for adoption by the Conference of Rectors, Vice Chancellors, and Presidents (COREVIP) March 2003. After further revisions and endorsement by the Executive Board, the Strategic Plan is now in a form ready for developing specific projects.
2. Restructuring the Secretariat and re-adjusting operational modalities and management systems: This has involved reforming the administrative and financial operating systems; change in the top leadership of the Secretariat; redeployment of existing professional and supporting staff to ensure professionalism, efficiency and cost-effectiveness in program development and successful delivery to target beneficiaries; and an international drive to recruit competent professional staff to manage the newly restructured units.
3. Consolidation and continuation of the most-effective program activities: Existing programs have been internally reviewed, the most effective ones identified and their implementation aligned with the Strategic Plan; MOUs signed with AUCC, NAFEO, UNESCO, and NEPAD; and consultations held with ACBF and NEPAD on new initiatives for collaboration.

This report provides highlights of the program activities that were undertaken during a period of stocktaking, reflection, planning and reform to revitalize the Association.

I. THEMATIC ACTIVITIES

A. Leadership and Management

1. Study Program on Higher Education Management in Africa

Background

The AAU's Study Program on Higher Education Management in Africa, currently in its Second Phase, was launched in 1993 to promote research into higher education management, so that the results can serve as a basis for formulating and implementing policies likely to improve the quality, cost-effectiveness and efficiency of higher education in Africa. The Program is based on a Research Grants Scheme and supports the study of thematic topics. It is funded by Sida/SAREC, the Government of The Netherlands and the International Development Research Centre (IDRC). Phase 1 was completed in 1998 and Phase 2 is winding up and is expected to end in June 2003.

Planned Activities

During the period under review, the AAU had planned to hold a meeting of the Program's Scientific Committee, commission studies from the reports, organize conferences for the dissemination of such reports, publish essays, provide training attachments for Researchers under the current phase and refine the proposal of Phase 3 of the Program.

Accomplishments

During the reporting period, a total of 13 final reports and 12 essays under Batch 3 and six research reports and another six essays under Batch 4 were received. Thus, a total of 54 research reports and 45 essays have been received since the inception of the Study Program.

To disseminate their research findings, a number of Study Program researchers participated in and made presentations at international higher education conferences. These included the Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP) in Mauritius in March 2003, the Autumn Conference of the Norwegian Council for Higher Education in Norway in September 2002 and the General Conference of the Council for the

Development of Social Science Research in Africa (CODESRIA) in Uganda in December 2002.

In all, 12 papers have so far been published under the AAU Research Paper Series, all of which are available on the AAU website. Eight more are expected to be published with the receipt of remaining essays from Batches 3 and 4, and a monograph on “Higher Education and Work in Africa - Results of Ten Tracer Studies” is expected to be out very soon. Additionally, individual researchers have had their works published in some higher education and related journals such as the “Mediterranean Journal of Educational Studies” and the “Acta Academica”.

With regard to the refinement of the proposal for Phase 3 of the Study Program, a technical meeting was held in Akosombo, Ghana, from 17 - 18 October 2002 to discuss commissioned papers on specific sections of the proposals for Phase 3 of the Program. A final draft of the document, revised according to recommendations and criticisms of donor representatives, was submitted to donors in March 2003.

Challenges

Despite these modest achievements, four more reports and five essays are outstanding from Phase 2 of the Program. Efforts are being made to have them submitted before the end of June. Furthermore, the planned meeting of the Scientific Committee of the Study Program, which was scheduled for June 2003 to tackle the implementation of specific aspects of Phase 3, had to be postponed indefinitely following donors’ non-acceptance of the Proposal largely due to the need for reform within the AAU structure.

It is hoped that the frequent break in communications experienced in the past between researchers and their Resource Persons would be rectified to enable the speedy completion of work.

2. Senior University Management Workshops

Background

The Senior University Management Workshops was initiated by the AAU in 1991 to strengthen the capacity of leaders and managers in African universities to address new challenges facing higher education. They also seek to equip

them with techniques and skills for managing increasing demands on the universities within the contexts of stagnant or diminishing resources.

The initial workshop was held by the AAU in collaboration with the Centre for Higher Education Research and Development (CHERD), University of Manitoba, Canada, in Harare, Zimbabwe, in 1991. Subsequent workshops were held in collaboration with AAU member-institutions and/or other higher education bodies in the host countries, namely, Bujumbura, Burundi (1992); Arusha, Tanzania (1994); Abidjan, Côte d'Ivoire (1995); Cape Town, South Africa (1997), Abuja, Nigeria (1999), Gaborone, Botswana (2000), Cairo, Egypt (2001) and, most recently, Ouagadougou, Burkina Faso (2002). Participants have included Presidents, Rectors, Vice-Chancellors and Principals of universities and other higher education institutions, their Deputies, Deans, Directors, Heads of Department, Registrars and Bursars.

Currently, SUMA workshops are supported by the Finnish Government through the FINNIDA.

Planned Activities

Activities planned for the year included the organization of a Francophone SUMA, the ninth in the SUMA series, in October 2003, an evaluation session of all the nine Workshops in November 2002, a review of the SUMA IX report in January 2003 and online publishing of the report in April 2003.

Accomplishments

A workshop for the orientation of French speaking Resource Persons and preparation of case material for this and subsequent Francophone SUMA workshops was held in Accra in April 2002. Following this, SUMA IX was held from 28th October - 3rd November 2002 at the Hotel Relax in Ouagadougou, in collaboration with the Université de Ouagadougou, Burkina Faso. Commitments for supplementary funding for the workshop were obtained from the Bureau Regional de l'UNESCO pour l'Education en Afrique (UNESCO/BREDA) and the Agence Universitaire de la Francophonie (AUF).

