Accelerating Human Development in Africa through Higher Education

2014/2015 ANNUAL REPORT

Reporting Period JULY 2014 – JUNE 2015
2014/2015
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Secretary General's Message

The Association of African Universities (AAU), driven by its mission to raise the quality of higher education in Africa and strengthen its contribution to African development, implemented results-oriented programmes within the reporting period of July 2014 to June 2015.

Our efforts to undertake impactful initiatives was further influenced by the need for AAU to continuously demonstrate its usefulness to its members and the general higher education community it serves. We believe that together with our enthusiastic membership of 320 higher education institutions, which keeps growing, the future of Higher education on the African continent is certain to be brighter. Within the period, the AAU delivered innovative programmes on various themes, and supported its members in their core functions of teaching and learning, research and community engagement. Discussions with respective institutions for the implementation of the new ECOWAS Nnamdi Azikiwe Academic Mobility Scheme (ENAAMS), Harmonisation of African Quality Assurance and Accreditation (HAQAA) Initiative, and the hosting of the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA) by the AAU also began.

Though the year was a good one, the AAU sadly witnessed the passing of Prof. Alexander Kwapong, first indigenous Vice Chancellor of the University of Ghana, and one of the founding members of the AAU in October 2014.

The same period under review was met with a 40% reduction of the overall grant for the multi-faceted Capacity Building for the Revitalisation of Higher Education in Africa (CADRE) Project, due to a change in donor funding policy. This affected the programme's implementation in Years 3 and 4, which fell within the reporting period.

In spite of this challenge, the AAU continued to make progress in its role of promoting networking among its members, as evidenced by the participation of over 250 stakeholders in the Conference of Rectors, Vice Chancellors and Presidents of African Universities.

The secretariat further worked relentlessly to execute various workshops, conferences, researches, projects and programmes. The process of crafting a new strategic direction for the organisation was also started within this period as the previous Strategic Plan was due to end in 2015.

Various communication tools of a modern international NGO were also utilised in keeping engagement within the network active and efforts vested into broadening our partnership base.

The support of our members and global community of development partners made our achievements within the reporting period possible. We are deeply grateful for your partnerships and eagerly anticipate your continuous collaboration in contributing to even greater impacts in the coming years.

Alongside the achievements outlined in this 2014/2015 Annual Report, I encourage you to sign up to the AAU mailing list to receive weekly updates on how the Association is contributing to the transformation of higher education in Africa. Our Blog (http://blog.aau.org/) and website (www.aau.org) have proved to be a great source of information to our stakeholders worldwide.

I seize this opportunity to assure our stakeholders of the AAU’s commitment to continue partnering with our member universities, governments, development partners and all other HEI stakeholders to ensure an effective African Higher Education system.
Prof. Etienne Ehouan Ehilé
SECRETARY-GENERAL

Accelerating Human Development In Africa Through Higher Education
Who we are

Welcome to AAU

OUR VISION
is to be the leading advocate for higher education in Africa, with the capacity to assist our member organizations in meeting national and continental needs.

OUR MISSION
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;
- Providing a platform for discussions on emerging issues

OUR MEMBERSHIP
We have an enthusiastic membership of 320 higher education institutions spread across all regions of Africa and still counting. Our members are in these 46 countries;
Our Areas of Intervention

Ultimately targeted at achieving our vision, mission, goals and objectives, the AAU, during the reporting period, continued to implement interventions as dictated by our core programmes, the needs of our members and general trends happening in the global higher education scene. The amount of resources available for all such competing priorities also played a key role in our prioritisation of interventions. Our intervention areas are highlighted here as follows:

Strengthening Higher Education Institutions Delivery Capacity by:

- Enhancing Leadership and Management Capacity in African HEIs
- Improving ICT Infrastructure and Capacity for Knowledge Management
- Improving Quality Assurance in African HEIs
- Promoting Africa’s Centres of Excellence
- Promoting Science, Technology and Innovation
- Promoting Staff Exchange and Academic Mobility

Promoting Knowledge Generation and Management

This intervention area aligns with our objective of facilitating the exchange of information and experiences among members of the academic community, and promoting best practices. Specifically, our strategically selected projects implemented were targeted at:

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

Promoting the Socio-Economic Relevance of the African University

This priority area aligns with AAU’s objective of collecting, classifying and disseminating information on higher education and research, particularly in Africa. Within the period, we prioritised:

- Strengthening University-Industry Linkages
- Developing the Employable African Graduate, through projects such as students’ internships
Networking, Strategic Alliances, and Funding Issues

In line with our objective of facilitating cooperation between our members and the international academic world, the AAU sought to achieve the following within the period:

- **Improve** Collaboration among African HEIs and between AAU and African Sub-Regional HE Associations
- **Promoting** regional integration through Academic Mobility
- **Strengthening** leadership and management capacity of African HEIs
- **Improving** graduate employability through students’ internships
- **Strengthen** Diaspora and Alumni Relations
Core areas of AAU's intervention in 2014/2015

- Collecting, disseminating and improving visibility of African Scholarly works
- Making education accessible to needy populations through scholarships
- Improving collaborations among Africa Centres of Excellence (ACE)
- Enhancing knowledge sharing and networking
- Capacity building for efficient institutional repositories
- Strengthening university industry linkages

Accelerating Human Development In Africa Through Higher Education
Highlights of 2014/2015 Events

COREVIP 2015 -Internationalisation of Higher Education in Focus

The 18th Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP) was organised by the Association of African Universities, in collaboration with the Ministry of Education of Rwanda and University of Rwanda (UR). The conference was hosted in Kigali, Rwanda from 2nd to 5th June 2015. It is one of the many platforms used by the AAU to foster cooperation and collaboration among its member institutions. COREVIP also creates the platform for critical reflections on issues affecting higher education and the development of Africa.

Over 250 participants from 30 African countries and 14 other countries attended COREVIP 2015, organised under the theme “Internationalisation of Higher Education in Africa”. Participants comprised heads of higher education institutions from African countries, heads of Quality Assurance Agencies in Africa, stakeholders in higher education in Africa, experts in ICT, teaching and research in higher education, development partners and students.

The rich conference programme was made up of plenary sessions, parallel sessions, special sessions and working group discussions. It’s highly engaging five sub-themes included Harmonization & Quality, Mobility & Transferability of Credits, New Modes of Teaching, Curriculum Relevance & Employability and Centres of Excellence, and saw a total of 20 papers presented. Discussions on the joint Africa/ European Union Strategy and the review of the AAU core programmes were also carried out during this event.

