Annual Report
2007-2009

Working Across Africa
Beyond Technological, Language and Cultural Barriers
Vision
To be the Leading Pan-African Open, Distance and eLearning Network.

Mission
To facilitate the use of effective Open, Distance and eLearning in African Tertiary Education Institutions.
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<td>Teacher Education Program</td>
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<td>TVET</td>
<td>Technical and Vocational Training</td>
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<td>UNESCO</td>
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Executive Summary

This annual report comes at a very critical time when the African Virtual University (AVU) has undergone major restructuring of its programmes and activities covering a period of two years from August 2007 to December 2009. The report highlights the new face of the African Virtual University in its organisation and strategy as reflected in the AVU Business Plan 2009-2014, and the Marketing and Communication Plan 2009-14.

The African Virtual University is a Pan-African inter-governmental organization established by Charter with the mandate of significantly increasing access to quality higher education and training in Africa through the innovative use of information and communication technologies. In 2006, AVU was facing major challenges and threats emanating from over-reliance on donor funding and with this came a realization of the need to redesign our strategies with more emphasis on impact and organizational sustainability through a service oriented framework.

This report focuses on the activities and programme of the organization from 2007 to 2009, the financial report, five year new business plan 2009-2014 upgraded website, organisational structure and communication & marketing strategy.

The Multinational Support Project focuses on the implementation of new Open Distance and eLearning centers in 10 countries, the African Virtual University Capacity Enhancement Program (ACEP), Teacher Education Programme, and the Scholarship Fund. Other highlighted sections include Learning Architecture from inception to 2007, the new delivery mode as well as the AVU Financial performance 2007-2009. Several case studies have been covered to depict the access of higher education in conflict zones in Africa and testimonials of former and current students that show the impact of the AVU courses and services. It also focuses on the future of AVU and the Dakar regional office.
It is a great pleasure to the Board that the AVU has been able to use the last thirty months to transform itself into the efficient and focused organization it is today. It has dealt with the many challenges of the past, and is forging a bright future. At the beginning of July 2007, the AVU had serious financial liabilities and the initial 12 years of major donor funding was coming to an end. At that time the AVU was facilitating three expensive international degree programs (two from Australian institutions and one from a Canadian university), and a few international short courses.

It was also working on a major Multinational Project funded by the African Development Bank. Although the international programs proved that it was possible to deliver quality degree programs through eLearning in Africa, they needed to be phased out as it was increasingly evident that there was no sustainable future in the international programs. The Board then established a Task Force to review all the options. A vision was created for AVU that would enable it progress as the heart of an eLearning network of African partners, working to develop contextualized content while increasing their capacities.

The AVU Multinational Project reflects this major strategic shift. To achieve this in a sustainable way required phasing out the International degree programs and brokered short courses, restructuring the organization, and tackling the liabilities. The Multinational Project funded by the African Development Bank has therefore blazed a trail for AVU and demonstrated the strength of its present vision and plans. It has been a consortium model from the outset, involving 12 universities and 9 Ministries of Education from 10 African countries. The

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A vision was created for AVU that would enable it progress as the heart of an e-Learning network of African partners, working to develop contextualized content while increasing their capacities. The AVU Multinational Project reflects this major strategic shift.

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AVU has developed 73 modules for four Bachelor of Education programs in Mathematics, Physics, Chemistry, Biology and ICT Basic skills with a strong emphasis on eLearning which are now in use in the Teacher Education Program.

Alongside the Teacher Education Program, the AVU Capacity Enhancement Program has trained 133 academics from 17 countries and 24 universities on materials development; instructional design/delivery technology; and management and financing of eLearning programs. Ten state-of-the-art Open Distance and eLearning Centers have been installed in 10 countries. In addition to these exciting achievements, the AVU has been able to work with the World Bank and CIDA to settle all its liabilities, thanks to trust the present Rector, Dr Bakary Diallo, has been able to establish. Additional grants have also been secured. Furthermore, the AVU has adopted a new five year Business Plan 2009-2014, which puts a strong emphasis on a service-oriented framework.

Given these extraordinary outcomes, the Board believes the AVU has met all the objectives set by the 2007 Task Force and it has demonstrated a clear sense of direction that forms a sustainable approach to the needs of African learners, universities and strategic partners. Dr Bakary Diallo has worked closely with the Task Force and has been central to the transition to a sustainable organization with great opportunities. I therefore call upon all of you including universities, donors, and strategic partners, regional and sub-regional bodies, to continue working with the AVU in order to build on the remarkable achievements of the last two years.

Prof. SILAS LWAKABAMBA
Outgoing Chair, AVU Board
Message from the new Chair of the Board

I am humbled by the trust bestowed upon to be the new Chair of the AVU Board of Directors. I would like to thank the outgoing Board for their outstanding achievements, especially for guiding the AVU management to put back the organization on tract. I am the Rector of Universidade Pedagogica in Mozambique, a Higher Education Institution dedicated to training teachers and one of AVU Partner Institutions.

The involvement of Universidade Pedagogica, a Portuguese speaking university, in the AVU activities and network has added value to our institution in many ways. Universidade Pedagogica benefited from the regional network working across Africa beyond technological, cultural and language barriers. Its membership with AVU has strengthened its capacity to develop and deliver programs through distance and eLearning, and it has enabled the university to collaboratively develop programs with institutions across Africa.

I joined the Board at a moment when the AVU has been implementing important changes in order to put a strong emphasis on impact and organizational sustainability. The mission, vision and strategic objectives have been adjusted to reflect the new direction. A new charter was adopted on February 4th 2010 while a five year Business Plan and Marketing Plan were developed in 2009. AVU has, for the first time introduced its own programs, Some 300 courses are available online.

I believe that, like Universidade Pedagogica, many African Universities and students can largely benefit from the AVU. I endeavour to work closely with the Members States, the Partners Institutions, the Donors and other strategic partners so we can together assist the AVU to strengthen its gain and be more successful.

Prof. ROGERIO UTHUI
Chair, AVU Board

One of the greatest assets of the AVU is its ability to work across borders and language groups in Anglophone, Francophone and Lusophone Africa. Its mission is to facilitate the use of effective and eLearning in African Tertiary Education Institutions.
The AVU has had new leadership since August 2007. The new direction of the organization and its strategy are reflected in the AVU Business Plan 2009-2014 and marketing and Communication Plan 2009-14. The AVU now puts a strong emphasis on impact and organizational sustainability through its concept of service oriented framework. This allows the organization to fulfill its Vision and Mission without depending primarily on donor funding.

The AVU has wound up its degree programs previously brokered from the west, the last one being a Bachelor of Computer Science delivered in 8 Francophone African countries. The emphasis is now on African based programs, capacity building, Open Educational Resources as well as programs and projects that will sustain economic development and peace in Africa. To strengthen its organizational structure, a 5-year Business Plan 2009 to 2014 that focuses on a clear strategy built on the new direction of the organization has been developed.

AVU has adopted a new charter. The AVU will frame many of its activities as services that are provided to the client/recipient for a fee, irrespective of who pays the fee. The fee may be paid by an individual, an NGO or international organization or by a donor. The new programs and services include: diploma & certificate programs; 3rd party programs and courses; e-Conferencing and virtual meetings; 3rd party and custom content development. The AVU will also offer not-for-profit development services through its capacity building initiatives.

These are: updating and developing content, Open Educational Resources, AVU Capacity Enhancement Program (ACEP), setting up or upgrading Learning Centres, developing professional networks such as the Teacher Education Virtual Consortium and Communities of Practice, Research and Development, Quality Assurance, and Evaluation & Benchmarking. A Communication and
Marketing Strategy 2009-2014 has also been developed to support the AVU’s Vision, Mission, strategic objectives and its business plan.

AVU has redesigned its website so as to revamp its presence and to make it a more efficient communication and marketing tool. The new website will include: AVU’s main website www.avu.org; an Open Educational Resource (OER) repository that will host 73 modules of Mathematics, Physics, Chemistry, Biology, Teacher Education, ICT in Education and ICT basic skills. The Repository will host other materials developed or acquired by the AVU. AVU will launch a web portal for its Virtual Campus for Development and Peace, which will deliver programs, courses and online seminars that advance economic development and peace building in Africa.

The Virtual Campus for Development and Peace will target learners from the formal and informal sectors. The AVU has achieved remarkable results from July 2007 to January 2010. Over its 13 years of existence, the AVU has trained more than 40,000 students, has established 53 centers in 27 countries, and has acquired the largest eLearning network in Africa. In Somalia, the AVU has graduated 4,000 students, 30% of whom are women.

