

ASSOCIATION OF AFRICAN UNIVERSITIES
CORE PROGRAMME
(2013 – 2017)

“Accelerating Human Development in Africa through Higher Education”

May 2013

INTRODUCTION

The Association of African Universities (AAU) is an international, non-governmental organisation founded in Rabat, Morocco in November 1967 with its current headquarters in Accra, Ghana. The Association draws its membership from all five sub-regions of Africa and operates in three official languages, namely English, French and Arabic. Over the years, membership has grown from an initial 34 institutions in 1967 to 300 member institutions from 46 African countries.

Objectives

The main objectives of the Association are to:

- Promote cooperation and exchange of ideas among higher education institutions in Africa;
- Collect, classify and disseminate information on higher education and research, particularly in Africa;
- Facilitate cooperation between its members and the international academic world;
- Study, publicize and advocate the educational and related needs of African higher education institutions; and
- Facilitate the exchange of information and experience among members of the academic community, and promote best practices.

Vision

The vision of the AAU is to be the advocate for higher education in Africa, with the capacity to assist its member organizations in meeting national and continental needs.

Mission

The mission of the AAU is to enhance the quality and relevance of higher education in Africa and strengthen its contribution to African development by:

- Supporting the core functions of higher education institutions (HEIs);
- Facilitating and fostering collaboration with and between African HEIs; and
- Providing a platform for discussions on emerging issues.

Strategic Plan (2011 – 2015)

In 2011, the AAU adopted its second Strategic Plan covering the period 2011 – 2015. This second Plan provides an opportunity to assess the impact and consolidate the achievements of the first Plan, which was approved at the AAU Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP) held in Mauritius in 2003 and covered the period 2003-2010. The first Strategic Plan sought to achieve three main goals, namely: effective support to African Higher Education Institutions (HEIs) in their core functions/mandates (teaching, research and service to their communities); enhanced impact of the African higher education community and its institutions on national, regional and global policy dialogue; and efficient management of the AAU, with sound programme implementation capacity and a secure resource base.

The strategic focus of the second Strategic Plan also seeks to build the capacity of the Secretariat and member institutions to provide quality higher education that meets the development needs of the continent. It is structured around three (3) main goals as follows:

1. Organizational matters specific to the AAU;
2. Capacity to assist and serve member institutions;
3. Capacity to meet broader societal needs;

The second Strategic Plan has seven (7) key results areas (KRAs) that are wound around the 3 goals with a number of activities to be implemented as follows:

Organizational matters specific to the AAU:

- *KRA 1: Strengthening Capacity for Service Delivery at the AAU Secretariat*
 - Improve communication services at the AAU Secretariat
 - Enhance financial management
 - Improve capacity for project planning, design and management
 - Enhance management and administrative systems
 - Increase level of Board involvement in promoting AAU activities
 - Improve physical infrastructure and facilities at the AAU Secretariat
 - Improve financial sustainability of the AAU

- *KRA 2: AAU Membership Size, Quality and Commitment*
 - Increase AAU membership
 - Enhance quality of membership
 - Improve existing members' commitment to AAU activities

Capacity to assist and serve member institutions:

- *KRA 3: Strengthening HEIs' Delivery Capacity in Africa*
 - Improve Quality Assurance (QA) Capacity in African HEIs
 - Increase Recruitment and Retention of Staff in African HEIs
 - Improve ICT capacity, networking and collaboration among HEIs
 - Enhance leadership and management capacity in HEIs.
 - Improve university-industry linkages in Africa
 - Increase Access to African HE through Open and Distance Learning
 - Increase Internationalization of African HE

- *KRA 4: Knowledge Generation, Management and Dissemination*
 - Improve capacity for knowledge production and management
 - Increase accessibility of information on knowledge produced by HEIs
 - Increase ICT Infrastructure for knowledge management
 - Enhance standardized data collection in HEIs
 - Increase relevant studies and publications on HEIs

- *KRA 5: Community and Student Engagement in HEIs*
 - Enhance participation of students in community engagement in HEIs
 - Improve existing community of practices (CoPs)
 - Enhance collaboration between the AAU and student bodies

Capacity to meet broader societal needs:

- *KRA 6: Engagement with African and International Partners in Development for Improved Collaboration*
 - Increase collaboration with international partners in development
 - Increase collaboration with African Sub-Regional HE Associations
 - Enhance strategic relations with Ghana, the host country

- *KRA 7: Supporting HEIs' Response to Local and Regional Challenges*
 - Enhance the capacity to meet Millennium Development Goals (MDGs)
 - Increase promotion of Education for Sustainable Development (ESD) in Africa
 - Increase contribution to Education For All (EFA) targets and emphasizing Teacher Training
 - Increase support for conflict management programmes in HEIs

Core Programmes

The AAU develops and implements four-year Core Programme of Activities to achieve its vision, mission, goals and objectives. These Programmes are approved at General Conferences, which are held once every 4 years. The last five Core Programmes of the Association (1993-1997; 1997-2001; 2001-2005; 2005-2009 and 2009-2013) were approved at the 8th, 9th, 10th 11th, and 12th General Conferences of the AAU, respectively.

Overview of Core Programmes (2009 – 2013)

The AAU has offered the underlisted programmes and services during the past 4 years under the sub-themes of the 2009-2013 Core Programme as follows:

Renewal and Strengthening of African Higher Education Institutions

- Leadership and Management in Higher Education
- Improving ICT/Research & Education Networks
- Quality Assurance and Harmonization of African Higher Education
- Strengthening University-Industry Linkages

African Higher Education Responding to Local and Regional Capacities

- Meeting the Millennium Development Goals (Mobilising Regional Capacity Initiative)
- Achieving Sustainable Development in Africa
- African Universities Responding to HIV and AIDS

Promoting Knowledge Generation, Dissemination and Application

- Improving Access to African Scholarly Work and Expertise (Database of African Theses and Dissertations)
- Academic Mobility
- International Fellowships Programme (IFP)
- University Research Governance in West and Central Africa

NEW CORE PROGRAMME (2013 – 2017)

The new Core Programme (2013-2017) builds on the achievements of the previous one and aims broadly at assisting African universities to respond more effectively to both the rapidly changing national and continental development challenges within which they operate, and to specific needs expressed by the African higher education community.

Background

Africa, a continent with a total of 54 officially recognised independent states, is geographically, culturally, economically, linguistically and politically diverse. It has an estimated 1,050 accredited higher education institutions (HEIs) of which only 28% (300) are members of the AAU. Many of these HEIs are small, in terms of age and size, and almost all are facing several similar challenges (e.g. quality delivery capacity, funding, and infrastructure) that require the intervention of the AAU, national governments and development partners to enable them to fulfil their core functions of teaching and learning, research, and service to the community.

The current revitalisation of higher education in Africa can go different ways depending on several factors. On the one hand, there are the dangers of over-liberalisation and the transformation of education from that of a public good to education as a service (a tradable commodity) under the directives of the World Trade Organisation's General Agreement on Trade in Services (GATS). The hesitation in treating education in the same way as tradable goods and services is an issue worth further examination. The proliferation of private HEIs in Africa with resultant challenges of

shortage of resources, infrastructure, and funds, as well as the over reliance on part-time faculty from the public institutions have implications both for the quality of delivery at the private universities and for effective performance in the public institutions. Students unable to fit into the scheme/programmes of private providers of higher education in their home countries would look elsewhere, including overseas institutions, or pursue an education which might not make them fit into the local development context in Africa. In addition, the absence of a research agenda in HEIs that ally to host countries' development needs, and the specific absence of both basic and applied research in most private HEIs is a great cause for concern.

On the other hand, the contributions of private HEIs to the internationalization of higher education in Africa can be seen in the context of the changing landscape of higher education provision globally. The increasing number of private universities in Africa has helped absorb the spill-over from the pool of fully qualified but unsuccessful applicants to public institutions. These private HEIs, however, offer a limited range of programmes which tend to be more market driven.

In national systems where public universities are already weak and vulnerable, liberalisation of higher education would make it difficult for education to be pursued as a public good and the social and economic dimension of providing education for all and laying solid foundations for sustainable development will face serious threats. In addition, graduates unfit for the world of work due to inadequate career orientation are likely to compound an emerging development challenge – graduate unemployment!

In view of the resurgence of interest in African higher education, it has become imperative to accelerate its recovery and revitalisation across the continent, with emphasis on the provision and utilisation of skills and knowledge with the capacity to innovate and adapt to changing real-world conditions. The AAU, through its programmes, projects, and activities, is committed to playing a catalytic role in this process. In its 46 years of existence as a continental higher education association, the AAU has been able to attract several development partners to support its programmes and interventions, which it delivers in three languages, namely English, French and to a lesser extent Arabic. These interventions have been in key areas of institutional leadership and management skills capacity building; academic staff mobility; ICT development for teaching, learning and research; availing African scholarly works to the wider audience in and outside Africa; graduate fellowships and small grants for post-graduate theses support; strengthening university-industry linkages; and supporting African HEIs to assist their host countries achieve the millennium development goals.