In his opening remarks, the Honourable Minister of Education of Rwanda, Prof.
Silas Lwakabamba, expressed his country’s appreciation to AAU for

250 participants

30 African countries

14 Other countries

20 Papers presented

Rwanda

Kigali

Murambi
The African University Day has been celebrated yearly on 12 November by Universities across the continent. Its objective is to present a unique platform to promote critical dialogue among stakeholders on how to improve higher education in Africa, and celebrate the successes chalked by African Universities.

In 2014, the All Nations University in Koforidua, Ghana, co-hosted the event with the AAU on their premises. Discussing the theme, “How Can African Universities Enhance Capacity for Job Creation?” The guest speaker, Prof. Kwasi Adarkwa, a former Governing Board Member of the AAU delivered a very impressive and elaborate paper on the theme. He expatiated on “Exploring the Nexus between Training Institutions and Industry in Ghana”. He explained that the AAU is providing the needed support to universities by giving them an opportunity to reflect on an important issue which is critical to their survival. Namely, the need for a much clearer understanding of the nexus between universities and industry to enhance the employ-ability of graduates from their institutions.

In Ghana, about 15 different universities joined in this celebration with over 500 participants comprised of AAU staff, special invited guests with higher education at heart and students of All Nations University.

A series of other events were undertaken by higher education institutions in other African countries to mark this special day.
Meeting of the AAU Governing Board

The 73rd meeting of the AAU Governing Board was convened on June 1, 2015 ahead of the Conference of Rectors, Vice Chancellors and Presidents of African Universities, held on June 2-5, 2015. Among other things, the 11 board members present at this meeting, chaired by the President, Prof. Olusola Oyewole, reviewed the action plan for the previous meeting, project implementation and financial issues.

Issues on membership, COREVIP 2015 and the next Executive Committee meeting to be held in 2016 were also discussed.

The theme, venue and establishment of an organising committee for the 14th General Conference/AAU@50 celebrations in 2017 was also tabled for deliberation.

Following presentations on the status of programmes and finance, the Board, which is representative of the five regions of Africa, emphasised the need for new initiatives and a strategy for increasing membership and visibility of the Association. In addition, nine new institutions were admitted to Full membership and six to Associate membership of the AAU.
AAU Board visits Prime

IN PICTURES
Minister of Rwanda
In today’s fast-paced world, the impact of social media in connecting with our network of universities and general stakeholders cannot be underestimated. Social media presents a great platform for disseminating quality higher education information in a timely manner; helps connect with our network immediately; and helps keep up with latest trends in the academic circles.

In line with this, the AAU unveiled its social media platforms to enhance communication between the Association and its stakeholders within the reporting period.

The following institutional accounts were set up: Twitter (@aau_67), Facebook (Association of African Universities), AAU Blog (http://blog.aau.org), YouTube (Association of African Universities), Flickr Account (for sharing pictures - Association of African Universities), Google Plus and Slideshare Account (sharing presentations) to increase AAU’s engagement with our network. ‘We will continue to utilise these platforms in relaying information from AAU, our members, development partners, policy makers and our wider stakeholders to the network. We intend to regularly update these platforms with current and useful information and therefore invite all our stakeholders to regularly visit our pages’ said the Director-ICT Services and Knowledge Management (DIKM), Ms Nodumo Dhlamini.

Similarly, and in line with the AAU serving as the voice of higher education in Africa, we introduced the AAU News as a weekly service to the higher education community. The AAU News provides an effective channel of ensuring that we reach out weekly, to our stakeholders with necessary information on African and global opportunities, updates, current publications, research, calls, among others.

“We aim to increase the visibility of AAU and improve on its continuous dialogue with members through these Social Media platforms” said the Secretary General, Prof. E. Ehile.
Construction work for the new two-storey secretariat building began on January 3, 2015 following a short but impressive sod-cutting ceremony organised in December 2014.

Speaking at the sod-cutting ceremony, the Secretary-General of AAU, Professor Etienne Ehouan Ehile, expressed hope that the completion of the project will solve the acute accommodation problem currently facing the association. He paid a glowing tribute to the government of Ghana for the support in making the dream of a permanent secretariat for the AAU come to fruition.

Graced by the Hon. Minister for Education of Ghana and former Board member, Prof. Naana Jane Opoku-Agyemang, the ceremony saw in attendance staff of AAU, representatives of the contractors for the building and the media.

For her part, Prof. Opoku-Agyemang pledged the government’s continuous support for tertiary education in the country. She said the Association of African Universities had come a long way since its establishment many decades ago and appropriately required a befitting permanent secretariat in its honour.

The Government of Ghana awarded a yearly grant of GHS 2 million for the construction of a Secretariat and Residential facilities for the AAU. The AAU acquired an acre of land from the University of Ghana for the construction of the Secretariat, with an invitation being made to the various development offices of the Public Universities in Ghana to submit designs for the construction of the Secretariat. The Development Office of the University of Cape Coast, an AAU member, was selected as the consultant for the job, following a competitive process. The secretariat building is expected to be completed and handed over to the AAU by December 2016. When completed, the secretariat will house the following: Secretary-General’s office, 7 Directorates, Library Facilities, ICT Rooms, Meeting Rooms, a 50 Seater Conference Room, 3 Offices for Visiting Scholars, Document Reproduction Room, and other General Facilities. The new building will also uniquely make provision for Solar Panels and provide access for the physically-challenged.
Meeting of the African Quality Assurance Network

A meeting was held during the 6th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) in Bujumbura, Burundi on 19th September 2014. Thirty-three (33) participants from 15 member countries and regional bodies were in attendance. The meeting was to update members on AfriQAN activities and outline the next steps. Participants agreed that there was the need to link up with regional quality assurance agencies. The importance of AAU working with Vice Chancellors to ensure that their quality assurance units subscribe to AfriQAN was also discussed. Quality assurance agencies which had managed to introduce internal quality assurance units in all their universities shared with others how they implemented the exercise and how these quality assurance units could be funded. Kenya, Ghana, Senegal, Nigeria and Zimbabwe all indicated that the following issues were critical:
The need for legislation;

Lobbying and buy-in from Vice Chancellors and HEIs;

Capacity development through training workshops;

Need for regional networks to work together; and

Need for budget for quality assurance units in each HEI

After a considerable debate and wider consultation with other participants of the 6th ICQAHEA, Nigeria subsequently offered to host the 2015 General Assembly and the 7th ICQAHEA. This was accepted by members.
A greater part of AAU’s work in 2014/2015 was focused on empowering its network with various degrees of skills to improve their effective functioning. The following activities were implemented during the reporting period:

**Database of African Theses and Dissertations Workshop, Khartoum, Sudan • 6-8 December, 2014**

A training and advocacy workshop for setting up of institutional/national repositories was held in Sudan. In addition to building capacity, the workshop further provided the platform to seek the support of the Sudanese Research and Educational Network in hosting and providing the required technical support to the University Libraries.