Our greatest asset is the ability to work across borders and language groups in Anglophone, Francophone and Lusophone Africa including in conflict and post-conflict zones.

I call upon all of you to work with the AVU in order to build on the remarkable gains of the organization, especially since 2007. Together we can increase access to quality, relevant, affordable and flexible education and training through eLearning.

BAKARY DIALLO, Ph.D
Rector, African Virtual University
The New Face of AVU

The African Virtual University is a Pan-African inter-governmental organization established by Charter with the mandate of significantly increasing access to quality higher education and training in Africa through the innovative use of information and communication technologies. The AVU has winded up its degree programs previously brokered from the west, the last one being a Bachelor of Computer Science delivered in eight Francophone countries. It is now putting emphasis on African based programs, capacity building, Open Educational Resources, and programs and projects that will sustain economic development and peace in Africa.

Business Plan

The AVU Business Plan builds upon the core elements of AVU’s earlier sustainability plan which was endorsed by its Board in 2007, sets the AVU’s financial and operational objectives for five years, and describes various changes and actions that will be taken in order to reach these objectives. The business plan represents a shift in the view of AVU’s activities from purely project-based and donor-funded to educational and support services provided on a fee basis and not-for-profit development services.

1. The Education and Support Service offerings

   Educational and support services is now on a fee basis. These include:
   • AVU diploma & certificate programs and courses
   • 3rd party programs & courses
   • eConferencing & Virtual Meetings
   • AVU webinars
   • 3rd party webinars
   • Custom Content Development.

2. Capacity building Initiative that has made the AVU the heart of an eLearning network. These are not-for-profit development services.

   • Updating and developing content
   • Open Education Resources (OER)
   • AVU Capacity Enhancement Program (ACEP)
   • Setup or Upgrade of Learning / ODeL Centres
   • Developing Professional Networks (consortia, communities of practice, etc)
   • Research & Development
   • Quality Assurance
   • Evaluation & Benchmarking.

The AVU will frame many of its activities as services that are provided to the client/recipient for a fee, irrespective of who pays for the fee. The fee may be paid by an individual, by an NGO or international organization or by a donor. This applies, as much as possible, to both of the above categories.
Each service is expected to generate enough revenue for the AVU to pay for the direct costs of providing the service, as well as an appropriate share of the AVU’s overhead. The latter is called the services contribution margin. The AVU will strive to provide as many iterations of each service as possible each year in order to drive down the required contribution margin for each service such as taking advantage of economies of scale. This will permit the AVU to keep its service fees to a minimum and will reduce the risk of the AVU becoming heavily dependent on revenue from a limited number of service channels. The long-term goal is for the AVU’s fee-based services to cover all of its overhead costs, so that not-for-profit services require funding only for their direct activities.

Through a service-oriented framework, the business plan represents a shift in the view of AVU’s activities from purely project-based and donor-funded to educational and support services provided on a fee basis and not-for-profit development services.

Communication & Marketing Strategy

A Communication and Marketing Strategy 2009-2014 has been developed to support the AVU’s vision, mission, strategic objectives and its business plan. Its overall objective is to increase AVU’s enrollment, membership, donor support and funding, as well as to sensitize about the change of focus and management at AVU. The strategy addresses issues emerging from the AVU 2005 market survey, which indicated that while a strong but varying portion of the population is aware of eLearning, many people do not have an accurate understanding of what it is and how it works. As a result, many people do not pursue eLearning options, do not know which opportunities are available or do not know how to access them. This strategy aims to enhance publicity and advocacy of AVU activities and services amongst partners, key stakeholders and individuals in selected countries and world-wide.

Website www.avu.org

The AVU has redesigned its website so as to revamp its presence and to make it a more efficient communication
and marketing tool. The new website will include 3 areas.

- More information and features have been added to the AVU main website (www.avu.org) to increase user interactivity and facilitate access to AVU services, as well as to emphasize the results and impact of AVU activities
- An Open Educational Resource (OER) repository that will serve as a platform for AVU to make its educational resources available to others, discuss and comment on them, and collaborate in developing them further. This platform is being built on an open-source Repository Management System
- A web portal for the AVU Virtual Campus for Development & Peace, which will deliver programs, courses and webinars that advance economic development and peace building in Africa.

These three main areas will be fully integrated with each other and with the AVU’s core Learning Management System (Moodle). A reporting module will permit the generation of traffic / usage metrics across the various areas of the domain.

Finally, a 3rd Party Portal to enable the offering of non-AVU (3rd party) programs, courses and webinars via Moodle. AVU has used open-source solutions as much as possible.

Organizational Structure

The AVU organizational structure and roles & responsibilities have been adjusted to facilitate the new service orientation, ensuring that it is managed well and improved continuously. The proposed changes are planned carefully so that they do not negatively affect the AVU restructuring exercise that started in 2007. The revised structure groups staff in competence areas in order to leverage their skills & abilities across many similar initiatives and to increase opportunities for internal knowledge transfer.

AVU eLearning Day

The first AVU eLearning Day was launched in May 2009 in Dakar, Senegal as a pre-conference activity of the eLearning Africa. This was the 4th International Conference on ICT for Education and Training. In December 2007, the AVU and the organizers of eLearning Africa, ICWE, had signed a Memorandum of Understanding for cooperation, to collaboratively build awareness and capacities across the continent, foster strong continental and inter-continental networks, support the emerging eLearning Communities of Practice and stimulate research and development cooperation. The main objective of the AVU eLearning Day is to promote eLearning in Africa. Presentations focus on unraveling what eLearning is and how it works. The AVU highlights success stories of several eLearning activities including the continental Teacher Education Program; the Training of Trainers; the deployment of eLearning centers; Quality Assurance; the Virtual Consortium project and the Campus for Development Project.

Milestones

The AVU has achieved remarkable milestones from July 2007 to January 2010. The major 2006 financial challenges have been addressed, a new vision and focus has been adopted and more importantly the organization has demonstrated its capacity to be the heart of a Pan-African eLearning Network.
To-date, AVU has trained more than 40,000 students across Africa and established the largest network of Open Distance and eLearning institutions in over 30 countries in Sub-Saharan Africa development partners, to mainstream eLearning in Higher Education Practices. Additionally, AVU has introduced and strengthened eLearning in more than 53 institutions in 28 countries. In 2008 and 2009, AVU built the capacity of 24 partner institutions in 17 countries to design, develop and deliver their own eLearning programs.

Quality continental Teacher Education program in Mathematics and Physics, Chemistry, Biology have been developed collaboratively with 10 countries and a Virtual Network Contributing to regional integration established.

Other milestones of the last two years include:
• Development and implementation of an eLearning Quality Assurance Framework
• Establishment of fully equipped state of the art Open Distance and eLearning Centers complete with internet connectivity in 10 Partner Institutions across Africa in: Ethiopia, Kenya, Madagascar, Mozambique, Senegal, Somalia, Tanzania, Uganda, Zambia and Zimbabwe
• Delivery of a computer science program in 8 francophone countries: Benin, Burkina Faso, Burundi, Cameroon, Mali, Mauritania, Niger and Senegal
• Establishment of a scholarship fund to support females and disadvantaged students.

In over 13 years of its existence, the AVU has continued to play a leading role as the pre-eminent leader in eLearning in Africa and consequently has acquired the largest eLearning network.

Notable achievements

- 40,000 students trained in 30 countries in Sub-saharan Africa
- E-learning introduced to 53 institutions in 27 countries
- Capacity building in 24 partner institutions in 17 countries to design, develop and deliver in-house eLearning programs

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New Services

As part of its new strategy, the AVU will structure all its services as follows:

Courses Offered Jointly with Partner Institutions

The AVU plans to offer certificate and Diploma courses through joint delivery and accreditation with partner institutions. These programs will target the general public using blended modes of delivery and will be an avenue for revenue generation for the AVU. The programs targeted in this category include:

• Certificate in ICT Basic Skills
• Certificate in Integration of ICTs in Maths and Sciences
• Certificate in Renewable Energy in Francophone Africa
• Professional eLearning programs and courses through the Virtual Campus for Peace and Development
• 3rd party Programs and Courses.

Third Party Programs and Courses

The Third Party programs will target International Organizations, Non Governmental Organizations and Government Agencies who may wish to use the AVU infrastructure to deliver their programs. Established partner institutions who may wish to offer their programs outside of their own region may also use this AVU service.

The AVU will provide a platform for other institutions to deliver their training and courses either online or through blended modes of delivery. The services provided will include: setting up of programs and courses in the Learning Management System, scheduling the delivery, and administrative support for programs and courses.
eConferencing and Virtual Meetings

The AVU will provide a platform for organizations to have econferencing services and virtual meetings using the AVU infrastructure. The AVU will also provide the following at an additional fee: Materials development for events, marketing of events and managing participant registration and payments.