In spite of the efforts by the Secretariat to intensify publicity, participation was less than expected. Only 17 participants, including Resource Persons and AAU Staff attended the workshop. A special module on HIV/AIDS, which was launched at SUMA VIII, was repeated at SUMA IX. Another addition was a module on gender.

As with previous workshops, SUMA IX was entirely organized and run by the AAU.

Challenges

SUMA workshops are very critical for strengthening the capacities of university leadership in the fields of policy, administration and management. However, during the period under review, a major challenge was the low participation of SUMA IX, despite all the efforts of the AAU to make it a success. SUMA IX could not achieve a minimum target of 15 participants, excluding resource persons, set for SUMA workshops. It is hoped that more efforts would be put in place to rekindle interest, particularly of AAU Francophone institutions, in the Program.

B. Quality of Training and Research

1. Networks for Regional Cooperation in Graduate Training and Research

Background

This Program was initiated with the aim of improving the quality of higher education on the continent through regional cooperation in graduate training and research. The Project is structured into three phases. The first two phases were funded by the Working Group on Higher Education (WHGE) of the Association for the Development of Education in Africa (ADEA).

The first Phase of the Project began in April 1998 and ended in September 1998 with the selection of seven proposals, from among the forty-one received for the establishing/strengthening of networks for graduate training and research. The second phase ended in November 1998 with the presentation of the proposals by the network leaders at a meeting of the Working Group on Higher Education held in Ouagadougou, Burkina Faso, in November 1998.

The third phase began after discussions held in March 2000 with the Education for Development and Democracy Initiative (EDDI), USA, towards possible support for the implementation of the proposals. In December 2000, EDDI approved a grant of \$1,000,000 (one million US dollars) to the AAU to support the implementation of the proposals. The grant is being administered through

the ADEA/WGHE (Association for the Development of Education in Africa/ Working Group on Higher Education).

Accomplishments

The main activities of this reporting period (July 2002 - June 2003) deal with the submission of the reports, site visits, disbursement of grants and holding of an evaluation workshop.

Since the submission of the first report, some key actions have been undertaken in respect of monitoring and evaluation of the Networks. Site visits to monitor the activities of the networks were carried out from August to November 2002. Intensive discussions were held with the Team Leaders during the site visits and recommendations made for improvement.

An Evaluation Workshop was held at the University of Pretoria, South Africa, on 5th and 6th November 2002. The purpose of the workshop was to evaluate the progress made and constraints encountered so far by the Networks in the implementation of their project activities, draw lessons from their experiences, and consider the future of the project. The Workshop highlighted the lessons to be learnt as follows:

- **Benchmarks of success:** These would include effective collaboration among researchers, publication of results, award of fellowships, training of students in new areas, increased student/staff mobility and improvement of academic standards among network institutions, improved infrastructure, and multiplier effects in capacity building, and better understanding of networking.
- **Constraints:** These were noted to be delays in grant disbursements, short period of time for implementing the projects, communication problem between some network members.
- **Future of the Networks Project:** The need for funding to be continued and extended from 3 to 5 years, dissemination of the results on AAU website and other media, development of a strategic plan for the networks or its incorporation in the AAU strategic plan currently being developed.

On the whole, the Workshop clearly indicated the advantages of bringing the networks together to share their experiences and to learn from each other. Thus, as indicated earlier, the networks remain one of the best means of promoting cooperation among the higher education institutions in Africa and thereby improving the quality of higher education and their contribution to national

development. The pilot phase has also shown that it takes time to fully establish and nurture the networks, particularly for those that were just starting.

The second and third (final) instalments have been received and disbursed to all Networks. With regard to the fund-raising task force, a proposal has been prepared and submitted to donors and a letter from AAU has been sent to EDDI to fund the next phase (Phase IV). The main constraints have been the delays in the receipt of the progress reports from the networks despite several reminders.

Progress Reports from the Networks

All the six networks have submitted their progress reports. The main elements of their reports are as follows:

1. University of Cape Town, South Africa (Team Leader)

Network's Specialization: University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) Programme

The participating institutions are the Universities of Botswana, Dar es Salaam, Nairobi, Zambia and Zimbabwe, Jomo Kenyatta University of Agriculture and Technology and Makerere University.

The main activity undertaken was the advertisement of the AU-RPN Program in all the USHEPiA and the SADC countries in February with a deadline of 31st March.

In all, 31 complete applications were received. The USHEPiA Management Committee then met to consider the applications and to make the awards. A total of sixteen Fellowships was awarded.

Communication between Fellows, their host academics and USHEPiA contacts was very good. Arrangements were put in place for the Fellows to take up their Fellowships and when funds were received they were transferred to the fellows.

The late payment of funds is constraining the success of this Program, and could affect the dates of completion of the Fellowships.

2. Centre d'Etude Régional pour l'Amélioration de l'Adaptation à la Sécheresse (CERAAS), Thies, Senegal (Team Leader)

Network's Specialization: Degree Training Programmes and Collaborative Research on Semi-arid Agriculture

The participating institutions are the Advanced National College of Agriculture (ENSA), Senegal; Université Cheikh Anta Diop, Senegal, Abia State University, Nigeria, Fourah Bay College of the University of Sierra Leone, Université de Cocody, Côte d'Ivoire, Université de Ouagadougou and Burkina Faso.

