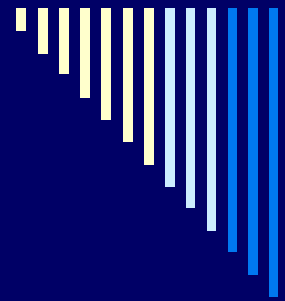




ASSOCIATION OF AFRICAN UNIVERSITIES

Association Des Universités Africaines

- Current Programs and Focus



The Association of African Universities

Is the apex organization and strategic forum for:

- Consultation,
- Exchange of Information,
- Cooperation among inst. of HE in Africa.
- Founded in Rabat, Morocco in 1967
- With an initial membership of 34. Today – Over 200 members, drawn from 45 African countries



Our Mission

To raise the quality of higher education in Africa and strengthen its contribution to African development by fostering collaboration among its member institutions; by providing support to their core-functions of teaching, learning, research and community engagement; and by facilitating critical reflection on, and consensus-building around, issues affecting higher education and the development of Africa.

Our Vision

**To maintain the AAU as the
representative voice of the African
higher education community both
within and outside Africa.**



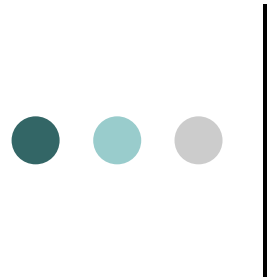
AAU's Specific mandates. I

- ❑ Promote interchange and co-operation among universities in Africa;
- ❑ Collect, classify and disseminate information on higher education and research, particularly in Africa;
- ❑ Promote co-operation among universities in curriculum development and in the determination of equivalence of degrees;
- ❑ Encourage increased contacts between its members and the international academic world;

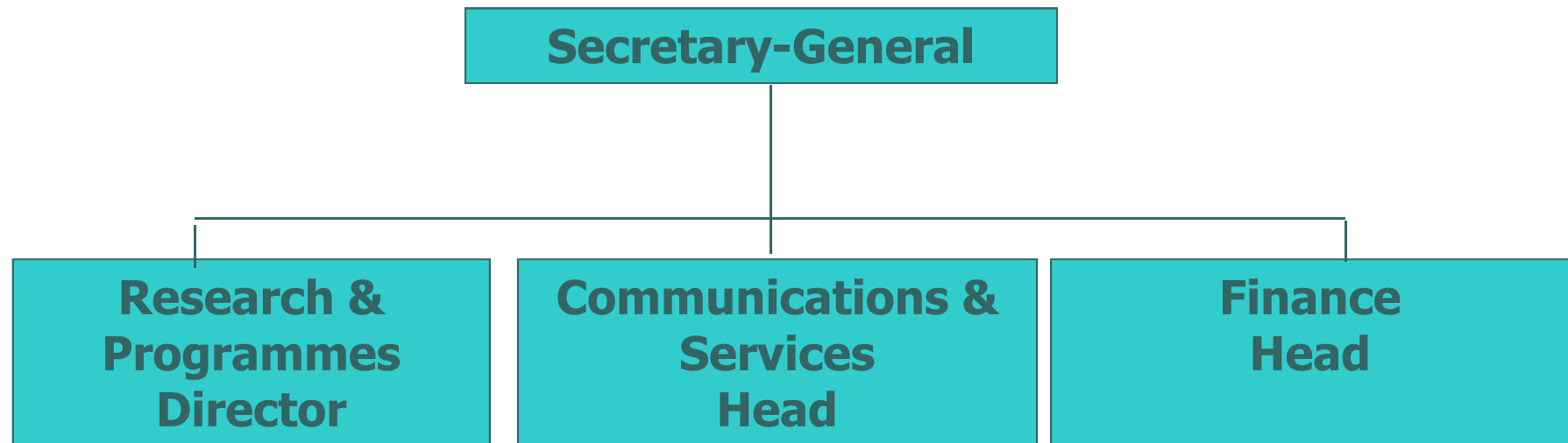


AAU's Specific mandates. II

- ❑ Study and make known the educational and related needs of African universities and, as far as practicable, co-ordinate the means whereby those needs may be met;
- ❑ Encourage the development and wider use of African languages; and
- ❑ Organize, encourage and support seminars and conferences between African academics, administrators and others dealing with higher education in Africa.