A SWOC analysis of the AAU and its stakeholders reveals the variety and extent of their strengths, weaknesses, opportunities and challenges, as well as their expectations. These expectations include better service to African HEIs; effective and efficient management; financial viability and self-sufficiency; and effective contribution to development. These have provided the basis for developing the second AAU Strategic Plan, from which is derived this Core Programme under the following theme, sub-themes and activities.

Theme of Core Programme (2013 – 2017)

Accelerating Human Development in Africa through Higher Education

Sub-Themes of the Core Programme

The activities planned for the period 2013-2017 will be based on four sub-themes developed around the main theme, the Objectives of the AAU, and the Key Results Areas (KRAs) of the second AAU Strategic Plan. A fifth, ancillary sub-theme, is added to accommodate emerging issues.

The planned activities are as follows:

Sub-Theme 1: Strengthening HEIs' Delivery Capacity in Africa (aligns with AAU Objective: *Study, publicize and advocate the educational and related needs of African higher education institutions*)

- Enhancing Leadership and Management Capacity in African HEIs.
- Improving ICT Infrastructure and Capacity for Knowledge Management
- Improving Quality Assurance in African HEIs
- Promoting the African Centre of Excellence

Sub-Theme 2: Promoting Knowledge Generation and Management (aligns with AAU Objective: *Facilitate the exchange of information and experience among members of the academic community, and promote best practices*)

- Improving Research Governance in African HEIs
- Supporting Policy Relevant Research
- Facilitating Academic Staff Mobility (Twinning African HEIs)
- Promoting Scholarships for Doctoral Studies for Staff Development in African HEIs
- Increasing Access to African Scholarly Work

Sub-Theme 3: Promoting the Socio-Economic Relevance of the African University (aligns with AAU Objective: *Collect, classify and disseminate information on higher education and research, particularly in Africa*)

- Strengthening University-Industry Linkages
- Developing the Employable African Graduate
- Promoting Human Health: Managing HIV and Other Sexually Transmitted Infections in HEIs and their communities in Africa
- Promoting Sustainable Development in Africa
- African Universities as Grounds for Peace and Peace-Building

Sub-Theme 4: Networking, Strategic Alliances, and Funding Issues (aligns with AAU Objective: *Facilitate cooperation between its members and the international academic world*)

- Collaboration among African HEIs and between AAU and African Sub-Regional HE Associations
- Diaspora and Alumni Relations

Sub-Theme 5: Special Issues and Emerging Opportunities

This sub-theme will accommodate new initiatives that may not be subsumed under the four sub-themes above

On-going Programmes and Projects

The AAU's multi-faceted Capacity Building for the Revitalisation of Higher Education in Africa (CADRE) Project, supported financially by the African Capacity Development Foundation (ACBF),

is one of the programmes that is being rolled over under this new Core Programme. Other projects and activities that have been run under the 2009-2013 Core Programme include: Improving Research Governance and Management in Central and West Africa funded by the International Development and Research Centre (IDRC) of Canada; Strengthening Higher Education Stakeholders Relations in Africa (SHESRA) with reference to university-industry linkages funded by the Canadian Agency for International Development (CIDA); International Fellowships Programme funded by the Ford Foundation; Research and Education Networking funded by the Carnegie Corporation of New York, IDRC, ACBF and Ford Foundation; African Universities Responding to HIV/AIDS funded by the Swedish International Development Agency (Sida); and the Mobilising Regional Capacity Initiative (MRCI) funded by the British Department for International Development (DFID) to support African HEIs assist their host countries achieve the Millennium Development Goals (MGDs) through applied and policy-oriented research.

The funding life-span of many of these programmes has either ended or will end by December 2013. This new Core Programme therefore seeks to solicit funding and institutional support from development partners to enable the earmarked activities of the Core Programme to be wholly funded. An elaboration of the various activities to be undertaken under each sub-theme is presented below.

Sub-Theme 1: Strengthening HEIs' Delivery Capacity in Africa

- Enhancing Leadership and Management Capacity in African HEIs.
- Improving ICT Infrastructure and Capacity for Knowledge Management
- Improving Quality Assurance in African HEIs
- Promoting the African Centre of Excellence

The first three sub-titles are activities that were being implemented under the previous Core Programme, and are being pursued because of their relevance to higher education in Africa.

Enhancing Leadership and Management Capacity in African HEIs

This Programme comprises three separate components, namely, Leadership Development (LEDEV); Management Development (MADEV); and Experiential Learning for HEI Leaders and Managers.

The AAU LEDEV and MADEV components are flagship capacity building programmes of the AAU for leaders and managers of African higher education. Over the past four years, funding for this programme has come mainly from the African Capacity Building Foundation (ACBF) under Phase I of the AAU Capacity Building for the Revitalisation of Higher Education in Africa (CADRE) spanning 2007- 2011. Under Phase I, activities focused on leadership and management development through a series of experiential learning workshops series.

A mid-term external review of CADRE strongly recommended that the AAU continues organising both LEDEV and MADEV on a regular basis as the two workshop series are very relevant, useful, and popular. With the interest of donors on the essence of good governance and effective leadership in HEIs as key ingredients for the revitalisation of higher education in Africa, the AAU is committed to continuing the capacity building training for higher education leaders through the LEDEV and MADEV series. So far, financial commitments have been received from ACBF for part-funding and proposals to the Carnegie Corporation to fund an African Senior Academic Leadership Development Initiative (SALDI), as well as to the Higher Education for Development

(HED), an American public institution to fund the Sub-Saharan Africa Higher Education Leadership Development (SAHEL) project are awaiting responses.

Leadership Development (LEDEV) Workshop Series

Effective leadership is synonymous with change. “Without leadership, there is no commitment to change, and little chance of shifting institutional culture, of creating a sense of urgency, or of mobilizing key stakeholders” (Association of Commonwealth Universities, 2002). The role of the Vice-Chancellor and other institutional leaders is to provide strategic direction and leadership to the University, secure and continue the growth of the University's financial base, and ensure a coherent vision across all the constituent parts of the University.

Ability to envision and nurture buy-in; think strategically in the context of a diverse intellectual environment; sustain achievement, attract and retain faculty of exceptional talent are part of the critical ingredients of an effective and successful institutional leader. Today’s Vice Chancellors/Rectors have to cope with African-specific issues such as poor governance and political instability; managing more with less in the face of shrinking budgets; replacing aging senior faculty; and the constant demand for their institutions to provide solutions that address societal needs. They have also to deal with mammoth global challenges such as the impact of the ICT revolution; a deregulated and diversified higher education system; the Arusha Declaration and the Bologna process and their impact on the ongoing complex LMD (Licentiate, Master and Doctoral) reform in Francophone African countries; and international economic downturn and financial melt-downs to name but a few.

Coping with these diverse challenges and being able to transform African universities and other tertiary institutions into truly strong and reputable institutions calls for an institutional leadership that is innovative and well equipped with the critical leadership skills. These are issues being addressed through the LEDEV workshops series, an offshoot of the former Senior Management Workshop Series (code-named SUMA), which ran from 1993 to 2003.

Under the AAU-CADRE I project, LEDEV workshops were held once a year in each of the 4 regions of sub-Saharan Africa. The four workshops attracted over 130 participants and were held as follows: Windhoek, Namibia (2007); Kigali, Rwanda (2008); Dakar, Senegal (2009) and Mombasa, Kenya (2010). These workshops were facilitated by resource persons sourced from within and outside Africa with experience in both the andragogical and pedagogical techniques¹. The 4 cohorts of participants included newly appointed Rectors, Vice Chancellors, Pro and Deputy Vice Chancellors, members of Governing Councils and senior academics.

Given the current AAU membership of 300 active HEIs and an expected admission of 30 new members per annum, a turnover of between 10 and 15 per cent of top-level institutional leadership is expected every year. This represents a large number of eligible participants who are yet to benefit from the AAU’s leadership skills training. In effect, the following are the planned activities and expected outcomes over the next four years to widen the coverage of the programme.

<u>Planned Activities</u>	<u>Expected Outcomes</u>
1. Organise two rotational bilingual training workshops for HEI leaders in	▪ Increased awareness of leadership issues and the sharing of experiences among senior

¹ *Andragogy* refers to teaching strategies focused on and developed for adult learners. *Pedagogy* refers broadly to the art, science, and function of teaching and instructional methods.