AVU Webinars & Third Party Webinars

Webinars are short online seminars and presentations targeting the general public that will be conducted by regional and international academics, experts, business and government leaders on a variety of special topics. These will be recorded and availed after the events via the AVU Website. In addition the AVU will also provide a platform for institutions/organizations to deliver their webinars.

Consultancy Services

The AVU will assist institutions to develop customized programs, courses or webinars for interested institutions through consultancy services. These will include custom content development and capacity enhancement training.
AVU Current Activities and Projects

The AVU Multinational Support Project

The AVU Multinational Support Project is funded primarily by the African Development Bank (AfDB) and the United Nations Development Program (UNDP), who supported two additional institutions in Somalia. The AVU secured its first major tranche of African funding from the African Development Bank for a multinational project covering Teacher Education, the establishment of new ODeL Centers, the AVU Capacity Enhancement Program, and gender mainstreaming. The project involved partners in 10 countries who are using the resources generated and the expertise developed in their own programs.

This project is in line with the new focus of the AVU in term of capacity enhancement, developing African-based resources and Open Educational Resources. The project’s overall objective is to strengthen the capacity of the AVU and a network of institutions coordinated by the AVU to deliver and manage quality ICT assisted education and training opportunities in selected African countries. The AfDB funds support the development and implementation of this project in 10 African countries namely: Ethiopia, Kenya, Madagascar, Mozambique, Senegal, Somalia, Tanzania, Uganda, Zambia and Zimbabwe with additional funding from UNDP for Somalia.

The project has the following components:

- Establishment of ODeL Centres and connectivity provision
- AVU Capacity Enhancement Program (ACEP)
- Teacher Training and Development Program
- Mainstreaming Gender.

Establishment of Open Distance eLearning (ODeL) Centers

In a move designed to provide African students with greater access to higher-education opportunities, AVU, in partnership with the African Development Bank, has implemented 10 Open Distance and eLearning Centers in the 10 countries. The beneficiary institutions are:

The Open University of Tanzania, University of Zambia; Jimma University in Ethiopia, Kyambogo University in Uganda, University of Zimbabwe, Universidade Pedagogica in Mozambique. Other centers will be launched in Kenya - University of Nairobi; Senegal – UCAD; Madagascar - Universite Antananarivo; and Somalia - Amoud University.

“This initiative is driven by our desire to see Africa develop to a level where its citizens can compete with anyone in the world,” says Dr Bakary Diallo, AVU Rector.

The Centers act as physical hubs for the creation, organization and sharing of knowledge and the development of local programs. The centers’ main functions include: training facilities for staff in the use of...
ICT in the development, delivery and management of educational programs; a delivery point for the current and future eLearning programs (e.g. the Teacher Education Program); a physical location where staff can conduct research and participate in collaborative work; as well as generate income thus ensuring long-term sustainability.

Achievements
Since their establishment, the centers have expanded the AVU network and are enabling more universities to mainstream eLearning into their existing curricula, create a community of peers that will generate original research on eLearning and also help universities generate a long-term and sustainable revenue base. All the centres are fully operational as the AVU has supplied all equipments and services required for the implementation of the ODeL Centres.

AVU Capacity Enhancement Program (ACEP)
The AVU Capacity Enhancement Program (ACEP) is a training targeted at enabling AVU’s African Partner Institutions to design, develop, deliver and manage their own Open Distance and eLearning programs. The goal of the ACEP is to build, within each of the AVU partner institutions, a team of experts who will be able to promote, guide and facilitate the development, delivery and management of eLearning programs.

The program is designed in a way that enables it to blend with the educational strategy of the institution thereby creating synergies in transforming residential programs into eLearning programs. A strategy for the design and implementation of a cascade training program has been developed at each of the Partner Institutions. Each ACEP trainee can train more of its university staff and thereby attain the desired institutional scope of the program. This plan is also aiming at enhancing the number of women involved in the program.

The goal of the ACEP is to build, within each of the AVU partner institutions, a team of experts who will be able to promote, guide and facilitate the development, delivery and management of eLearning programs.
Achievements

The program has trained 133 staff from 24 universities and 17 countries in 3 main streams: a) materials development, b) delivery and technology and c) Governance, management and funding. The program Institutional Projects aspect assumes a very central role in the 24 partner institutions as most have evolved into very practical institutional eLearning projects that support the institutions’ and the ministries of education goals in the various countries.

The program has also fostered regional integration and has set up a vibrant community of practice in ODeL. It has generated an enthusiasm for learning in most participant who have requested for further training programs. The participating countries are Ethiopia, Kenya, Mozambique, Somalia, Tanzania, Uganda, Zambia, Zimbabwe, Madagascar, Benin, Burundi, Burkina Faso, Cameroon, Niger, Mali, Mauritania and Senegal.

Teacher Education and Development

The teacher education program focuses on the use of ICTs in teaching and learning activities, with a particular focus on Mathematics and Science Education. The main objectives are to:

• Improve the quality of teaching and learning in Maths and Sciences through the use of ICTs
• Increase the number of Mathematics, Sciences, and Basic Computer Science teachers by expanding access to training through the use of ODeL methodologies
• Develop and promote research in teacher education in order to encourage evidence-based decision-making in all aspects of teacher development
• Promote regional integration and strengthen relevant partnerships with other teacher education initiatives in Africa and globally.
Achievements

The program has so far achieved the following:

• Policies, management and working structure have been established for the development and operation of the network of AVU partner institutions in development and delivery of the program
• The Program’s curriculum was conceptualized, designed, developed and endorsed by the participating institutions in the target countries
• 73 modules developed as content for ICT integration in Education, ICT Basics Skills, Mathematics, Biology, Physics, Chemistry and B.Ed Professional Courses
• 73 Subject Matter Experts (SMEs) and peer-reviewers were trained
• A community of practice in Teacher Education who form a virtual network of academics working in different countries was establishment
• Quality Assurance Framework for the program designed and developed
• A piloting phase of the program undertaken
• A learning management system, Moodle, implemented and modules uploaded
• Translation of modules into French and English commenced.

Mainstreaming Gender Issues into AVU Operations

This component aims at increasing the participation of female students in science-based education programs by offering a scholarship fund for females and other disadvantaged students.

Scholarship Program

The AVU established a scholarship fund to award scholarships generally to assist eligible female students and those from disadvantaged backgrounds to access education opportunities. The scholarships are awarded on the basis of merit, gender and availability and administered by the AVU in cooperation with its partner institution and Ministries of education in the respective countries. In order to streamline the governance and management of the Scholarship fund, the AVU Board of Directors endorsed new changes to reinforce the fund’s efficiency and accountability in March 2009, and authorized the AVU Management to secure additional funding. The fund is administered according to AVU rules, in consultation with its partner’s institutions and ministries of education when necessary.

By 2009, sixty nine scholarships were awarded to students in nine Universities from eight countries in Francophone The Scholarship fund is supported by the African Development Fund, the Canadian International Development Agency (CIDA) and United Kingdom based Charity Aid Foundation. More scholarships are available for students, especially those who are female or disadvantaged and are taking AVU Programs and Courses.
Quality Assurance

The AVU developed a Quality Assurance Framework that has been proposed for adoption in 12 partner institutions. The AVU engaged a consultant who visited 7 of the 12 participating institutions in November and December 2006 to study the quality assurance mechanisms in place, with a view to drafting a common quality assurance framework for the Multinational Teacher education program. The common framework was adopted by the teacher Education Advisory Committee meeting of April 2007. The Institutions visited are: University of Nairobi in Kenya, Kyambogo University in Uganda, Open University of Tanzania, Universidade Pedagogica in Mozambique, University of Zambia, University of Zimbabwe and Université d'Antananarivo in Madagascar.

The descriptive framework adopted allows partner universities to adapt it to suit their realities on the ground. The Framework proposes 6 steps through which the framework can be implemented:

Stage 1. Establishment of a Quality Assurance Unit at the AVU for the teacher Education Program to coordinate with officials responsible for quality assurance in each partner institution

Stage 2. Interpretation of the Quality Assurance Framework, self-evaluation, prioritization, and planning by individual partner institutions

Stage 3. SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)

Stage 4. Review of the SWOT analysis and support by the Quality Assurance Unit at AVU

Stage 5. Continuous monitoring

Stage 6. Sharing best practices and information amongst the partner institutions.

