



UNIVERSITY OF NAIROBI

# AFRETEC ROADMAP & MONITORING AND EVALUATION FRAMEWORK

2024—2028

AFRETEC NETWORK

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# 1. INTRODUCTION

## 1.1 Background

The African Engineering and Technology Network (AFRETEC) is a pan-African collaboration of technology-focused universities from across the African continent, namely Carnegie Mellon University Africa, University of Rwanda, University of Lagos, American University in Cairo, University of Nairobi and University of the Witwatersrand. The network provides a platform for its members to engage in deep collaboration that drives inclusive digital growth in Africa.

Developing a road map and a monitoring and evaluation (M&E) framework is essential for the University of Nairobi as it engages within the network. A well-defined road map provides clear objectives, timelines, and strategies that align with AFRETEC’s mission of fostering collaboration on teaching, learning, knowledge creation, and entrepreneurship within engineering and technology. This enables the University of Nairobi to identify priority areas, allocate resources efficiently, and create actionable steps to contribute meaningfully to AFRETEC’s goal of driving inclusive digital growth across Africa. Moreover, a road map will serve as a reference point to ensure that the university’s activities within the network remain focused and goal-oriented.

The development of a robust M&E framework will complement the road map by providing mechanisms to track progress, assess impact, and ensure accountability. This framework will enable the University of Nairobi to measure the effectiveness of its contributions to AFRETEC and to adjust its strategies based on data-driven insights. By systematically evaluating outcomes, the university can identify successful practices, address challenges, and ensure that its participation in AFRETEC remains impactful and aligned with the broader goals of the network. The M&E framework will also facilitate transparency and communication, helping the University of Nairobi to showcase its achievements and learnings.

## 1.2 Information about UoN AFRETEC pillars

### 1.2.1 Knowledge Creation Pillar: Faculty Enrichment Program

This knowledge creation pillar focuses on capacity building for faculty members, fostering competence in the various stages of proposal development, from identifying suitable funding opportunities to crafting persuasive and impactful proposals. The pillar is aligned to the unique characteristics and requirements of AFRETEC, ensuring that faculty members are well-prepared to leverage the network resources and collaborative opportunities effectively. This pillar emphasizes the importance of staying updated on emerging research trends and technological advancements, enabling faculty members to align their proposals with contemporary research priorities. The objective is to equip faculty with the necessary tools and knowledge and promote a culture of professional development, collaboration, and innovation. This tangible commitment to improving grant success rates and research outcomes as well application of knowledge in real-world contexts (knowledge is put to use to solve problems, innovate, or create value) enhances the institution's reputation in the academic community, positioning it as a hub of excellence and expertise. The pillar aims to achieve the following in the next 5 years:

01

#### Capacity Building

Build Faculty grant-winning capacity

Facilitate training sessions on proposal writing and provide support for joint responses to grant calls.

02

#### Grow Research Culture

Mentorship Program

Match 30 mentees with mentor based on research interests.

03

#### Research Infrastructure Advancement

Needs assessment

A needs assessment to identify infrastructure and equipment requirements and prepare proposals.

04

#### Strengthening Partnerships

Enhance Knowledge Creation Collaboration

Provide training, develop an expertise database, engage key partners, and support joint research projects.