Africa	university executives, thereby enhancing their innovative leadership capacity
2. Organise five intra-university leadership training workshops for faculty within same universities	<ul style="list-style-type: none"> ▪ Improved networking among university leaders across the continent
3. Commission and develop an AAU Toolkit on good practices for institutional leadership	<ul style="list-style-type: none"> ▪ Inspiring, responsive, effective and innovative leadership in African higher education institutions ▪ Better strategic planning and direction-setting by leaders of higher education institutions.

Management Development (MADEV) Workshop Series

Management Development is part of the AAU Higher Education Leadership and Management Programme that came into effect after a review of the Senior University Managers (SUMA) programme. The MADEV series caters for management training – developing managerial skills and improving systems, processes and procedures to enhance quality of service delivery by middle managers (Provosts, Deans of Colleges, Schools and Faculties, Heads of Departments and their Deputies, etc.) in African higher education institutions.

Effective leadership goes hand in hand with efficient and effective institutional management. It is therefore imperative to expose the Provosts, Deans, Directors, Finance Officers, Registrars and Heads of Department to management training; these individuals play a critical support function to the Vice Chancellor/Rector and should be continually equipped with the most modern management skills and tools. This continues to be the focus of the MADEV series which has so far run three successful training workshops in three ACBF operational regions (East, West and Southern Africa) with funds from the ACBF.

In each instance, the training was subcontracted to a specialized African management-training provider, namely the Ghana Institute of Management and Public Administration (GIMPA), Mzumbe University in Tanzania (formerly the Institute for Development Management – IDM), and the University of Botswana School of Business. In total, 14 training modules on various aspects of HE management in the African context have been developed and were used in all three workshops, which attracted 108 participants. Notably, since their training, two alumni of the MADEV workshop were appointed as Vice Chancellors in public universities in Ghana, one being the first female Vice Chancellor in the country². Another participant was appointed Deputy Vice Chancellor³ immediately after the training.

² Professor Nana Jane Opoku-Agyemang was appointed as first female Vice Chancellor of the University of Cape Coast after attending MADEV I workshop held at GIMPA in March 2008. She has soon moved to become the substantive Minister of Education in Ghana and is currently a member of the AAU Governing Board. Professor William Elis was appointed Vice Chancellor of Kwame Nkrumah University of Science and Technology, Kumasi, Ghana after attending MADEV II workshop held at Mzumbe University in Tanzania.

³ Prof. Joseph Kisekka was appointed Deputy Vice Chancellor of Uganda Martyrs University in Uganda after attending MADEV II workshop at Mzumbe University, Tanzania in March 2009.

The following are the planned activities and expected outcomes over the next four years.

<u>Planned Activities</u>	<u>Expected Outcomes</u>
1. Organise 2 ten-day MADEV training workshops in every sub-Saharan African region per year for up to 60 participants per workshop on regional rotation	<ul style="list-style-type: none"> ▪ Efficient and effective management capacity and better service delivery in African higher education institutions ▪ Increased collaboration and networking among university middle managers across the continent ▪ Responsive and effective approaches to challenges of institutions of higher education ▪ Good practices in institutional management adopted by higher education institutions.
2. Develop and update the MADEV curriculum and the 14 existing training modules to take account of new and emerging issues in higher education in and outside of Africa	
3. Develop a MADEV toolkit to serve as a resource for post-training development and continuous learning	

Experiential Learning for HEI Leaders and Managers

To augment the knowledge acquired in both the LEDEV and MADEV training workshops, and supplementary training from SALDI and SAHEL, 20 participants will be selected each year to undertake two-week executive attachments at African universities and other HEIs identified for their excellence in leadership and management for hands-on experiential learning and experience sharing.

The following are the planned activities and expected outcomes over the next four years.

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Organise a two-week executive attachment for 20 HEI leaders per year to African institutions reputable for leadership mentoring	Hands-on experience in addressing issues of access and equity; staff and student affairs; resource mobilization; private–public partnerships; innovative teaching techniques; and innovations in curriculum design and development etc in participants’ institutions.
Develop mission reports into case studies, and disseminate at workshops, other media	Knowledge sharing on best practices on higher education management and improvement in the performance of HEIs in Africa

Improving ICT/Research and Education Networks

The rapid developments in computing, computer power, and the way information is digitally processed, organised, transmitted and exchanged across the globe constitutes a major revolution in our contemporary world. While the rest of the world is taking advantage of advances in ICT, Africa is lagging behind the rest of the world in the utilisation of these resources, which if not addressed in time, would exacerbate the digital divide and leave Africa in a disadvantaged position.

The low utilisation of ICT in Africa is attributable, partly to the high cost of bandwidth, inadequate expertise in ICT, and the related costs of soft and hardware. Cost and access constitute major constraints on knowledge networking for African institutions. While the average university in the European Union has almost 800 times more bandwidth than their African counterpart, the average

African university is assumed to be paying about 50 times more for per unit than its counterpart in North America or Europe.

Given the magnitude of the challenge related to access and affordability, the AAU established the Research and Education Network Unit (RENU) in 2006 to act as the ICT clearinghouse for African universities, with the particular intention of assisting universities to better utilise ICT in their teaching, research and administrative activities, and to institutionally manage ICT on campus.

Funded variously under the previous Core Programme (2009 – 2013), most of the work of RENU revolved around advocacy, and lobbying for affordable bandwidth and other ICT resources for African HEIs; initiation policy dialogues at national and regional levels for the establishment of national and regional research and education networks in Africa; and organisation of training workshops for campus network managers in collaboration with strategic partners. The Unit has already made significant contributions in these initiatives. It has engaged in negotiations on improving connectivity and accessing affordable and adequate bandwidth for African HEIs and managed to negotiate with the African Registry for Internet Numbers (AfriNIC) for African education and research institutions to pay only 50% of the applicable fees for the allocation of IP and other Internet resources by AfriNIC. The Unit has also negotiated a special rate of US\$100 Mbps for African RENs with MainOne Cable Company in Lagos in countries where it operates or has partners, and is still committed to negotiating for a lower price of about US\$50 Mbps.

The RENU has also established strong relationships between the African and the global research and education networking communities, as well as promoted the establishment of a vibrant research and education networking community in West and Central Africa (WACREN) and 8 national RENs established after a series of policy dialogue meetings.

The Unit requires additional funding to carry the interventions listed below:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Organise 4 workshops per year, on rotational basis, between African HEIs and bandwidth vendors aimed at negotiating affordable and adequate bandwidth	AAU member institutions accessing affordable bandwidth and high speed Internet connectivity
Assist with capacity development for campus and research and education network managers in AAU member institutions	Improved skills of ICT managers for efficient management of institutional WAN and LAN
Produce policy manuals for decision makers and ICT managers in African higher education institutions	Better informed policy makers and network managers on the resources available online
Update the AAU clearinghouse on ICT Policy and Research and Education Networking	AAU member institutions better prepared in the use of ICT resources in their core functions

Quality Assurance Support Programme for African Higher Education

The adoption of the Arusha Convention in Tanzania in 1981 was aimed at the promotion of academic mobility and implementation of some provisions of the charter of the then Organization of African Unity (OAU), mostly relating to regional cooperation, training in human resources and improving quality of higher education on the continent. However, the liberalisation of higher education provision at the turn of the century, despite the new opportunities and benefits of diversifying educational suppliers and enhancing access, has generated concern and debate to

rethink quality assurance in cross-border and private provision of education from a broader perspective, including staffing, infrastructure, curriculum development, programme review, research, etc. The inclusion of education under the GATS in 1985 has caused much concern about the potential threats posed by GATS to national autonomy to regulate higher education, the value of education as a social good, quality assurance, social equity and wider access. The failure of all African countries to ratify the Arusha Convention may be attributable to the uncertainty about the quality of institutions and course contents.

The AAU, responding to the challenge, launched its quality assurance programme in 1999 to lay a foundation for institutionalised quality assurance mechanisms within tertiary institutions, national quality assurance and accreditation agencies, and setting up a regional network for the coordination of cross-border protocols and specialised capacity building initiatives for better quality assurance management.

The major achievements of the QA programme include establishing the African Quality Assurance Network (AfriQAN) as the umbrella agency for national “Quality Assurance Agencies” (QAAs) and creating opportunities for these national agencies to learn from each other. Besides the series of meetings and sensitisation workshops, the programme also facilitated peer reviews and staff training among its members.