The AVU has been involved in ECB Check which was formed under the auspices of the European Foundation for Quality in ELearning. ECB Check supports capacity building organizations to measure how successful their eLearning programs are and allows for continuous improvement through peer collaboration and bench-learning. ECB Check members have access to tools and guidelines for their own practice and are also able to obtain a community based label. The inaugural meeting for ECB Check was held in Accra Ghana during the ELearning Africa Conference in 2008. The AVU is a member of the ECB Check Advisory Committee which is essentially a Working Group “Quality for global eLearning”.

The AVU was chosen to be among the first international capacity building organizations to pilot the framework for quality certification scheme for capacity building. Findings of the Pilot framework were discussed during eLearning Africa 2009 and results were used to improve the scheme. The AVU also build in a quality assurance mechanism framework in each of its eLearning programs and projects.
The Computer Science Degree for Francophone Africa

The Francophone Computer Science Program is one of the AVU brokered programs that was launched in 2004 under the Virtuel au Service de l’Afrique Francophone (VISAF) project funded by the Canadian International Development Agency. It offers a Canadian bachelor of computer science from Université Laval, Canada, to students from Francophone West Africa. The program is managed by the AVU in partnership with the Association of Universities and Colleges of Canada (AUCC).

The aim of this Program is to train creative and competent African ICT professionals and Computers Science Engineers. Lectures are delivered from Université Laval professors through ICTs and local tutors at their own universities support the students. This degree program is delivered to two cohorts of students in nine universities: 120 students in the first cohort (2004-2008) and 200 students in the second cohort (2005-2009).

The African institutions that participated from the AVU network are: Université Abomey Calavi (Benin), Université de Ouagadougou (Burkina Faso), Université Lumiere de Bujumbura (Burundi), Université de Douala (Cameroon), Université de Bamako (Mali), Université de Nouakchott (Mauritania), Université Abdou Moumouni (Niger), Université Gaston Berger de St. Louis (Senegal) and Université Cheik Anta Diop (Senegal). The last cohort of this program graduated in July 2009.
Looking into the Future

Academic Programs

Teacher Education Certificate Programs

The Teacher Education Certificate program is driven from the AVU Teacher Education continental program. The AVU is therefore launching a continental program designed to upgrade the ICT skills of teachers as well as their ability to efficiently integrate ICTs in teaching and learning activities.

Looking into the Future

This program will be in partnership with ministries of education, faculties of Education and Teacher Training colleges. It will be offered within the framework of the AVU-AIDB funded Multinational Project. The initiative targets countries including Ethiopia, Kenya, Madagascar, Mozambique, Uganda, Senegal, Somalia, Tanzania, Zambia, and Zimbabwe.

The AVU also plans to include more francophone countries such as Cameroon, Burundi Mali, Mauritania, and Niger.

The program targets in-service and pre-service teachers’ educators, faculty members, administrators and managers.

The program targets both in-service and pre-service teachers and the main objectives are to:

• Improve the quality of teaching and learning in primary schools, secondary schools and universities through the use of ICTs
• Increase the number of ICT literate teachers, especially Mathematics and Science teachers.
• Contribute to the creation of a critical number of ICT Basic Skills teachers in Primary and Secondary Schools
• Promote regional integration and mobility of teachers
• Contribute to achieve the Millennium Development Goals.

Certificate in Renewable Energy

The AVU plans to use its extensive experience in delivering eLearning programs in Africa to launch a Certificate program designed to provide skills to future technicians and upgrade the skills of the technicians and professionals in the field of Renewable Energy.
The objectives of the program are to:

- Equip and upgrade technicians with skills that will help them to install, maintain equipments in the field of renewable energy
- Provide them with decision-making skills in their jobs. They will also have skills required to be salespersons in that field and may create their own companies
- Fill training gap in continuing education for students and professionals
- Foster collaboration between African experts and other experts around the world
- Share best practices in Renewable Energy.

This course is intended for professionals who are already working in the field of Renewable Energy and students who wish to be specialised and start a career in that field. The program is also intended for technicians in charge of installing solar equipment, windmills, biomass and farmers working with bio fuels. The certificate will consist of 6 modules plus a two month internship.

AVU Projects and Services

Virtual Campus for Development and Peace

The availability of qualified human capital is one of the major factors hindering development in Africa. The universities and other educational institutions have not been able to train enough skilled workforce needed to sustain economic development. The Virtual Campus for Development & Peace (VCDP) is an extensive online learning environment which main objectives is to advance economic development and peace building in Africa by increasing human capital in the formal and informal sectors. The VCDP is focused on providing adult education, continuous learning and lifelong learning in the formal and informal sectors throughout sub-Saharan Africa, especially among disadvantaged groups such as school dropouts, women and learners in conflict and post-conflict zones. The Virtual Campus for Development and Peace provides an opportunity for the African Virtual University and its partners including educational institutions, non-governmental organizations and development agencies to reach learners through a unique portal.

The VCDP hosts the following services:

- An online learning environment for eLearning programs (synchronous and asynchronous), self or formal learning courses, and online seminars (webinars)
- Access to related online publications and resources that were developed and/or collected by the AVU and its partners
- Virtual consortia and professional development networks such as Communities of Practice
- Links to, and information about, relevant events such as workshops, meetings, conferences and seminars.
Virtual Campus for Development and Peace

The VCDP delivers synchronous and asynchronous eLearning programs, courses and webinars in areas such as: University Management, Entrepreneurship, Micro-credit Management, Peace building, Conflict prevention, Conflict resolution, Post-Conflict Recovery, Agriculture, and Food Security.

The AVU will develop VCDP programs and courses in conjunction with its partners. In some cases, the partner will provide the content and will work with the AVU to support the delivery of the program or course via the VCDP. In other cases, the partner and AVU will work together to develop the program or course content and collaborate to deliver the course via the Virtual Campus. The AVU will also develop courses on its own to address areas that are not covered by its partnerships.

The Virtual Campus for Development & Peace is expected to commence in 2010. The system scope and functional design has been completed, the technical team has been selected, and development work has commenced. The AVU is currently looking for an eLearning course that it can implement as a pilot project for the VCDP.

The VCDP operates according to a set of processes and procedures which clearly define the:

- Phases and activities that must be completed in order to successfully deliver a quality eLearning program, course or webinar (e.g. Definition, Planning, Delivery and Follow-Up phases for all educational and support activities)

- Roles and responsibilities of all relevant parties during each phase of the development and delivery lifecycle

- Milestones for significant deliverables

- Dependencies between phases, tasks and deliverables

- Steps for obtaining support for, or escalating, issues that arise during the development and delivery lifecycle.
The AVU configured a conceptual framework and architecture – the "AVU OER Architecture" through which the creation, organization, dissemination and utilization of OERs is expected to lead to the development of a dynamic, rational and comprehensive strategy for collaborative partnerships for African higher education and training institutions. By involving African institutions in the OER evolutionary process, the AVU intends to address the issues pertaining to epistemological, ideological, cultural and social relevance as well as reduce technological challenges; while enabling the institutions to participate actively so that they drive and own the process in terms of form content, structure and orientation.

The AVU strategy for OERs recognizes the importance of collaborative partnerships in advocating and raising awareness for OERs in the African Higher Education Sector. In line with the AVU Business Plan 2009-2014, the AVU hired a Portal Development Consultant to coordinate the development of an OER portal. This portal will be a repository for Open Educational Resources.

It will primarily increase the use of the 73 Mathematics, Physics, Chemistry, Biology, ICT Basic Skills, ICT integration in Education, and Teacher Education Professional course modules developed in the AVU Teacher Education Program. Partner Institutions outside the current 12 participating universities will be able to benefit from them. The Portal will also host all open education resources of the AVU in areas such as Business Studies, Computer Sciences, Agriculture and Environment studies. The OER Portal is funded by the African Development Bank.
Teacher Education Virtual Consortium

The founding of the AVU Virtual Consortium is a result of a formal request from the AfDB-funded project partner institutions. This initial consortium will comprise of the 12 Universities from 10 countries across borders and language barriers. A declaration, the Nairobi Declaration, was signed by Deputy Vice Chancellors of the institutions during the Teacher Education Advisory Committee held at the Nairobi Safari Club Hotel – Kenya, from 4th to 5th April 2007, stating the need to form a consortium.

The 12 participating Universities successfully managed to overcome all possible barriers to collaboratively develop content for 4 Bachelor of Education programs and agree on a uniform quality assurance mechanism that was acceptable to all. The AVU Virtual Consortium builds on the existing Teacher Education Consortium and will expand progressively to other subjects such as Business Studies, Computer Science, Health Science, Agriculture and Environmental studies, as well as include other relevant Communities of Practice.