A total of 12 graduate students, selected and registered in the four member universities of the network will pursue a 14-month Masters degree Program, with research work related to the network's theme. With the exception of Fourah Bay College, University of Sierra Leone, where the Masters Program is conducted entirely through research work, the Program of the other universities will include courses. The 14-month Program will be followed by a one-month consolidation period during which the students will write up a dissertation based on the results of their research projects. It is expected that the University will accept the implementation of this Program. In order to integrate high quality training and research into the existing university Programs, scientists in the network thematic from CERAAS will closely work with the project leaders and visit the universities twice during the period of the project: at the installation of the field experiments and at the time when the results are being analysed.

3. University of South Africa (UNISA), South Africa (Team Leader)

Network's Specialization: Regional Network for Quality Assurance in the Field of Accountancy

The participating institutions are the Universities of Zimbabwe, Namibia, Botswana, Lesotho, Malawi and Swaziland.

The activities undertaken are the development of the study material in consultation with the institutions. Participating countries are in the process of developing and implementing the required technological infrastructure and assisting in the establishment of the infrastructure where necessary. The conversion of the study material into electronic format suitable for distribution on CD-ROM and

via the Internet and the optimizing of the teaching possibilities that these media present are well under way.

4. University of Ibadan (Team Leader)

Network's Specialization: Masters Degree in Humanitarian and Refugee Studies

The participating institutions are the University of Sierra-Leone, University of Liberia, Université Nationale du Rwanda, Université Eduardo Mondlane, University of Khartoum, Université de Conakry, Université du Burundi, University of Ghana.

The first group of students admitted for the MHRS Program in 2001/2002 academic year completed their 2-semester course work in December 2002 and are doing their internship with a number of national, international and non-governmental organizations and community work places. These students are due to complete their Master's Program by the end of June 2003.

Forty-two students have applied for admission for the 2002/2003 academic year. Out of this number 30 (including 9 refugees) students will be finally registered in the Program. An important point noted was that 12 out of the 42 candidates are women and also most candidates who are refugees are from war-torn societies. Installation for Local Area Network (LAN) as well as Website connectivity, Email and Internet access infrastructure have been completed. A seminar/conference room with all facilities has also been set up at the Centre.

The Centre has established a bi-annual and in-house journal of its own known as "African Journal of Peace and Conflict Studies".

A Scientific Committee is being set up for the Program and steps have already been taken to establish contacts with scholars/resource persons from some of the Network partner institutions to constitute the committee. Prof. C.E.K. Kumado, Director of the Legon Centre for International Affairs (LECIA), Ghana and Dr. Urusaro Alice Karekezi, Director of the Centre for Conflict Management, Rwanda, have agreed to be on the committee. The Director of CEPACS is making efforts to look for additional scholars from the partner institutions.

Activities planned for the Program have not been undertaken because of the

nationwide strike embarked upon by the Academic Staff Union of Universities (ASUU) since December 2002 and this has affected registration for the 2002/2003 academic year. Also funds cannot be retrieved from the Grants office.

5. University of Pretoria, South Africa (Team Leader)

Network's Specialization: Masters Degree Programme in Human Rights Law in Africa

The participating institutions are the Universities of Namibia, Botswana, Zimbabwe, Zambia, Tanzania and Mauritius.

Activities undertaken during the period included the advertisement of the course, selection of students as well as logistical arrangements and presentation of the Program and these are elaborated as follows:

- A poster advertising the course was printed and widely distributed in Africa. Over 200 applications were received. Thirty students were selected for the course, all of whom successfully completed the course and graduated on 10th December 2002.
- A number of additional or ad-hoc bursaries were awarded for some students to do 3 to 6-month internships at various institutions in 2002 and 2003. Currently, there are 28 students (14 men and 14 women) from 13 African countries on the Program.

6. Université de Ouagadougou (Team Leader)

Network's Specialization: Graduate Programme in Micro-Biology Training and Research

The participating institutions are the Université Nationale du Bénin; Université de Lomé, Togo; Université de Cocody, Côte d'Ivoire; Université de Conakry, Guinée; Université du Mali; Université de Niamey and Université du Niger.

Activities undertaken include the following:

- Definition of pre-doctoral (DEA) course content and distribution of courses between partners, each according to his or her field of specialization
- Definition of selection criteria for candidates

- Purchase of laboratory equipment
- Equipment for local Chapters
- Formulation and adoption of statutes and bye-laws for the operation of the network
- Establishment of Permanent Secretariat
- Bringing together students of Networks headquarters for two and a half months to attend lectures
- Transfer of students to associate laboratories to conduct research
- Writing of pre-doctoral theses
- Hosting of a seminar followed by defense of theses
- Upgrading of results obtained by publishing them for the consumption of the public.

Students faced major difficulties due to financial constraints. In effect, conscious of the desire of placing students in good work conditions, they were accommodated in a hotel in Ouagadougou. The initial monthly accommodation costs of 5,000.00 C.F.A. francs per student was multiplied by a factor of 30. That caused a major imbalance in the project's budget, leading to budgetary constraints that culminated in a deficit. An additional budget will be required to cover the cost of all activities.

This Program is relevant for the promotion of higher education in Africa. It involves the wide participation of African higher education institutions and research centers (41 institutions) in terms of cooperation in Graduate Training and Research.

The Network leaders are requesting that the project be continued. Availability of funds is critical at the moment for the Networks to maintain the momentum that has been created. It would be unfortunate if some of the Networks cannot be continued due to the lack of the funds as much has been achieved during the pilot phase.

