

African Universities Responding to HIV/AIDS

Daniel K. B. Inkoom

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Sida Evaluation 2008:09

Department for Africa

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Acronyms and Abbreviations

AAU	Association of African Universities
ADEA	Association for the Development of Education in Africa
ARV	Anti Retroviral
ART	Anti Retroviral Therapy
CHE	Committee for Higher Education
COREVIP	Conference of Rectors Vice Chancellors and Presidents
DEMIS	District Educational Management Information System
EC	Executive Committee
EFA	Education for All
EMIS	Education Management Information System
HEI	Higher Educational Institutions
HESA	Higher Education of South Africa
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immune Deficiency Syndrome
ICASA	International Conference on AIDS and STDs in Africa
IC•	I Choose Life Africa
IIEP	International Institute for Educational Planning
INGO	International Non-Governmental Organization
KIST	Kigali Institute of Science and Technology
KUSACO	Kenyatta University Students Aids Control Organization
LUCS	Ligue Universitaire de Lutte contre le Sida
MTT	Mobile Task Team
NACC	National Aids Control Council
NGOs	Non-Governmental Organization
SADC	Southern Africa Development Community
SARUA	Southern African Universities Association
Sida	Swedish International Development Agency
TSF-WCA	Technical Support Facility for West and Central Africa
UI	University of Ibadan
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNR	Université Nationale du Rwanda
VCT	Voluntary Counseling and Testing
WGHE	Working Group on Higher Education

Executive Summary

In May 2007, the Association of African Universities in consultation with the UNAIDS Technical Support Facility for West and Central Africa based in Burkina Faso commissioned a Mid-Term Evaluation of the AAU's three year Programme dubbed '*African Universities Responding to HIV/AIDS*'. This project is funded by the Swedish International Development Agency, Sida. With the project implementation coming to an end in December 2007, the objective of the evaluation was to review the implementation of the project so far and to make recommendations based on findings to improve project implementation.

In line with the main objectives, the evaluation sought to answer the following questions, namely:

- i) To what extent were the planned activities actually realized?
- ii) Do the project expenditures fall in line with budgets?
- iii) How well were projects implemented, and what were the constraints, if any?
- iv) What impacts/outcomes were observed, if any and what do they mean? And
- v) Does the programme make a difference in environments where they are being implemented?

In answering these questions, various tools or instruments were used, including documentary reviews, individual interviews, Focus Group Discussions, expenditure analysis, among others, to gather the relevant data upon which analysis, inferences and recommendations were made.

Field evidence was collected from some forty three (50) individuals in four countries (Kenya, Rwanda, Nigeria and Ghana) selected on the basis of sub-regional groupings, language, and the specific activities undertaken under the project. Documentary evidence was also gathered from some twenty (21) documents including project reports from AAU and participating institutions, university policy documents, publications, course profiles, and outlines, as well as accounting procedures, which facilitated the validation of the reports on implementation of activities and the evaluation in general.

On the whole, the evaluation documents that the project is on course to achieve the targets set in the six key result areas, though progress is different in each of these areas. The evaluation also stresses the relevance of the project, as the AAU is implementing a project in a domain where it has comparative advantage and is thus able to influence a large array of stakeholders continent-wide, including academic and non-academic staff, students, and communities around the institutions with whom they collaborate. An added advantage of the project is that it has also had several intended and unintended benefits in the countries where implementation is taking place. Again, the AAU's approach of facilitating institutions to implement their own projects, coupled selective choice of activities to undertake means that project activities are institution-led and stand the good chance of being sustained over the long term.

The specific interventions selected for implementation with this grant, including training on the AAU Toolkit, integration of HIV/AIDS into the curriculum, and the award of grants for theses research have the potential to generate a multi-faceted approach and response to the HIV pandemic continent-wide on a sustainable basis. Though a slow process, the integration of HIV/AIDS into the curriculum of the Universities, for example, has the tendency to impact higher education responses to the disease and influence the large number of students in the Universities who fall into the category of most-at-risk people.

There appears, however to be a mixed response to some of the programmes. While the student grants are oversubscribed, requests for grants available for development of institutional policies, and the services of the Mobile Task Team have been slow in coming from the institutions. There are indications that this may be due to the quantum of funds involved, or the means used to advertise these grants and the processes involved. Again, there appears to be administrative issues in the institutions that could prevent the full amount of grants awarded to students from reaching them. These include charges and commissions payable on grants received by these institutions. The AAU would have to respond to these situations so that the grants will have the intended effect.

Funding restrictions also can hinder the ability to reach all its members continent-wide. This particular funding, for example could not be applied to the member institutions in the Northern African zone due to Sida guidelines. This situation places a responsibility on the AAU to fund members in this particular zone from other sources, if it is to be seen by member institutions not to be favouring some sub-regions over others.

On progress towards the achievement of the six key result areas, the evaluation found the following:

Result 1: African Higher Education leaders mobilized to promote a message of awareness and the need for action against the threat of HIV/AIDS

Through the AAU meetings, General Conference, COREVIP and Executive Board meetings, AAU has had the opportunity to sensitize a large proportion of the Vice Chancellors and Chief Executives of higher institutions. However, as is the case of HIV/AIDS awareness, there is the need for concrete actions by the Universities to fight the HIV pandemic. Field visits indicated strong commitment of Chief Executives to support the implementation of programmes to fight the menace. There is the need to commit resources from the University budget and other sources to ensure that there is coordinated and sustained action on the various campuses against HIV/AIDS.

Result 2: Essential human and physical capacity development to prevent, manage, and mitigate the impact of HIV/AIDS at institutional levels

With training programmes on the HIV/AIDS toolkit carried out in 2 out of the 4 sub-regions of the continent, there appears to be a large capacity built within higher education institutions to fight the HIV/AIDS epidemic. With the remaining time for the implementation of project activities, however, this appears to be lagging behind and actions have to be expedited to complete the trainings for the Western and Southern African sub-regions.

Result 3: Majority of African Higher education institutions have developed policies and programmes and are responding to the threat of HIV/AIDS and are paying attention to the impact of HIV/AIDS on women in particular. HIV/AIDS integrated in curricula and higher education institutions are graduating 'AIDS-competent graduates'

The development of HIV/AIDS policies is progressing and is on course. There is the likelihood that the other institutions to be supported can develop their HIV/AIDS policies quickly as a result of the availability of other policies to serve as yardsticks. It is important, however, to ensure that the policies are prepared in a participatory way to ensure that all stakeholders-students, academic and non-academic, support staff and communities living around institutions are involved in the policy development process.

Result 4: A number of good practice are visible, documented, and are being shared

With the contract for this result signed, and a draft report produced by the consultant, the Project is well on its way of achieving the result. Effective dissemination strategies should be put in place by the AAU to ensure that the results are available for use by the HEIs and the public at large.

Result 5: Coordinated regional networks of Institutions fighting HIV/AIDS exists across the AAU's membership and beyond

Two networks have been operational but evidence from the field indicates that there is the need to define what specific activities are to be undertaken by the networks so they become more effective. This could be spelt out in Terms of Reference for the networks for them to be more effective. The networks should be supported to provide services to her members and report progress on a regular basis to the AAU.

Result 6: Partnerships with National and international agencies are established to mobilize resources in support of the institutions and the secretariat

The AAU is at the moment coordinating her activities with a number of international agencies, including the UNDP, UNICEF, the ADEA/WGHE, among others. These networks need to be strengthened so that AAU can leverage resources for the implementation of activities in member institutions. AAU would also have to partner National Institutions (National Aids Control Commissions, for example) as they provide the framework within which the Universities work. There are potential advantages in this. Among many others, the AAU through these partnerships will facilitate the flow of resources to the Universities for specific HIV/AIDS programmes.

On the whole, the evaluation documented sound financial management practices within the AAU and the recipient institutions visited in the course of the field studies. To a large extent, the AAU has ensured efficient allocation of resources by facilitating institutions to implement specific project activities and ensuring the institutions account for funds received. The challenge is to maintain these practices and to ensure delays in the release of funds to recipient institutions and individuals are reduced to the barest minimum. The AAU may require further funding to meet the demand for the services provided, especially for student grants which is in high demand. For this phase of the project, there is also the need to expedite action on the rest of the activities outlined in the Programme of work, and consolidate the good practices. A further possible extension could then look into new areas that might come out of the good practices report. The AAU in this respect has to respond to some internal personnel challenges in order to be more effective and efficient.

1. Introduction

By an agreement signed in July 2005 between the Swedish International Development Agency (Sida) and the Association of African Universities, the former agreed to support the latter with an amount of 7.5 M SEK (Seven million, five hundred thousand Swedish Kroner) to implement a three-year project dubbed *African Universities Responding to HIV/AIDS*. The support is for the implementation of the HIV/AIDS components in the AAU's strategic plan (2003–2010) and Core Programme of Activities (2005–2009).

The project is expected to prevent the spread, mitigate the impact, and manage the HIV epidemic through partnerships, advocacy, and the development of institutional policies. Specifically, the objectives of the programme are to:

- 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";
- 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.

In addition, the HIV/AIDS Core Programme has constituted a Mobile Task Team (MTT) comprising of a multi-disciplinary team of professionals based across sub-Saharan Africa with skills and experience in HIV/AIDS control and management. The work of the MTT is to assist and empower African Higher Education Institutions (HEIs) to develop policies, programmes, services and new knowledge as a response to the impact of HIV/AIDS on HEIs.