The goal of the Virtual Consortium is to increase access to quality tertiary education in the African continent, in line with the Mission of the AVU “to increase access to higher education”.

The Consortium aims at the following general objectives:
• Enhance the capacity of Consortium Members in developing, managing and implementing their own programmes using ODeL methodologies, particularly in Teacher Education
• Develop African based Teacher Education content that may be Open Educational Resources
• Build a Teacher Education community of practice cutting across language barriers, and national boundaries
• Strengthen the quality of online resources through Quality Assurance Mechanisms
• Facilitate staff mobility and students’ credit transfers amongst Consortium Members
• Governance, management, sustainability.
Mobile Learning

Having trained students using mixed mode of delivery, the AVU has had an enriching experience which has proven that it is possible to deliver eLearning Programs in Africa despite the numerous barriers including poor internet and power infrastructure; the prohibitive cost of setting up managing eLearning centers as access points and limited access to computers and the Internet.

Whereas accessing a computer is still a major hurdle to eLearning in Africa, it has been proven that learners across the continent are generally using mobile phones. Mobile phones have penetrated even the remotest parts of Africa and this presents an opportunity for the AVU to consider using mobile phone platforms to deliver courses to a larger number of learners.

The AVU is striving to play a leading role in use of mobile phones for educational purposes in Africa. This will entail raising funds to launch, building synergies with the private sector especially the mobile phone makers and providers, conducting research on the use of cell phone in education, building mobile phone platform adapted to African context.

The cooperation entails building awareness and capacities across Africa, fostering strong continental and intercontinental networks, supporting emerging eLearning Communities of Practice, and stimulating research and development.
New International Partnerships

The Open University of Catalunya (OUC)

www.ouc.org

The AVU and the Open University of Catalunya signed a Memorandum of Understanding with the AVU during the eLearning Africa Conference in Dakar in May 2009. The objectives of the MOU are:
• Creation of a Campus for Peace for Africa
• University Management Training
• Entrepreneurship Programs
• Micro-credit Management Training
• Post Conflict Recovery Program
• Digital Capacitating Programs
• Collaboration with UOC’s Digital Library.

The Food and Agriculture Organization (FAO)

www.fao.org

The Food and Agriculture Organization (FAO), has eLearning courses in Agriculture, Food Security and Environmental Studies. The collaboration between FAO and the AVU aims at strengthening the human resources required for the economic and social advancement of African countries. Its objective is to widen access to education and improve quality, through use of distance education techniques and associated communications technologies. The AVU and FAO share a common focus on the creation and dissemination of materials to promote the right to food, food safety, food security, multilingualism and accessible education.

The Commonwealth of Learning (COL) Life Long Learning for Farmers Project

www.col.org

The Lifelong Learning (L3) Project for farmers in Western Kenya is a project initiated by COL. This project is aimed at building capacity among farmers to help them engage in value addition as well as encourage them in sustainable use of natural resources in order to strengthen their ability to face globalization and ensure food and livelihood security. The project involves the banking sector which provides credit to the farmers. The project will use AVU infrastructure and to deliver programs to literate and semi-literate farmers in Kenya.

The Forum for African Women Educationalists (FAWE)

www.fawe.org

The AVU and FAWE will jointly explore and coordinate activities of mutual interest that will be implemented in conformity with the regulations and policies of both parties. An agreement will be signed to establish a formal basis of cooperation in an effort to promote increased access to effective, quality education for all in sub-Saharan Africa.
The collaboration will entail the development, hosting and/or delivery of eLearning modules for FAWE programs development, hosting and/or delivery of Technical and Vocational Training (TVET) eLearning modules for women 20 African Virtual University and girls in conflict and post-conflict regions of sub-Saharan Africa. Possible topics include financial management for small business owners and entrepreneurship.


- Strengthening the knowledge resources of both organizations to provide information services and knowledge resources to developing countries.

- Carry out joint activities to increase access to education and knowledge opportunities for people in Africa, including the provision of open education resources.

- Carry out joint research and studies, consultancy and advisory services, and training and;

- Cooperating in international fora and with regional bodies to advance common objectives.

**Multimedia Educational Resource for Learning and Online Teaching (MERLOT)**

[www.merlot.org](http://www.merlot.org)

In October 2007, the AVU and the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) and the Merlot African Network (MAN) signed a Memorandum of Understanding with the aim of carrying out joint activities to improve the efficacy of teaching and learning by expanding the quantity and increasing the quality of online learning materials and services that can be easily incorporated into educational programs. MERLOT promotes the use of OERs within various communities of Practice in the higher Education Sector. In 2009, MAN and AVU developed the AVU Teaching Commons also called OER@AVU Teaching Commons.

**ICWE eLearning Africa**

[www.icwe.org](http://www.icwe.org)

The AVU signed a Memorandum of Understanding for cooperation with ICWE, the organizers of eLearning Africa in December 2007. The cooperation entails building awareness and capacities across Africa, fostering strong continental and intercontinental networks, supporting emerging eLearning Communities of Practice, and stimulating research and development. The Rector of the AVU is a member of the eLearning Africa Advisory Committee and member of the ICWE Advisory Committee. In addition to the AVU Day, two presentations were made: one on the Teacher Education and One on the AVU’s Experience in Somalia.
Features

Accessing Higher Education in Conflict Zone in Africa:

The AVU Experience in Somalia

When people talk about Somalia, the images that come first in mind are probably of pirates on the coast or civil war. Somalia has been weakened after the collapse of the military regime in 1991. The educational system has been in shambles. For young men and women at school ages, the only hope to get a decent education may be leaving the country and never come back. In contrast, experiences from the African Virtual University’s distance learning initiative in Somalia has proven that technological innovation brought by the Information and Communications Technology (ICT) can contribute to develop skills, create jobs, stability, hope and reduce brain drain in conflict zones. The international community should not turn its back to Somalia as the AVU interventions in the country shows that innovative education can bring stability in conflict zones and fight poverty. The AVU has been working with seven Somali Universities (Institutes) since 2003. The number will increase to eight as a request has been submitted by Gollis University, Hargeisa, to join the AVU network.

Using Innovative Education to Overcome Conflicts

AVU’s partnership with Somali Universities

The UNDP in partnership with the World Bank under the low Income Countries under Stress (LICUS) initiative supported six tertiary institutions in Somali, to enhance global access for knowledge resources and tertiary learning through Online Distance Learning, with an aim of empowering the human resource capital to positively impact in the governance and services delivery in the region. East Africa University (Bossaso), Puntland State University (Garowe), The Somali Institute of Management and Administration Development (SIMAD) (Mogadishu), Mogadishu University, University of Hargeisa and Amoud University (Boroma) and the University Burao participated in the project while the AVU offers technical assistance and support in the online distance learning methodologies.
To enable students and faculty at these tertiary institutions to have easy access and facilitate delivery to additional learning programs and to knowledge resources, AVU installed VSAT systems in Somali Universities. At Amoud University, University of Hargeisa and East Africa University, VSAT, a technology that allows dedicated access to the Internet via satellite links.

**The AVU Intervention and Impact in Somalia**

The United Nations Development Program (UNDP) for Somalia and the World Bank LICUS initiative is instrumental for the success of the AVU in Somalia. UNDP and the World Bank supported the Somali Universities to implement an AVU Learning environment in Online Distance Learning. The AVU Short courses like the English training, Journalism and the IT have ensured added maximization of the existing systems in addition to addressing an acute training need for Somali Human capital as part of economies of scale. The courses are aimed at expanding access to global learning knowledge.

The University of Hargiesa was the first AVU Learning center followed by other six Universities: Amoud University, East Africa University, Puntland State University, University of Mogadishu; Somalia Institute for Management and Development (SIMAD) and Burao University. Three Institutions are participating in the current AVU Multinational Project funded by the African Development Bank: University of of Hargeisa, East Africa University and Amoud University. The components of the projects are Teacher Education and AVU Capacity Enhancement Program. The AVU courses have remained a pillar in the UNDP funded Somali institutional development since 2004 with over 4,000 graduates of which 30% are female.

**Impact of the AVU short courses in Somalia**

The African Virtual University offered a wide range of Short, Professional and Continuing Education (SPaCE) certificate and professional courses to students and professionals. These are convenient online courses designed to increase individuals’ knowledge and skills within a one-year timeframe. They were delivered in a distance Learning format, which accommodates multiple learning levels, while creating flexibility to suit individuals’ work or life schedules. They are also intended to provide pathways to higher qualifications for career progression. The AVU SPaCE courses are famous for their high quality certificate and non-credit training courses in the areas of languages, information technology and business management. The AVU runs three sessions each of about 10 weeks per year. Prospective students register and enrol at AVU Learning Centres in the Partner Institutions where the programs are usually delivered.