2. Developing Quality Assurance Systems in African Universities

Background

The Project, “Developing Quality Assurance Systems in African Universities “, is expected to enhance self-evaluation processes for the improvement and assurance of the quality of teaching/learning and research, management and administrative functions, institutional policies and strategic plans. It is monitored and evaluated by the AAU. The project started in December 1999 and is funded by the Ford Foundation (FF) with a budget amounting \$150,000.

During the reporting period, a database of 76 member institutions has been developed. Reminder letters have been sent to selected member universities to enquire from them whether their universities are still interested in participating in the Program. They all confirmed their interest participating in the Project.

The self-evaluation has been undertaken in eight universities, out of which five have submitted their report. Among the three universities on the waiting list, one has accepted to continue the self-evaluation process. Université de Yaoundé I, Cameroon, was selected to represent Central Africa universities planned to be evaluated.

The validation of the self-evaluation has been undertaken in four universities, of which Assiut University, Egypt, is one. The report of the evaluators for Assiut University has been received and sent to the university for endorsement. Assiut university has accepted the report and agreed that the report be made public by circulating to AAU members.

With the aim of assisting local efforts in setting-up self-evaluation processes, preparation is being made to undertake visits by AAU to three member universities involved in the Quality Assurance Program to assist local efforts in setting up self-evaluation processes. Among them, Université Mohammed V-Souissi, Morocco, and Vista University, South Africa, have been visited.

The status of the institutions that have been involved in Phase I of the Project is as follows:

- Université Mohammed V- Souissi, Morocco: Selected, evaluated, validated, visited by AAU;



Study Program Research Presentation, Mauritius



DATAD Launch, Accra



SUMA IX, Ouagadougou



IFP Meeting, Sussex



COREVIP 2003, Mauritius



Special Board Meeting, Mauritius



WGHE Meeting, Accra



Quality Assurance Meeting, Morocco

- Assiut University, Egypt: Selected, evaluated, validated, Report distribution ongoing;
- Université d'Abobo-Adjame, Côte d'Ivoire: Selected, evaluated;
- University of Cape Coast, Ghana: Selected;
- Usmanu Danfodiyo University, Nigeria: Waiting list, no response;
- Al Neelain University, Sudan: Selected;
- The Open University of Tanzania, Tanzania: Selected;
- Jomo Kenyatta University of Agriculture and Technology, Kenya: Waiting list;
- University of the Witwatersand, South Africa: Selected, evaluated;
- The Copperbelt University, Zambia: Selected, evaluated, validated;
- Vista University, South Africa: Waiting list, visited by AAU, accepted to continue;
- Université de Yaoundé I: Selected.

A proposal is being prepared for renewal of funding and will be submitted to the Ford Foundation. A progress report has been compiled and submitted in October 2002 to the Ford Foundation.

With regard to the follow-up actions and other activities to be undertaken for the second year of the project, the AAU organized an orientation/evaluation workshop which was held on 4th - 5th June 2003 at the Université Mohammed V-Souissi in Morocco to ascertain the follow-up actions and propose a sustainable Program on Quality Assurance mechanisms in African Universities. The main purpose of the workshop was the orientation and review of the state of quality management in higher education institutions in order to suggest a sustainable Program and specifically to sensitize the participants to quality assurance management in African Universities.

Among others, the participants at the workshop recommend that:

- training in quality assurance be institutionalized in African HEIs.,
- a network of quality assurance specialists in African universities be set up;
- quality assurance units, fully supported by university management, be set up in every institution;
- self-evaluation become a continuous process in tertiary institutions in Africa;

- quality assurance be an integral part of the teaching/learning process in all the sectors of education;
- institutions create specific budget lines that deal with the issues of quality assurance;
- to meet additional budgetary needs, institutions source funding from development partners;
- inter- and intra-African cooperation be reinforced so that visiting faculty serve as external examiners;
- when funds permit, the AAU organize more training workshops and produce more material related to quality assurance;
- the AAU distribute the Quality Evaluation Guide it has produced to member universities as this is bound to have a positive impact on the search for quality higher education in Africa.

Major constraints are loss of Program time due to lack of responses from institutions and delays in receiving the evaluators' report.

As has been indicated in the AAU partial report dated 4th October 2002, the project did not proceed well as expected at the beginning, largely as a result of the lack of enthusiasm on the part of the universities and also due to the departure of the former Coordinator. Consequently, the AAU is seriously reviewing the strategies and action plans employed during the first phase and the new Coordinator has already begun doing so. The project is running well and positive results are being realized.

C. Improving Management and Access to African Scholarly Work

Database of African Theses and Dissertations (DATAD)

Background

With support from the Ford and the Rockefeller Foundations, implementation of the DATAD project started in February 2000. Through the DATAD project, AAU aims at working with member institutions to build up a database of theses and dissertations completed in African Universities and to develop a conducive environment for the dissemination of scholarly outputs and networking of

researchers in Africa. Planned to be a three-year pilot project, DATAD is expected to build the foundation for a pan-African research resource database. In two years, the project has established a collective vision, mission and acceptability beyond the participating institutions. Besides this, technical and human resource capability necessary for maintaining the database and sustaining the initiative has been built. On 30th April 2003, DATAD launched the online database <http://www.aau.org/database> and the DATAD homepage <http://www.aau.org/datad/> with eight out of the eleven institutions in the pilot having contributed a total of more than 8,000 records for the launching of database.