The workshop was successfully concluded with all participants deciding to work at making the National repository establishment (SudREN) successful. Two universities also set up their platforms and uploaded content onto it. The National repository was also set up by SudREN. Sudan’s success story is worth emulating and demonstrates that commitment and dedication can lead to great achievements even in the face of limited resources.
The position of the Vice Chancellor is unavoidably shrouded in complexity given the multiple interrelationships with a myriad of diverse stakeholders demanding undivided attention and leadership. In line with this, the AAU organised its fourth University Advancement Workshop on the theme ‘The Leadership Role of the Vice Chancellor in a 21st Century African University’, to discuss related issues and enlighten participants on this topic.

This workshop brought together 30 participants comprising 25 vice chancellors, 3 chairpersons of councils and 2 deans of departments from Ghana, Nigeria, Sudan, Ethiopia, Zimbabwe, Mozambique, Tanzania and South Africa.

The two-day workshop was very interactive with the vice chancellors leaving the workshop happy and looking forward to walk into their universities as leaders, ready to manage any kind of situation on their campuses.

Other similar workshops organised within the reporting period included the workshop on Successful Governance of Universities: The Key Relationship between University Council and The Executive Leaders of the University, 20-22 April, 2015, Victoria Fall, Zimbabwe.


AAU through RENU (Research and Education Network Unit) and in collaboration with RITER (the national Research and Education Network of Cote d’Ivoire) organized a 3-day training workshop for ICT personnel of various University libraries. The meeting took place at the Félix Houphouët-Boigny University of Cote d’Ivoire and brought together 90 ICT Library staff representing 5 countries.
namely, Cote d’Ivoire, Burkina Faso, Gabon, Ghana and Nigeria. The workshop was facilitated by four expert resource persons selected competitively to design and deliver the curriculum. Participants were taken through concepts on how to set up institutional repositories using D-space technology. There were also sessions on Massive Open Online Courses (MOOCs) and open educational resources. This training also provided the opportunity to discuss the MoU between AAU and RENATER, the French Research and Education Network.

Conference on New Funding Approaches to Higher Education,
Lomé, Togo • 26-28 November, 2014

The Lomé Conference, addressed how funding approaches to higher education and research in Africa should be re-evaluated and the way forward.

The Conference was a very important event with reference to the number, quality and diversity of the over 180 participants from 85 institutions (from 19 countries) who attended. It was also an intellectually stimulating event which featured relevant, urgent topics and rich reports.

Creating and empowering communities of National Research and Education Networks

Within the period, the secretariat organised a series of national workshops to speed up the national policy development process for the establishment of National Research and Education Networks (NRENs) in various countries. It also facilitated experience sharing and collaboration at both regional and continental levels.

An AfREN Meeting was held in Djibouti, as part of the annual Af* (Afstar) meetings. AfREN is a forum hosted by AAU through cooperation with AfNOG and AfriNIC to help build an all-inclusive African Research and Education Network community that address-es issues of access to higher bandwidth and other critical scientific resources at affordable prices, capacity building and content development. All regional RENs were represented including the Arab States Research and Education Network (ASREN), the UbuntuNet Alliance and WACREN (the West and Central African Research and Education Network). Among other matters, plans for strengthening NRENs and inter-connecting the regional RENs were discussed.

Representatives of the UbuntuNet Alliance received support from AAU to participate in a training workshop that was organized as a pre-conference event to the UbuntuNet-Connect Conference in Kigali, Rwanda.

The AAU Research and Education Network Unit Coordinator participated in a number of events both locally and internationally at which he made presentations on various pertinent issues. These included meetings of UbuntuNet Alliance, Conseil Africain et Malgache pour l’enseignement Supérieur (CAMES), WACREN and AfREN. The Annual Electronic Theses and Dissertations conference organised by the Networked Digital Library of Thesis and Dissertation (NDLTD) also saw the AAU in attendance.
Key Results

Academic Mobility

This programme consists of two components—Staff Exchange and Small Grants for theses and dissertations.

Within the reporting period, the AAU promoted Staff Exchange among various institutions, in line with its regional integration initiatives and role of making scarce expertise available to fill in gaps in its member institutions. The staff exchange programme also aims at promoting interchange and co-operation among universities. A total of 13 exchange missions were successfully undertaken. Beneficiary institutions included universities located in Southern, Eastern and Western Africa. The Central University of Technology, South Africa; Open University of Tanzania, Tanzania; and the University of Ilorin, Nigeria were some institutions which benefited from this project. Through a competitive process, the AAU selected high-level professionals from African HEIs to undertake the exchange missions. International faculty members from the University of Illinois, USA, University of Ottawa, Canada and the City University of New York also undertook exchange missions in the beneficiary African Institutions. Services rendered during these missions included teaching and research collaboration, and covered the following subject areas; Pharmacy, Civil Engineering, Information Science, Mathematics, Statistics, Chemical Engineering, Education, Agriculture, Engineering and Economics. The table in Annex 1 provides further details on the Staff Exchange missions.

Small Grants for Theses and Dissertations

A total of 59 complete applications were received from 30 institutions and 12 countries. Forty-three (43) applications were reviewed and twenty-seven (27), representing 63% selected for sponsorship based on their rating per the following criteria: (a) Relevance (the extent to which the proposed research addresses African development issues); (b) Innovation (the extent to which the proposed activity suggests and explores creative and original approaches); and (c) Feasibility (whether the project is feasible in terms of the proposed methodology, work plan and budget). The remaining 16 awards received close to the end of year, were also scheduled for review. The demographics of the 59 applications are as follows: 24 Masters; 35 PhDs; 13 Females; 46 Males.

Additionally, four out of 41 grants awarded between December 2013 and June 2014 were successfully completed and the required documents duly submitted. Payment of the final tranches of the grant to the applicants concerned were effected within the reporting period. Annex 2 presents details of beneficiaries of the Small Grants for Theses and Dissertation.
Graduate Internships

Forty-nine (49) internship fellowships (65% males and 35% females) were awarded to students from 20 institutions in 10 countries. The fellows are pursuing courses in Architecture, Banking and Finance, Development Studies, Economics, Environmental Science, Geography, ICT, Management and Administration, and Pure Science. The first tranches (representing 60% of the grant) were disbursed to all grantees. A total of 32 internships were completed and final payments disbursed upon receipt of satisfactory reports from the host institutions. To ensure that all internship reports address pertinent issues, a standard template was designed to collect relevant information from the host institutions. Feedback from the reports received were positive and included suggestions that (a) internships should be aligned to institutions’ fiscal years so interns may be employed in the host institutions; (b) AAU should explore the possibility of initiating an inter-institutional exchange programme; and (c) AAU should consider sponsoring more internships and support interns with grants to help them complete their research work. Beneficiaries of the programme have also lauded the initiative, which provided some of them with their first work experience.