05

#### Sustainability

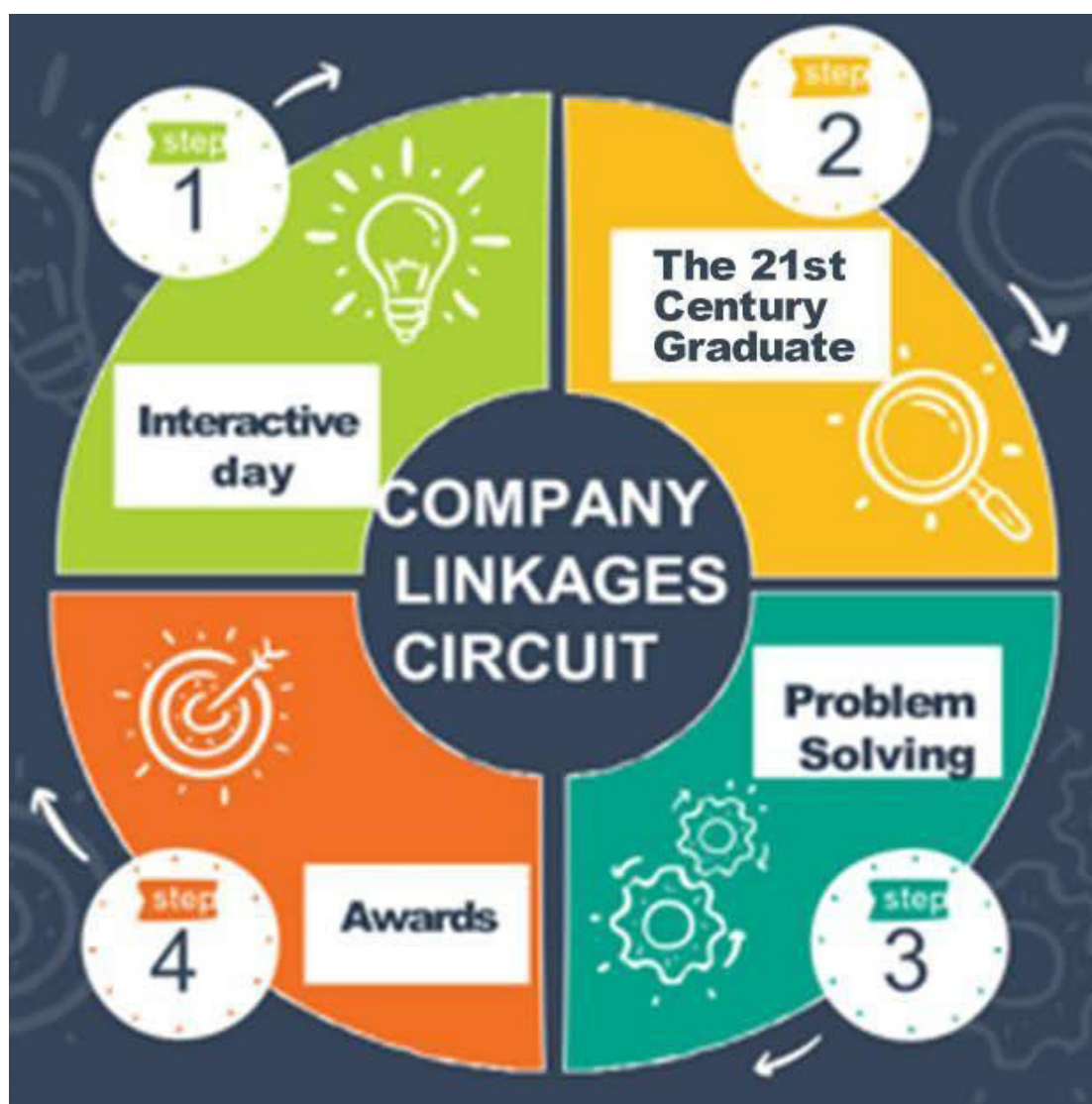
Sustainable Knowledge Ecosystem

Integrate AFRETEC initiatives into UoN's strategy, secure stakeholder commitment, formalize agreements, and establish Centers of Excellence.

## 1.2.2: Bridge program: Company Series

The Company Series Program is a specialised initiative for final-year students from the Faculty of Engineering and the Faculty of Science and Technology, aimed at bridging the gap between academic knowledge and industry experience. It prepares students for the job market by providing exposure to industry practices, insights from professionals and hands-on experience. The program enhances practical skills, builds professional networks and keeps students informed about industry trends.

Additionally, the program offers opportunities for regional and global exchanges, including study abroad programs and internships with prestigious institutions. These experiences expand students' academic perspectives and open doors to potential job opportunities locally and internationally. In the long term, the program aims to be self-sustaining by institutionalising it through established governance structures and consists of four stages.



# 01

## Interactive Stage

In this stage, a broad brainstorming session takes place to create familiarity between students and companies. The goal is to generate discussions and exchange ideas.

# 02

## The 21st Century Engineer

Students are divided into smaller groups based on their areas of specialization, and they engage with different companies. The companies review the students' Curriculum Vitae, manage their branding, and assess their skills for the 21st Century.

# 03

### a. Problem Solving

The industry defines specific challenges or problems they are currently facing. Together with faculty members, they outline the methodology for the students to tackle these problems. The students have one to two months to develop solutions.