The project was expected to be implemented within a three-year period, from January 2005 to June 2007. It is expected that the project will run till December 2007.

Apart from a few activities that commenced in late 2005 (General Conference of the Association of African Universities and some advocacy activities) actual project implementation began in 2006. This mid-Term Evaluation therefore covers activities undertaken in the past one and half years by selected institutions that benefited from the Sida grant.

1.1 HIV/AIDS and the Education Sector in Africa

The education sector in general is being hit several-fold by the HIV pandemic, but three are paramount, namely that the pandemic threatens the supply, demand and quality of education at the very moment Africa is striving to achieve Education for All (EFA) by the year 2015. Studies in Botswana, Malawi, Uganda, and the Central African Republic (ADEA, 2003) show a number of trends:

Among teachers, the infection rate is high and a large number are obliged to abandon their classes (Fassa, 2000). In the Central African Republic, a joint study by UNAIDS, UNDP, and UNICEF shows that AIDS had been responsible for increasing the death rate among teachers by 12.6 per cent. In some schools, HIV infection rates are five times higher for girls than for boys.

The 2004 Education Sector Global HIV and Aids Readiness Survey (Badcock-Walters, 2006) found that much more has been assumed to have been done than is evidenced on the ground. Efforts, while often well intentioned and undertaken with real commitment, have for the most part been single-dimensional and failed to mount a balanced, comprehensive and sustainable response. The need therefore to do more in the educational sector to combat HIV/AIDS cannot be overemphasized.

1.2 Higher Education Institutions and Programmes against HIV/AIDS

Several arguments have been advanced for the need to incorporate HIV/AIDS education in institutions of Higher learning across Africa. Msiska (2006) identifies five main compelling reasons, namely:

1. The seriousness of the HIV pandemic;
2. AIDS is eroding the Continent's capacity to develop
3. Research questions still to be answered
4. Universities are centres where the future policy makers are generated
5. Universities generate knowledge

In terms of prevention, Education has been regarded as the only 'effective vaccination' that exists today to protect oneself against AIDS and consequently HIV/AIDS programmes in institutions of higher learning, have the potential to respond effectively to the pandemic in several dimensions. Consequently, the AAU project in the Universities across Africa contributes to fighting the pandemic and freeing resources for the continent's developmental efforts.

The AAU is not alone in implementing projects that address the spread, consequences mitigation of HIV/AIDS. The ADEA and the IIEP, for example have both been in the forefront of the fight. Within the framework of their respective programmes, the ADEA has identified several impacts of the disease. These include the direct costs (awareness raising costs, recruitment, training, and information activities), indirect costs (absenteeism, death in the workplace, and systemic costs such as declining productivity, skills and experiences).

Several problems have also been identified, including silence and feelings of shame, limited understanding from institutions and individuals, isolated and uncoordinated initiatives, high risk personal behaviour, (prostitution, gang rape, multiple partners, mixing of age groups) the vulnerability of students, and lack of external support. AAU

project seeks to tackle some of the problems enumerated above.

1.3 Evaluation Objectives

The objectives of the Mid-Term evaluation are to assist the AAU by reviewing the implementation of the HIV/AIDS Project funded by the Swedish International Development Agency (Sida) and making recommendations based on findings to improve the project's implementation. The specific activities to be undertaken in order to reach these objectives are as follows:

- Review the two annual reports (2005 and 2006) together with their annexes/attachments submitted by the Client to Sida, Lusaka on the implementation of the AAU HIV/AIDS Project.
- Review the propriety of the the project expenditures to ensure they fall in line with budgets.
- Undertake three site visits to selected institutions – one each in West, Central and East Africa that has been beneficiary of funding from the AAU's HIV/AIDS project – to validate reports submitted by the Client to Sida.

- Provide technical advice to the Client in the form of an interim report on the review findings for comments.
- Produce a final comprehensive report to the Client and Sida, Lusaka pointing out shortcomings and recommendations for further action.
- Perform any other duty assigned by the Client within the spirit of this Agreement.

In effect, the essence of the mid-term evaluation is to study progress made in the various components and to make recommendations to improve efforts on that line.

2. Evaluation Methodology and its Limitations

2.1 Evaluation Design and Approach

The evaluation was carried out in a participatory way, involving as many stakeholders as possible to ascertain the implementation and status of activities in the sample universities. Project documentation received from the AAU head office in Accra were reviewed prior to, and in the course of the fieldwork as reference and triangulation material throughout the evaluation process. Throughout the field visits, additional material from the institutions visited relating to the project were also collected, reviewed and incorporated into the evaluation process, where necessary.

Prior to the field visits to collect evidence, the following activities had been undertaken, in accordance with the Terms of Reference; namely:

- (i) the determination of the countries to visit in the three areas mentioned in the Terms of Reference; namely Eastern, Western and Central Africa; and
- (ii) the design of evaluation instruments to be used.

2.1.1 Selection of the beneficiary countries to visit

The selection of the beneficiary countries was based on two main criteria, those spelt out in the terms of reference and those developed by the consultant. The terms of reference required that the consultant visits three countries, one each in the Central, Eastern and Western Africa, where activities of the project had been carried out. Based on the first criteria established by the ToR, there were two countries in the Central Africa Zone (Burundi and Rwanda), three in the Eastern Africa sub-region (Ethiopia, Kenya and Tanzania), and six in the Western Africa Sub region, namely: Nigeria, Ghana, Côte d'Ivoire, Burkina Faso, Senegal, and Mauritania. None was selected from the Southern African zone, as required by the ToR. Discussions with AAU indicated that this is in line with the implementation, as activities undertaken in the Southern sub region are less than in other sub regions. The criteria set by the consultant to select the field visit countries included the language spoken, the range of activities undertaken (to allow sufficient opportunities to evaluate the project) and the zone in Africa.

In terms of the criteria of language, Rwanda was selected to represent the Francophone countries (even though English is also gradually becoming a national language), and also because there would be the opportunity to visit two institutions that benefited from the project. Nigeria and Kenya were then selected to represent Eastern and Western Africa respectively due to the range of activities undertaken. The countries and institutions where activities were undertaken and the specific programmes, are shown in Table 1. The countries selected offered the consultant the opportunity to evaluate a full range of programme activities as follows:

- Institutional policies on HIV/AIDS;
- Curriculum Integration;
- Sub-regional training activities;
- Small grants for research; and
- International Conference (ICASA)

2.1.2 Evaluation instruments used

The choice of evaluation instruments used was guided by the Terms of Reference (see annex 1) which enjoined the consultant to develop the methodology for carrying out the assignment. The principal objectives of the consultancy are to assist the AAU by reviewing the implementation of the HIV/AIDS project funded by the Swedish International Development Agency and making recommendations based on findings to improve the project's implementation.

In line with the Terms of Reference and as a mid-Term Review of a 3-year project, the emphasis was to examine what has been done well and what has been done less well and the possible reasons.

Though some outcomes could be observed, the short period of implementation of the project did not make it possible to observe all the impacts, so the evaluation set out to answer the following questions, namely;

- To what extent were the planned activities actually realized?
- Do the project expenditures fall in line with budgets?
- How well were projects implemented, and what were the constraints, if any?
- What progress is being made towards the achievement of key results? and
- Does the programme make a difference in environments where they are being implemented?

In answering these questions, the various tools or instruments were used, including documentary reviews, individual interviews, Focus Group Discussions, expenditure analysis, among others, to gather the relevant data upon which analysis, inferences and recommendations were made. Table 1 summarizes the number of formal and informal interviews conducted in the course of the evaluation.

Table 1. Number and category of persons interviewed in the field visit countries

Country	Institution	University Teaching Staff	University Non-Teaching Staff	Students	Others*	Total
Kenya	Kenyatta University	7	3	6	2	18
Rwanda	NUR, Butare KIST, Kigali	3	2	3	1	9
		3				3
Nigeria	University of Ibadan	11	2	2	-	15
Ghana	AAU, KNUST				4	4
					1	1
Total		24	7	11	6	50

* Includes personnel working for organizations outside the university system

2.2 Methodological Limitations

The methodology adopted for the review has its strengths and weaknesses, and this section documents the limitations. The key limitation was arranging meetings with different stakeholders. Even though prior information was delivered to all contact persons in the institutions regarding the arrival date to their institutions, a few stakeholders had other equally important assignments and as such could not devote much time for discussions as they would have wished. Inability to obtain an entry visa on time to enter Rwanda also cost the evaluator one full day, explaining why the number of people contacted in Rwanda was much less than those in Kenya and Nigeria.

Access to documentation was also difficult in some institutions. In KIST for example, a change of project personnel and a lack of a substantive office and personnel, unlike the case in the three other universities visited limited access to documentation on the project activities, and to the accounts.

Finally, much as an evaluator would exercise great care in selecting a sample in order to avoid flaws like biases, a sample always has its methodological problems, especially that related to the generalizing the results to the whole. However, given the available resources and the time frame for the evaluation, these limitations are inevitable and have to be accepted as part of the evaluation process. The results of the evaluation as documented in this report, therefore, have to be assessed within the context of the limitations enumerated above.

2.3 Structure of the Evaluation Report

This report is structured to address the issues in chronological order as spelt out in the ToR regarding the review of the reports submitted, and the verification of the implementation of activities for which budgets were prepared.