Accomplishments

DATAD Workshop and Advisory Committee Meeting: The pilot concluding workshop, hosted by the University of Ghana, was held in Accra in April 2003. The occasion provided opportunity to draw up lessons and experiences from the pilot phase and chart out strategies for the next phase. This was climaxed by the launch of the DATAD online database. Two days were dedicated for IT training to IT support staff from participating institutions. The DATAD Advisory Committee held its third meeting after the workshop. The Committee members were invited to attend the workshop and the DATAD Database Launching. The workshop report is available at <http://www.aau.org/datad/reports>.

DATAD Methodology Manual: This document specifies the minimum requirements for ICT infrastructure, hardware, software and administrative support. It has appendices for DATAD Record Templates, data entry and subject indexing guide. The guide can be accessed at <http://www.aau.org/datad/reportshttp://www.aau.org/datad>.

Copyright and IPR Guide: A copyright and intellectual property rights proposal was to be prepared during the pilot phase. Due to limited funding, this activity has not been implemented. During the pilot phase, institutions were urged to develop a general copyright statement to be included with each record indexed in DATAD. However, in the long term, the plan is to increase awareness of the pertinent issues among members and develop a general copyright and intellectual property rights guide as pertains to theses and dissertations that will guide local policy formulation and implementation. This is a priority activity in the next phase.

Dissemination and Marketing for DATAD Output: The launching of the database has increased awareness among the local and the international community and publicity activities have a specific product to point to. Brochures, flyers and listserv postings, and the DATAD website are the main avenues.

Draft Proposal for DATAD Phase II: Building on the experiences and lessons of the pilot phase, DATAD Phase II will seek to accomplish the general objectives of DATAD. A funding proposal for a transitional period of 18 months was prepared. During the transition, a well-articulated business plan that would identify an appropriate expansion model and institutional arrangements that would enhance DATAD's prospects for sustainability will be drawn up. This has been submitted to funding agencies for their consideration.

D. Programs of the Working Group on Higher Education

Background

The Working Group on Higher Education (WGHE) aims to improve understanding of the current challenges of higher education in Africa and identify effective responses; foster consensus among African governments and development agencies regarding priorities for funding higher education; promote innovative responses through collaborative pilot Programs; and encourage regional capacities for sharing lessons learned and promising approaches to common problems in higher education in Africa. Hence the main target beneficiaries of the WGHE are African higher education institutions, African higher education policy-makers and development partners interested in funding higher education in Africa.

The Association for the Development of Education in Africa (ADEA) is the main funding agency for the WGHE while the World Bank is its principal collaborating institution.

Accomplishments

In many respects, the period under review was an eventful year for the WGHE, as the Group "graduated" to Africa, with the transfer of coordination responsibilities to the AAU Secretariat and a new Coordinator, Ms Alice Sena Lamptey and Program Assistant Ms Georgia de Silva were both appointed to work half of their time for the WGHE and the remaining half for the AAU.

During the period, the AAU successfully hosted two meetings of the WGHE Steering Committee in Accra in June and September. Both meetings were well attended and participation and contributions most encouraging particularly from

those attending for the first time in the Group.

In September 2002, the Steering Committee held an extraordinary meeting to brainstorm a strategic direction for the WGHE. The event has been described as a watershed for the WGHE.

The Strategic Plan is the outcome of a process of continuous review of the Purpose, Mission, Vision, Goals, Objectives, Strategies and Program Activities of the Group and efforts by the Steering Committee to continue to strengthen the process of consensus building within the Group. The Plan examines global trends in higher education and affirms that tertiary education's role in development and in the construction of knowledge economies and democratic societies is more recognized now than it used to be. It signals that the emergence of new types of tertiary institutions and new forms of competition have forced traditional tertiary systems and institutions within it to re-examine their role. The challenges facing Higher Education in Sub-Saharan Africa were analyzed and opportunities listed.

The review also identified the strengths, weaknesses, past Work Programs and their impact on higher education policy and development in Africa. WGHE's structure, organization and financing mechanisms and procedures were also reviewed in order to determine the best way forward.

The Strategy that the WGHE has proposed for the next three years comprises three streams of activities: analysis, advocacy, and capacity building on commonly identified key issues. Specifically, activities will focus on:

- Analyzing the differentiation within the tertiary education systems in Africa, the role and relationships of non-university institutions, higher education financing and cost-sharing, equity and gender;
- Advocacy for attention to HIV/AIDS; higher education diversification; financing and cost-sharing and higher education institutional innovations;
- Capacity building in the field of HIV/AIDS; strategic planning; financing, cost-sharing and higher education diversification.

The specific activities approved and carried out between 2002 and 2003 were the following:

- a) *Differentiation and Articulation of the Tertiary Education Systems in Africa*

Notwithstanding the difficulties of the study titled Regional Survey of

Innovations in Higher Education, experienced in 2001, the research team remained very committed to completing the assignment and agreed to share the preliminary findings of the survey in a parallel session at the 2003 COREVIP held in March in Mauritius. A draft synthesis report has since been completed by one of the researchers, Njuguna Ng'ethe, and is being reviewed by the rest of the team.

The Innovations Survey sought to document higher education innovations underway in Africa and identify significant innovations at three distinct levels of systems, institutions and faculties and in six areas deemed critical to the transformation of higher education in Africa, namely, responsiveness to societal needs; strategic planning; financing; governance; curricular reform; and human resource development.

b) *The Networks Program for Regional Cooperation in Graduate Training*

At the time of reporting, the Networks Program has succeeded in establishing collaborative regional networks for graduate training and research among the following institutions:

- University of Pretoria - Human rights
- University of South Africa (UNISA) - Accountancy
- Centre d'Etude Regional pour l'Amelioration de l'Adaptation a la Secheresse (CERAAS in Thies, Senegal) - Degree Training Programs and collaborative Research on Semi-Arid Agriculture
- University of Ouagadougou - Environmental Biotechnology
- University of Ibadan - Refugee and Humanitarian Studies
- University Science, Humanities and Engineering Partnerships in Africa (USHEPiA in University of Cape Town).