In the next four years, the AAU seeks to intensify its QA programme, with expected outcomes as follows:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Provide training to HEIs to develop internal capacity for self-assessment and for external QA peer-review mechanisms	African higher education institutions adopt and implement internal and peer-review quality assurance mechanisms
Staff exchange/training among its AfriQAN members	Improved sharing of information on status/progress on quality assurance programmes, institutional rating mechanisms, equivalence and harmonisation of academic qualifications amongst higher education institutions in Africa
Support staff in AfriQAN member institutions to participate in international QA conferences	
Participate in strategies for the harmonization of higher education and implementation of a quality rating mechanism in collaboration with the African Union Commission and other agencies	
Organize regional workshops on QA to promote good practices and share experiences	Better understanding and appreciation of QA issues among stakeholders in Africa
Facilitate peer reviews of QA agencies	Strengthened capacity of QA agencies
Conduct a survey on the impact of quality assurance programmes in different regions of the world	Enhanced understanding by the African higher education institutions, of the critical importance of quality instruction, research, service delivery and high calibre graduates capable of competing in the national and global labour market
Conduct a survey on challenges to inter-regional academic mobility with emphasis on staff and student exchange, and credit transfer	

Promoting the African Centre of Excellence

Formal education is given a place of pride and importance in national reconstruction and social well-being by all civilized societies. Within the higher education sub-sector, education is to provide students with important knowledge and skills for practical use in “real-world” settings. In addition to being regarded as a means of improving efficiency in all kinds of activities, it is also seen as a

means of liberation from all kinds of bondages. In Africa, higher education institutions, particularly universities, play an important role in the democratic processes because these are institutions among whose defining features are free debate, as well as open and critical search for solutions. A sound and effective system of higher education should therefore provide solutions and render a whole range of other services for society.

The concept of promoting the African Centre of Excellence is to encourage HEIs in Africa pursue their holistic core functions of teaching, research, learning and community engagement and by so doing, play a central cohesive role in:

- preparing students for future roles as managers and leaders so that they can understand the issues of sustainability and thereby make informed decisions;
- helping society to find social and technical solutions to the challenges of diminishing social, economic and natural resources; and
- acting as a catalyst for change with local people, businesses and government bodies.

With limited human and other essential resources and differing levels of development and infrastructure, the way forward for African higher education is collaboration and working within a continental framework by creating centres of excellence to develop robust postgraduate studies and developing strong research base with global competitive advantage; and seeking opportunities for collaboration and partnership on equal and mutually beneficial platforms with the international world including universities in other continents, development partners, organisation and agencies genuinely interested in higher education in Africa. Several strategies including partnerships of universities with industry can be used to create centres of excellence. The centres of excellence should be international in character and must have a drive towards providing infrastructure in various fields. In addition they would provide an enabling environment for the players to work well.

In this respect, the World Bank is partnering with key stakeholders including African institutions of higher learning in developing a regional tertiary education operation that seeks to promote regional specialization among African HEIs that are working on particular areas, common to regional development challenges. The operation under development also seeks to strengthen the capacities and improve the status of the participating universities and their partner institutions, to deliver high quality education to a regional student body and conduct applied research in Science, Technology, Engineering and Mathematics (STEM), Agriculture, and Health Sciences, to enable the institutions emerge as recognized African Centres of Excellence (ACEs), delivering quality training and applied research.

The World Bank has competitively selected the AAU as the Regional Facilitating Unit (RFU) for this new multi-million dollar ACE Project which is expected to be rolled out by mid 2013 and this will be used as a replica to guide other HEIs into developing their institutions into national and regional centres of excellence.

The activities to be pursued and the expected outcomes under the creation of the ACEs are as follows:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Facilitation, Coordination and Administration	Efficient and effective administration of the ACE Project
Capacity building for ACE and AAU teams	Selected ACEs and AAU staff better equipped to implement and manage the ACE Project respectively

Monitoring, Evaluation and Reporting	Studies and surveys on the ACE Project successfully undertaken
Communication and Information Dissemination	The ACE Project popularized among African higher education community through Regional and national media advertisement; Website development and maintenance; Online facilitation to provide platform of information on ACE; and Publishing and dissemination of evaluation results and information on successful ACEs

Sub-Theme 2: Promoting Knowledge Generation and Management

- Improving Research Governance in African HEIs
- Supporting Policy Relevant Research
- Facilitating Academic Staff Mobility (Twinning African HEIs)
- Promoting Scholarships for Doctoral Studies for Staff Development in African HEIs
- Increasing Access to African Scholarly Work

The five listed activities are carry-overs from the previous Core Programme.

Improving Research Governance in African HEIs

As already postulated in this report, HEIs play a key role in delivering the knowledge requirements for development. There is now greater acceptance among the development community of the economic benefits of higher education, which include training skilled human resource, creating public knowledge, exchanging skills between industry and academia and developing better technology. Knowledge should thus at all times be integrated into production systems. Research, an essential component of higher education which produces a cross-fertilisation of ideas and expertise, is responsible for much of the collaboration between universities and business, and industry and government. But while the higher education participation rates in research in many high-income countries are reported to be well over 50%, in sub-Saharan Africa they are in most cases below 5%. In Africa, the research agenda is largely dictated by donor interest, and local industries which should be the key drivers of research have very weak linkages with HEIs, that are responsible for generating research. Only a few African countries have logical systems of training and scientific research.

Commissioned studies by the West Africa Regional Office of IDRC in 2009 on the state of university research governance in West and Central Africa showed a lack of appropriate structures and noted deficiencies in research governance and management. Against this background, a joint proposal was developed by the AAU and the Science and Technology Policy Research Institute (STEPRI) of Ghana's Council for Scientific and Industrial Research (CSIR) to address the perceived deficiencies and contribute towards a better system of university research management. The project titled '*Improving the Quality and Relevance of University Research within National Innovation Systems in West and Central Africa: the Governance Issues*' was therefore launched in March 2010 under sponsorship of the IDRC and implemented by the AAU in partnership with the

Ghana Institute of Management and Public Administration (GIMPA), the Institut Supérieures de Développement Local (ISDL), the Science and Technology Policy Research Institute (STEPRI) of Ghana's Council for Scientific and Industrial Research (CSIR), West African Research and Innovation Management (WARIMA) and the Canadian Association of University Research Administrators (CAURA).

Preliminary findings of research undertaken under the project show among others that, there are no proper research governance structures in many African universities; and research is not adequately funded or linked to national research agenda. Again, university research is driven by individual researchers and funding agencies, and not necessarily tied by social needs. In most cases, either there are no policies to ensure that research addresses social problems, or the existing policies are not enforced. With regard to research at the national level, results noted that research and innovation responsibilities are shared among a number of independent institutions and there is no proper collaboration among these institutions, efforts are therefore uncoordinated and often duplicated.

Against this background and as follow up to the initial phase of the project, the AAU is proposing to undertake the following activities:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Conduct a survey on research governance in HEIs in other sub-regions of Africa	Better understanding of the status of research governance in the sub-regions concerned
Organise 4 sub-regional training workshops on research governance for African HEIs per year	University research managers and leaders are sensitised on effective research management and equipped with skills necessary for quality and relevant research
Create a forum for discussion and exchange of information on university research management	Improved experience-sharing on university research management University research managers are sensitised on current trends in the governance of research
sponsor participation in both local and international research management and innovation related fora for university research managers	A culture of research and innovation management will be initiated.
Sponsor partnership between 20 African and Canadian university managers for the development of research management tools.	Enhanced capacity for development of research management tools.

Supporting Policy Relevant Research

Across Africa, public universities are frequently the only national institutions with the skills, the equipment and the mandate to generate new knowledge through research and to adapt global knowledge to solve local problems and to promote social and economic development. The AAU has been supporting African HEIs to assist their host countries achieve the Millennium Development Goals (MGDs) through applied and policy-oriented research. For example, with funding from the

British Department for International Development (DFID), the AAU successfully implemented a four-year Mobilising Regional Capacity Initiative (MRCI) programme, which began in 2007. The MRCI Programme supported high quality collaborative and policy-relevant research that led to the development of 54 policy briefs from 21 research projects that highlighted innovative and novel ways higher education institutions could contribute to national development programmes for the attainment of the Millennium Development Goals (MDGs) and poverty reduction strategies.

With funding from the ACBF and expectations from other donors, the policy relevant research will continue to enable African HEIs generate new knowledge through quality research that should feed into national programmes central to sustainable development and meeting the MDGs. The policy relevant research will also promote south-south co-operation, collaboration and networking since HEIs are expected to undertake inter-country collaborative research among themselves.

The following activities will be undertaken by the AAU during this period to support policy relevant research from African HEIs:

Planned Activities	Expected Outcomes
Organize proposal writing workshops for Francophone, Lusophone and Anglophone HEIs	HEIs adequately prepared to write quality scientific and fundable proposals
Award 20 policy relevant collaborative research projects	HEIs in partnerships with their counterparts outside the host countries successfully receive research grants from the AAU
Supervision and monitoring of 20 policy relevant research projects	Efficient and successful implementation of the 20 research projects.