Section one deals with the introduction, highlighting the context of HIV/AIDS in Higher education in Africa that gives the rationale and the basis of the project in the first place. In section two, the evaluation methodology and its limitations are spelt out. This is followed by section three that deals with the project review itself. This includes a review of the annual reports and budget.

Section four deals with the progress made in the key result areas, while section five uses key evaluation criteria to assess the project. Conclusions are drawn in section six while recommendations are outlined in section seven. The final section highlights the key lessons learned.

3. Project Review

3.1 Reviews and Validation of Annual Reports

The following section discusses the outcomes of the review of the Annual reports on the activities undertaken by the project, based on the ToR.

Two annual reports have been submitted to Sida so far, that covering the period January 1, 2005–December 31, 2005 and that covering the period January 1, 2006–December 31, 2006. The report for the period beginning January 2007 is yet to be delivered to Sida.

3.1.1 Annual Report 2005

The Contribution received from Sida for the implementation of activities for the year amounted to US\$ 292,262 and was supposed to be applied for Advocacy, Capacity Building around the HIV/AIDS toolkit, Skills and Network Development, and Research Documentation Meetings. The approved budget and expenditure for these components were as follows:

Table 2. Approved budget and expenditure

Activity	Approved Budget US\$	Expenditure US\$	Balance US\$
Component 1 – Advocacy	25,000	25,000	0
Component 2 – Capacity Building around HIV/AIDS Toolkit	80,000	85,662	-5,662
Component 3 – Skills and Networks Development	45,000	20,000	25,000
Component 4 – Research Documentation and Meetings	126,300	85,304	40,996
Total	276,300	215,966	60,334

With a total Cash Received of US\$ 292,262 (an interest gain from rate exchange of US\$15,962), the total expenditure was US\$215,966 leaving a balance of US\$ 76, 296. In addition to the accounts, an expenditure statement is provided which sets out the basis for accounting, the accounting policies, and the grants receivable. These are all documented in the 2005 Annual Report submitted to Sida.

3.1.2 Annual Report 2006

The Annual report for the second year of Project implementation covers the period January 1, 2006–December 31, 2006. The Contribution received was US\$ 354, 500 and a balance brought forward from the year 2005 of US\$ 76, 996.

Table 3. Approved budget and expenditure

Activity	Approved Budget US\$	Expenditure US\$	Balance US\$
Component 1 – Advocacy	20,000	20,000	0
Component 2 – Capacity Building around HIV/AIDS Toolkit	80,000	53 000	27,000
Component 3 – Skills and Networks Development	85,000	63,579	21,421
Component 4 – Research Documentation and Meetings	169,500	119, 315	50,185
Total	354,500	255,894	98,606

The balance, as at the end 31st December 2006, was an amount of US\$ 201, 418. (Cash balance brought forward: US\$76,996 + interest gain from rate exchange: US\$25,816 + the current balance: US\$98,606). In addition to the accounts, an expenditure statement is provided which sets out the basis for accounting, the accounting policies, and the grants receivable. These are all documented in the 2006 Annual Report submitted to Sida.

3.2 Activity Review and Validation

3.2.1 Component 1 – Advocacy

Activity 1:

At the meetings of Conference of Rectors Vice-Chancellors and Presidents (COREVIP) participants were sensitized on the HIV/AIDS pandemic in Africa, including the dissemination of the results of three special reports on *'African Higher Education Institutions Responding to HIV/AIDS'*, *'Polytechnics Responding to HIV/AIDS'*, and *'Universities Responding to HIV/AIDS in 12 Global HIV/AIDS Initiative Countries'*. The COREVIP is the assembly of the chief executive officers of member institutions of the AAU or their representatives, and meets every two years to examine collectively, themes identified as common concerns and priorities for the development of higher education in member institutions and make recommendations primarily to members, as well as to the Executive Board and to the Secretariat. This forum therefore is an appropriate forum to share ideas on the HIV/AIDS pandemic so that action can be taken by the chief executives on their return to their campuses. It is expected that by the next COREVIP, in October 2007, the synthesis report on the best practices in the management of HIV/AIDS in various universities would be a parallel event of the Conference to university leaders and managers and other stakeholders.

Experience from the field indicates that where Chief executives themselves are the forefront of fighting the epidemic, much more is achieved on the campuses. Kenyatta University is a case in point. With the active involvement of the Vice Chancellor, the AIDS Control Unit, in collaboration with the Kenyatta University Students AIDS Control Organisation (KUSACO), the University Health Unit, and the 'I Choose Life' organization have since 2004 been collaborating effectively to implement programmes on the campus and surrounding communities. The same level of commitment could be seen in the leadership of the institutions visited in Rwanda and Nigeria, a healthy sign that institutions are beginning to own their responses to the HIV pandemic.

Activity 2:

AAU General Conference

During the 11th AAU General Conference held in Cape Town, South Africa in February 2005, a parallel session on HIV/AIDS was held and was attended by about 110 of the participants. At this session, Sida, in partnership with the Association for the Development of Education in Africa's Working Group on Higher Education (ADEA/WGHE), the African America Institute, UNICEF and UNDP gave a presentation on "African Universities Responding to HIV/AIDS".

The forum also highlighted the nature of responses to the pandemic on the campuses, and need to enhance awareness through advocacy and capacity building, integration of HIV/AIDS into the curriculum and the need to document and share information through reports, publications, website posting, meetings and conference. The opportunity of assembling the 185 membership organizations offers a unique opportunity to the AAU to disseminate knowledge and action on HIV/AIDS.

Activity 3:

In the review years, and as part of the advocacy, the AAU secretariat advertised and received applications from a number of institutions to develop their HIV/AIDS policies. After external assessment of

the applications, a total of eight (8) institutions (4 for 2005 and 4 for 2006) were awarded US\$ 5 000 each to develop their institutional HIV/AIDS policies. The institutions awarded the grant in 2005 were:

Université d'Antsiranana, Madagascar;
University of Dar es Salaam, Tanzania;
University of Ilorin, Nigeria; and
Université de Cocody, Côte d'Ivoire

In 2006, the following institutions benefited from the grant:

The University of Agriculture in Abeokuta, Nigeria;
National University of Science and Technology, Bulawayo, Zimbabwe;
Université de Ouagadougou, Burkina Faso ; and
The National University of Rwanda in Butare, Rwanda.

The assessment of the policies developed by these institutions and presented in the Annual Report of the AAU to Sida indicates that the institutional policies developed by these universities were of reasonable quality, with the policies developed by the Université d'Antsiranana in Madagascar, the Université de Ouagadougou, the National University of Rwanda and the University of Ilorin in Nigeria needing improvements in 1 or 2 key areas. No policy document has been submitted by the Université de Cocody in Côte d'Ivoire possibly due to the turmoil in that country during the period. The AAU expects that the policies would be improved by these institutions and copies submitted to the Secretariat by the end of 2007. It is planned that monitoring activities by the AAU and the AAU Mobile task Team would include visits to these funded institutions to review progress. Site visits indicated that these improvements are being done for final submission. At the National University of Rwanda, a final draft copy was made available to the consultant.

3.2.2 Component 2 – Capacity Building around HIV/AIDS toolkit;

Activity 1:

HIV/AIDS Toolkit dissemination

With a grant support of US\$ 83,000 from the WGHE, in the year 2001, the AAU developed an HIV/AIDS toolkit in English, which was later translated into French and later into Portuguese. As of December 2005, the contract for the printing of 2,000 copies of the French version had been awarded, and distribution was completed in the first half of 2006. The contract for the translation into Portuguese has been awarded and two quality checks completed. The Toolkit was used for subsequent training for personnel in the Universities across the continent. 500 copies of the Portuguese version are in the process of being completed by the end of June 2007 after which it will be disseminated to the Portuguese speaking institutions in Africa.

Activity 2:

HIV/AIDS Toolkit sub-regional training activities

Sub-regional Training Activities

In the first year of implementation of the project, background work was carried out for the establishment of the Eastern Africa HIV/AIDS Network of Higher education Institutions responding to HIV/AIDS and Kenyatta University was selected to coordinate a training workshop in the sub region using the AAU HIV/AIDS toolkit. An agreement to implement this activity between January and March 2006 was signed between the AAU and Kenyatta University. It was agreed that the Consulting institution shall provide professional services during the period of this Agreement for a total fee of US\$41, 150 as follows:

1. Establishment of sub-regional network US\$ 6, 250 (Minimum number of 50 institutions registered and actively participating)
2. Workshop using the AAU HIV/AIDS toolkit US\$ 35,000 (Minimum number of 30 participants)

Kenyatta University was to provide three monthly progress reports and a final report on completion of the training workshop using the AAU HIV/AIDS Toolkit.

In the Second year of implementation, the National University of Rwanda and the Kigali Institute of Science and Technology were also assigned the mandate of organizing jointly a workshop on the Toolkit and also establishing the sub-regional Network at a total cost of US\$ 50,000. Presently, therefore, two sub-regional training activities on the toolkit have been carried out, by the Kenyatta University of the East African Sub-Region and the National University of Rwanda and Kigali Institute of Science and Technology for the Central African sub Region. In addition, the East and Central African sub-regional HIV/AIDS network of tertiary institutions have been established for the purpose of coordinating their responses and networking to fight the HIV/AIDS menace.