This project which officially ended in June 2003 has developed a proposal for Phase IV and WGHE is assisting in identifying funding. The Phase IV proposal, which aims to consolidate and to expand the achievements gained, has a sustainability strategy that aligns the Networks Program with the Strategic Plan (VSP).

c) *Strengthening the Role of University Councils and Governing Bodies*

This particular pilot activity is meant to fulfill the WGHE's broad objective of promoting innovative responses through collaborative pilot projects as well as encouraging regional capacities for sharing lessons learned and

promising approaches to common problems. The activity has its origin in 1999 when a training manual for council members from universities and technikons in South Africa was identified and reviewed for its relevance to Anglophone university councils elsewhere in Africa.

The two institutions funded (University of Nigeria, Nsukka, and University of Swaziland) to prepare training manuals and to train their council members are making good progress. WGHE is hoping to continue to encourage other tertiary institutions to seek independent support to develop training manuals and to conduct training in order to strengthen the role of their university councils and governing bodies.

d) *ICT Strategic Plans Development for Universities*

The rapid emergence of information and communication technology development in Africa has generally not been given full consideration in the strategic planning process in African universities, a subject which has been a primary focus of WGHE activities for several years. In the last couple of years, therefore, WGHE has encouraged the development and integration of ICT strategic plans within the university strategic planning processes and has funded pilot initiatives with this objective in mind. The two institutions funded (University of Namibia and the National University of Science and Technology, Bulawayo, Zimbabwe) have made considerable progress in developing the plan and to ensure that the ICT strategic plans are integrated into the overall University Plan.

e) *HIV/AIDS Awareness, Prevention, and Development of Institutional Policies*

Considering the gravity of the HIV/AIDS situation on the African continent and its implications for tertiary education systems, WGHE proposes for the next three years to continue analysis and documentation; advocacy and capacity-building efforts to support African Universities to address the challenges and threats posed by HIV/AIDS to their systems, institutions and individuals within the HE systems. WGHE is therefore funding the development of a set of four institutional HIV/AIDS policies with recommendations to the institution's council, board and management concerning institutional responses to the threat of HIV/AIDS. The institutions are:

- Mombassa Polytechnic in Kenya
- University of Botswana
- Highridge Teachers Training College in Kenya

- Nkumba University in Uganda.

WGHE in 2003 announced a call for proposals from Francophone tertiary institutions for a grant of up to \$10,000 each to develop HIV/AIDS institutional policies. It also made provision for a grant of \$25,000 to support AAU training activities using the HIV/AIDS toolkit.

In 2003, WGHE plans to commission a follow up survey to document the response of African Universities to the threat posed by HIV/AIDS.

The strategies selected and implemented in 2002 have succeeded in moving the Group beyond the traditional role of analysis and advocacy to small-scale interventions and selected capacity building through the funding it provided for the institutional activities cited above.

The WGHE believes that these strategies achieved a measurable degree of impact. What remains now is to follow up these activities to ensure that those institutions that received WGHE funding share their experiences and outputs with the wider African higher education community and other stakeholders. This direction in strategy will also confirm the Group's broadened definition of advocacy to include meetings, publications and website postings.

WGHE coordination costs are disbursed through the AAU in accordance with the MOU and Contribution Agreement while its Program budget is administered by ADEA through IIEP based in Paris. There is urgent need to transfer the WGHE Program budget to AAU to avoid the current delays experienced and difficulties of keeping abreast of the status of the WGHE accounts. Such transfer should be supported by orientation and training to AAU finance staff in ADEA/IIEP accounting systems and procedures.

II. NON-THEMATIC ACTIVITIES

A. Membership Services

1. Staff Exchange

Background

The AAU Staff Exchange Program was designed to foster inter-university cooperation through the exchange of staff between African universities. The academic staff who participate in the Program undertake a range of assignments such as serving as external examiners, participating in seminars, workshops and conferences, undertaking collaborative research.

For the 2002/2003 academic year, this Program was supported by the German Academic Exchange Service (DAAD). With regard to the budget, the DAAD pledged to pay 15,000 Euros directly to the fellows while AAU supported some missions with a sum close to US\$ 6,000.

Accomplishments

As planned, the main activities are announcement of the fellowships to the member universities, selection of fellows, participation of fellows in the Program, submission of reports by fellows, and coordination, monitoring and evaluation of the Program.

A call for nomination of participants in the AAU/DAAD Staff Exchange Program for the 2002/2003 Academic Year was sent to all member universities (South of the Sahara) in July 2002 with 30th November 2002 as the deadline for the submission of nominations. Nineteen nominations were received, five were recommended and three were approved by DAAD for the fellowship. AAU will fund three more fellows.

An in-house meeting of AAU professional staff was held in December 2002 to award the fellowships for the 2002/2003 academic year. In all, six fellowships were awarded (three from DAAD and three from the AAU).

Three missions have been undertaken during the period of this report. The remaining three will be undertaken by the end of September 2003.

2. International Fellowships Program

Background

The International Fellowships Program (IFP) of the Ford Foundation represents the largest single Program ever supported by the Ford Foundation. Through the IFP, Ford will invest \$280 million over a period of ten years to provide support for up to three years of formal post-baccalaureate study for Fellows from countries in Africa, as well as the Middle East, Asia, Latin America, and Russia, where the Foundation maintains active overseas Programs. The IFP will support approximately 350 new Fellows per year, amounting to 3,500 Fellows within the period.