To ensure regional and linguistic balance in the selection of grantees, each region of Africa was assigned a fixed quota of grants. The table in Annex 3 presents the institutions which benefited from the graduate internship grant.

ICT in University Libraries

Three (3) new national repositories in Kenya, Rwanda and Sudan were created and linked up to the DATAD Platform to increase the volume of African scholarly publications available. To support the initiative, servers were supplied to each of the national repositories and a Technical Training Workshop on how to set up institutional repositories organized at the University of Nairobi, Kenya in April 2014 for 35 ICT Library staff from 12 different universities from the target countries. Over the current reporting period, the Omar Bongo University in Gabon was provided with a server from AAU to facilitate its role as the hub for the Gabonese national repository.
AAU Website Development and Maintenance

Following the redesign of the AAU website in January 2014, uptime, number of hits per day, time spent on the site and bounce rate improved tremendously. This performance was sustained over the reporting period. Additionally, there was an increase in records on the DATAD platform that show-cases indigenous African research, from 21,000 to 38,782. This represents an 85% increase.

Management of AAU Virtual HE Library

Contract for the Virtual Library was awarded to PKOA Limited of the UK after evaluation of technical and financial proposals submitted, by the AAU Procurement and Tender Committees. The Consultant was tasked to develop the software and deploy it on the AAU network (http://erl.aau.org). Over 90% of the major work was completed during the period. Data conversion from the various old formats and migration to the new platform was almost 95% complete. In addition to metadata of documents in the physical library at the AAU Secretariat, the software was designed to search for metadata from over 400 HEIs around the world and to make the location of the sources known, so users searching outside the country can locate information sources close to them, even within their own country.

The platform design further allows for monthly updates of this external source of information so that every new information item added to the external sources is reflected on the platform. This inclusion increases the searchable records to over 30,000,000 records. Visitors to the online library have the option to search within the AAU physical library first and then to the worldwide platform if the information sought is not available at the AAU secretariat. Additionally, a blog for visitors to interact with AAU and share information is included on the new platform. The blog functionalities also allow people to post articles of interest to HEIs in Africa and other information relevant for the improvement of quality delivery of education on the continent. The new library platform has hyperlinks to online databases of free books and other educational materials. Also available on the site are links to MOOCs (Massive Online Open Courses) to help people interested in self-tuition or online education.

Publications: Within the period, the AAU published a study on ‘University Research and National Innovation’. This was undertaken as part of a project on Improving the Quality and Relevance of Research within National Innovation Systems in West and Central Africa. Funded by the Government of Canada through the International Development Research Centre (IDRC), the publication can be accessed via http://www.aau.org/content/university-research-national-innovation
<table>
<thead>
<tr>
<th>Event/Project</th>
<th>No. of Participants/ Beneficiaries</th>
<th>No. of Countries Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference on New Funding Approaches to Higher Education</td>
<td>180</td>
<td>19</td>
</tr>
<tr>
<td>COREVIP 2015</td>
<td>Over 250</td>
<td>43</td>
</tr>
<tr>
<td>ICT library staff training</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>University Advancement Workshop</td>
<td>85</td>
<td>11</td>
</tr>
<tr>
<td>ACE workshop</td>
<td>130</td>
<td>12</td>
</tr>
<tr>
<td>AfriQAN meeting</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>Internships fellowships awarded</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>Small grants for theses and dissertations</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Staff Exchange Missions</td>
<td>13</td>
<td>8</td>
</tr>
</tbody>
</table>
**Networking opportunities rated Very Highly by COREVIP 2015 participants**

Participants of the 2015 Conference of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP) attested to the unique platform presented by the conference for networking with major stakeholders in Higher Education in Africa and beyond. This came to light through a conference evaluation carried out by the Secretariat at the end of the conference, held in Kigali Rwanda.

**Key results of the conference evaluation are highlighted as follows:**

<table>
<thead>
<tr>
<th><strong>What participants liked most about COREVIP 2015</strong></th>
<th><strong>Percentage</strong></th>
<th><strong>Details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>found the Conference theme relevant to their institutions</td>
<td>73.6%</td>
<td>of respondents</td>
</tr>
<tr>
<td>found the four-day conference duration appropriate</td>
<td>80%</td>
<td>80 participants</td>
</tr>
<tr>
<td>rated the overall conference organization as good or very good</td>
<td>97.7%</td>
<td>said that the parallel session topics were relevant</td>
</tr>
<tr>
<td>The overall quality of plenary session speakers’ contributions was rated as either GOOD or VERY GOOD</td>
<td>65.9%</td>
<td>31.9%</td>
</tr>
<tr>
<td>The level of interactivity during parallel sessions was said to be ‘just right’ by the respondents</td>
<td>82.1%</td>
<td></td>
</tr>
<tr>
<td>of the respondents were from institutions that are members of the AAU</td>
<td>85.7%</td>
<td></td>
</tr>
<tr>
<td>of the respondents had never attended a COREVIP before</td>
<td>60.9%</td>
<td></td>
</tr>
</tbody>
</table>
**Testimonials from beneficiaries of Graduate internship programme**

**Host Institutions:**

**Masinde Muliro University of Science & Technology**
Kenya

I strongly applaud AAU for the initiative and recommend that more support be given to many of such needy cases in order to improve the working skills of fresh graduates before they enter the job market. Such internship gives them the requisite skills necessary for entry into the industry. We are more than ready to take on more sponsored interns in future. Our structures in the university allow for such internships.

**Clean Air Energy Solutions (K) Ltd**

The programme is a great opportunity for students to acquire hands on skills. I recommend expansion of the programme to benefit more students including undergraduate students.

**Student Beneficiaries**

**Bhanye Johannes**
University of Zimbabwe

I got first-hand experience in using statistical packages like SPSS, CS Pro and more advanced skills in MS Word, MS Power point and MS Excel. I learnt a great deal from the different interns that I worked with during my internship. Each intern had a different educational background and that made it interesting for me. By working with them I got to learn from them.