**Bridging the Knowledge Gap**

Graduates of the AVU courses in Somalia include students, professionals, civil servants, politicians and academics. Many students enrolled in the AVU courses do have very low English proficiency. A survey conducted in 2007 on the labor force indicated a huge need for English skills for the work force. However, after the training, International Organizations have been hiring AVU graduates for their skills in English, IT and Journalism.

Equipping students with necessary communication skills has enhanced more participation and effective learning in other degree courses offered in Universities. Some of the alumni of the English Courses include the former President of Puntland State of Somalia and who became Speaker of House and a member of Puntland parliament. Others include the East Africa University (EAU) management staff, students the AVU Programs.
Mr. Mahad Ibrahim, Principal of a private institute called NORADIN, in Hargesia. Noradin Institute produces a graduation bulletin, as an editor, immediately after his first certificate. He said; “I was able to produce a better paper than ever before because I really feel that I have learnt the skills and techniques of writing a cute paper from AVU.”

Majority of ELearning students were computer illiterate. Computer packages like Microsoft Access, Word, Power Point are taught by few schools. However, through the AVU Master IT Certificate courses the students are trained on Web author, A+PC, Web Developer, Web Manager, Visual Basic, Multimedia Graphics. This is a big innovation for students to be able to create their own Website and websites for local and international companies.

**Instilling confidence**

Idil Salebaan Warsame, a young woman, cleared High School and joined the AVU TOEFL course. She was hired by a local Television, Eastern Television Network (ETN) and also took the certificate journalism course. Many Non Governmental Organizations, Nursing schools, private and public organizations have had their staff trained at the ODEL Center in Bosaso.

**AVU as a Peace Builder**

Setting up community radio at the University: Community radios have been used as lab for the AVU Online Degree and Certificate Journalism conducted by the Indiana University in Pennsylvania. The radio does not broadcast political and tribal related issues only building peace, airing issues concerning health and education; gender and environment.

**Gender Empowerment**

At Puntland State University and Burao University over 50 students enrolled in programs in one semester were women. The course instructor Prof. Stanford Mukassa said; “I believe that the story of Somalia told by the Somali women will have a far reaching impact around the world. Already two of the women journalists from PSU are producing excellent radio programs even though they are in situations where they do not have the management and editorial control of the broadcast stations. Puntland State University is emerging the most active institution for journalism and mass media training, especially for women. Their classes are predominantly made up of women who have historically demonstrated an unparalleled professional commitment to journalism”

**Technician Training**

To ensure that the VSAT systems and distance learning center equipment purchased are properly maintained, two technicians from each university (one primary and one back-up) have been trained. The Global VSAT Forum provided training in Online Advanced VSAT Installation and Maintenance. CISCO Systems delivered two courses: IT Essentials I and II in November 2006. The CISCO course was also a train-the-trainer event.
AVU Regional Office

The AVU regional Office located in the heart of Francophone Africa in Dakar, Senegal. The office has been instrumental to the expansion of the AVU network in Francophone Africa. Senegal has signed the charter and the AVU enjoys a diplomatic status in this strategic country.

Dakar Office as the gateway to francophone Africa

The Dakar office has been the gateway to Francophone Africa. The office has not only significantly increased the AVU’s network but also has contributed to position the AVU as one of the major players in Open and Distance ELearning in Francophone Africa. It has been working closely with Francophone partner institutions in strengthening and extending the AVU’s Francophone network. The Office has successfully delivered the Computer Science Degree and short courses from renowned Universities to Francophone Africa. A pool of competent computer scientists is working in contributing to the social and economic development in their respective countries.

Trained technical coordinators have gotten better pastures by leaving the AVU Learning centres. The AVU Learning Centres are the symbol of pride ELearning in some Francophone Universities because it has provided new methodologies in Open distance eLearning. The Learning Centre Managers are always requested for advice whenever issues on Distance Learning arose in their countries. The AVU Capacity Enhancement Program (ACEP) has provided skills in ELearning to academics, professors, technicians and administrators in over nine francophone countries. Wireless training provided to young men and women in Senegal, Guinea and Ivory Coast has contributed in job creation in those countries and upgraded the skills of many professionals in that field.
Summary of Financial Performance

Introduction

This report gives a summary of AVU’s financial performance covering years 2007, 2008 and 2009. Specifically, the report highlights how AVU has moved from a net deficit operating results position in year 2007 of US$ 1,181,518/- to a net positive balance of US$ 883,290/- in the year 2009.

Likewise, this report also summarises a positive liabilities position which reduced by ninety one (91%) percent from US$ 3,197,877/- in year 2007 to US$ 278,034/- in year 2009. Challenges that AVU is faced with are also stated.

Financial Performance

Operating Results

AVU’s performance during the year 2007 was somewhat disappointing. The operating results, as per the audited financial statements, was a deficit of US$ (1,181,518/-). The subsequent two years however, saw a huge turn around in AVU’s performance. AVU moved from the deficit just mentioned herein to a net positive balance of US$ 581,367/- during the year ended 30th June 2008 and improved further to a net positive balance position of US$ 883,290/- as at 30th June 2009. (See Table I and Graph I below).

Table I: Key Performance Indicators – Liabilities & Net Operating Results

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US $</td>
<td>US $</td>
<td>US $</td>
</tr>
<tr>
<td>Liabilities</td>
<td>3,197,877</td>
<td>1,314,132</td>
<td>278,034</td>
</tr>
<tr>
<td>Net Operating Results</td>
<td>(1,181,518)</td>
<td>581,367</td>
<td>883,290</td>
</tr>
</tbody>
</table>

Table I: AVU Operating Results: Years 2007 to 2009
Financial Position

The total liabilities figure was US$ 3,197,877/- compared to total assets worth US$ 2,760,514/- as at 30th June, 2007. However, AVU managed to move out of this position during the two years (2008 and 2009) that followed. Through intensive re-negotiation by AVU management with creditors, debts worth US$ 850,000/- were written off by creditors. The remaining creditors were paid off with the help of AVU’s partners - particularly the World Bank and CIDA. These collective efforts enabled AVU to move from the liability figure just mentioned, down to a figure of US$ 1,314,132/- as at 30th June 2008 and finally down to just US$ 278,034/- as at 30th June, 2009 – a reduction of ninety one (91%) on liabilities from year 2007 to year 2009 (See Graph II below).

Table II: AVU Liabilities: Years 2007 to 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Liabilities (US$)</th>
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<tbody>
<tr>
<td>2007</td>
<td>3,197,877</td>
</tr>
<tr>
<td>2008</td>
<td>1,314,132</td>
</tr>
<tr>
<td>2009</td>
<td>278,034</td>
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Post Balance Sheet Events

AVU’s performance indicators have continued to show positive signs even beyond the end of the financial year – 30th June, 2009. Africa Development Bank (AfDB) has since approved AVU’s request to transfer US$ 643,514/- to AVU Scholarship Fund. The Scholarship Fund has been boosted again to the tune of US$ 26,724/- from Charity Foundation and CAN$ 56,243.75 from the Canadian International Development Agency (CIDA).

Financial Management

A key milestone worth mentioning is the fact that for the first time in approx. five (5) years, the accounting records of our organization are now up-to-date with no auditing backlog. This achievement was made possible through recruitment, training and re-orientation of finance office staff. The World Bank funded the hiring of Financial Management Consultants (Erastus & Co., Certified Public Accountants) that have supported the financial reporting transformation process. A financial accounting software (APOGEE) was also acquired and installed with funding from the World Bank. The software is currently in use having just completed the pilot phase. It should be fully in use during the first quarter of this year (2010). All accounts have been posted to 31 December, 2009 using the new software (APOGEE).
Challenges
Despite the achievements mentioned above, AVU is still faced with numerous challenges which
nevertheless also Annual Report 2007 - 2009 present new frontiers of opportunities:-
i) Sustaining and retaining gains made in Financial Management
ii) Developing new but sustainable alternative funding sources and generation of own unrestricted funds
through paid services in order to avoid overdependence on donors
iii) Implementation of AVU Business Plan. Resources will need to be mobilized for implementing the plan.

Conclusion
The beginning of the period period was tough. However, due to the support of the AVU Board of Directors,
the unwavering financial backing of donors and partners, and the enduring hard work of the AVU
management and staff, AVU is not only stable but is stronger now (year 2010) than it was in the year 2007.
In spite of the gains already made, AVU will still need the support of those who share the vision and believe
in the greatness of this Pan African institution. In order for AVU to consolidate the gains made and further
improve, continued and close support by the Board of AVU is key.