Facilitating Academic Staff Mobility

The AAU began by running a scholarship programme initiated earlier by Tom Mboya, a Kenyan Trade Unionist and political leader to actualise inter-university cooperation. This was followed by the USAID-funded African Scholarship Programme of American Universities (ASPAU) through the African-American Institute (AAI) and later the AAI's INTERAFrican scholarship programme (INTERAF) which aimed at channelling qualified African students to different African universities outside their own countries because of lack of either space or the desired discipline in their own countries. The INTERAF programme focused attention on undergraduate studies leaving ASPAU, and later AFGRAD, for postgraduate and staff development. These two constituted the major programmes during the first two decades of the Association. Other projects fitted as financing became available.

The current Academic Staff Exchange programme supports academics from AAU member institutions to undertake exchange programmes at other universities in Africa, and vice-versa for the purposes of research work, short-term teaching assignments, external examination and supervision of postgraduate theses for periods ranging from a week up to three months. It also includes sabbatical leaves which do not exceed 6 months. These have assisted new universities and those with staff shortages in critical disciplines to make use of experienced senior faculty from well-established universities, and also facilitated academic networking across the continent. Besides

facilitating exchange of academic staff within Africa, the programme has expanded to involve support to African academics in the Diaspora who are willing to spend part of their time at an AAU member institution.

The AAU proposes to continue with its Academic Staff Exchange programme, with the thrust being on short-term intervention to AAU member institutions and the aim being the building of bonds and establishment of linkages between these institutions and the external resource persons. Past experience has shown that ten (10) missions per year is the optimal number, which gives a total of 40 exchange missions over the four-year Project cycle. Below are some of the planned activities and expected outcomes:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Facilitate 10 staff exchange missions per year in AAU member institutions	Experts in various disciplines are placed at the disposal of requesting members of the AAU Unhindered academic/research progress
Manage donor-driven exchange programmes in Africa	Staff exchange missions in Africa harmonized under common set of aims and regulations
Document and showcase successful missions	A pool of experts and staff mission achievements developed and availed to AAU member institutions for future collaboration

Promoting Scholarships for Doctoral Studies for Staff Development in African HEIs

Under the previous AAU Small Grants scheme, grants are made available to PhD and Masters students of AAU member institutions to facilitate the early completion of their theses and dissertations. Each round of grants supports research on a selected number of themes. The choice of themes reflects the contemporary issues in African higher education and the focus of the Association at any one time. The programme was initiated after realizing that due to the economic situation prevailing in many African countries, many brilliant postgraduate students in African universities were taking far too long to graduate compared to their counterparts in other parts of the world. It was further recognized that quite often, postgraduate students encounter hardship in mobilizing the necessary financial resources to complete their theses research for timely graduation.

Under the new proposed Scholarship Scheme, the focus will be the promotion of scholarships for doctoral studies, purposely for staff development in Africa HEIs. In a 2011 AAU study of institutional capacities and gaps in HEIs in Africa, 40% of the 131 respondent universities reported that less than 25% of their faculty have PhD degrees or its equivalent. Since a PhD degree is now considered as an essential requirement for one contemplating and competing for an academic career and also as an important qualification for research leadership, the AAU proposes to facilitate the pursuit of PhD training as a contribution to the staff development efforts of its member institutions. The AAU has an expertise in running scholarship programmes and its effective coordination of the Ford Foundation sponsored International Fellowship Programme (IFP) for West Africa (Ghana, Nigeria and Senegal) attests to this. Through effective monitoring, the IFP has had a high rate (80%) of the Fellows who completed their programmes returning to their home country, while a few continued to pursue further studies with other scholarships.

The Programme will be opened competitively to 100 academic staff per year intending to pursue PhD studies in African HEIs in fields of study that contribute to the relevance and improvement of their career delivery in their institutions. A quota system would be used to select applicants based on gender, language and regional representation in Africa. The planned activities and expected outcomes are as follows:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Form a Programme Steering Committee and identification of themes for Doctoral funding	Application criteria, procedure and materials design for administering the scholarship.
Advertise and select 100 awardees per year	400 applicants selected for the scholarship.
Organize annual orientation and needs assessment meeting for scholarship awardees in each sub-region.	400 Scholarship awardees have adequate knowledge of the objectives and conditions of the scholarship and adequately prepared to undertake graduate studies.
Facilitate admission and placement of scholarship awardees in reputable African HEIs	400 scholarship awardees placed in reputable African HEIs to pursue academic programmes
Administer scholarship grant and monitor students' progress.	Students are in good academic standing, receive their stipends, fees and other benefits on time and meet their reporting requirements to the AAU.
Manage, archive and disseminate research output from scholarship awardees through the AAU DATAD programme	400 new entries to the AAU Database for Theses and Dissertations (DATAD)

Increasing Access to African Scholarly Work

Concerns have been raised about the lack of systematic indexing and dissemination of research information in Africa. As noted earlier, African scholarly work has been virtually invisible given that its higher education participation rates in socio-economic development is merely 5% against the over 50% recorded in many high-income countries. It is not surprising that no matter the system of measurement (reputation, medical and scientific research, faculty productivity and the entry level of incoming students) Africa's HEIs never virtually make it to the top 100 on any annual global ranking of universities.

To showcase the Africa success story and to make the continent's scholarly work visible, the AAU launched the DATAD Project in 2000 to build a database of theses and dissertations completed in African universities, and to support the development of a conducive environment for the dissemination and networking of researchers from Africa. Supported in the last four years by the ACBF and in collaboration with partners such as the Royal Tropical Institute (KIT), Institute for Development Study of UK (IDS), and National Science Foundation (NSF) of South Africa, DATAD can boast of facilitating the establishment of institutional and national repositories of theses and dissertations in Africa. It has provided IT equipment to 30 repository centres in Africa and trained over 300 university staff on the DATAD software to upload their full theses unto their servers, which is accessible to the AAU and research institutions subscribing to it. Currently, over

100 universities are linked to these repository centres and together, a record of over 100,000 theses and dissertations have been produced online.

With renewed funding, the AAU seeks to move the DATAD a step further – expanding membership of beneficiary institutions (given that there are over 1,000 HEIs in Africa), building capacity to facilitate the uploading of theses and dissertations; collaboration with similar theses networks; procurement of more software for new members of DATAD to upload full text of theses; and maintenance of online database. The programme will also seek to assist its members to set up their institutional repositories; promote Open Access Mechanism for scientific information; and produce a copyright manual on electronic publication management for African universities libraries.

These are captured below:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Facilitate the setting up of 10 institutional and 5 national repositories per year throughout the continent by providing hardware (servers, heavy duty scanners) and appropriate software for uploading full text of theses	Software for entry of the abstracts and full text documents procured, an increase in DATAD membership, and the promotion of African scholarly work nationally, continentally and globally
Organise three workshops per year to build capacity on DATAD software for uploading of theses and dissertations	DATAD beneficiaries trained in use of DATAD software and equipment
Disseminate full texts of theses and dissertations within and outside Africa	Make African scholars work available
Organise annual meeting for DATAD member institutions, end-users of the database, policy-makers and funding partners	Regional theses networks and partnerships established
Manage DATAD on-line database and subscriptions	New entries to DATAD updated constantly on Meta Data and Google search engine

Sub-Theme 3: Promoting the Socio-Economic Relevance of the African University

- Strengthening University-Industry Linkages
- Developing the Employable African Graduate
- Promoting Human Health: Managing HIV and Other Sexually Transmitted Infections in HEIs and their communities in Africa
- Promoting Sustainable Development in Africa

Strengthening University-Industry Linkages

In addition to the understanding that universities need to produce work-ready graduates with the requisite skills for the job market, it is also increasingly recognized that universities should play a pivotal role in applying research and innovation to address socio-economic problems and promote economic growth. In the developed world and emerging economies, higher education institutions, by establishing linkages with the productive sectors, have become strategic national assets that drive economic growth. As part of this linkage, industry (here ‘industry’ refers to the entire productive

sectors of the economy) funds academic staff and graduate students to undertake commissioned applied research on its behalf, or sets up science parks and business incubators on university campuses. In addition, industry⁴ provides a vital practical training environment in which students gain hands-on experience before they leave the university.

A survey of 133 universities across 36 African countries by the AAU in 2011 showed that African universities are in some ways engaging with the productive sector. In Africa, long years of neglect have rendered many of its higher education institutions incapable engaging with external stakeholders and making a significant contribution to research and development, industry and productive sectors of the economy. The levels and types of engagement vary from country to country and from institution to institution. The productive sub-sectors that the universities were most engaged with were agriculture (65% of the respondent institutions); ICT (63%) and Environmental Management (62%). Only 26% of the respondents indicated that they had linkages with the more traditional manufacturing sector. Only 25% of responding institutions indicated that they had collaborated with the mining sector within the last 5 years, however shifting international and national development priorities in Africa towards natural resource development/extraction are expected to increase the relevance of building collaboration between HEIs and this burgeoning sector.