IFP's goal is to enable exceptional individuals from many parts of the world to pursue post-graduate degree Programs and become leaders in fields that further the Foundation's goals of strengthening democratic values, reducing poverty and injustice, promoting international cooperation, and advancing human achievement. The AAU administers IFP in West Africa.

Accomplishments

Drawing from the experience of the first two rounds of selection, AAU identified some key issues and, in discussions with the IFP Secretariat, New York, and Ford Foundation, Lagos, devised strategies to address the challenges.

Thus the main objectives of this period were:

- To undertake a major review of the structure and process used during the pilot phase in conjunction with the Ford Field Office, Lagos, and formalize arrangements with existing local implementing partners or to select new partners as the case may be to ensure a successful implementation of the Program;
- To work with various resource persons to identify the needs of the 28 Fellows-Elect (3rd group) as regards admission and requisite skills for academic excellence and liaise with the Placement partners (British Council, NUFFIC, IIE and others) to place Fellows-Elect in appropriate institutions;
- To commence preparation for the 4th round of selections in West Africa.

Post-selection

Following the successful placement of the second group of 28 Fellows-Elect

(FEs), a pre-departure meeting was organized prior to the commencement of their studies. Unlike the joint Orientation Program organized for the first 28 Fellows from West Africa, meetings were held in each country and resource persons drawn from the specific country to reduce cost. Each of these meetings maintained the initial theme: Leadership in a Globalizing World: Challenges and Opportunities.

As a follow up to the endorsement of the 3rd group of FEs by IFP New York in July 2002, a series of meetings were held with FEs in the three countries to identify their needs as regards requisite skills for academic excellence. Among the needs identified were that for computer literacy, standardized tests (GRE, TOEFL, etc.) and Research Methodology, among others.

A number of meetings were organized for Fes, including a joint pre-departure and cohort building meeting for the third group in August 2002, where issues such as NEPAD, Networking and the concept of Social Injustice and Advocacy were discussed. A new network was initiated for this set of West African Fellows.

Between October 2002 and April 2003, the selection process for a fourth group of Fellows was carried out resulting in the interviewing of 90 applicants in the sub-region in June 2003.

After a series of discussions, the AAU formalized the working relationship with Pathfinder International, Nigeria, by signing a memorandum of understanding in September 2002. In a similar vein, an MOU was signed with the Association of Women in Research and Development (AAWORD) in Senegal. The objective of the restructuring was to improve the effectiveness of the selection process as well as the management of the support services to Fellows.

Program Management

Most Fellows from the first and second group obtained admission and were assisted to acquire visas. With the exception of one Fellow who had problems acquiring a Belgian visa, all Fellows from Ghana have started the academic Programs in their selected schools. The case of this last Fellow has been discussed with NY and attempts are being made for placement elsewhere. In Senegal, five Fellows who had been placed were yet to take up their awards and start their Programs. The problematic case has been in Nigeria where a blind Fellow from the second selection has still not been placed. A couple of

other Fellows in Nigeria have also not been placed. These cases have been discussed with IFP NY and the Ford Foundation Representative in Lagos. The IFP Officer in South Africa is trying to help place them in South African Institutions.

B. Advocacy and Information Dissemination

1. African University Day

The African University Day on 12th November 2002, which coincided with the 35th Anniversary of the AAU, was celebrated under the theme “African Universities’ Response to Current Emerging Issues in Africa”. Posters and announcements were sent to all member universities asking them to celebrate the day in their own way. In Ghana, the day was jointly celebrated by the AAU and the Committee of Vice Chancellors and Principals (CVCP) and was hosted by the University of Education, Winneba

Member institutions were invited to celebrate the Day by organising suitable activities in the form of seminars, workshops and conferences on topics related to the theme of the Day, or an exhibition on the achievements of the institution.

Reports on how the Day was celebrated were received from the Universities of Sierra Leone, Swaziland, Dar-es-Salaam, Lagos and Assiut University.

2. Publication and Dissemination

Major publications produced during the period under review included the following:

1. Association of African Universities, International Association of Universities. *Guide to Higher Education in Africa*. 2nd Edition. Great Britain: Palgrave Publishers Ltd., 2002.
2. Association of African Universities. *Revised AAU Constitution and Bye-Laws*. Accra: Association of African Universities, 2002.
3. Association of African Universities. *Report of the 10th AAU General Conference*. Association of African Universities, 2002.
5. Ekong, Ekong E. *Management Styles in Nigerian Universities under Military Rule and the Challenges of Democracy: How Democratic*

can University Management Be? Research Paper No. 11. Accra: Association of African Universities, 2002.

6. Ruth, Damian. *Perceptions Concerning Academic Workload among South African Academics*. Research Paper No. 12. Accra: Association of African Universities, 2002.

Other materials disseminated by the Association included:

1. Three issues of the Newsletter.
2. Summary Proceedings of COREVIP 2003
2. Press Releases.

The AAU Website was upgraded and a searchable database on African theses and dissertations included.

III. ADMINISTRATIVE AFFAIRS

A. Executive Board Meetings

Two meetings of the Board were held during the period under review.

1. The 58th meeting was hosted by the Vice Chancellor of the University of Buea, at Yaoundé, Cameroon from 2nd - 5th July 2002. The biennial Monitoring and Evaluation Workshop formed part of the meeting.
2. An Extraordinary Meeting was held on 16th March 2003 for the Board to prepare its report to the COREVIP.