The staff of the institutions visited, who participated in the training programmes mentioned the usefulness of the Toolkit as a reference point for interventions on HIV/AIDS. There were evidences of how confidence of staff has been built on the subject, as well as the desire to introduce elements of HIV/AIDS into their teaching, even before full integration of HIV/AIDS into Academic Curricula. What is left to be done for the rest of the project life is to organize two more programmes for the Western Africa and Southern Africa sub-Regions on the toolkit and on Networking.

Again, on networking, funds provided by the Sida and the African American Institute (AAI) enabled 12 participants from Ethiopia, Ghana, Ivory Coast, Nigeria, Tanzania, Rwanda, and Zimbabwe to attend the 14th International Conference on AIDS and STDs (ICASA) in Abuja from December 4–5 on the theme ‘HIV/AIDS and the Family’. The sponsored participants presented papers, at the scientific session of the conference, facilitated skills building workshops on needs assessment of persons living positively with HIV/AIDS, conducted training with the AAU toolkit and mounted poster exhibitions of Universities’ HIV/AIDS research work. Interaction with some of the participants of the field visit countries underscored the importance of such fora as avenues to highlight the issues of HIV/AIDS and Higher Education to the agenda of institutions, and also to mobilize support to fight the pandemic. This aspect of the programme has the potential to attract resources to facilitate the work of the participating higher education institutions.

3.2.3 Component 3 – Skills and Networks Development

Activity 1:

Senior Universities Management Workshops (SUMA)

No SUMA workshop has been organized during the period under review. The issue of HIV/AIDS and the university was first introduced at the 8th SUMA workshop in Cairo, Egypt and the 9th workshop in Ouagadougou, Burkina Faso in 2002. Since then, the SUMA programme underwent a review, and there are plans by AAU to resuscitate the programme in the latter part of 2007 under two separate but interrelated programmes know as the Leadership Development (LEDEV) and Management Training (MADEV) workshops.

Activity 2:

Curriculum Integration

Integrating HIV/AIDS issues into the curriculum of member universities is considered a strategic approach to produce ‘AIDS-Competent’ graduates who would in turn have an influence on the fight against the HIV/AIDS pandemic.

Incorporating HIV/AIDS and related issues in the curriculum ensures that the possibilities of various disciplines enhancing the understanding of the spread of HIV in the university communities, and how the theories and practices in the particular discipline help in responding to HIV/AIDS. Again, there is the possibility that specific aspects of the various disciplines will provide insights into our understanding of the impacts of AIDS-related illnesses and deaths on society. There is also the possibility that the theories and practices of particular disciplines would help us to respond to the challenges posed by the HIV/AIDS pandemic. Therefore, integration of HIV/AIDS into the curriculum appears to be a strategic approach to institutionalize the fight and an approach to addressing the pandemic in a sustainable manner.

Based on an earlier UNDP-AAU curriculum integration pilot programme, ten (10) institutions were selected competitively and awarded US\$ 3, 300 each to organize skills training for academics to integrate HIV/AIDS into their universities' curricula. The institutions included:

- University of Ibadan, Nigeria
- University of Botswana, Botswana
- Kenyatta University, Kenya
- University of Dar es Salaam, Tanzania
- National University of Rwanda, Rwanda
- University of Namibia, Namibia
- Université du Burundi, Bujumbura, Burundi
- Université Gaston Berger, Saint Louis, Senegal
- Université de Ouagadougou, Burkina Faso
- Université de Nouakchott, Mauritania

Evidence collected from the field visits indicate that the integration workshops were widely received as useful of the academic staff, some of whom recounted how the course provided new insights and understanding of the nature and dynamics of the HIV/AIDS pandemic. The course also generated a lot of awareness and commitment on the part of staff to integrate the HIV/AIDS in their teaching, as a first step to integrating it into the curricula of Universities.

In addition, the Curriculum Integration seminars also had unintended benefits. The Deputy Vice Chancellor of the University of Ibadan noted, for example that it was during the follow-up discussion on the integration of HIV/AIDS that the idea was mooted to draft a policy on disability on campus, to facilitate the life those who are affected by forms of disability on the campus. The issue of a gender policy has also been taken seriously tackled, using approaches and processes similar to that of the integration of HIV/AIDS into the curriculum.

Several challenges however remain. This includes the long period it takes for new programmes to be approved by university councils and senates, the difficulty a particular discipline may face in the integration process, and the availability of lecturers to teach the courses. So far, a wide pool of lecturers appears to be available in the universities, but with high attrition rate of staff in some disciplines in the universities, it is important to ensure that training on integration is a continuous process.

Activity 3:

Formation of three (3), Sub-regional Mobile Task Teams (MTT)

The idea of three sub-regional MTTs has been revised for one continent-wide MTT. It was recognized that one team could carry out the assignments on behalf of AAU. The team is made up of nine (9) members with expertise in various areas of HIV/AIDS. A tenth member, preferably a female is currently being sought to complete the Team. A Terms of Reference for the group for the two-year period beginning in November 2006 has been drafted.

3.2.4 Component 4 – Research Documentation and Meetings

Activity 1:

Newsletters, publications and distribution

Due to several reasons, the issue of newsletters, publications and disseminations were not carried out as would have been expected and much more is expected in the second part of the project implementation year. Apart from the AAU newsletter (Volume 12, No 2 May–August 2006) which was devoted to HIV/AIDS issues in Higher Education institutions which was published and distributed, not much was done. The recruitment of a substantive HIV/AIDS coordinator is expected to speed up the implementation of activities in this component. There appears to be enough motivation and commitment on the part AAU responsible persons to ensure that this is carried out with dispatch.

Activity 2:

Website resources and database

The key activity undertaken was the redesigning of the AAU website to make it more attractive and user-friendly. A database of HIV/AIDS resource persons has also been compiled and put at the website. This will afford visitors to the site opportunities to network with resource persons for activities on HIV/AIDS. As with all data bases, there is the need to constantly update this data base to make sure the information provided is current in the light of changing dynamics of society.

Activity 3:

Commissioned Research (good practice, case studies, impact assessments)

A key activity under this is the contracting of a new consultant to document the best practices, after Professor Michael J. Kelly, of the University of Zambia who was initially contracted to undertake the assignment fell ill. The consultant has submitted a draft report to the AAU and is yet to finalize the report. What is yet to be done is to disseminate the consultancy report at COREVIP in October 2007. Information gathered in the course of the field visits indicated that the consultant has detailed discussions with stakeholders on campuses visited in order to document these good practices.

Under this activity, research grants amounting to US\$ 1000 each was awarded to 15 students across Africa, out of 65 applications received by the AAU. These grants were to support students to research into good practices, case studies and impacts assessments. Under the grant, students are selected on the basis of the proposals written and an amount of US\$ 1000 awarded to support the particular research. The programme was late in starting off and so many students are yet to receive their grants to enable them start their research. As a result, it was not possible to assess the full impact of the grant.

Despite the late start, however, it was possible to collect some evidence from the Kenyatta University which already signals the need for careful review of the factors that affect implementation of the policy. This is due to the fact that many universities have policies where a service fee or commission is charged on money received through the university's accounting system. In the case of the KU, for example, this is 15 per cent of the face value of the receipts. This has also been recently introduced in the UNR in Butare. In addition, supervisors of student thesis are expected to be paid for the service, and as result, the student receives the grant less the charges due the university. In the particular case in the KU, it was estimated that the student will receive only 40,000 Kenyan shillings instead of the 66,000 which represents the equivalent of 1000 dollars. This means that a student who has applied with the view to receiving US \$1000 may have to scale down on the research and thus compromise the quality of the results, or may not be able to carry the research through to a logical conclusion altogether. Discussions with the accounting staff of the universities reveal three options, namely;

- AAU requests the individual universities to waive the administrative charges so that the full amount may be received by the student,
- AAU negotiates with the Universities to scrap these administrative charges altogether in the universities
- AAU includes the administrative charges as part of the grant, so that the student receives the full amount.

In addition to the grants available for student theses, the AAU circulated advertisements to award grants for the development of institutional HIV/AIDS policies, curriculum integration workshops at institutional level and request for MTT support, but responses have been slow in coming. This appears to be a paradox in the light of the dearth of research resources in African Universities. Consultations from the field indicated several reasons why this might be so.

The development of institutional HIV/AIDS policies requires a lot of time input from academic staff. With large staff/ student ratios across universities in Africa, it is possible that not many staff may be interested in this endeavour, especially if there are no financial returns to the participating staff, and perhaps much more important if participation does not contribute substantially towards academic promotion. The same can be said of curriculum integration workshops. Experience with the organization of workshops indicates that substantial resources, including time are required for a good workshop, and not many staff are prepared to commit time for these purposes. There is the need for African Universities to place a larger premium on 'community service' in addition to teaching and research, in order to attract more academic staff to be involved in these activities.

The low level of requests for MTT support may be due to a number of reasons. For some participating higher institutions, a coordinated response is yet to be formulated, and it is on the basis of a coordinated response that requests can be made for assistance from the MTT. Even where there is a coordinated response and a Team in place to lead the response, the plan of action (if any) may contain activities that may be handled by local experts on the campuses, without recourse to the MTT. This however does not undermine the existence of the MTT. They could be seen as a reference point for issues where local expertise may not be readily available. The AAU may have to discuss this at the meeting of COREVIP so that due regard may be given to staff involvement in 'community service'. AAU may also want to review the packaging and the quantum of resources for these activities in order to generate more interest.