**Lum Magdalene**
University of Buea, Cameroon

“The student internship programme helped me to understand the Banking Environment and its functionality. I now understand the risk behind the Banking Profession, I also contributed my advanced IT knowledge and fieldwork proposals on how many more Customers of higher categories could be attracted.

Full internship reports can be accessed at - [http://www.aau.org/page/graduate-internship](http://www.aau.org/page/graduate-internship)
A continental higher education body like the AAU requires various degrees of mutually beneficial partnerships to support the effective execution of its mandate. The need to network, contribute to international higher education discussions, update itself of latest happenings in its external and internal environment and market the AAU, necessitated the AAU’s participation in a number of internationally organised conferences and events. A number of such missions, and events which saw the AAU in attendance are presented in this section.

**TERENA Networking Conference, Dublin, Ireland • 19-22 May 2014**

Participating in this International Conference, the AAU requested to be made a part of the Africa connect Phase II project. This saw the eventual invitation and sponsorship of AAU to participate in the Africa connect planning meeting in Uganda.

The TERENA Networking Conference (TNC) is one of the largest and most prestigious European research education networking conference which brings together decision makers, managers, networking and collaboration specialists and identity and access management experts from all major European networking research organisations. Experts from universities, worldwide sister institutions, as well as industry representatives also participated in this event.

**6th ICQAHEA and Tuning, Bujumbura, Burundi • 16-19 September, 2014**

With quality assurance being a core of our work, the AAU actively participated in this meeting where various stakeholders in the field of quality assurance converged to discuss critical issues. The aim of the 6th ICQAHEA included a review of national and continental developments in quality assurance in higher education in Africa up to 2014. Documenting best practices in higher education quality assurance from other regions of the world, drawing lessons for the African context for the promotion of quality culture and identifying challenges to quality in higher education in Africa were key targets. Key sustainable solutions were also proposed.
Being noted for our quality assurance (QA) initiatives, the AAU was invited by DAAD/CAMES/UNESCO to participate in a main conference organised to discuss the status of Quality Assurance in targeted countries. Definition, roles and challenges of QA, the role of CAMES and practical steps for setting up QA systems were some critical issues also discussed at the meeting. Participants emphasised the need to harmonise QA programmes with the aim of meeting demands of labour market, and the need for QA Agencies to track the performance of accredited institutions.

**International Conference on the review and adoption of the revised Arusha Convention**, Addis Ababa, Ethiopia • 11-12 December, 2014

This Conference, which saw the AAU in attendance, was held to review and adopt the revised Arusha Convention on the recognition of studies, certificates, diplomas, degrees and other qualifications of African states. More than 13 states ratified the convention at that conference.

**AWAU**

Cape Coast, Ghana • 11 – 15 January, 2015

The AAU participated in the 2nd Annual Conference and 4th General Meeting of the Association of West-Africa Universities held under the theme: “Harmonisation of Academic Programmes and Qualifications in Africa (Arusha Convention): Implication for West-Africa. The Conference attracted over 120 participants (including 13 Vice-Chancellors) from Cote d’Ivoire, Ghana, Guinea, Nigeria, Togo and Turkey. The Conference addressed harmonization of academic programmes and qualifications in the Higher Education System within the West African Sub-Region without compromising quality.
World Higher Education Summit,
Dakar, Senegal • 10-12 March, 2015

The African Higher Education Summit was a three-day continental summit focused on revitalizing higher education for Africa’s future. The event provided a forum for discussions on themes such as policy harmonization across African universities, sustainable investment models, diversity, graduate employability, gender, governance, and the role of research. It also delved into the ways in which Africa’s higher education institutions can become more active in the fields of science, technology, and innovation (STI). Attendees included African Union, ministers of education, entrepreneurs, academics and international development partners.

Advancing sub-Saharan Africa-EU cooperation in Research and innovation for global challenges (CAAST-NET Plus) -Second Annual Meeting  Lisbon, Portugal • 17-19 June 2014

The CAAST-Net Plus’ Second Annual Meeting addressed three key issues:

I strengthen bi-regional research and innovation cooperation in health, food security, and climate change through policy and situational analysis, and multi-stakeholder networking activities;

ii support informal and formal policy dialogue processes, and offer practical support to bi-regional research partnerships and networks to enable more effective cooperation;

iii disseminate key results effectively, and provide a multi-media platform for communication and interaction within relevant African and European research and innovation communities.
Quality Connect phase II,
**Brussels, Belgium • 18-20 of June, 2014; & 13 March 2015**

The AAU collaborated with the European University Association to submit a new proposal to the European Union Commission for a grant to enable the two bodies start the phase II of the project. Quality Connect Phase I focused on using the methodology of European University Association’s Institutional Evaluation Programme (IEP) to test its suitability in different institutional and national contexts in Africa. The IEP’s evaluation approach is a tool to support the strategic development of universities, within their institutional and national contexts.

**UEMOA, Ouagadougou, Burkina Faso • 14-15 October, 2014**

A regional consultative meeting was held as part of building a regional strategy for recovery of Higher Education and Research, based on diagnosis, vision and developed national strategies by all national stakeholders in the Member States of the Union.

The Secretary General made a presentation on “Governance in African universities” in the working group on “Governance” and also met the Resident Representative of the African Development Bank to discuss matters of mutual interest on higher education in Africa.

**Quality Assurance meeting,**
**Dar es Salaam, Tanzania • 4 – 6 November 2014**

The African Higher Education Harmonization and Tuning Workshop on Joint Degrees was held to enlighten the AAU and other participants on the need to look to the future in respect of supporting the creation of a revitalized, distinctive, attractive and globally competitive African higher education space through Tuning, Quality and Accreditation. Good practices behind Joint degrees at the international level were shared, and participants informed about what the designing of joint degrees from the Tuning perspective entailed.
Pan African University Steering Committee,
**Addis Ababa, Ethiopia • 4th December, 2014**

The Steering Committee is the precursor of the Pan African University (PAU) Council meeting. It consists of major stakeholders of the PAU, including representatives of the PAU host universities, host governments, thematic and other partners. The purpose of the Steering Committee Meeting was to agree on the strategic road map of the PAU for the 2014/2015 academic year, especially the new harmonized academic year, and discuss the status report of the PAU institutes, the processes for selecting the PAU Rectorate host country, recruiting the substantive Rectorate Staff, the process towards hosting the PAU space Science hub, and enhanced partnerships and policy for the PAU.