### b. Presentation of Solutions

After the students have developed their solutions, they present them to a jury comprising faculty members and industry professionals. The jury evaluates the solution and provides feedback.

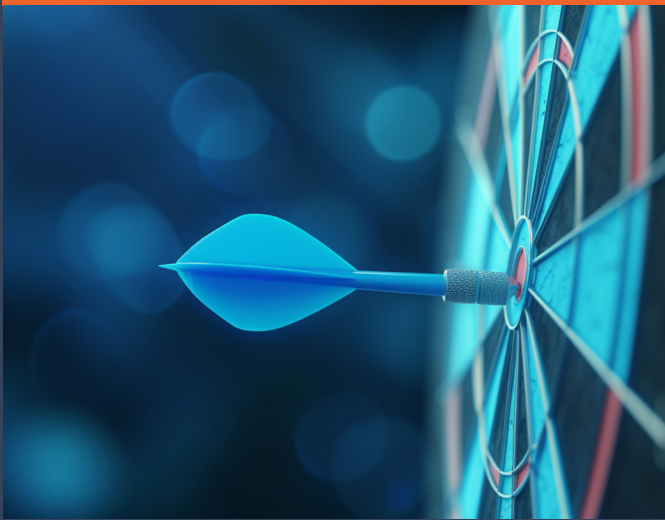
# 04

## Awards

The top-performing student groups are awarded various opportunities, including international and regional mobility, internships, and certificates of participation. This stage acknowledges and rewards the students for their accomplishments in the program.

# Key Objectives

The Company Series plans to accomplish the following primary objectives over the next five years:



## Introduction of Problem based learning approach:

The Company Series Program will seek to support students so as to be able to pitch ideas and create own business plans aimed at solving real problems which are either industry or societal.

## Year 3

## Year 2

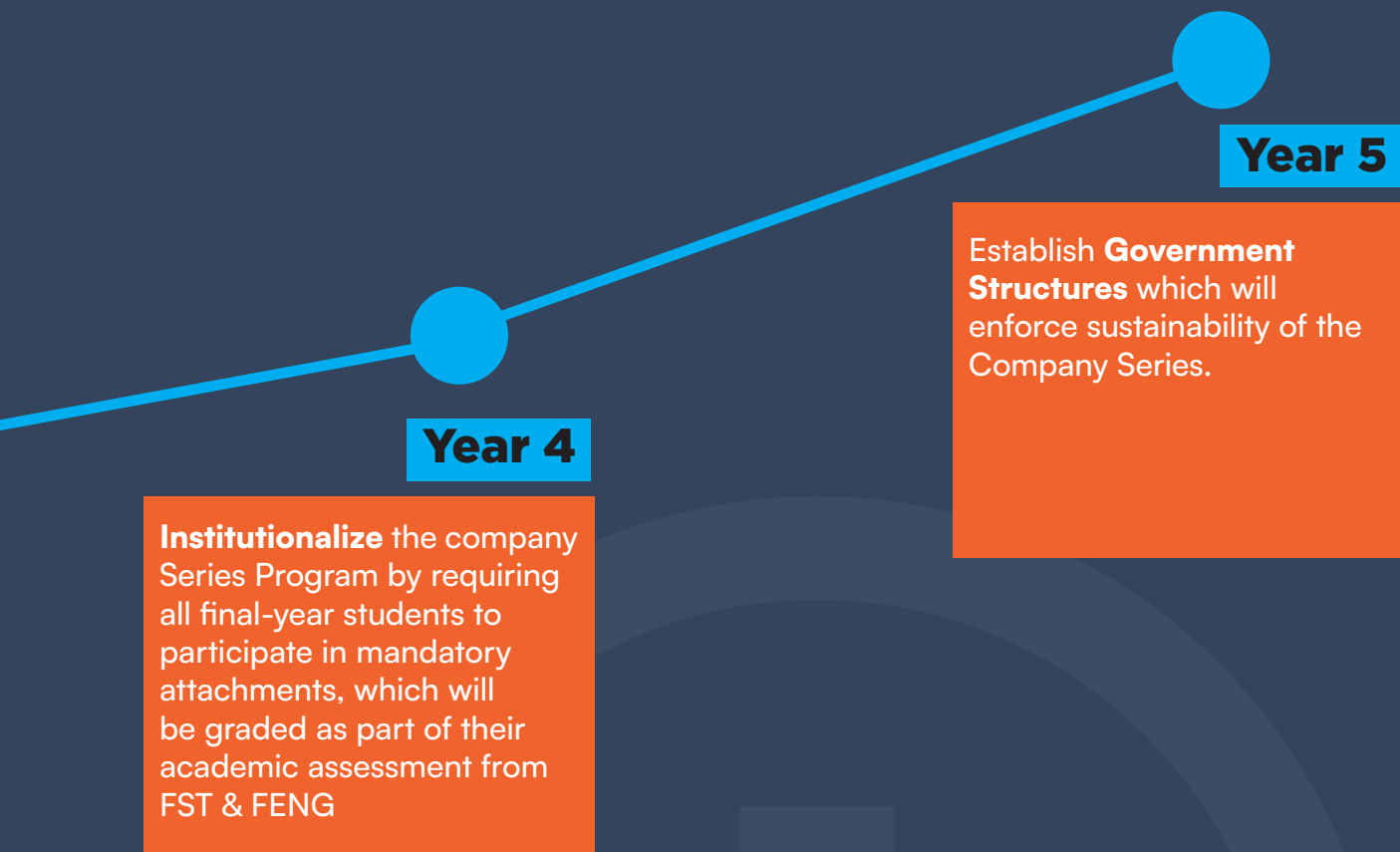
**Grow** the Company Series Program by expanding the number of students and Industry partners to 200 and 50 respectively.