Secretariat's Organisational Chart



● ● ● | Our Strength

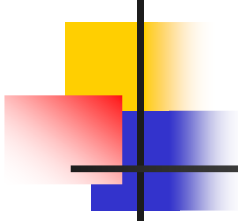
- AAU has gained credibility among its member institutions, African governments, HE community;
- Has capacity for conveying vast majority of African HE community for consultation on key issues affecting education in Africa;



● ● ● | Our Strength

- Promoting cooperation and collaboration
- Has capacity to coordinate activities and promote networks among African institutions

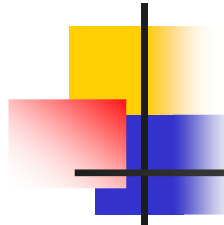




Our Programs

Core

- Leadership in Higher Education
- Management Development
- Academic Mobility and Staff Exchange
- Database on African Theses and Dissertations (DATAD)
- Quality Assurance
- HIV-AIDS

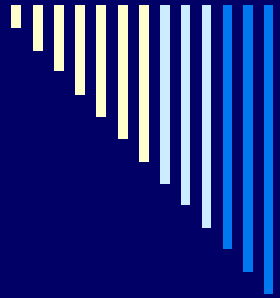


Our Programs

- ❑ Supporting ICT Development / Research and Education Networking
- ❑ Mobilizing Regional Capacity Initiative

Collaborative Programs:

- WGHE
- IFP



1. Leadership in Higher Education

Funding Source:

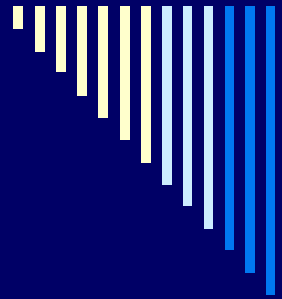
African Capacity Building Foundation (ACBF), Swedish International Development Agency (SIDA)

Objectives:

To enhance African university leadership and management skills, and deal broadly with issues of higher education policy, funding and management.

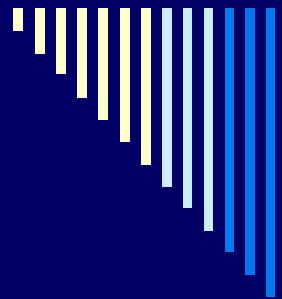
Activities:

The *Leadership Development Workshop* (LEDEV) series



Leadership in Higher Education

LEDEV is intended primarily for
Vice-Chancellors, Rectors, Presidents
and Principals Deputy Vice-Chancellors,
Deputy Rectors, and Vice-Presidents,
Directors of Institutes, Deans of
Faculties Members of University
Councils Heads and Deputy Heads of
higher education regulatory agencies



Leadership in Higher Education

Curriculum :

- Financial Management: resource mobilisation and allocation; financial analysis, reporting and performance monitoring
 - Institutional Culture, Gender and Change
 - Conflict Management and Resolution
 - Quality Assurance
 - University Leadership and the Fight Against HIV/AIDS
 - ICT and Research and Education Networking

Dates:

(a) Safari Court Hotel in Windhoek, Namibia, from August 13 – 25, 2007

(b) Kigali, Rwanda, 23 April to 02 May, 2008

2. MANAGEMENT DEVELOPMENT IN AFRICAN HIGHER EDUCATION INSTITUTIONS

- ❑ Is one of the major components of the ACBF funded Capacity Development Project for the Revitalisation of African Higher Education Institutions, the AAU-CADRE Project.**
- ❑ A workshop series targeting senior university managers and senior academics from among whom future Presidents, Rectors and Vice Chancellors are appointed**
- ❑ MADEV training is contracted to competent management training providers in Africa.**

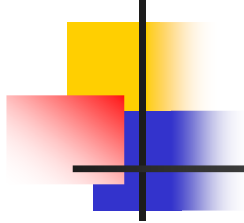
MANAGEMENT DEVELOPMENT IN AFRICAN HIGHER EDUCATION INSTITUTIONS - FOCUS

- ☐ **1. Financial Management In African HEIs**
 - ☐ **2. Humana Resources Management In African HEIs**
 - ☐ **3. Managing Academic Departments**
 - ☐ **4. Project Management**
 - ☐ **5. Strategic Thinking and Management**
 - ☐ **6. Quality Assurance In African HEIs**
 - ☐ **7. Team Building**
-

3. Leadership and Management Research

- Research grants and Dissemination of research on Leadership and Management in African Higher Education system

4. Mobility and Senior Executive Attachments



- Academic and Senior Administrative staff Exchange
- Senior Executive Attachment to other African universities

5. HIV AIDS PROGRAM

- Association's HIV/AIDS Project is to ensure that Tertiary Education Institutions in Africa keep their academic staff, students, non-teaching staff and dependants free from HIV infection and
- that they provide a supportive institutional environment for any member who may be infected or affected by the pandemic.