First Task Team meeting on 5th proposed sub regional network on QA in HE in Southern Africa, **Windhoek, Namibia • December 8 – 9, 2014.**

At the 1st Southern Africa Sub-regional Conference on Quality Assurance in Higher Education held in Victoria Falls, Zimbabwe in July 2014, it was agreed to set up a Task Team to establish a regional Quality Assurance Network for the southern African countries. The Team held its maiden two-day meeting in Windhoek, Namibia to discuss modalities of the Network in southern Africa in such a way that it will not suffer from the problems and challenges other similar networks have faced or are currently going through.

The event attracted participants from 8 countries (Botswana, Ghana, Lesotho, Malawi, Mauritius, Namibia, South Africa, and Zimbabwe) and was hosted by the National Council for Higher Education (NCHE) of Namibia in collaboration with the Zimbabwe Council for Higher Education (ZIMCHE). It was agreed that the final draft of the SAQAHEN Constitution would be circulated to all the 15 member states of the Southern Africa Development Cooperation (SADC) region for their information, and at the inauguration of the SAQAHEN Network in July 2015 in Gaborone, Botswana, all Ministers of Higher Education of the SADC region would be invited.

AUCC Queen Elizabeth II Scholarship Reviews,
**Ottawa, Canada • 11-12 December, 2014**

The Association of Universities and Colleges of Canada (AUCC) requested AAU to serve on the Selection Committee for the Canadian Queen Elizabeth II Diamond Jubilee Scholarship program. The Scholarship was a new initiative in Canada in honour of the 60th anniversary of Her Majesty Queen Elizabeth II’s accession to the Throne.
Overall, eight (8) readers were selected from across the Commonwealth to constitute the Selection Committee members and were assembled in Ottawa from 11-12 December, 2014 to discuss the selection criteria and scores given to each applicant. The final awards to 46 universities was officially announced by the AUCC on Friday 6th February, 2015 and published online at


ACE Phase II for Eastern and Southern Africa,
Dar es Salaam, Tanzania • January 13-14, 2015

The proposed ACE II project is intended to support the promotion of regional collaboration and specialization among participating universities in areas that address both national and regional economic growth priorities, as well as to strengthen the capacities of these universities to deliver quality training and applied research needed by the society. The objectives of the Dar es Salaam meeting were to:

1. Build consensus on vision and results for Eastern and Southern Africa Higher Education Centres of Excellence Programme (ACE II);

2. Present the ACE II draft concept outline for discussion and tentative agreement on the key aspects of the project design, including:
   - Specific objectives, expected results and their indicators;
   - Main activities/ components of the project;
   - Selection criteria and process;
   - Implementation arrangements at both regional and national levels;
   - Support to fragile and small states;
   - Regional coordination, partnership and harmonization;
   - Risks; and

3. Prepare an outline of the ‘Dar Programme Document’, which will serve as the foundation of the project and reflect objectives, expected results and practical implementation arrangements of this initiative.

AAU team was invited to share its experience on the ACE I project implementation arrangement, key performance indicators, ACE I project support to fragile and small countries and defend the case for AAU to handle the ACE phase II implementation arrangements.
At the invitation of the chairman of the Network for Excellence in Higher Education in West Africa (REESAO), the Secretary-General participated as a Keynote Speaker in a Symposium organised on the theme "Academics crises and social Peace on Campus ". The symposium, brought together Presidents, Rectors and Director Generals of Public Higher Education Institutions of UEMOA as well as technical and financial partners (ECOWAS, UEMOA, UNESCO, AUF, CAMES, etc.) leading to a communique titled "Declaration of Niamey".

Photo Gallery

Niger

Niamey

25-28 February, 2015

At the invitation of the chairman of the Network for Excellence in Higher Education in West Africa (REESAO), the Secretary-General participated as a Keynote Speaker in a Symposium organised on the theme "Academics crises and social Peace on Campus ". The symposium, brought together Presidents, Rectors and Director Generals of Public Higher Education Institutions of UEMOA as well as technical and financial partners (ECOWAS, UEMOA, UNESCO, AUF, CAMES, etc.) leading to a communique titled "Declaration of Niamey".

Photo Gallery

Niger

Niamey

25-28 February, 2015
Update on New AAU Projects

ACE & ENAAMS PROJECTS

The Africa Centres of Excellence (ACE) Project, is a World Bank sponsored initiative aimed at building and strengthening African centres of excellence to promote regional specialisation on issues that address regional development challenges, facilitate delivery of high quality training and applied research, and meet the skills demand of the regional labour market. Within the reporting period, the ACE Project Steering Committee (PSC) held its 3rd, 4th and 5th meetings in August 2014, November 2014 and March 2015 respectively. The 3rd meeting was to review progress made on the ACE project following the Abuja PSC Meeting and to discuss the next steps. Specifically, the meeting assessed project progress, discussed the declaration letter for regional specialisation, reviewed updates on key action items and other issues from its previous sitting, and discussed major next steps. Progress on review of implementation plans and status of project was discussed. Other issues including financial management, performance contracts, review arrangements at the national level, coordination and collection of data, capacity building needs, the operational manual, schedule of eligible expenses and the declaration of intent were also discussed. The meeting also agreed on the next steps which included submission of the declaration of intent, set up of national review committees by all ACEs, development of proposals on capacity building, and preparation for the 4th PSC meeting.

The 4th PSC meeting reviewed the effectiveness of each of the projects both at the institutional and national levels, and agreed on next steps. On the status of project effectiveness, it was reported that considerable progress had been made in all countries except in Ghana and Nigeria where parliamentary approval for the World Bank loan was yet to be granted. The AAU reported significant progress with regard to the review of implementation plans particularly with respect to the STEM ACEs. A tentative budget for the national review committee meetings and expenditure for the period July 2014 – October 2014 were discussed and agreed. Supplementary funding for Côte d’Ivoire was also presented for discussion followed by the observations of the subject-matter experts on technical issues related to the implementation plans. It was agreed to hold the 5th PSC meeting in March 2015 in Dakar, Senegal, to coincide with the African Higher Education Summit scheduled for the same period. Banjul, capital of the Gambia was agreed as venue for the 6th PSC meeting which was held back-to-back with the 3rd ACE Workshop.
The 5th PSC meeting reviewed updates on individual ACEs, additional financing for Côte d’Ivoire, regional harmonisation and integration of higher education support in the West African Economic and Monetary Union (WAEMU) and, discussed university industry linkages and next steps. The meeting reported substantial progress in all the Centres. Five countries including Benin, Burkina Faso, The Gambia, Togo and Senegal had achieved project effectiveness, whilst Cameroon had made good progress with the signing of the Performance Contract and Legal Opinions. The Financing Agreement for the ACE Project between the Government of Nigeria and the World Bank (WB) had also been signed. The main challenge was with Ghana where parliament-ary approval was yet to be granted. Sixteen out of nineteen ACEs had finalised their implement-ation plans while the remaining three submitted theirs for final approval. The latter, which still needed help, were working with the experts either via video conferenc-ing or physical meetings, where necessary. The 6th PSC Meeting and the 3rd ACE Project Workshop were held in Banjul, Gambia, on 11th May 2015 and 12-14 May 2015 respectively. The events were organised to bring participants up to speed on the status of project preparations and funds disburse-ments, as well as to train the ACEs on various World Bank Procurement, Financial Management and, Monitoring and Evaluation processes and procedures.