Respond to joint calls with Industry partners

## Year 1

**Scale Up** the Company Series Program to include faculty of Science and Technology targeting





# The Company Series Program

## 1.2.3: Teaching and Learning Excellence: Transforming Science and Engineering Education

The Teaching & Learning Pillar is a commitment to creating a platform of shared excellence that enhances teaching and learning in Africa. This is done through promoting and sharing pedagogical and andrological best practices, student-focused programs, and co-creating new programs between university members. This pillar also provides opportunities for university members to engage in deep collaboration through staff, faculty, and student mobility.

Among the key focuses of this pillar is enhancing the educational ecosystem through several key initiatives. The pillar aims to integrate education technologies into teaching and learning as a means of providing new and innovative forms of support to teachers, students, and the learning process more broadly. Create self-paced modules on its SOMAS platform, fostering lifelong learning

for students and staff. In tandem, The pillar will develop an AI-driven digital platform to innovate teaching, learning, and assessment practices. These efforts are aligned with the university's broader goal of increasing teaching excellence to cultivate a workforce that supports inclusive digital transformation across Africa. Additionally, the teaching and learning pillar is committed to developing impactful, demand-driven curricula and micro-credential courses in advanced fields such as embedded systems, nanotechnology, and solar energy, equipping learners with the skills needed for the future.

Overall, the pillar aims to develop and progress teaching and learning methodologies to prepare African engineering students with the skills and capabilities required for digital transformation.

### TEACHING & LEARNING KEY OBJECTIVES

#### Year 1

Create self-paced modules on SOMAS platform for lifelong learning of both students and staff.

1. Entrepreneurship course developed and digitalized on SOMAS platform
2. Detailed reports and case studies from pilot implementations.

#### Year 2

Develop and AI driven digital platform for teaching and learning including assesment.

1. Personalized learning paths
2. Updated digital platform
3. Continuous Feedback Mechanisms
4. Collaborative learning features
5. Automated Assessment tools
6. Teacher training Modules

#### Year 3 & 4

Increase excellence in teaching and learning to develop a workforce that advances inclusive digital transformation in Africa.

1. Enhanced inclusive ICT learning and teaching programs.
2. Advanced Pedagogical Approaches.
3. Improved Digital Literacy and Competency
4. Dedicated Afretec Center for learning and teaching

#### Year 5

Engage in impactful demand driven curriculum and Micro-credential courses including embedded systems, nanotechnology and solar energy.