HIV AIDS PROGRAM :Activities. I

- Mobilize, through advocacy, higher education institutional leaders and managers to address the threat of HIV/AIDS within their institution;
- Encourage the members of AAU and other tertiary education institutions in Africa (including Polytechnics and Teacher Training Colleges) to develop HIV/AIDS institutional policies, acquire management capacities and mount awareness programs as well as care and support services;
- Advocate for the integration of HIV/AIDS in university curricula to ensure that African universities are producing “AIDS-competent graduates”;

HIV AIDS PROGRAM :Activities.

II

- Mobilize resources in support of the human and physical capacity within member institutions to prevent, manage and mitigate the impact of HIV/AIDS; and
- Network member institutions to carry out research as well as document and to share good practices in HIV/AIDS prevention and mitigation.

Some Major Activities

- The AAU organized the develop an HIV/AIDS Toolkit, which has since been translated into French, with translation into Portuguese and reproduction in process.
- Sub regional workshop using the HIV/AIDS Toolkit - Kenyatta University in Nairobi, Kenya. Central, Southern and West Africa.

6. Database of African Theses and Dissertations (DATAD)

- Under the theme *Improving management and access to African Scholarly works*,
- Creating capacity in African universities for the collection, management and dissemination of theses and dissertations electronically;
- Providing visibility and improved access to the work of African scholars, both within and outside of the continent;

6. Database of African Theses and Dissertations (DATAD)

- Facilitating the development of copyright procedures and regulations for the protection of the intellectual property rights of African universities graduates and researchers and providing support to other AAU programs;
- Contributing to the creation of an environment conducive to research and publication of scholarly work in Africa.

7. Supporting ICT Development / Research and Education Networking

- A guide on research and education networking policy has been developed and is being reviewed for publishing and dissemination.
- The guide gives enough information to policy and decision makers to understand the philosophy and the advantages of national research and education networks (NRENs).
- It also provides to IT managers information on governance and funding options for NRENs.

Supporting ICT Development / Research and Education Networking

- by financing policy dialogue meetings, development of strategic plans for the establishment of NRENs,

8. Quality Assurance Support Programme for African Higher Education: FY2007 Development Grant

Facility Window 2:

- Component 1 : Strengthening member institutions internal QA systems
- Component 2 : Support for existing and emerging quality assurance agencies
- Component 3 : Development and implementation of a regional framework on recognition of studies, certificates, diplomas, degrees and other academic qualifications in HE in Africa, based on the Arusha Conv.
- Component 4 : Program Facilitation ,Management and Coordination

Component 1 : Strengthening member institutions internal QA systems

QA needs assessment studies have been completed in the following regions:

- Anglophone West Africa.
- The 17 French-speaking countries of Africa.
- North Africa and Arab-speaking regions of Africa.
- Portuguese-speaking African countries.
- East African countries

Curriculum for the Training of Trainers in institutional self assessment has been developed and reviewed.

Component 1 contd : Strengthening member institutions internal QA systems

Training Workshops on institutional self assessment had been conducted for

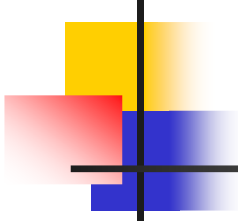
- (a) Southern and East African countries, with 24 participants, from 15 institutions in *Uganda, Kenya, Tanzania, Namibia, Botswana, Zimbabwe, Swaziland and South Africa* (Oct. 2007)
- (b) Anglophone West Africa (Nigeria), with 50 participants, from 25 Institutions drawn from *Nigeria, Ghana, Gambia and Sierra Leone*, (Abuja, Nigeria, Nov. 19 – 21, 2007)
- (c) French Speaking Africa (Dec. 13 – 16, 2007), with 19 participants drawn from *Benin Republic, Burkina Faso, Cameroon, Central African Republic, Congo, Cote D'Ivoire, Gabon, Chad and Togo*

Component 2 : Support for existing and emerging quality assurance agencies

- Discussion on collaboration with UNESCO and ADEA Working Group on Higher Education (WGHE) in organizing training for national QA agencies concluded.
- Collaborating with the Nigeria Universities Commission and UNESCO to develop and deliver a tripartite Quality Assurance Distance Education Course. Learning materials to be adapted from earlier work done by UNESCO and NUC (VIHEAF)
- Collaborating with UNESCO for a Distance Learning Course on Quality Assurance for French-speaking countries of Africa

Component 2 : Support for existing and emerging quality assurance agencies

- An African Quality Assurance Network (AfriQAN), to facilitate knowledge sharing in QA across countries was launched in September 17, 2007 with the Nigeria Universities Commission, the South African Council for Higher Education (CHE), CAMÉS (Francophone Africa) as founding members.
- A project web-site dedicated to the Project is in place and functional(www.aau.org/qa).
- Database of Quality Assurance practitioners launched and is being regularly updated.