Activity 4:

Networks Development and Coordination at the Secretariat

Under this activity actions that have been undertaken include four (4) site visits by the AAU to Kenyatta University (Kenya), University of Dar es Salaam (Tanzania) the National University of Rwanda, (Rwanda) and the Kigali Institute of Science and Technology (Rwanda). The HIV/AIDS officer also attended the XVI International Conference in Toronto, in August 2006. These visits enable the AAU to monitor the implementation of programmes supported by the AAU, as well as to provide technical inputs and direction for member institutions in the implementation of their activities.

Given the fact that for most University staff, HIV/AIDS programming and implementation is an added responsibility, it is important that these visits by AAU are more frequent, to serve as a motivational force, as well as energize the programmes of action by member institutions. This, together with the role of the MTTs will strengthen the implementation of programmes to achieve stated objectives.

Activity 5:

Programme support, meetings and conferences

The recruitment of a substantive HIV/AIDS project officer and the refurbishment and purchase of equipment (two desktop computers, one laptop, an LCD projector, and a filing cabinet) for the HIV/AIDS project office have been done. It is expected that with these in place, activities that are behind schedule would be implemented with dispatch.

4. Progress towards achieving the Key Results

With only a few months left of project implementation, it appears the project is well on line to achieving the results outlined in the project document. The following section assesses the progress towards the achievement of the result. The six key result areas are examined in turn:

Result 1: African Higher Education leaders mobilized to promote a message of awareness and the need for action against the threat of HIV AIDS

Through the AAU meetings, General Conference, COREVIP and Executive Board meetings, AAU has had the opportunity to sensitize a large proportion of the Vice Chancellors and Chief Executives of higher institutions. However, as is the case of HIV/AIDS awareness, there is the need for concrete actions by the Universities to fight the HIV/AIDS pandemic. Field visits indicated strong commitment of Chief Executives to support the implementation of programmes to fight the menace. There is the need to commit resources from the University budget and other sources to ensure that there is coordinated and sustained action on the various campuses against HIV/AIDS.

Result 2: Essential human and physical capacity development to prevent, manage, and mitigate the impact of HIV/AIDS at institutional levels

With training programmes on the HIV/AIDS toolkit carried out in 2 out of the 4 sub-regions of the continent, there appears to be a large capacity built within higher education institutions to fight the HIV/AIDS epidemic. With the remaining time for the implementation of project activities, however, this appears to be lagging behind and actions have to be expedited to complete the trainings for the Western and Southern African sub-regions.

Result 3: Majority of African Higher education institutions have developed policies and programmes and are responding to the threat of HIV/AIDS and are paying attention to the impact of HIV/AIDS on women in particular. HIV/AIDS integrated in curricula and higher education institutions are graduating 'AIDS-competent graduates'

The development of HIV AIDS policies is progressing and is on course. There is the likelihood that the other institutions to be supported can develop their HIV/AIDS policies quickly as a result of the availability of other policies to serve as yardsticks. It is important, however, to ensure that the policies are prepared in a participatory way to ensure that all stakeholders-students, academic and non-academic, support staff and communities living around institutions are involved in the policy development process.

Experience shows that integration of HIV/AIDS is a much more slow process because of the procedures involved in introducing new courses, and accreditation issues. The Universities visited are at various stages of integration, from the treatment of HIV/AIDS as topics within core course to the level where HIV/AIDS is a required course for all level 100 students, as is the case in Kenyatta University

and the National University of Rwanda. In the case of the University of Ibadan, it is a core subject in the General Studies course which is a requirement in the first two academic years of a student's life.

Result 4: A number of good practice are visible, documented, and are being shared

With the contract for this result signed, and a draft report produced by the consultant, the Project is well on its way of achieving the result. Effective dissemination strategies should be put in place by the AAU to ensure that the results are available for use by the HEIs and the public at large.

Result 5: Coordinated regional networks of Institutions fighting HIV/AIDS exists across the AAU's membership and beyond

Two networks have been operational but evidence from the field indicates that there is the need to define what specific activities are to be undertaken by the networks so they become more effective. This could be spelt out in Terms of Reference for the networks for them to be more effective. The networks should be supported to provide services to her members and report progress on a regular basis to the AAU.

Result 6: Partnerships with National and international agencies are established to mobilize resources in support of the institutions and the secretariat

The AAU is at the moment coordinating her activities with a number of international agencies, including the UNDP, UNICEF, and the ADEA/WGHE, among others. These networks need to be strengthened so that AAU can leverage resources for the implementation of activities in member institutions. AAU would also have to partner National Institutions as they provide the framework within which the Universities work. There are potential advantages in this. Among many others, the AAU through these partnerships will facilitate the flow of resources to the Universities for specific HIV/AIDS programmes.

5. Assessment using Key Evaluation Criteria

Relevance of Project

The activities being implemented by AAU are key to the fighting the HIV pandemic in higher institutions in Africa. The specific interventions selected for implementation with this grant, including training on the AAU Toolkit, integration of HIV/AIDS into the curriculum, and the award of grants for these research have the potential to generate a multi-faceted approach and response to the HIV pandemic continent-wide on a sustainable basis. Though a slow process, the integration of HIV/AIDS into the curriculum of the Universities, for example, has the tendency to impact higher education responses to the disease and influence the large number of students in the Universities who fall into the category of most-at-risk people. The project therefore is, and will continue to be relevant in the coming years.

Efficiency

Key inputs for the project activities have been funds allocated for specific purpose and the materials supplied by AAU for training purposes and those available on line for access. Care has been taken by the project in ensuring that the outputs achieved are commensurate with the inputs applied. The principle of facilitation by AAU, instead of direct implementation, is a key approach that ensures efficiency and value for money.

On financial management, AAU's financial activities are guided by the Accounting Procedures and Manual of October 2004 where details are provided on Accounting policies and procedures, accounting and reporting issues, and financial reports.

The Mid-Term Evaluation sought to validate the propriety of expenditures made by the AAU and the institutions that were supported. An examination of the project budget and grants given to member institutions indicate that expenditures have generally been in accordance with the budgets prepared and fairly good financial management practices have been observed. In the case of the institutions concerned, strict budgetary controls were in place, to the extent that sometimes, these controls acted as blocks to the smooth transfer of money to the recipient institutions for the timely commencement of planned activities.

At the Kenyatta University, for example, there are about 10 procedures from the time money is transferred from the AAU to the time the cheque becomes available to the AIDS Control Unit that coordinates the HIV/AIDS response on the campus. This ensures that expenditures fall in line with the budgets. Similar tight controls of expenditure and budget are in place in the institutions visited and this ensures good financial management practices of the funds received. Documents on the accounts prepared by the National University of Rwanda on the Sub-Regional Workshop held from the 10th–15th December 2006 for example indicated that there were thirty-five expenditure items, some of which were only worth US\$ 1. Such detail of accounting, though time consuming, and demanding on the personnel involved, ensures that funds are used for the purposes for which they are granted.

Examination of other accounts rendered by other institutions in Kenya and Nigeria yielded similar results. The fact that the Institutions have to comply with the Universities' own financial systems ensures the integrity of the expenditures.

There is however the need to ensure that delays in the receipt of funds at university level are reduced to the barest minimum. In this respect, several actions need to be undertaken. This includes prompt requests to AAU by the Universities for the release of funds for the implementation of planned activities at the university level and ensuring good record keeping to facilitate auditing of accounts by university authorities. In this respect, AAU can equip personnel responsible for the programmes in the Universities with the requisite accounting and other skills necessary for the efficient running of the programme. The delays can also be reduced if financial and other reports are submitted to the AAU on time so that the AAU can expedite action on the release of funds. Again, Universities may have to review the auditing process and establishing 'one-stop' points for projects to avoid delays, while at the same time maintaining internal controls on the use of the funds.

There is also the need to institutionalize the HIV/AIDS control activities to ensure that documents are available for review at any point in time. At the Kigali Institute of Science and Technology, for example, it was not possible to verify the accounting documents due to personnel change.

Effectiveness

On the whole, the evaluation documents that the project is on course to achieve the targets set in the six key result areas, though progress is different in each of these areas. It is evident that some changes have to be made in terms of strategy to be able to reach the targets in the key result areas. This will include methods and personnel use, both within the AAU and the MTTs.

There appears to be the need to intensify monitoring and evaluation activities by the AAU secretariat. This should include monitoring visits to the member institutions receiving grant and other support to ensure that implementation is on course. This could be combined with Technical support visits, to ensure that the member institutions remain in control but are supported actively in order to achieve the

results expected by the project. Effective monitoring and evaluation of activities will contribute to effective implementation and reporting by the higher institutions and also speed up the process of release of funds for the universities to implement planned activities.

Impacts

Even though impacts of projects may take a long time to manifest, the specific interventions by the AAU and funded by the Sida grant has triggered several intended and unintended benefits.

In the Kenyatta University, the coordinator of the Aids Control Unit was invited to write a position paper to the office of the president, bringing to the fore issues of HIV/AIDS and higher institutions in Kenya. This was after the training programme for the sub region on the AAU Toolkit had been successfully implemented. This profiles means that there is the chance for the programme to be considered as a national agenda and hence receive financial and other support form central government. This also ensures that the individual activities are integrated into the national response for the purposes of sustainability.