The ACE Operational Manual was also updated with clarifications on disbursement and financial processes, and monitoring and evaluation templates. All ACEs developed fiduciary and procurement manuals which had been cleared by the World Bank. A few of the ACEs also received their first disbursements and started implementing their project activities.

In order to draw up the necessary criteria for different components of the Scheme, a meeting of experts from relevant organisations was held in Abuja, Nigeria, from 17-19 March, 2015 and an MoU signed with the AAU on 19th March 2015. Implementation of the scheme takes place in 4th quarter of 2015 with the following awards: Scholarship for 50 Masters Students, Scholarships for 25 PhD students and 15 Fellowships for Lectures. The three-year Scheme is expected to cost around US$1.5 million per annum, with the AAU reporting to ECOWAS in collaborat-ion with relevant staff of the Commission.

ECOWAS Nnamdi Azikiwe Academic Mobility Scheme (ENAAMS)

The ECOWAS Academic Mobility scheme was initiated by the Department of Education Science and Culture of the ECOWAS Commission. This followed a series of statutory meetings of ECOWAS Ministers in charge of Higher Education and Scientific Research to avail opportunities for universities and other higher institutions to derive optimum benefit from qualified and experienced lecturers for the delivery of highly specialised courses where lecturers are lacking or in short supply, and where the institutions are unable to employ full time lecturers. The Scheme was also targeting availing to the lecturers, opportunities to fully develop their potentialities.

In order to draw up the necessary criteria for different components of the Scheme, a meeting of experts from relevant organisations was held in Abuja, Nigeria, from 17-19 March, 2015 and an MoU signed with the AAU on 19th March 2015. Implementation of the scheme takes place in 4th quarter of 2015 with the following awards: Scholarship for 50 Masters Students, Scholarships for 25 PhD students and 15 Fellowships for Lectures. The three-year Scheme is expected to cost around US$1.5 million per annum, with the AAU reporting to ECOWAS in collaborat-ion with relevant staff of the Commission.

<table>
<thead>
<tr>
<th>Scholarships for</th>
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</thead>
<tbody>
<tr>
<td><strong>50</strong> Masters Students,</td>
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<tr>
<td><strong>25</strong> PhDs Students</td>
</tr>
<tr>
<td><strong>15</strong> Fellowships for Lectures</td>
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<tr>
<td><strong>US$1.5 million per annum</strong> for 3 years</td>
</tr>
</tbody>
</table>
Financial Overview

Performance for 2014/2015 Financial year

This report gives an overview of the AAU’s financial performance for the period 1st July 2014 to 30th June 2015. The reporting currency is USD ($)

- **TOTAL INCOME**: $3,248,871
- **TOTAL EXPENDITURE**: $2,636,489

**ANNUAL BUDGET**
- Both income and expenditure: $7,379,649

**GRANTS FROM DONORS**
- **The World Bank**: 1,159,031
- **SIDA**: 580,160
- **ACBF**: 480,605
- **Carnegie**: 50,000
- **TOTAL**: 2,269,796

**SCHEDULE OF GRANT RECEIVED FROM 2001 TO 2015**

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<th>YEAR</th>
<th>GRANTS RECEIVED IN US$</th>
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<td>2007/08</td>
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<td>2008/09</td>
<td>3,864,797</td>
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<td>2009/10</td>
<td>5,248,673</td>
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<td>2010/11</td>
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<td>2011/12</td>
<td>3,302,833</td>
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<td>2012/13</td>
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<td>2013/14</td>
<td>1,937,812</td>
</tr>
<tr>
<td>2014/15</td>
<td>2,269,796</td>
</tr>
</tbody>
</table>

**Performance Report**
- **Programmes**: $1,687,100
- **Capital expenditure**: $26,000
- **Communication & Services**: $120,368
- **Administration**: $803,021
AAU GOVERNING BOARD MEMBERS

EXECUTIVE COMMITTEE MEMBERS

President,
Professor Olusola Oyewole,
Federal University of Agriculture,
Abeokuta, Nigeria

Vice President,
Professor Marc-Louis Ropivia,
Université Omar Bongo,
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Omdurman Ahlia University,
Omdurman, Sudan

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Tanzania

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Kara, Togo

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Cape Coast, Ghana

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National University of Science and Technology,
Bulawayo, Zimbabwe

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University of Venda,
South Africa

Professor Zollo Paul Henri Amvam,
Université de Ngaoundéré,
Cameroon

Professor Ako Edward,
Université de Maroua,
Maroua, Cameroon

Dr. Mohamed Abdul Karim Alkilany,
Sebha University,
Sebha, Libya

Professor George Magoha,
University of Nairobi

ALTERNATE MEMBERS

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Techniques de Masuku (USTM), Franceville, Gabon

Professor Jeilani Abdullah Osman,
University of Hormuud,
Mogadishu, Somalia

Professor Dominic W. Makawiti,
Maseno University,
Maseno, Kenya

Professor (Mrs.) Comfort Ekpo,
University of Uyo,
Akwa Ibom State, Nigeria

Professor Paul Ginies,
2IE, Ouagadougou,
Burkina Faso

Accelerating Human Development In Africa Through Higher Education
Staff at the Secretariat

SENIOR MANAGEMENT/COORDINATION TEAM

Secretary-General – Prof. Etienne Ehouan Ehlé (Côte d’Ivoire)

Director of Research & Programmes – Prof. John Ssebuwufu (Uganda)

Director of Research and Academic Planning – Prof. Jonathan Mba (Nigeria).