Component 3 : Development and implementation of a regional framework on recognition of studies, certificates, diplomas, degrees in HE in Africa, based on the Arusha Convention

In collaboration with the African Union, organized and moderated a web discussion on harmonization of higher education systems in Africa;

Special discussion sessions carried out on the modalities of Recognition of Higher Education Study Programs, Qualifications and Awards



Component 3 : Development and implementation of a regional framework on recognition of studies, certificates, diplomas, degrees in HE in Africa, based on the Arusha Convention

Stakeholders meeting called for at Accra, March 27 – 28, 2007, in collaboration with the African Union Commission on: on the Arusha Convention and the existing practices in cross-recognition of qualifications among African countries has been completed and contracting initiated.

Global Initiative for Quality Assurance Capacity (GIQAC)

- Umbrella for all regional networks supported by DGF funds
- Opens the door to other regional networks (CEE-net, EAQAN, CANQATE, CAMES, HEQMISA, AfriQANetc.)
- Focus on the needs of developing countries
- Prior DGF agreements (RIACES and AAU) will be ring-fenced in the DGF legal agreement with UNESCO.
- help to build the capacity of INQAAHE to play a more significant role

Other QA Initiatives

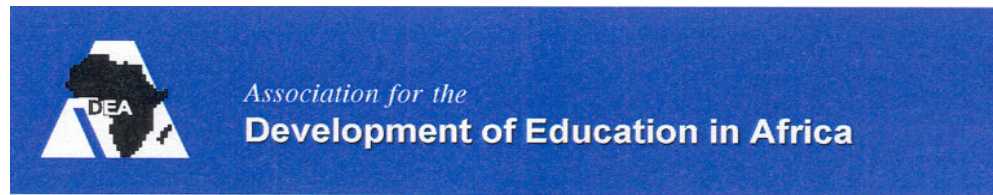
- Students Empowerment for Quality Assurance
- Staff Mobility for Quality Assurance
- Support to other regional initiatives in QA

AAU and the Edulink Project

- Participation in Training Workshops
- Multiplier platform for Dissemination
- Networking -

AAU Collaborative Programmes

Working Group on
**Higher
Education**



Ford Foundation International Fellowships Program

● WGHE

- One of 12 WGs, est. by Ass. for the Dev. Of Educ in Africa (ADEA) in 1989.
- Goals:
 - To strengthen institution/ effective dev. Asst.
 - To Supp HE inst to meet challenges
 - To promote consensus among govt and dev. Partners around revitalization policies and strategies

● WGE functions

- As a forum and an informal network of African tertiary education representatives, development partner representatives and HE specialists from Africa and elsewhere
- With broad aim to support revitalization of African Univ, polytec., teacher training
- To promote consensus concerning priorities for funding higher education in sub-saharan Africa.

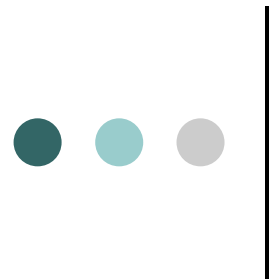
● ● Participants in WGHE

Representatives of :

- African higher education institutions
- African Govts, and Ministries of Educ.
- Development partners supporting revitaliz. of tertiary educ.in Afr.

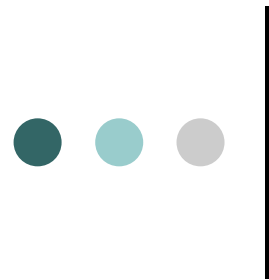
Since 2002, structured as a funds-in-trust within AAU.

Administration: Steering Committee of rep. of key stakeholders + Coordinator + Asst.



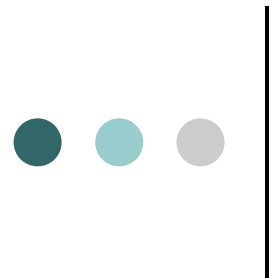
Roles / Activities of WGHE

- Region-wide free and open exchange on key issues of tertiary education.
- Advocacy on the important role of tertiary education
- Capacity-building through funding of small-scale pilot initiatives.
- Identification of priority issues - research



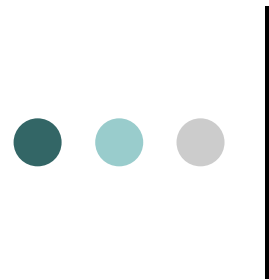
WGHE Strategies

- Support increased understanding of higher education challenges through analysis, information dissemination and advocacy on identified key issues.
- Bring together in issue-focused forums representatives of African tertiary institutions, donor agencies and government policy-making bodies to exchange perspectives and to build understanding.
- Collaborate and network with stakeholders and related agencies including professional bodies and non-governmental agencies (NGOs) in the realization of the above-stated objectives.