B. AAU's Relationship with Sister Organizations

1. The Executive Council of UNESCO renewed the status of AAU as an NGO with consultative relations with UNESCO for 6 years.
2. On the recommendation of the African Union, the Secretary General of the AAU was appointed member of the Executive Board of The Afro-Arab Cultural Institute (AACI). The Institute was created in April 2002 with funding from the African Union and the League of Arab States with its headquarters in Bamako (Mali).

3. Prof. Akilagpa Sawyerr has been nominated to serve on the Board of the African Institute for Economic Development and Planning (IDEP), an agency of the United Nations/ECA with its headquarters in Dakar.

C. Leadership Change and Restructuring

Leadership Change

Following the resignation of Prof. François Rajaoson from the position of Secretary-General of the Association, Prof Akilagpa Sawyerr was appointed Secretary-General (ad interim) to take over the running of the Secretariat from 14th April 2003, with special responsibility for restructuring the Secretariat and helping to revitalize the Association.

Strategic Plan

Following the decision of COREVIP 2003 to allow time for comments, the Secretariat undertook an internal review of the Strategic Plan. The Plan is being reorganized to bring it up to date and to raise its quality, whilst staying faithful to the substance of the draft approved at the COREVIP 2003.

D. COREVIP 2003

COREVIP 2003 was held, as planned, in Grand Baie, Mauritius, from March 17 - 21, 2003. The Keynote Speech on the Role of African Higher Education Institutions in the building of the African Union was delivered by Prof. Amara Essy, Interim Chairman of the African Union Commission.

E. Staff Affairs

Appointments

<i>Name:</i>	Mr. Samuel Dankyi
<i>Position:</i>	Head of Finance
<i>Date of Appointment:</i>	19th May 2003
<i>Nationality:</i>	Ghanaian.
<i>Work Experience:</i>	Worked with the UNHCR, UNDP and the Catholic Relief Services

Prof. K. Addae-Mensah, immediate-past Vice-Chancellor of the University of Ghana, has been appointed Consultant/Coordinator of the Study Program, to fill the gap left by the movement of the Coordinator to the position of Secretary-General. The appointment is for three months in the first instance.

IV. FINANCIAL PERFORMANCE (July 2001-June 2002)

1. General

This report accounts for the matching of income with expenditure for the year ended 30th June 2003.

Income

Income realised by the end of June 2003 was US\$1,915,955 being 75% of expected income of US\$2,579,000.

Expenditure

Planned expenditure was US\$2,606,000, as against actual expenditure of US\$2,043,399.

The three categories of expenditure are: Administration, Information and Communication, Research/Programmes and Cooperation.

Administration (US\$526,623)

Actual expenditure up to June was US\$526,623 being 89% of the budgeted expenditure of \$594,000. Out of this amount US\$329,759 (62%) was for staff salaries, allowances and benefits while US\$49,485 (9%) was for transportation and subsistence. Sundry expenses made up of staff welfare, professional charges, electricity and water, advertising and publicity, subscriptions and other office expenses make up US\$63,670 (12%). The rest 17% was postage and communication, vehicle maintenance and running expenses, publications and other expenses.

Information and Communication (US\$134,988)

Actual expenditure of US\$ 134,988 exceeded planned expenditure of US\$118,000

by 13%. Out of the expenditure of US\$134,988, payment of staff salaries and benefits amounted to \$US111,295, representing 82% of total expenditure under this category. The rest was spent on printing of AAU Newsletter and official publications, and postage of publications.

Research/Programs and Cooperation/ADEA(WGHE) (US\$1,203,745)

A total amount of US\$1,870,000 was planned for this category, out of which US\$1,203,745 representing 64% was expended. Out of the total amount, US\$65,108 was spent on staff salaries, allowances and benefits, representing 5% of total expenditure. The project cost of US\$1,138,637 represents 95% of the total amount expended.

2. Others

The key activity under this category was COREVIP. An amount of US\$176,072 (99%) of planned budget of US\$174,045 was expended.

Annex

Executive Board Members, 2002-2003

President

- 1 Prof. George Eshiwani (Vice-Chancellor, Kenyatta University, Kenya)

Vice Presidents

2. Prof. Dorothy L. Njeuma (Vice-Chancellor, University of Buea, Cameroon)
3. Prof. Abdolkabir Saed Al-Fahry (President, Sebha University, Libya)
4. Prof. Lamine Ndiaye (Former Rector, Université Gaston Berger, Senegal)

Members

5. Prof. Matthew Aduol (Vice-Chancellor, Bahr el Ghazal University, Sudan)
6. Prof. Mohammed Amer (Former President, Zagazig University)
7. Prof. S. Ayim (Vice-Chancellor, Kwame Nkrumah University of Science and Technology, Ghana)
8. Prof. T. Jonathan (Deputy Vice-Chancellor, National University of Lesotho)
9. Prof. Peter Katjavivi (Vice-Chancellor, University of Namibia)
10. Prof. M.L. Luhanga (Vice-Chancellor, University of Dar-es-Salaam)
11. Prof. John Melamu (Senior Lecturer, University of Botswana)
12. Prof. Njabulo Ndebele (Vice-Chancellor, University of Cape Town, South Africa)
13. Prof. Ginigeme Mbanefoh (Vice-Chancellor, University of Nigeria)
14. Prof. Moussa Ouattara (Rector, Université Polytechnique de Bobo Dioulasso Burkina Faso)
15. Dr. Emil Rwamasirabo (Vice-Chancellor, University of Rwanda)
16. Prof. Akilagpa Sawyerr (Secretary-General and Secretary to the Board)