Director, Finance Department – Mr. Maxwell Amo-Hoyte (Ghana)

Director of Knowledge Management, Information and Communication – Dr. Paschal Andoh Hoba (Côte d’Ivoire) – Outgoing

Director of Knowledge Management, Information and Communication - Ms. Nodumo Dhlamini (Zimbabwe) – Incoming

OPERATIONAL MANAGEMENT

Senior IT Officer – Abednego Corletey (Ghana)

Ag. Project Officer, Strengthening Higher Education Stakeholder Relations in Africa – Ransford Bekoe

Ag. Project Officer, Governance of University Research in West and Central Africa – Mrs. Adeline Addy

ACE Project Officer - Mrs. Brigitte Norgbey

Human Resource & Administrative Officer – Mrs. Yvette Ahiable Quashie

Assistant Project Officer (Quality Assurance/ African Centres of Excellence) – Mrs. Gabrielle Hansen

Principal Accounting Officer – Mr. Paul Soedzede

Communications and Publications Officer - Ms Felicia Nkrumah

Assistant Project Officer (IT) – Mr. Awattey Tetteh

Executive Assistant (Secretary-General’s Office) – Ms Agnes Apedoe

Finance and Accounting Officer – Ms. Charlotte Gardiner

Clerical and Service Support

Receptionist – Ms. Edith Laari
Driver – Mr. Benedict Owusu Asare
Driver – Mr. Abraham Anokye
Gardener/Security – Mr. Emmanuel Tawiah
Office Assistant – Mr. Ernest Opare
Night Security – Mr. Samuel Siamey

Temporary Staff/ Interns

Mr. Aaron Adjeisaw – Communications & Services Department
Ms. Judith Myers – Secretary-General’s Office
Ms. Rose Nintin – Communications & Services Department
Ms. Abigail Nyamson – Communications & Services Department
Mr. Rexford Abossey – Finance Department
DEVELOPMENT PARTNERS

- Stichting Akada Educational Network
- Nestle Foundation (Lausanne, Switzerland)
- African Capacity Building Foundation (ACBF)
- Global Affairs Canada Formerly CIDA
- Carnegie Corporation of New York
- Ford Foundation
- Government of the Netherlands
- The World Bank
- United Nations Educational Scientific and Cultural Organisation (UNESCO)
- International Baccalaureate
- International Development Research Centre (IDRC)
- Swedish International Development Cooperation Agency (Sida)

STRATEGIC PARTNERS

- African Books Collective (ABC)
- African Network of Scientific and Technological Institutions (ANSTI)
- African Network Information Centre (AfriNIC)
- African Network Operators Group (AfNOG)
- African Union Commission (AUC)
- African American Institute (AAI)
- Universities Canada
- Conseil Africain et Malgache pour l’enseignement Supérieur (CAMES)
- Association of Arab Universities (AAU)
- Association of Commonwealth Universities (ACU)
- Agence Universitaire de la Francophonie (AUF)
- Commonwealth of Learning (COL)
- International Council for Open and Distance Education (ICDE)
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
- African Council for Distance Education (ACDE)
- Forum for Agricultural Research in Africa (FARA)
- International Association of Universities (IAU)
- Royal Tropical Institute (KIT)
- OMNI Consulting Ltd.
- New Partnership for African Development (NEPAD)
- OER Africa
## ANNEX 1- STAFF EXCHANGE MISSIONS

<table>
<thead>
<tr>
<th>Host (Beneficiary) Institution</th>
<th>Institution of Origin</th>
<th>Mission Objective</th>
<th>Field/Subject Area</th>
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</thead>
<tbody>
<tr>
<td>Crawford Univ. Nigeria</td>
<td>City Univ. of New York</td>
<td>Teaching, Graduate Supervision &amp; Research</td>
<td>Mathematics</td>
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<td>Kumasi Polytechnic, Ghana</td>
<td>Stellenbosch Univ., South Africa</td>
<td>Teaching, Graduate Supervision &amp; Seminars</td>
<td>Mathematics &amp; Statistics</td>
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<td>Univ. of Witwatersrand, South Africa</td>
<td>Seminar, External Examination &amp; Research Collaboration</td>
<td>Chemical Engineering</td>
</tr>
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<td>Univ. of Jos, Nigeria</td>
<td>Teaching &amp; Research Collaboration</td>
<td>Engineering</td>
</tr>
<tr>
<td>Univ. of Ilorin, Nigeria</td>
<td>Univ. of Cape Coast, Ghana</td>
<td>Teaching &amp; Seminars</td>
<td>Education</td>
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<tr>
<td>Univ. of Port Harcourt, Nigeria</td>
<td>Univ. of Illinois, Chicago, USA</td>
<td>Teaching &amp; Seminars</td>
<td>Pharmacy</td>
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<tr>
<td>Open Univ. of Tanzania, Tanzania</td>
<td>Univ. of Botswana, Botswana</td>
<td>External Examination &amp; Research Collaboration</td>
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</tr>
<tr>
<td>Central Univ. of Tech, South Africa</td>
<td>Jimma University, Ethiopia</td>
<td>Teaching &amp; Research Collaboration</td>
<td>Civil Engineering</td>
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<td>Nat. Univ. of S&amp;T, Zimbabwe</td>
<td>Univ. of South Africa, South Africa</td>
<td>Teaching, Seminar &amp; Graduate Supervision</td>
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<tr>
<td>Michael Okpara Univ. of Agric, Nigeria</td>
<td>Univ. of South Africa, South Africa</td>
<td>Teaching, Seminar &amp; Graduate Supervision</td>
<td>Statistics</td>
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<tr>
<td>Institut International d'Ingénierie de l'Eau et de l'Environnement, Burkina Faso</td>
<td>Univ. of Pottawa, Canada</td>
<td>Teaching &amp; Graduate Supervision</td>
<td>Engineering</td>
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<td>Makerere University, Uganda</td>
<td>Teaching &amp; Research Collaboration</td>
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<td>Univ. of Cape Coast, Ghana</td>
<td>University of Nairobi, Kenya</td>
<td>Seminar, External Examination &amp; Graduate Supervision</td>
<td>Education</td>
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Note: Amount paid per exchange fellow = USD4,500 (This excludes air ticket cost)
## ANNEX 2- SMALL GRANTS FOR THESES AND DISSERTATION

<table>
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<tr>
<th>Institution</th>
<th>Degree</th>
<th>Amount (USD)</th>
<th>Country</th>
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</thead>
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<tr>
<td>University for Development Studies</td>
<td>MPHIL</td>
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<tr>
<td>University of Ilorin</td>
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<td>University of Johannesburg</td>
<td>PHD</td>
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<td>University of Ilorin</td>
<td>PHD</td>
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**ANNEX 3 – GRADUATE INTERNSHIP GRANTS - BENEFICIARY INSTITUTIONS**

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*The beneficiary students comprised of 32 males (or 65% of total) and 17 females (or 35%), and pursued various courses categorised under 18 academic programmes.*