Some capacity gaps in African universities were also identified in the AAU survey which needed to be addressed, namely: promotion of entrepreneurial skills among faculty; strategic planning with a strong productive sector focus; expertise in managing and licensing intellectual property; and need to learn from best practices from other institutions.

In recognition of the urgent need for African HEIs to effectively link up with industry with the aim of establishing strategic partnerships between these two sectors for their mutual benefits and at the same time tackling escalating graduate unemployment on the continent, the AAU added university-industry linkages as a new component to its previous Core Programme (2009 – 2013) which was approved at its 12th General Conference in Abuja, Nigeria in 2009. With funding from the Canadian Agency for International Development (CIDA), the Association of Universities and Colleges of Canada (AUCC) partnered with the AAU to implement its three-year Strengthening Higher Education Stakeholder Relations in Africa (SHESRA) project, which ends officially in August, 2013. The outcome of this project is the partnering of African and Canadian HEIs for experiential learning from the latter, which have longer histories of linkages with industry; the re-development of 13 African HEI Strategic Plans; the development of 5 model case studies on university-industry linkages; and a number of advocacy tools from applied policy research on business ethics, intellectual property, strategic planning, gender equity, environmental sustainability and technology uptake for strengthening university's linkages with the productive sector.

The AAU intends to roll the SHESRA project into a programme with the broad aim of designing interventions needed to boost the effective participation of African higher education institutions in

⁴ *Industry* refers collectively to all productive stakeholders in the economy including socio-cultural organisations, non-governmental organisations, businesses at all scales (micro, small, large), all levels of government, international development and research agencies, and professional associations.

the important aspects of their core mandate – research, teaching and engaging with the community – through collaboration with the productive sector. Most of the activities of SHESRA have been on the university side, and there is now a need to focus on the industry aspect of linkages with universities. Funding for some activities has been pledged by the ACBF, but total funding is needed to effectively promote these linkages for the mutual benefits of the two sectors:

Planned Activities	Expected Outcomes
Organise regional fora for specific sectors that bring together higher education leadership and “captains of the industry and profession” to address common concerns such as programme design, pedagogy, skill development, and graduate employment. These sectors may include: health science, sustainable resource development and extraction, hospitality and tourism, ICT, accounting, engineering and building sciences.	<ul style="list-style-type: none"> ▪ Sector specific networks and direct partnerships forged ▪ Modalities for review of university curricula established ▪ Opportunities availed for student internship and entrepreneurship training ▪ Collaborative research agenda developed and commissioned research undertaken by universities on behalf of industry
Commission studies on the productive sector experiences with engagement with African universities and the resultant benefits/challenges from such linkages	<ul style="list-style-type: none"> ▪ Development of practical guides to facilitate university linkages with various productive sub-sectors ▪ Policy briefs and advocacy tools for leaders of HEIs and industry on best practices
Facilitate training modules on strategic planning and strengthening university-industry linkages at future LEDEV and MADEV workshop series	Better understanding by senior university leaders and managers on relevance of, and steps towards, universities’ external stakeholder relations
Organise one-week sensitisation workshops on strategic planning and university-industry linkages for faculty in AAU member institutions	Participatory and bottom-up decision-making processes established for the development and implementation of institutional strategic plans
Organise attachments of senior executives of industry for institutions with identified best practices in university – industry linkages	The provision of practical leadership and management advisement for the effective implementation of university-industry linkages

Developing the Employable African Graduate

There is increasing evidence that suggests that an increase in human capital not only raises labour productivity but also serves as a driver for technological progress, and that better endowed nations in human capital grow more rapidly. Knowledge production has thus become one of the most important factors for the creation of wealth and the improvement of living conditions.

With the advent of the information revolution, propelled by the advancement in knowledge and global competitiveness, even good academic qualifications are not enough for employability. What is now required are the abilities to put the knowledge and expertise at one’s disposal to use in unfamiliar circumstances. Even for the teaching faculty, the value of continuous education for professional development and growth is crucial in order to remain relevant. Likewise, the African higher education graduate needs to be adequately prepared for the world of work upon graduation. An employable graduate would be one who would have subscribed to the concept of lifelong

learning as an integral part of career growth. In other words, graduates seeking employment need to also have other attributes and competencies required by employers other than those learned in the classroom and tailored to specific disciplines. A number of factors will contribute to this. Key among them is the relevance and quality of the academic programme of study and the periodic review of curricula in alignment with social needs, relevance to a country's needs and in consonance with the demands of the global economy. Towards this, there is need for internship and training of graduates to facilitate their eventual employment.

As it is becoming increasingly evident that opportunities for formal employment are becoming limited in African countries, training students to become entrepreneurs after graduating is becoming useful, especially as the graduates then become job providers rather than job seekers. The AAU therefore seeks to promote the concept of developing graduates in African universities to make them both employment-ready and entrepreneurial for self employment. This will be pursued through a number of activities, some of which are enumerated below:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Conduct 4 annual training workshops on experiential learning curricula reforms for academic staff of various disciplines	Up-to-date curricula developed by teaching staff that supports the expansion of experiential learning opportunities
Promote the concept of life-long learning through reforms to student grading systems to include community service	Students are actively engaged in community engagement as part of their skills training process
Promote dialogue between university and external stakeholders for internship	More community-based attachments for students
Conduct case studies of successful university freshly-graduated entrepreneurs in Africa	Role models identified for engagements as Guest Speakers at different student fora
Conduct 2 studies of the relevance of entrepreneurship programmes run by HEIs in Africa	<ul style="list-style-type: none"> ▪ A number of policy briefs on entrepreneurship disseminated ▪ A synthesis report developed and disseminated
Conduct a survey on motivation and inhibiting factors for postgraduate studies	Gaps to personal academic development identified for policy intervention

Promoting Human Health: Managing HIV and Other Sexually Transmitted Infections in HEIs and their communities in Africa

Development is about improvement in wellbeing, socially, economically, politically, and health-wise. Africa, a continent with a vast natural resource base, is home to one-tenth of the world's population. However, the continent is the least developed and the most prone but less adaptable to human disaster either through natural phenomenon or through diseases. HIV and AIDS and other sexually transmitted diseases continue to pose serious challenges and undermine general progress in development in Africa. It has been argued that the education sector could be strengthened to become a country's strongest weapon against HIV & AIDS but it also stands the risk of becoming the worst victim, losing decades of hard-won gains. Several higher education institutions in Africa are undertaking HIV & AIDS related research covering all areas (scientific, medical, social and economical), which has added considerably to the international understanding of the disease.

The AAU's HIV programme dubbed "*African Universities Responding to HIV/AIDS*", which has been running since 2003 aims at ensuring that higher education institutions in Africa continue to contribute to the production of qualified, healthy and productive graduates in support of the continent's development. Through the implementation of two phases mainly through funds provided by the Swedish International Development Cooperation Agency (Sida), Lusaka, and ending March 2013, the programme has chalked significant success around four major components, namely, advocacy on the pandemic at the 4 LEDEV and 3 MADEV workshop series and through AAU statutory meetings (e.g. COREVIP) and activities of the 4 sub-regional networks established to decentralise the implementation of the programme; capacity building using the HIV/AIDS Toolkit to increase understanding of the pandemic and integrate it into the curricula of universities; skills and networks development that has polished the proposal writing skills of HIV focal points; and research documentation and dissemination.

Building on lessons from running the programme in the past 10 years, a new HIV and AIDS programme is being developed under the theme "*Strengthening the AAU HIV/AIDS programme: Integrating Sexual and Reproductive Health (SRH)*". It is important to note that HIV/AIDS and Sexual and Reproductive Health (SHR) problems have many root causes, including socio-cultural discrimination, gender inequality and poverty. Clients seeking HIV services and those seeking SRH services therefore share many common needs and concerns hence the linkages between SRH and HIV/AIDS policies, programmes and services contribute to addressing wider structural issues that affect people's ability to prevent HIV transmission. For example, deep-seated structural issues such as cultural practices, gender inequality and poverty, can lead to stigma and discrimination, early marriage, and inability to negotiate and popularize condom use for protection against HIV.