In Nigeria, the workshop on integrating HIV/AIDS into the curriculum, and the development of the institutional HIV/AIDS policy generated discussions on gender policies and a policy on disability in the University. These two other issues are being considered by the authorities of the university. Again, as a result of the activities of the AAU, the Social Science Faculty was selected to conduct a Nation-wide survey under the REACH programme. In collaboration with the MacArthur foundation, the issue of HIV/AIDS has receive much more visibility

Within the AAU itself, the quality assurance section intends to draw on the experience on the guidelines for mainstreaming developed by the HIV AIDS programme in order to prepare quality assurance guides for the higher institutions.

Sustainability

The approach adopted by the AAU by allowing institutions to implement most of the project activities ensures that skill is built within the country institutions to respond to the pandemic. Where necessary, the MTTs also provide technical backstopping to the institutions on a demand-driven basis. The AAU core HIV/AIDS team provides technical assistance and also monitors the activities being implemented by the institutions. This approach ensures that actions are institutions-and country led, to respond to the specific contextual situations.

6. Conclusions

On the whole, the evaluation documents that the project is on course to achieve the targets set in the six key result areas, though progress is different in each of these areas. The evaluation also stresses the relevance of the project, as the AAU is implementing a project in a domain where it has comparative advantage and is thus able to influence a large array of stakeholders continent-wide, including academic and non-academic staff, students, and communities around the institutions with whom they collaborate. An added advantage of the project is that it has also had several intended and unintended benefits in the countries where implementation is taking place. Again, the AAU's approach of facilitating institutions to implement their own projects, coupled selective choice of activities to undertake means that project activities are institution-led and stand the good chance of being sustained over the long term.

AAU has a comparative advantage in reaching higher Education Institutions across Africa and as a result of its large membership base across the continent. This comparative advantage can be seen in several contexts. Firstly, as a membership body, AAU holds a strong mandate to negotiate on behalf of higher education institutions for resources to implement HIV/AIDS programmes, and this is crucial to the fight against the pandemic in the educational sector. Its large membership of higher education institutions around Africa provides the AAU the opportunity to reach a wider audience (and scaling up the response) which is crucial.

Again, AAU's comparative advantage lies in her ability to network with national and international institutions, making her a favourable partner for the higher educational institutions. The relationship with the UNDP for example can benefit from the broader development approaches of UNDP which provides it with a number of comparative advantages in achieving multi-sectoral responses to limit the epidemic and mitigate its broader socio-economic impacts. AAU's should develop these partnerships further for mutual benefit. According to Sena-Lampsey (2006), possible activities with partners include the following:

- Keeping HIV/AIDS on the agenda for continued discussion,
- Funding research, analysis, advocacy, and capacity building through pilot activities
- Support subregional activities
- Fund publications, websites, reports, meetings among others
- Support network initiatives, and
- Support AAU core programme.

What is more, the range of actions being undertaken by the AAU provides opportunities for higher educational institutions to implement programmes that provide relevant and sustainable responses to the HIV/AIDS pandemic.

In these respects, it is important for AAU to continue to receive support from its partners in order to focus on effective and timely implementation of its actions to ensure that a contribution is made to the development of sustainable interventions to HIV/AIDS continent-wide.

7. Recommendations

Component 1: Advocacy

There is the need for AAU to continue to lobby the senior management to adopt the draft policies that are at various stages of passing to become legal documents of HIV/AIDS prevention on the campuses. Heads of institutions met in the course of the discussion indicated their commitment to pass these draft institutional policies sooner than later, and is thus important that the AAU capitalizes on the goodwill of these university dons to get the policies passed by the governing bodies of member institutions.

AAU should also encourage Universities to form strategic alliances for the implementation of programmes, as is the case in Kenya with I CHOOSE LIFE, an NGO which is housed on the premises of the AIDS Control Unit and in partnership with KUSACO, implements most of the awareness and advocacy programmes.

Component 2: Capacity Building around HIV/AIDS toolkit

With the toolkit in English and French, and the Portuguese version in progress, the next line of action in this direction could be the development of an Arabic Version of the Toolkit to reach the Arabic Speaking members of the AAU.

Component 3: Skills and Networks Development

There is the need for AAU to seek extra funding for the MTT to be able to provide the needed support for HIV/AIDS activities across Africa. Experiences from the field indicate that University staffs are heavily burdened due to, among others, the large lecturer-student ratios existing on the various campuses. There is therefore the need for added incentives for staff to take on additional responsibilities for HIV/AIDS programmes. Honoraria for such activities will serve as a motivating factor to get many more staff engaged in the fight against the HIV/AIDS pandemic.

Sub-regional networks should also be motivated to continue their support for institutions in their regions. Action should be taken as soon as possible to put the West Africa Network in place and provide it with resources to enable it function effectively. Again, it is important, on account of the busy schedules of academics, for increased support from the AAU secretariat. Technical and Monitoring visits to the Universities will serve as catalysts for the activities that are supposed to be undertaken in these institutions. Strengthening Partnerships and Networking

AAU has the experience in creating and managing partnership agreements between multi-lateral and bilateral institutions and this has to be enhanced. Several Initiatives are on-going on the Campuses and there is the need for the AAU to partner these organizations to achieve synergies in the fight against the pandemic. In the University of Ibadan, for example, the Macarthur foundation has an established presence and is contributing in many ways towards HIV/AIDS education and there is the need to create synergies. This will possibly open up many more funding opportunities for AAU to support member institutions. There is also the need to link up with other existing networks, for example the UNESCO network, so as to be able to disseminate and receive materials on-line.

AAU should strive to establish collaboration with National Institutions, especially National Aids Commissions. These Commissions provide the framework within which the higher institutions operate, so such collaborations will facilitate the institutions' access to resources, both human and material to respond to the HIV pandemic. This collaboration will enhance the ability of AAU to leverage resources as a whole and provide visibility for the activities of AAU on the continent.

Component 4: Research Documentation and Meetings

There is the need to double up effort under component 4, as this is crucial especially because of the academic setting with in which AAU is operating. The Universities would very much want to have access to newsletters and other evidence-based research papers that offer substantial contribution to the fight against the HIV pandemic. Multiple, cost effective strategies – conferences, fora, study tours, on-line, print, CD ROMs, etc, should be used to disseminate news letters and publications to the Universities and to the general public at large. This obviously has implications for AAU's budget for the rest of the project. The principle guideline is to adopt the most cost-effective method in order to reach people and therefore achieve the expected outcomes.

On research grants, there is the need to design strategies to attract grants available for research from AAU. It is a paradox that in African universities, where research grants are hard to come by and announcements for grants are normally over-subscribed, the AAU did not get a sufficient response to its call for application announcements for applications for grants. One possibility for the lack of interest could be the amount involved. Considering the rigour that is required in application for grants, the amount involved should be substantial enough to generate interest from academic staff of the institutions.

There is also the need to review the student grants to make it more effective. There are indications from the field visits that the total grant allocated per student is affected by deductions due to commissions that are paid on monies passing through universities' accounting systems. There is the need to ensure that students receive the full grant to enable them carry out effective research. There are at least three ways of doing this: either by paying the commissions due the universities, increasing the amount payable to grantees, or by AAU requesting the universities to grant a waiver of this commission due to the universities. Discussions with accounting personnel at the Kenyatta University indicate that that the third option is possible.

In view of the fact that student theses have the tendency to remain on shelves, AAU should use its DATAD programme, whose main aim is to collect and disseminate theses and dissertations produced at AAU, to disseminate the results of the theses and dissertations as widely as possible.

Out of a total of 65 applications received from students by AAU for grants, only 15 were awarded. Granted that most of the applications were good quality applications due to the screening process, there is the need to find additional sources to reach many more students around the continent.

8. General Direction of Programme and Way Forward

The activities being implemented in this phase of the project continue to be relevant to the higher institutions in the fight against HIV/AIDS and should be pursued vigorously. In the future, in order to consolidate the benefits that accrue to beneficiaries. In the future, the AAU has to focus a lot more on areas where the demand is great, or where good practices have the potential to add value to the response to HIV/AIDS. In this regard, the commissioned study report on best practices around the continent will serve as a good starting point.

Again, there is the need to pay particular attention to the contextual issues of the countries that AAU is dealing with. Apart from classifying countries on the basis of language and region, there is also the need to consider countries on the basis of the peculiar circumstances in relation to HIV/AIDS (High or low prevalence rates), the peculiar religious and cultural setting, and population. Nigeria is a case in point. With reportedly over 200 public and private Universities, this single country perhaps has many more universities than all the countries of Africa combined. With an almost equal split between Christianity and Islam, it might be interesting to explore the critical issues underlying the HIV/AIDS pandemic in this country.

9. Lessons Learned

1. The AAU HIV/AIDS programme is very crucial to fighting the pandemic of HIV/AIDS across the continent and efforts must be made to continue programmes lined up in its programme of work.
2. The recruitment of a full-time staff will continue to enhance the implementation of the project to meet project objectives. It appears however that the project assistant is also responsible for other programmes under AAU and this limits the ability of the unit to perform to its full capacity. In a situation where the Universities need support, AAU may not be able to offer the support required. Personnel issues are therefore important for the project to deliver on all the results.
3. The AAU project illustrates that information and capacity can be made available to a large body of users efficiently using existing institutions to improve the technical knowledge base to fight HIV/AIDS.
4. Documentation, organisation and quality are crucial to the AAU but this is not always the case with all the membership organizations. Some of the institutions did not have effective documentation and result some important documentation on activities was not possible. This makes the tracking of activities difficult. This obscures clarity and the reference value of documentation.