The funding support by donors and other partners who have the welfare and the vision of a literate Africa
will continue to be required. AVU has a dedicated and motivated workforce which is critical to carry forward
the vision of AVU. I therefore appeal to the entire family of AVU to once again come together to help pull
AVU to greater heights.

DR. BAKARY DIALLO
RECTOR
AUDITED ACCOUNTS 2008

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
DIRECTORS’ REPORT
FOR THE YEAR ENDED 30 JUNE 2008

The directors submit their report and the audited financial statements for year ended 30 June 2008 which show the state of affairs of The African Virtual University. The comparative figures to these financial statements are for six months ended 30 June 2007.

1. PRINCIPAL ACTIVITY
   The principal activity of the university is to provide high quality distance learning education at an affordable price by a mixed mode of delivery, including but not limited to satellite broadcasting and on-line learning.

2. STATUS
   The African Virtual University (AVU) was incorporated in Kenya on 11 May 2000 and registered as a Non-Governmental Organisation under Section 10 of the Non-Governmental Organisations Act. On 14 August 2002, a charter was signed establishing the AVU as an Inter-Governmental Organisation to which section 9 of the Privileges and Immunities Act (Chapter 179, laws of Kenya) applies. On 31 March 2006, AVU changed its status from a Non-Governmental Organisation to an International Organisation, to which the above laws still apply.

3. RESULTS
   The results for the year are set out on page 6.

4. DIRECTORS
   The directors who served during the year and to the date of this report were:

   Prof. Bouli Ali Diallo
   Prof. Silas Lwakabamba- Board Chairman
   Prof. Minoson Rakotomalala
   Prof. Ezra Maritim
   Prof. Eshetu Wencheko
   M. Patrick Baudry
   Prof. Ann Floyd
   Mme Aicha Bah Diallo
   Dr. Bakary Diallo – Board Secretary
   Prof. Rajerison Wilson
   Prof. Ndiawar Sarr
   Prof. Njeimana Gregoire
   Prof. Suleiman Ahmed

5. AUDITORS
   Ernst & Young have expressed their willingness to continue in office.

By the order of the Board

Rector

10 December 2009
AUDITED ACCOUNTS 2008

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
STATEMENT OF DIRECTORS’ RESPONSIBILITIES ON THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2008

The directors’ responsibility is to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the organisation as at the end of the financial year and of its operating results for that year. The directors are also responsible for ensuring that the organisation keeps proper accounting records which disclose, with reasonable accuracy, the financial position of the organisation. They are also responsible for safeguarding the assets of the organisation.

The directors accept responsibility for the annual financial statements, which have been prepared using appropriate accounting policies supported by reasonable and prudent judgments and estimates, in conformity with International Financial Reporting Standards. The directors are of the opinion that the financial statements give a true and fair view of the state of the financial affairs of the organisation and of its operating results. The directors further accept responsibility for the maintenance of accounting records which may be relied upon in the preparation of financial statements, as well as adequate systems of internal financial controls.

Nothing has come to the attention of the directors to indicate that the company will not remain a going concern for at least the next twelve months from the date of this statement.

........................................
DIRECTOR

........................................
DIRECTOR

........................................
Date
REPORT OF THE INDEPENDENT AUDITORS
TO THE DIRECTORS OF
THE AFRICAN VIRTUAL UNIVERSITY (AVU)

We have audited the accompanying financial statements of The African Virtual University (AVU), set out on pages 5 to 18, which comprise the balance sheet as at 30 June 2008, income and expenditure statement, statement of changes in fund balance, and cash flow statement for the period then ended, and a summary of significant accounting policies and other explanatory notes.

DIRECTORS’ RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

The directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free of material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

AUDITOR’S RESPONSIBILITY

Our responsibility is to express an independent opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organisation’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

OPINION

In our opinion, the financial statements give a true and fair view of the financial position of African Virtual University (AVU) as of 30 June 2008 and of its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standards.

Nairobi
18th December 2009
# AUDITED ACCOUNTS 2008

**The African Virtual University (AVU)**  
**Balance Sheet**  
**As at 30 June 2008**

<table>
<thead>
<tr>
<th>Notes</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US$</td>
<td>US$</td>
</tr>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>2</td>
<td>510,182</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other Receivable</td>
<td>4</td>
<td>264,481</td>
</tr>
<tr>
<td>Deposits</td>
<td></td>
<td>13,961</td>
</tr>
<tr>
<td>Bank balances and cash</td>
<td>5</td>
<td>913,051</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td></td>
<td>1,191,493</td>
</tr>
<tr>
<td><strong>Fund Balance and Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>6</td>
<td>387,543</td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Payables</td>
<td></td>
<td>410,477</td>
</tr>
<tr>
<td>Trade and other Payable</td>
<td>7</td>
<td>700,424</td>
</tr>
<tr>
<td>Bank overdraft</td>
<td>8</td>
<td>203,231</td>
</tr>
<tr>
<td><strong>Total Fund Balance</strong></td>
<td></td>
<td>1,314,132</td>
</tr>
</tbody>
</table>

The financial statements were approved by the Board of Directors on [date] and signed on its behalf by:-

[Signature]

Directors

[Signature]
# AUDITED ACCOUNTS 2008

## THE AFRICAN VIRTUAL UNIVERSITY (AVU) INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 30 JUNE 2008

<table>
<thead>
<tr>
<th>Notes</th>
<th>2008 (12 MONTHS) US$</th>
<th>2007 (6 MONTHS) US$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations and Grants</td>
<td>9</td>
<td>4,052,283</td>
</tr>
<tr>
<td>Fee Income</td>
<td>506,466</td>
<td>40,878</td>
</tr>
<tr>
<td>Bandwidth Income</td>
<td>382,459</td>
<td>467,167</td>
</tr>
<tr>
<td>Short Courses</td>
<td>156,010</td>
<td>65,065</td>
</tr>
<tr>
<td>Participation Fees</td>
<td>25,500</td>
<td>25,500</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>10</td>
<td>160,266</td>
</tr>
<tr>
<td>Accruals written back (RMIT)</td>
<td>11</td>
<td>442,561</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>1,673,262</td>
<td>598,879</td>
</tr>
</tbody>
</table>

| **EXPENSES** |                     |
| Staff Costs | 623,569 | 611,434 |
| Consultancy | 509,916 | 72,104 |
| Travel & Meetings | 639,334 | 118,708 |
| Communication | 432,981 | 1,493,088 |
| Courses Costs | 1,142,249 | 1,061,758 |
| Office Costs | 228,492 | 91,260 |
| Financial Costs | 58,832 | 20,784 |
| Audit Fees | 15,729 | 11,694 |
| General Administration | 801,608 | 790 |
| Depreciation | 148,001 | 77,350 |
| Increase in provision for bad debts-trade receivables | 244,618 | - |
| Increase in provision for bad debts-staff receivables | 6,385 | - |
| Bad debt expense | 12 | 292,464 | - |
| **TOTAL EXPENDITURE** | 5,144,178 | 3,558,970 | |

**Operating Surplus /(Deficit) for the Period**

<table>
<thead>
<tr>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>581,367</td>
<td>(1,181,518)</td>
</tr>
</tbody>
</table>
## AUDITED ACCOUNTS 2008

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
CASHFLOW STATEMENT
FOR THE YEAR ENDED 30 JUNE 2008

<table>
<thead>
<tr>
<th>Note</th>
<th>(12 Months)</th>
<th>(6 Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>US$</td>
<td>US$</td>
</tr>
</tbody>
</table>

Cash flows from operating activities:

| Surplus/ (deficit) for the year/period | 581,367 | (1,181,518) |
| Adjustments for:                      |        |            |
| Depreciation                          | 148,001 | 77,350     |
| Profit on disposal of motor vehicles and equipment | (339) | (269) |
| Operating surplus before changes in working capital | 729,029 | 1,104,437 |

| Trade and other receivables | 227,540 | 236,307 |
| Trade and other payables   | (2,086,976) | 195,599 |

Net cash (outflows)/ inflows from operating activities | (1,130,407) | (672,531) |

Cash flows from investing activities:

| Proceeds from sale of property, plant and equipment | 2,351 | 269 |
| Cash inflow from investing activities | |

| Increase/(decrease) in Donor funds | 243,539 | (636,943) |
| Increase/(decrease) in Overdraft   | 201,309 | (5,147) |

Net movement in cash and cash equivalents | 444,848 | 642,090 |

| Cash and cash equivalents at the beginning of the year/period | 1,596,259 | 2,910,611 |
| Cash and cash equivalents at the end of the year/period | 5 | 913,051 |

|  | 1,596,259 | 1,596,259 |
AUDITED ACCOUNTS 2009

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
DIRECTORS’ REPORT
FOR THE YEAR ENDED 30 JUNE 2009

The directors submit their report and the audited financial statements for year ended 30 June 2009 which show the state of affairs of The African Virtual University. The comparative figures to these financial statements are for 12 months ended 30 June 2008.