The linkages between SRH and HIV-related policies and programmes can also lead to a number of important public health, socio-economic and individual benefits for learners and other people in higher education institutions (HEIs) and their communities. Under this theme, the following activities are planned for implementation:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Promote collaboration between AAU and its Sub Regional Networks (SRNs) with civil, national and international organisations in joint research, training and services to the community on HIV, SRH, and other health-related issues	Partnerships established with national and international agencies to mobilize resources
Award grants to AAU institutions to strengthen their AIDS Control Units/Departments with skills to develop and implement their HIV&SRH policies and also mainstream HIV&SRH into their curricula.	AIDS Control Units of AAU member institutions are promoting the implementation of institutional HIV&SRH policies and have the essential human and physical capacity developed to prevent, manage and mitigate the impact of HIV/AIDS&STDs at institutional levels
Conduct baseline sero-behavioural study and status of institutional response to HIV & AIDS in 25% of active AAU member institutions.	25% of active AAU member institutions have baseline sero-behavioural information to facilitate effective monitoring and evaluation of

	interventions related to Prevention, Treatment and Care services for AAU member institutions
Develop an online certificated module on HIV& AIDS	Capacity of staff enhanced to scaled-up institutional response to HIV & AIDS
Award grants for research on HIV & AIDS and other sexually transmitted diseases	Scaled-up institutional response to HIV & AIDS and sexually transmitted diseases
Organise annual training workshops on HIV& STIs mainstreaming and management in African universities	Scaled-up institutional response to HIV & AIDS and sexually transmitted diseases
Publishing and disseminating research results and achievement of the programme.	Publication of HIV & AIDS programme achievements is shared with member institutions and stakeholders.

Achieving Sustainable Development in Africa

Higher education is touted as a medium for entrenching values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. African higher education institutions have thus been called upon to mainstream education for sustainable development, a life-long learning process in the curriculum; ensure reviews of the learning materials to reflect the latest scientific understanding of sustainable development; provide continuing education to teachers, decision makers and the public at large on sustainable development goals; and undertake research in areas related to sustainability. They are also to set examples by, for example, introducing energy saving measures, recycling waste and generally helping to create a clean, healthy and safe campus environment conducive to teaching and learning.

The project, *Achieving Sustainable Development in Africa*, will be implemented under three focus areas, namely: Mainstreaming Environmental Sustainability in African Universities; Agriculture/Food Security; and Adaptation to Climate Change.

Mainstreaming Environmental Sustainability in African Universities

In determining what contributions higher education in Africa have made towards sustainable development, the AAU has been collaborating with many stakeholders and development partners since 2005 to promote education for sustainable development in HEIs. To this effect, the AAU has signed a Memorandum of Understanding with the United Nations Environmental Programme (UNEP) to consolidate, develop and intensify their cooperation and effectiveness to achieve the common goals and objectives in the field of environment. This is in view of the two organisations and other UNEP partners developing a training module on Mainstreaming Environmental Sustainability into African Universities (MESA) which has been running since 2006. In the absence of a substantive project on MESA, the AAU has been playing an advocacy role through collaboration with UNEP to choose the themes for the celebrations of the Africa University Day for 2006 and 2008, respectively, on *Education for Sustainable Development*; and *Sustainable Development in Africa: The Role of Higher Education*. Subsequently,

The AAU is also currently collaborating with the Global University Network for Innovation (GUNI) and the International Association of Universities (IAU) to develop an overview of major

actions, experiences and practices that sub-Saharan higher education institutions (HEIs) are developing to integrate sustainable development considerations within their activities. The GUNI-IAU-AAU partnership has already published and disseminated the report of an online survey titled ‘*Promotion of Sustainable Development by Higher Education Institutions in Africa*’ conducted in 2010 and partly funded by the Spanish Agency for International Development and Cooperation (AECID).

To further promote and expand the MESA concept, the AAU aims at undertaking the following activities:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Support the development of institutional policies on environmental sustainability	Education for sustainable development mainstreamed in higher education curricula in Africa
Sub-regional capacity building/training workshops on mainstreaming sustainable development into university curricula	
Conduct study on, support, and promote ‘greener’ initiatives on campuses, such as water conservation schemes, biogas and renewable energy development, energy conservation, architectural re-designing, etc	Best practices in developing ‘greener’ campuses promoted
Facilitate faculty/students research on sustainable development	Research reports and publications on achieving sustainable development documented and disseminated
Support Youth Summits on education for sustainable development (ESD)	Networking and experience sharing among the African youth in promoting ESD
Create and maintain a database of African HEIs and practitioners engaged in ESD programmes	Readily available data on ESD institutions and resource persons for future collaboration
Support for sub-regional networks coordinating ESD activities	Increased collaboration between AAU and organisations involved in promoting Sustainable Development initiatives

Agriculture and Food Security

It is estimated that Africa is currently home to two-thirds of all countries suffering food insecurity. In 2006, it was estimated that the SSA region contained a total population of about 690 million people, of whom more than 60 percent are classified as rural. Despite the region’s endowment of natural resources and cultivatable, indications of low access to drinking-water low average life expectancy, and a worsening average GDP per capita suggest that there poverty still has a rural nature in this region of Africa. In spite of the presence of higher education and research institutions with strong programmes in agriculture, in most parts of Sub-Saharan Africa, farming is still at subsistence level and in most cases it is lagging behind population growth. It has been noted that agricultural departments of most African HEIs focus on production agriculture – mainly crop and animal production; very few deal with the problem of rural development and food security.

Ensuring food security is a daunting task, giving the myriad of factors and their interrelation (climate change, poverty, food price fluctuations, water quality and scarcity, land rights, equitable agricultural policies) that, in combination, make it one of the most complex development challenges. One of the ways through which HEIs in Africa can promote food security is in the area of capacity building - enhancing the ability of individuals, groups, organisations and communities

to address their food and nutrition security challenges. This will require promoting appropriate technologies, devising curricula, creating research networks and engagements with the community.

The AAU will undertake the following activities:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Promote the harmonisation of research themes on food security (e.g. genetically modified plants; climate change adaptation strategies for vulnerable groups, land ownership and tenure systems, gender equity, etc) among HEIs and other allied organisations	<ul style="list-style-type: none"> ▪ HEIs and other allied organisations successfully undertake collaborative research on food security ▪ Agricultural curricula reviewed and made more relevant to societal needs
Network with Universities of Agriculture, Departments of Agriculture, and other organisations such as Forum for Agricultural Research in Africa (FARA) and Regional Universities Forum for Agricultural Research (RUFORUM) for publication and dissemination of results on food security in Africa	<ul style="list-style-type: none"> ▪ Joint dissemination of results on research and strategies to ensure food security in Africa ▪ Database of on-going research on food security in HEIs established ▪ Policy makers and other stakeholders enlightened on food security issues

Adaptation to Climate Change

Accelerated development is having an increasingly negative impact on the physical environment, thereby interfering with the global climate system. General observations give a picture of a warming world, while mathematical models of global climate patterns suggest that there may be a long-term temperature increase, leading to adverse changes in world climate patterns. Africa's climate has been observed to be changing at a faster rate than anticipated. In South Africa and Ethiopia, minimum temperatures have increased slightly faster than maximum or mean temperatures and droughts are now current occurrences in the Sahel, the Horn of Africa and southern Africa. Droughts occur as a result of long dry seasons, dry spells and late onset of rains have resulted in shortened cropping seasons, inadequate soil moisture for crop production, drying of water bodies and low groundwater recharge that is unable to support both animal production and water supply for agricultural and non-agricultural activities. The alteration of the ecology of some disease vectors in Africa are likely outcomes of the effects of climate change.

Africa thus remains highly vulnerable to global climatic changes, compounding the already known threats to food and water security, disease, land degradation, poverty, deforestation, natural disasters and urbanization. While everyone is affected by climate change, not everyone can easily adapt, or is aware of strategies to adapt. The AAU focus on undertaking the activities listed below:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Facilitate training of climate change modellers in African HEIs to strengthen their climate predictability skills for flood and drought forecasting	<ul style="list-style-type: none"> ▪ Skills of meteorologists enhanced to run climate models ▪ Early warning systems established to increase resilience to climate change impact
Organise fora for university faculty and students to assist vulnerable populations increase their resilience to extreme weather events such as	Collaboration with policy makers, other stakeholders on pro-poor climate adaptation strategies

flood, drought and heat stress	
Engage consultants to develop integrated land and water resources management tools to address impact of climate change on people and the biophysical environments	Advocacy tools on land and water resource management developed and disseminated for adoption and adaptation by various stakeholders
Conduct and disseminate survey reports on harnessing indigenous knowledge towards climate change adaptation	Documented and shared experiences across borders on traditional modes of resilience to climate change
Research into promising livestock, poultry and horticultural production management systems/options that are adaptable to climate variability	Knowledge sharing on poverty-reduction strategies among vulnerable groups

African Universities as Grounds for Peace and Peace-Building

African universities operate within national contexts of development and conflict, but as sites of conflict and development themselves, universities have the responsibility to contribute positively to the process of community peace-building. Disruptions caused by instability in and around the university environment continue to be an impediment to building sustainable university-industry linkages and a constant challenge for the completion of academic and research programmes, prolonging graduation and stunting excellence in PhD and faculty research. The AAU is in a unique position to facilitate the documentation of events affecting peaceful learning, and the generation and dissemination of research on best practices in conflict management and peace-building across its diverse institution membership base. Member universities have the potential to improve knowledge about conflict management and lead in peace-building and redevelopment activities in the unique communities that sustain and shape them. This is especially so during a time when violence against women, ethnic tensions, rebel movements, and political unrest are taking on new forms in Africa, and at a time when global challenges – including climate change – are making scarce resources even more scarce and resource development more contentious.