Annex 1: Terms of Reference

The AAU HIV/AIDS Project

The Association of African Universities (AAU), an international non-governmental organization (INGO), with headquarters in Accra, Ghana, was set up in November 1967 by universities in Africa to promote cooperation among themselves and between them and the international academic community.

The Association has developed a multi-disciplinary programme that comprehensively addresses major aspects of the HIV/AIDS pandemic in African higher education institutions and is resolved to ensure that the African higher education community uses all available means within the institutions and through partnerships with the international community to prevent the spread, mitigate the impact and manage the HIV/AIDS epidemic through proactive sustainable programmes of action. Specifically, the objectives of the programmes are to:

- 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”;
- 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.

In addition, the HIV/AIDS Core Programme has constituted a Mobile Task Team (MTT) comprising of a multi-disciplinary team of 9 professionals based across sub-Saharan Africa with skills and experience in HIV/AIDS control and management. The work of the MTT is to assist and empower African Higher Education Institutions (HEIs) to develop policies, programmes, services and new knowledge as a response to the impact of HIV/AIDS on HEIs.

Current funding for the HIV/AIDS Programmes is by the Swedish International Development Agency (Sida) office in Lusaka, Zambia.

Purpose of Consultancy

1. Project scope and objectives

The objectives of the Consultancy are to assist the AAU by reviewing the implementation of the HIV/AIDS Project funded by the Swedish International Development Agency (Sida) and making recommendations based on findings to improve the project’s implementation. During the period of the contract, the Consultant will undertake a number of activities set out in Section 2 below (“Services”).

2. The Consultant's services, responsibilities and deliverables

(a) Services

The Consultant will provide the following Services.

- Review the two annual reports (2005 and 2006) together with their annexes/attachments submitted by the Client to Sida, Lusaka on the implementation of the AAU HIV/AIDS Project.
- Review the propriety of the the project expenditures to ensure they fall in line with budgets.
- Undertake three site visits to selected institutions – one each in West, Central and East Africa that has been beneficiary of funding from the AAU's HIV/AIDS project – to validate reports submitted by the Client to Sida.
- Provide technical advise to the Client in the form of a an interim report on the review findings for comments.
- Produce a final comprehensive report to the Client and Sida, Lusaka pointing out shortcomings and recommendations for further action.
- Perform any other duty assigned by the Client within the spirit of this Agreement.

The Consultant will make no representations in respect of and will not consider any other aspects of the Client's operations.

(b) Responsibilities

In performing the services, the Consultant will be responsible for

- Identifying the choice institutions to visit from a list of beneficiaries from the AAU HIV/AIDS Project to be provided by the AAU Secretariat
- Ensuring the provision of information relevant to the activites of the AAU HIV/AIDS Project to assist in management decision making and meeting the commitments to Sida, Lusaka.
- Preparing a report on findings and recommendations.

(c) Deliverables

Upon the satisfactory completion of the Consultant's work, the deliverables the Consultant is to provide to the Client as part of the Services (the "Deliverables") will comprise:

- A draft report on the Sida funded AAU HIV/AIDS Project for the two-year period ending 31st December, 2006 four weeks after signing the agreement
- A final report on on the Project submitted in both hard and soft copies for distribution to the Client and Sida, Lusaka six weeks after signing the agreement.

3. Client responsibilities, project assumptions and contacts

- In connection with the provision of the Services, the Client is responsible for the provision of information and documentations in connection with the Services the Consultant is to provide.
- The Client acknowledges and agrees that the Consultant's performance of the Services is dependent on the timely and effective completion of the Client's own activities and responsibilities in connection with this engagement, as well as timely decisions and approvals by the Client.

The duration of the Agreement shall be for 28 working days from 11.05.07 to 20.06.07.

4. Performance Standards

The Consultants undertake to perform the services with the highest standards of professionalism and ethical competence and integrity, and to the satisfaction of the Client.

5. Miscellaneous

To the extent that notices are required under this Agreement, they shall be sent in writing by certified mail, return receipt requested, personally delivered, or by facsimile to the Consultants, and to AAU at its headquarters in Accra, Ghana.

Annex 2: List of Persons Interviewed and their contacts

Kenya

Serial Number	Name	Institution and position	Contact address and number
1	Prof. Philip Owino	Former Coordinator, KU	0722 522 548 philipowino@yahoo.com
2	Prof. Callistus K.P.O. Ogol	Coordinator, ACU, KU	calogol@yahoo.co.uk
3	Ms Jane Kemuma Onsongo	MA Student, and research grant recipient, KU	onsongoremuma@yahoo.com
4	Bernard Barasa	Programme Manager, I CHOOSE LIFE AFRICA, KU	barasabm@yahoo.com Tel. 254 722 55 7101
5	Dr Josephine Gitome	PRS Department, KU	jwgitome@yahoo.com 0732 89517
6	Caroline Wanjiku	Student and Peer Counselor, KU	
7	Hellen Nalubi	Secretary, ACU, KU	hellynalubi@yahoo.com 0720 927712
8	Dr Charles Osundwa Ashira	Head, Health Unit, KU	osundwa@yahoo.com 0720 775609
9	Jackson Karugo	Research Grants Accountant, KU	810901, 0722 847151 jkurago@yahoo.com
10	Machariah Yeresia Njoki	Vice-Chairperson, KUSACO, KU	0721 793411 ceaserklix@yahoo.com
11	Elvis Oluoch	Executive Committee (EC) member, KUSACO, KU	0724939884 camluse@yahoo.com
12	Peter Mwangi	EC Member KUSACO, KU	0723 698028 phahki@yahoo.com
13	Catherine Essendi	EC Member, KUSACO, KU	0721 413717 cateessendi@yahoo.com
14	Moses Bristone Mkaya	EC Member, KUSACO, KU	0721 668460 Brismo2001@yahoo.com
15	Diana Amoi Ingado	EC Member, KUSACO, KU	0720 281517
16	Hassan Mukuna Mwangi	EC Member, KUSACO, KU	Mwangi_hassan@yahoo.co.in
17	Job Mokaya	EC Member, KUSACO, KU	0721 909937 jobmokaya@yahoo.com

Rwanda

Serial Number	Name	Institution and position	Contact address and number
18	Dr André Musemakweri	President of the 'Ligue Universitaire de la Lutte contre le Sida (LUCS)	085 92150 amusemakweri@yahoo.fr
19	Mrs. Kayitesi Rusanganwa	Permanent Secretary, LUCS	08585345 rusanganwak@yahoo.fr
20	Ms. Eugénie Mukanoheli	Head of Counseling Service, KIST	085 70956 mukanohelie@yahoo.fr
21	Dr Désiré Karangwa	Dean, Faculty of Science, KIST	084 52386 Dkarangwa2003@yahoo.com
22	Rutarama Baikana Ambrose	Representation of Medical Students Association on LUCS	084 00425 rbambrose@yahoo.co.uk
23	Ngendahayo Justin	Assistant Technique/CDLS/Huye	084 12627 ngustin@yahoo.fr
24	Rubega Lauben	IEC Officer, LUCS-UNR	087 47781 rubegal@yahoo.com
25	Nshutiheima Eric	President, Voila-UNR	086 32314 buennaamigo@yahoo.fr
26	Kate Spring	M&E Officer, UNAIDS, Kigali.	08301998 springk@unaids.org

Nigeria

Serial Number	Name	Institution and position	Contact address and number
27	Prof. A.A. B. Agbaje	Deputy Vice-Chancellor (Academic) UI	080 60243171 adigunagbaje@yahoo.com
28	Dr. Eme Owoaje	Department of Community Medicine, College of Medicine, UI	emeowoaje@yahoo.com
29	Dr K.O.K. Popoola	Department of Zoology, UI	080 23258029 Taiwo_kok@yahoo.com
30	Dr Kolade	Department of pharmaceutical Chemistry, UI	080 52945126 yomyetkol@yahoo.com
31	Mr. Oyewumi	Assistant Registrar, Deputy Vice Chancellor's (Academic) Office	080 34014738
32	Dr Rashid Aderinoye	Centre for Literacy, Training and Development in Africa, (CLTDPA) UI	080 33492011 rasrade@yahoo.com
33	Prof. Wuraola A. Shokunbi	Department of Hematology, University College Hospital, Ibadan	0802 2903245 wuraolashokunbi@yahoo.co.uk
34	C.G. Ajala	Department of Agricultural Extension and Rural Development, UI	080 23322817 bolajala2001@yahoo.com
35	Dr Oladele Idowu	Department of Agricultural Extension and Rural Development, UI	08035528780 Oladele20002001@yahoo.com
36	Prof. Francis O. Egbokhare	Director, Distance Learning Centre, UI	080 34700393 foegbokhare@yahoo.com
37	Prof. Uche C. Isiugo-Abanihe	Professor of Demography, UI	080 37135054 ucheabanihe@yahoo.com

Serial Number	Name	Institution and position	Contact address and number
38	Dr (Mrs) Chinedum Peace Babaloola	Director, General Studies Programme	080 55224989 Peacebab2001@yahoo.com
39	Nkiru Banjoko	Distance Learning Centre, UI	080 34635454 nkirubanjoko@msn.com nkirubanjoko@msn.com
40	David Awosika	Master's Student, UI	080 69586317 olagboye@yahoo.com