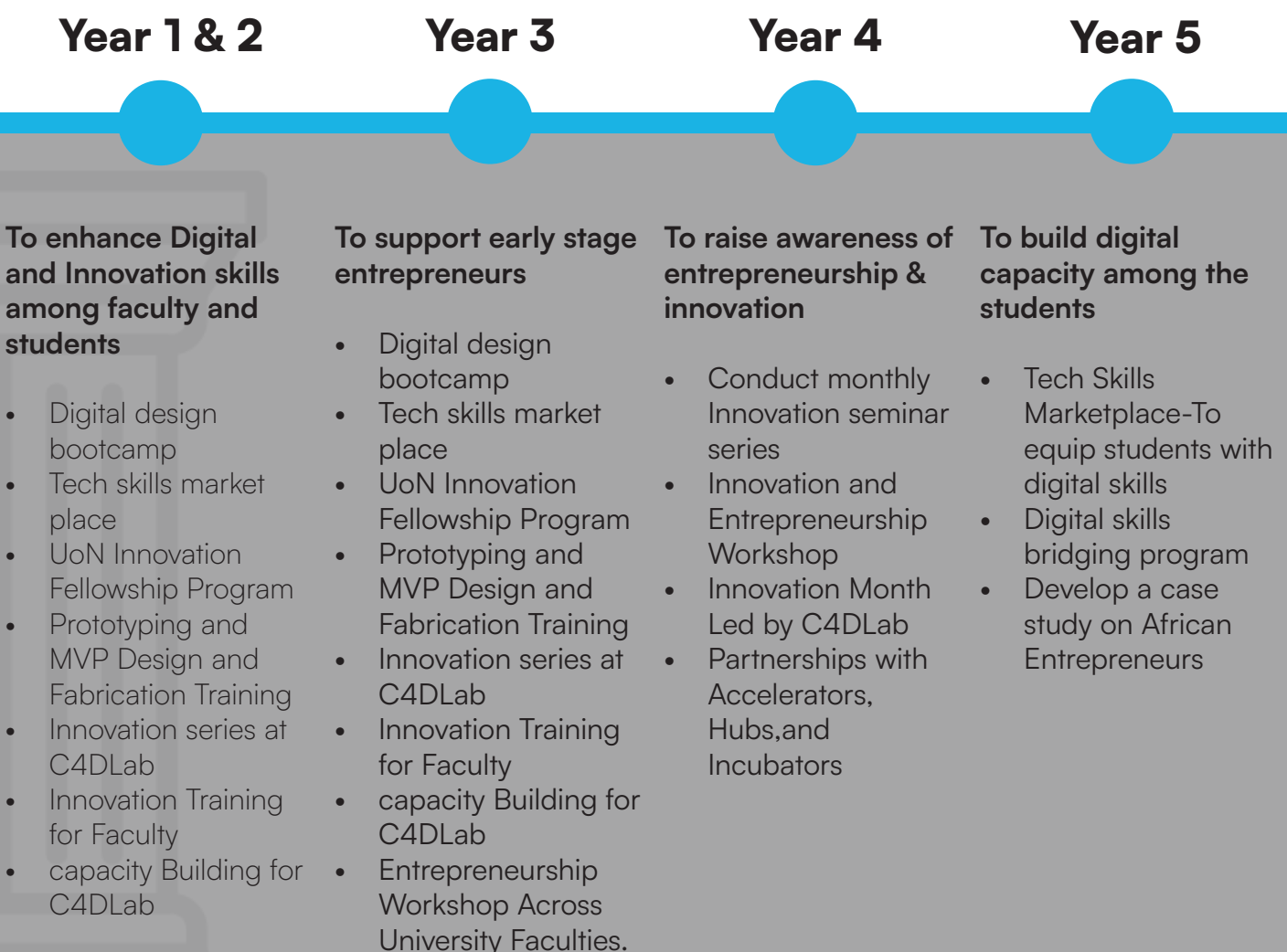
Asynchronous teaching and learning curriculum developed and implemented.

## 1.2.4: Entrepreneurship and Innovation Pillar

The innovation & entrepreneurship pillar is a commitment to foster entrepreneurship education in higher learning institutions and create opportunities for entrepreneurs and innovators to launch and grow their enterprises. This is to be achieved through entrepreneurship courses, programs, startup incubators, accelerators and funding opportunities. The pillar aims to nurture a culture of innovation and entrepreneurship in technology by encouraging collaboration between technology institutions across Africa, building a supportive startup ecosystem in the continent.