1. PRINCIPAL ACTIVITY
   The principal activity of the university is to provide high quality distance learning education at an affordable price by a mixed mode of delivery, including but not limited to satellite broadcasting and on-line learning.

2. STATUS
   The African Virtual University (AVU) was incorporated in Kenya on 11 May 2000 and registered as a Non-Governmental Organisation under Section 10 of the Non-Governmental Organisations Act. On 14 August 2002, a charter was signed establishing the AVU as an Inter-Governmental Organisation to which section 9 of the Privileges and Immunities Act (Chapter 179, laws of Kenya) applies. On 31 March 2006, AVU changed its status from a Non-Governmental Organisation to an International Organisation, to which the above laws still apply.

3. RESULTS
   The results for the year are set out on page 6.

4. DIRECTORS
   The directors who served during the year and to the date of this report were:
   
   Professor Eshetu Wencheko
   Professor Silas Lwakabamba (Chairman)
   Professor Ezra Maritim

   Professor Ann Floyd- Vice Chair
   Professor Njejimana Gregoire
   Professor Suleiman Ahmed
   Dr. Bakary Diallo (Rector)- Secretary

5. AUDITORS
   Ernst & Young have expressed their willingness to continue in office.

By the order of the Board

Rector

26 Jan 2010
AUDITED ACCOUNTS 2009

THE AFRICAN VIRTUAL UNIVERSITY (AVU)

STATEMENT OF DIRECTORS’ RESPONSIBILITIES ON THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2009

The directors’ responsibility is to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the organisation as at the end of the financial year and of its operating results for that year. The directors are also responsible for ensuring that the organisation keeps proper accounting records which disclose, with reasonable accuracy, the financial position of the organisation. They are also responsible for safeguarding the assets of the organisation.

The directors accept responsibility for the annual financial statements, which have been prepared using appropriate accounting policies supported by reasonable and prudent judgments and estimates, in conformity with International Financial Reporting Standards. The directors are of the opinion that the financial statements give a true and fair view of the state of the financial affairs of the organisation and of its operating results. The directors further accept responsibility for the maintenance of accounting records which may be relied upon in the preparation of financial statements, as well as adequate systems of internal financial controls.

Nothing has come to the attention of the directors to indicate that the company will not remain a going concern for at least the next twelve months from the date of this statement.

……………………………………..
DIRECTOR

……………………………………..
DIRECTOR

…………………………………….. 2010
Date
AUDITED ACCOUNTS 2009

REPORT OF THE INDEPENDENT AUDITORS
TO THE DIRECTORS OF
THE AFRICAN VIRTUAL UNIVERSITY (AVU)

We have audited the accompanying financial statements of The African Virtual University (AVU), set out on pages 5 to 18, which comprise the balance sheet as at 30 June 2009, income and expenditure statement, statement of changes in fund balance, and cash flow statement for the period then ended, and a summary of significant accounting policies and other explanatory notes.

DIRECTORS’ RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

The directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free of material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

AUDITOR’S RESPONSIBILITY

Our responsibility is to express an independent opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organisation’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

OPINION

In our opinion, the financial statements give a true and fair view of the financial position of African Virtual University (AVU) as of 30 June 2009 and of its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standards.
# AUDITED ACCOUNTS 2009

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
BALANCE SHEET
AS AT 30 JUNE 2009

<table>
<thead>
<tr>
<th>Notes</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US$</td>
<td>US$</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NON CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>431,863</td>
<td>510,182</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>122,053</td>
<td>264,481</td>
</tr>
<tr>
<td>Prepayments</td>
<td>21,289</td>
<td>-</td>
</tr>
<tr>
<td>Deposits</td>
<td>10,677</td>
<td>13,961</td>
</tr>
<tr>
<td>Bank balances and cash</td>
<td>423,778</td>
<td>913,051</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>577,797</td>
<td>1,191,493</td>
</tr>
<tr>
<td><strong>FUND BALANCE AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>731,626</td>
<td>387,543</td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Payables</td>
<td>46,994</td>
<td>410,477</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>228,120</td>
<td>700,424</td>
</tr>
<tr>
<td>Bank overdraft</td>
<td>2,920</td>
<td>203,231</td>
</tr>
<tr>
<td><strong>TOTAL FUND BALANCE</strong></td>
<td>278,034</td>
<td>1,314,132</td>
</tr>
</tbody>
</table>

The financial statements were approved by the Board of Directors on 26 Jan 2010 and signed on its behalf by:-

(Handwritten signatures)

Directors
## AUDITED ACCOUNTS 2009

THE AFRICAN VIRTUAL UNIVERSITY (AVU)

### INCOME AND EXPENDITURE STATEMENT

FOR THE YEAR ENDED 30 JUNE 2009

<table>
<thead>
<tr>
<th>Notes</th>
<th>2009 (12 MONTHS)</th>
<th>2008 (6 MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US$</td>
<td>US$</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations and Grants</td>
<td>7</td>
<td>3,058,242</td>
</tr>
<tr>
<td>Fee Income</td>
<td></td>
<td>37,905</td>
</tr>
<tr>
<td>Bandwidth Income</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Short Courses</td>
<td></td>
<td>3,090</td>
</tr>
<tr>
<td>Participation Fees</td>
<td></td>
<td>24,000</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td></td>
<td>235,674</td>
</tr>
<tr>
<td>Accruals written back (RMIT)</td>
<td></td>
<td>63,035</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
<td>3,421,946</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Costs</td>
<td></td>
<td>319,531</td>
</tr>
<tr>
<td>Consultancy</td>
<td></td>
<td>432,289</td>
</tr>
<tr>
<td>Travel &amp; Meetings</td>
<td></td>
<td>401,864</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>27,402</td>
</tr>
<tr>
<td>Courses Costs</td>
<td></td>
<td>890,553</td>
</tr>
<tr>
<td>Office Costs</td>
<td></td>
<td>188,152</td>
</tr>
<tr>
<td>Financial Costs</td>
<td></td>
<td>34,100</td>
</tr>
<tr>
<td>Audit Fees</td>
<td></td>
<td>12,248</td>
</tr>
<tr>
<td>General Administration</td>
<td></td>
<td>13,220</td>
</tr>
<tr>
<td>Depreciation</td>
<td></td>
<td>153,551</td>
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<tr>
<td>Increase in provision for bad debts-trade receivables</td>
<td></td>
<td>65,746</td>
</tr>
<tr>
<td>Increase in provision for bad debts-staff receivables</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Bad debt expense</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td></td>
<td>2,538,656</td>
</tr>
<tr>
<td>Operating Surplus /(Deficit) for the Period</td>
<td></td>
<td>883,290</td>
</tr>
</tbody>
</table>
## AUDITED ACCOUNTS 2009

THE AFRICAN VIRTUAL UNIVERSITY (AVU)
CASHFLOW STATEMENT
FOR THE YEAR ENDED 30 JUNE 2009

<table>
<thead>
<tr>
<th>Note</th>
<th>(12 Months) US$</th>
<th>(6 Months) US$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cash flows from operating activities:

- **Surplus/ (deficit) for the year/period**: 883,290 581,367
- **Adjustments for**:
  - **Depreciation**: 153,552 148,001
  - **Profit on disposal of motor vehicles and equipment**: (23,683) (339)
- **Operating surplus before changes in working capital**: 1,013,159 729,029
  - **Accounts receivables**: 124,567 227,540
  - **Accounts payables**: (835,931) (2,086,976)

- **Net cash (outflows)/ inflows from operating activities**: 301,795 (1,130,407)

### Cash flows from investing activities:

- **Proceeds from sale of property, plant and equipment**: 25,686 2,351
  - **Purchase of property and equipment**: (31,373) -
- **Cash inflow from investing activities**: (5,687) 2,351

### Cash flows from financing activities:

- **Increase/(decrease) in Donor funds**: (585,070) 243,539
  - **Increase/(decrease) in Overdraft**: (200,311) 201,309

- **Net movement in cash and cash equivalents**: (785,381) 444,848

### Net movement in cash and cash equivalents:

- **Cash and cash equivalents at the beginning of the year/period**: 913,051 1,596,259
- **Cash and cash equivalents at the end of the year/period**: 4 913,051
Working Across Africa
Beyond Technological, Language and Cultural Barriers