Ghana

Serial Number	Name	Institution and position	Contact address and number
41	Prof. Justine Wane	AAU HIV/AIDS Project Officer	jwane@aau.org
42	Mr. Ransford Bekoe	Project Assistant, AAU	ransford@aau.org
43	Mrs. Alice Sena Lamptey	WGHE, AAU	alamptey@aau.org
44	Prof. John Ssebuwufu	Director of Research and Programmes, AAU	pjmsseb@aau.org

Annex 3. List of Documents reviewed (reports, publications)

- Annual Report on AAU HIV/AIDS Project – 2006
- Annual Work Plan 2007
- HIV/AIDS Core Programme Work Plan (2006)
- Memorandum of Agreement between Swedish International Development Agency (Sida) and the Association of African Universities (AAU) for Support of ‘African Universities Responding to HIV/AIDS’
- ‘African Universities Responding to HIV/AIDS’. Three-Year Grant Proposal (January 2005–June 2007) submitted to the Swedish International Development Agency (Sida) Regional HIV/AIDS Team (Lusaka) by the Association of African Universities (AAU)
- Annual Review with Association of African Universities (AAU) 7/12/05
- Minutes of the Annual Review between AAU and Sida, held 17th August 2006
- Kenyatta University, Aids Control Unit (ACU). The Socio-Economic Impact of HIV/AIDS among Kenyatta University Students. Baseline Survey, 2006.
- Summary of Proceedings, Eastern African Regional Workshop on HIV/AIDS Toolkit. Capacity Building and Tertiary Institutions Response to the Pandemic. 28th June–1st July 2006.
- Kenyatta University Progress on implementation of Workplace Policy on HIV/AIDS (Progress Report) 24/05/07
- Kenyatta University. Aids Control Unit (ACU) Introductory Brochure.
- Okonjo, K.O and Bolarinwa, A.T. (eds) 2005 Science, Industry and Mankind. A textbook for GES 104. General Studies Programme, University of Ibadan.
- Owoaje, Owoaje and Desmenu, Adeyimika (Eds) 2006 Basic Information on HIV/AIDS for the General Studies Programme. University of Ibadan. Publication supported by the Macarthur Foundation.
- Shokunbi, W.A, Ajuwon, A.J, Omole, G.T (2006) Questions Young Persons in Nigeria Frequently Ask about HIV/AIDS. Publication supported by the Macarthur Foundation.
- Shokunbi, W. A. Ajuwon, A. J., Akintunde Akinseye, Omole, G.T. (2006) The Adventures of Teni. Publication supported by the Macarthur Foundation.
- Association for the Development of Education in Africa (ADEA) Report of the Ministerial Conference in Central Africa. ‘Effective Responses to the HIV/AIDS Pandemic in the Education Sector: From Analysis to Action’ Libreville, Gabon 27–29 May 2003.
- ADEA/IIEP. Responding to HIV/AIDS in the Education Sector: ADEA and IIEP Partner Workshop on Needs Assessment and Research Results. Entebbe, Uganda, 11–14 May 2005
- Fassa, M (2000) Final Report of the ADEA Working Group on Teaching Profession, Francophone section.
- Badcock-Walters (2006) ‘Results of Education Sector HIV and Aids Global Readiness Survey (GRS) for Africa: Progress, Challenges and key recommendations’. Presentation to the regional workshop on Global practices in education sector responses to HIV and AIDS’ 12/14 September 2006.

Annex 4. Countries where activities were undertaken, the specific programmes, and field visit countries

Countries and institutions where activities were undertaken	Programmes implemented	Field Visit Countries selected
Western Africa		
Burkina Faso	Université de Ougadougou Institutional Policies, Curriculum Integration	
Ghana	University of Ghana, Legon International Conference, Surveys and Workshop Kwame Nkrumah University of Science and Technology, Kumasi Consultancy	Ghana
Côte d'Ivoire	L'Université de Cocody, Côte d'Ivoire Institutional HIV/AIDS Policies, International Conference	
Mauritania	Université de Nouakchott Curriculum Integration	
Nigeria	University of Agriculture, Abeokuta Institutional Policies University of Ibadan Curriculum Integration University of Ilorin Institutional HIV/AIDS Policies, International Conference (ICASA), Curriculum Integration Obafemi Awolowo University International Conference, Consultancy	Nigeria
Senegal	Université Gaston Berger Curriculum Integration	
Eastern Africa		
Kenya	Kenyatta University, Nairobi Sub-regional training activities, curriculum integration, small grants for student researches	Kenya
Tanzania	University of Dares Salam Institutional HIV/AIDS policies, Curriculum Integration, International Conference (ICASA)	
Ethiopia	Jimma University International Conference (ICASA) Addis Ababa University Consultancy	
Central Africa		
Rwanda	KIST-Kigali Institutional HIV/AIDS Policies, sub-regional Training Activities UNR-Butare Institutional Policies, Curriculum Integration, Sub-regional Training Activities, International Conference (ICASA), Small grants for students' Researches	Rwanda
Burundi	Université du Burundi, Bujumbura, Burundi Curriculum Integration	

Countries and institutions where activities were undertaken	Programmes implemented	Field Visit Countries selected
Southern Africa		
Botswana	University of Botswana Institutional HIV/AIDS policies Curriculum Integration	
Madagascar	L'Université d'Antsiranana, Madagascar Institutional HIV/AIDS policies	
Namibia	University of Namibia Curriculum Integration	
Zimbabwe	National University of Science and Technology Institutional Policies Bindura University of Science Education International conference (ICASA)	

Annex 5. Activities and Meetings with Stakeholders

Kenya

Monday 28th May 2007

Departure for Kenya

Tuesday 29th May 2007

Morning

Arrival in Nairobi and pick up from the airport to guesthouse

Rest and departure for KU

Meeting with Prof Ogol, Coordinator, ACU

Afternoon

Discussions with Prof Philip Owino, Coordinator of the Open Learning Centre, KU

Meeting with Dr Josephine Gitome

Meeting with Bernard Barasa, Programme Manager, 'I choose life'

Meeting with Ms Caroline Wanjiku, 3rd year B Com Student, KU

Discussion with Hellen Ndubi, Secretary ICU

Departure for Guest House

Wednesday, 30th May 2007

Morning

Photo studio for passport pictures

Rwandese Embassy in Nairobi to apply for entry Visa

Internet café to apply for visa on-line

Drive to KU

Afternoon

Interaction with Coordinator of ACU, Prof Ogol

Meeting with Dr Ashira, Head of the Health Unit, KU

Meeting with Mr. Jackson Kurago, KU Research Grants Accountant

Meeting with Yeresia Njoki, Vice Chairperson, KUSAGO, KU

Interaction with executives of KUSACO

Departure from KU to Hotel.

Thursday, 31st May 2007

Morning

Documentary review of materials received from the AAU and KU

Visit Internet Café to check on response from Rwandan Immigration

Afternoon

Review of material received from AAU and KU

Friday, 1st June 2007*Morning*

Departure for Kigali, Rwanda

Arrival in Kigali – Meeting with Kayitesi

Afternoon

Discussions with Kayitesi

Drive from Kigali to Butare

Saturday 2nd June 2007*Morning*

Document review at National University of Rwanda – Butare

Discussions with Dr. Andrew Musemakweri

Discussions with Rutarama Bankana Ambrose

Discussions with Ngendayo Justin

Afternoon

Discussions with Rebege Lauben

Discussions with Nshutiheima Eric

Sunday 3rd June 2007*Morning*

Departure from Butare to Kigali

Check in at Guest House

Document review

Monday 4th June 2007

Meeting with Eugénie Mukanoheli

Meeting with Dr Karangwa

Meeting with Kate Spring, UNAIDS Country Office, Kigali

Tuesday 5th June, 2007

Travel from Kigali, Rwanda to Nairobi, Kenya

Wednesday 6th June, 2007

Travel from Nairobi to Lagos

Travel from Lagos to Ibadan

Thursday, 7th June, 2007

Meeting with Mr. Oyewumi. Assistant Registrar, Office of the DVC (Academic)

Meeting with Prof. Wuraola A. Shokunbi

Meeting with Dr. R. A. Aderinoye, Department of Adult Education

Meeting with Dr. K. K. Popoola, Department of Zoology

Meeting with Dr. Kolade, Department of Pharmaceutical Chemistry

Meeting with Dr I. Oladele, Department of Agricultural Extension and Rural Development

Meeting with Mrs. Ajala, Department of Agricultural Extension and Rural Development.

Friday 8th June, 2007

Meeting with Prof. U.C. Isiugo – Abanihe

Meeting with Director of the Distance Learning Centre and staff

Meeting with Dr Eme Owoaje – College of Medicine

Wrap up Meeting with the DVC (Academic) UI

Meeting with the Director, General Studies Programme

Saturday 9th June 2007

Travel from Ibadan to Lagos

Sunday 10th June, 2007

Flight from Lagos to Accra

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Department for Infrastructure and Economic Cooperation

Sida Evaluations may be ordered from:

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SE-105 25 Stockholm
Phone: +46 (0)8 779 96 50
Fax: +46 (0)8 779 96 10
sida@sida.se

A complete backlist of earlier evaluation reports may be ordered from:

Sida, UTV, SE-105 25 Stockholm
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Homepage: <http://www.sida.se>



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