WGHE Achievements

- Enhancing insights and understanding of representatives of donor agencies on issues in African higher education.
- Broadening of mutual understanding of one another's perspectives between African higher education leaders and donor agency representatives.
- Strengthening of the Association of African Universities (AAU's) capacity and role in higher education in Africa.
- Raising Awareness about the threat of HIV/AIDS and strengthening the capacity of institutions to deal with it.



WGHE Achievements

- Promoting the sharing of best practices among institutions and dialogue between the institutions and higher education policy makers.
- The Group has conducted Studies on higher education issues:
 - the survey of higher education innovations in Africa,
 - an assessment of strategic planning experiences among African universities,
 - - surveys and case studies on the challenges posed by HIV/AIDS to African tertiary institutions,
 - a survey of tertiary level distance learning programs.



The Ford Foundation International Fellowships Program

- ❖ Launched in 2000 with \$280 million, the largest single grant in the Foundation's history
- ❖ IFP operates in 22 countries in Asia, Africa, Latin America and Russia.
- ❖ New \$75 million grant in May, 2006
- ❖ Anticipated 4,440 Fellows to receive support by the end of the program in 2015.
- ❖ The AAU has coordinated the program in West Africa since inception and works with local partners in Nigeria and Senegal





The Ford Foundation International Fellowships Program

Goal:

To enable exceptional individuals from many parts of the world , who would otherwise lack opportunities for advanced study, to pursue post-graduate degree programs.

Fellows expected to further Foundation's goals of strengthening democratic values, reduce poverty and injustice, promote international cooperation, and advancing human achievements



The Ford Foundation International Fellowships Program

IFP MAIN FIELDS OF STUDY

- Asset Building & Community Development
- Knowledge, Creativity & Freedom
- Peace and Social Justice

Popular Areas:

Public health, agriculture, development studies, education (including special needs education), human rights, gender studies, social work



The Ford Foundation International Fellowships Program

Activities:

- Announcements / Adverts;
- Interviews
- Needs Assessments – Fellow elects assessed for gaps that may affect graduate studies
- Pre-academic training- to bridge identified gaps;
- Cohort-building program –creation of various networks
- Placements and Pre-departure activities;
- Graduate Training anywhere in the world
- Alumni programs



The Ford Foundation International Fellowships Program

Selections as at 2006/7

Worldwide → A total of 2,485 Fellows

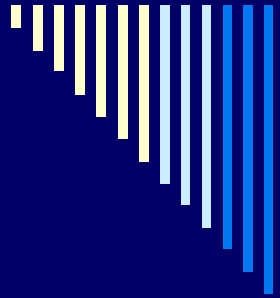
- Male = 1,266
- Female = 1,219

Africa → 772 (Over 1/4 of world selections)

- Male = 404
- Female = 368

Alumni

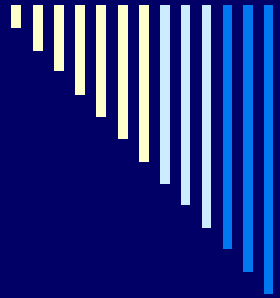
- Worldwide = 1,071
- Africa = 342



Mobilising Regional Capacity Initiative (MRCI).

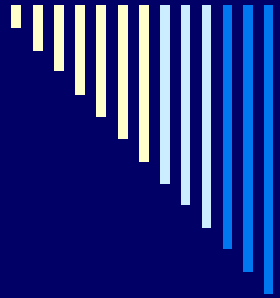
Funded by the Department for International Development (DFID) of the United Kingdom,

to build regional capacity to support African higher education institutions in promoting sustainable development and poverty eradication on the continent.



Mobilising Regional Capacity Initiative (MRCI).

- At the centre of the MRCI is a *Challenge Fund* for strengthening partnerships between the AAU and regional and national bodies representing higher education institutions in Africa, as part of the drive for poverty eradication and sustainable development of the continent.



Mobilising Regional Capacity Initiative (MRCI).

- Aim at facilitating the contribution of African higher education institutions and research centres to poverty reduction and the achievement of the Millennium Development Goals (MDGs) through the identification of policy-oriented research and the development of policy frameworks, inputs and forms of support for policy development.

Thank You