The role that universities can play in the peaceful development of communities may include leading redevelopment programmes funded by international organizations, the completion of policy research for public benefit, the provision of technical expertise and the provision of a skilled labour force equipped with essential soft-skills for constructive communication suitable for the region and country's changing needs. The AAU seeks to undertake the following activities under this new Core Programme:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Create a database documenting and monitoring institutional peace including events of student unrest/protest, staff unrest/protest, management unrest/protest, other internal conflict, external conflict, institutional reform, etc.	An evidence base with which AAU staff can effectively tailor outreach/communication strategies, services, and programme development that accommodates and addresses local realities.
Conduct a study on university conditions to produce research on the different typologies of conflict and violence affecting higher education	An understanding of institutional challenges for further applied research, programming, and advocacy.

environments and the resulting impacts.	
Organise and facilitate <i>regional peace partnerships</i> between universities for the undertaking of peer-led situational analysis/evaluation of the health of university community conditions (e.g. housing conditions, fee/tuition payment, student-lecturer relations, etc.) to feed into the database.	An evidence base of current conditions and emerging issues, a culture of peer support, the development of situational peace evaluation methodologies, and internal institutional capacity for peace evaluation initiatives.
Organise a Consortia SWOT fora with universities and development stakeholders on the impact of conflict on higher education, the state of university community conditions, the findings of peace partnership evaluations in different regions, and to develop new peace partnerships between universities and also with external stakeholders.	A best practice manual for staff training (e.g. conflict resolution training for administrative and leadership staff) and pedagogical development (e.g. peace, conflict, justice/law studies). A refined evaluation and peace/conflict research methodology for African universities.

Sub-Theme 4: Networking, Strategic Alliances and Funding Issues

- Collaboration within and among HEIs in Africa
- Diaspora and Alumni Relations

Collaboration among African HEIs and between AAU and African Sub-Regional HE Associations

Some of the key challenges confronting Africa HEIs can be well addressed through cooperation with one another, learning from one another, and supporting one another. Contrary to the mentality among organisations pursuing similar goals that cooperation could lead to lesser resources, it has become evident that cooperation leads to more resources and bigger results. The relationship among African universities should thus be that of complementation rather than competition.

Conscious of this, the AAU as an umbrella higher education body in Africa seeks to collaborate and complement Africa higher education associations' efforts in promoting the revitalisation of higher education in Africa. For instance, while the AAU already has a gender toolkit developed in 2005 through the ADEA Working Group on Higher Education, the Organization for Social Science Research in Eastern and Southern Africa (OSSREA) has developed five training manuals on gender issues in agriculture, health, politics, etc. meant to be used by those teaching gender issues in African universities. The AAU can fund the translations of these manuals into French, Arabic and Portuguese and, jointly with OSSREA, launch training workshops in African HEIs on the use of these manuals.

Against this background, the AAU would seek to collaborate with identified higher education bodies on the continent to pursue common goals in line with the Strategic Plan and the objectives of the AAU.

Diaspora and Alumni Relations

The African brain drain is a known phenomenon. A recent study found that 10 African countries have lost more than 40% of their tertiary educated labour force due to emigration to OECD member states and a number of countries such as Cape Verde (67%), Gambia (63%), Seychelles (59%), Sierra Leone (53%) and Mozambique (45%) have suffered a massive brain drain. The experiences of Asian countries like Korea, Taiwan and Singapore that have set up incentive schemes and mechanisms to attract back home quite a number of their own highly trained expatriates from the industrialised countries to fuel the revival of agriculture, commerce, higher education and hi-tech research can provide useful lessons for Africa. Currently, there is increasing evidence that many Africans in the Diaspora still have a strong empathy for the continent of their origin. This was the impetus that led the AAU to adopt the theme ‘*African Brain Drain, Managing the Drain and Working with the Diaspora*’ at its COREVIP in Tripoli, Libya in October 2007.

In addition to working with the Diaspora, one of the most important resources of a university is its alumni. African universities have thousands of alumni all over the developed world. These individuals can be tapped into to provide scholarships for students in their alma mater. Unfortunately, most African universities have not fully appreciated the immense asset alumni associations can be unlike in the United States for instance where universities have perfected the way to nurture this resource in a number of ways (from supporting sports programmes to endowing chairs to providing money for construction of new buildings, etc). A walk through a number of American university campuses shows buildings named after alumni, who have given back to their universities.

With the best of intentions, the African Diaspora and Alumni can only be enablers. The talent pool of Africans in the Diaspora is very high. This requires a significant effort to survey the Diaspora and Alumni human resources, and within the intellectual Diaspora, engaging the truly innovative capabilities with incentive packages to attract them to the continent.

The AAU seeks to undertake the following activities under this new Core Programme:

<u>Planned Activities</u>	<u>Expected Outcomes</u>
Support 5 AAU member institutions to conduct surveys to identify their Alumni resources that can provide them with support for institutional development.	Alumni networks are established in 5 AAU member institutions, and are providing support for institutional development.
Develop a database of intellectual Diaspora human resources at the AAU Secretariat that can be shared with AAU member universities.	A database of intellectual Diaspora human resources is established at the AAU Secretariat that is being shared with member institutions.
Set up an effective system to facilitate the transfer and exchange of information between Diaspora resources, Alumni networks, and African higher education institutions.	A desk officer appointed at the AAU Secretariat to facilitate the transfer and exchange of information between Diaspora resources, Alumni networks, and African HEIs

Sub-Theme 5: Special Issues and Emerging Opportunities

While this document outlines plans to sustain and expand current programmes and activities, and has established new areas for strategic development, the AAU is also interested in working with member universities and development stakeholders to accommodate special issues and emerging opportunities. As demonstrated by the incorporation of four new projects and programmes during the last Core Programme period (2009-2013) that were not pre-planned in the corresponding Core Programme, the AAU is committed to being a responsive organisation and has conceived the *new* Core Programme (2013-2017) as a flexible, guiding document. New initiatives that are not subsumed under the four main sub-themes would be placed under this sub-theme, *Special Issues and Emerging Opportunities*.

CORE PROGRAMME IMPLEMENTATION

As has been with the previous Core Programme, the existing internal monitoring and evaluation and external review processes will be maintained, and further strengthened through staff training and identification of external experts. This is to ensure proper execution and management of the activities and better fulfil the objectives of the new Core Programme as a whole.

CORE PROGRAMME BUDGET

The budget for the listed activities to be implemented under the Core Programme is US\$61,000,000. A breakdown of the budget is presented below.

Budget Estimates for Core Programme (2013 – 2017)

SUB-THEME		BUDGET (US\$)
Sub-Theme 1: Strengthening HEIs’ Delivery Capacity in Africa		10,000,000
Enhancing Leadership and Management Capacity in African HEIs	1,500,000	
Improving ICT Infrastructure and Capacity for Knowledge Management	3,000,000	
Improving Quality Assurance in African HEIs	2,500,000	
Promoting the African Centre of Excellence	3,000,000	
Sub-Theme 2: Promoting Knowledge Generation and Management		28,000,000
Improving Research Governance in African HEIs	3,000,000	
Supporting Policy Relevant Research	2,000,000	
Facilitating Academic Staff Mobility (Twinning African HEIs)	1,000,000	
Promoting Scholarships for Doctoral Studies for Staff Development	20,000,000	
Increasing Access to African Scholarly Work	2,000,000	
Sub-Theme 3: Promoting the Socio-Economic Relevance of the African		20,000,000
Strengthening University-Industry Linkages	3,000,000	
Developing the Employable African Graduate	3,000,000	
Promoting Human Health	3,000,000	
Promoting Sustainable Development in Africa	10,000,000	
African Universities as Grounds for Peace and Peace-Building	1,000,000	
Sub-Theme 4: Networking, Strategic Alliances and Funding Issues		3,000,000
Collaboration among African HEIs and between AAU and African Sub-Regional HE Associations	1,000,000	

Diaspora and Alumni Relations	2,000,000	
Sub-Theme 5: Special Issues and Emerging Opportunities		
Emerging Issues	N/A	
TOTAL		61,000,000