The Entrepreneurship and Innovation Pillar comprises several initiatives to foster innovation, digital skills, collaboration, and practical problem-solving. Among these initiatives, Makerthon for Industry Problem Solving and Solution Sprint will enable participants to collaborate on real-world challenges, developing actionable solutions

within a fast-paced, hands-on environment. The Digital Design Boot Camp will equip Engineering, Science, and Business graduates with essential software development skills, preparing them for the digital economy through a funded, blended learning program. The Tech Skills Marketplace — MSME Internship Program will empower MSMEs across Africa by providing access to advanced digital skills via tech-student internships. The pillar also plans to organize an Innovation Series at the UoN C4DLab, which will offer seminars and panel discussions on innovation, venture building, and emerging technologies, fostering a culture of creativity among faculty and students. Additionally, the Innovation Training for Faculty and UoN Fellowship Program will provide educators with tools like Design Thinking and Problem-Based Learning, enhancing their ability to drive innovation and prepare students for real-world problem-solving. The following infographic outlines how these activities will unfold:



## 1.2.5: Inclusion and Diversity Pillar

The Inclusion and Diversity pillar is focused on embedding principles of equity and inclusion in all AFRETEC activities. The University of Nairobi's commitment to this pillar involves ensuring that its processes, programs, and initiatives are inclusive and accessible to all, regardless of gender, ethnicity, or socio-economic background. By promoting diversity and inclusion, UoN AFRETEC aims to ensure that the benefits of digital transformation are shared widely across different communities.

The inclusion and diversity pillar plans to accomplish the following primary objectives over the next five years.

### **Year 1: Celebrate Diversity, Build inclusion**

Enhance awareness and understanding on inclusion and diversity

### **Year 3: Inclusive Engagement, Elevating Underepresented voices**

Increase the participation of women and other underrepresented groups in all UoN activities.

### **Year 2: Connecting for Equity, Engage Diverse Voices**

Engage UoN AFRETEC pillars and underrepresented groups on issues of diversity, equity and inclusion

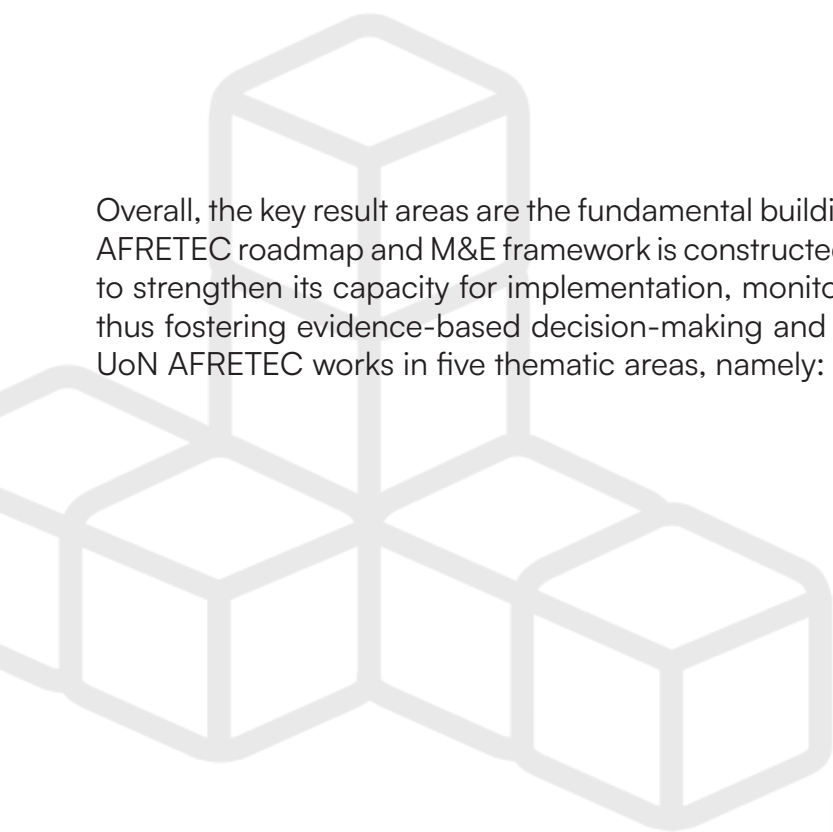
### **Year 4 & 5: Bridging the Digital Divide**

Increase access to digital infrastructure and affordances to digital tools for women and other underrepresented groups in UoN



## 2. KEY RESULT AREAS

Overall, the key result areas are the fundamental building blocks upon which the University of Nairobi's AFRETEC roadmap and M&E framework is constructed. By leveraging these results, the university aims to strengthen its capacity for implementation, monitoring, and evaluation of the AFRETEC program, thus fostering evidence-based decision-making and enhancing its overall performance and impact. UoN AFRETEC works in five thematic areas, namely:



## 2.1 KNOWLEDGE CREATION

Strategic Objective	Year	Approach/Strategy	Outcome/Results
Enhance internal UoN lifelong learning and research capacity building by targeting faculty, especially early career lecturers and researchers.	1	<p>1.1 Undertake training sessions to build capacity to respond to calls from international funding agencies.</p> <p>1.2 Facilitate proposal writing workshops for national, regional and international funding opportunities</p>	<ul style="list-style-type: none"> <li>• Strengthened research capacity and global partnerships.</li> <li>• Enhanced financial support from key national, regional, and international donors.</li> </ul>
Enhance the research culture at the University of Nairobi through mentorship and the advancement of research infrastructure.	2&3	<p>2.1 Develop a Structured Mentorship Framework - detailing objectives, expectations, and timelines.</p> <p>2.2 Conduct an orientation session for both mentors and mentees to introduce the program's goals, expectations, and structure.</p> <p>2.3 Match mentees with mentors based on research interests, career goals, and personal preferences.</p> <p>2.4 Organize quarterly seminars or workshops featuring guest speakers from industry partners.</p> <p>2.5 Assist mentees in applying for Afretec mentorship opportunities and support their participation.</p> <p>2.6 Conduct a Needs Assessment to identify specific infrastructure and equipment requirements to support research activities focusing on technology.</p> <p>2.7 Organize workshops with faculty, researchers, and industry partners to gather input on infrastructure needs and priorities.</p> <p>2.8 Mentees and mentors to prepare and submit several infrastructure funding proposals to relevant funding agencies.</p>	<ul style="list-style-type: none"> <li>• Established a mentorship program for 30 early-career researchers from the Faculties of Engineering and Science.</li> <li>• Complete a comprehensive assessment of UoN's infrastructure and equipment needs.</li> <li>• Increased acquisition of infrastructure funding through well-prepared proposals submitted to relevant funding agencies.</li> <li>• Improved Grant Success Rates.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
Leverage on enhanced capacity to foster collaboration in digital transformation knowledge creation within the AFRETEC network by actively participating in research clusters and engaging with industry and external stakeholders.	4	<p>3.1: Provide targeted training and sensitization for faculty and students to join afretec clusters leverage this to find suitable collaborators for mobility and research grant opportunities.</p> <p>3.2: Develop a comprehensive database of UoN expertise related to AFRETEC priority areas and integrate it with the AFRETEC network expertise database.</p> <p>3.3: Identify and engage key industry, government, NGO, research institutions, and funding agencies to strengthen strategic partnerships.</p> <p>3.4: Host workshops and meetings to introduce UoN research teams to AFRETEC clusters, fostering initial interactions and collaboration opportunities.</p> <p>3.5: Initiate joint research projects and activities within the AFRETEC clusters.</p>	<ul style="list-style-type: none"> <li>• Increased Collaboration Opportunities for Faculties and students.</li> <li>• Stronger Strategic Partnerships.</li> <li>• Increased UoN participation in AFRETEC Research Clusters</li> <li>• Successful Joint Research Initiatives.</li> <li>• Stronger Research Culture.</li> </ul>
Establish Long-Term Sustainability for UoN Involvement in AFRETEC Network knowledge creation activities.	5	<p>4.1 Develop sustainability plan to ensure the ongoing support and funding for research collaboration and mentorship programs</p> <p>4.2: Incorporate the AFRETEC-related research collaboration and mentorship initiatives into UoN long-term strategic planning and establish a dedicated office to manage these programs.</p> <p>4.3: Engage UoN leadership faculty, industry partners, and external stakeholders to secure their commitment to the long-term goals.</p> <p>4.4: Formalize agreements and MOUs with industry and research partners to ensure ongoing support and engagement.</p>	<ul style="list-style-type: none"> <li>• Institutionalised Research Collaboration and Mentorship Programs.</li> <li>• Broadened and strengthened UoN contribution to inclusive digital advancement</li> <li>• long-term funding and support for technological research.</li> <li>• Developed Centers of Excellence at UoN</li> <li>• Enhanced visibility and reputation of UoN in the global research community.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
		<p>4.5: Establish Centers of Excellence within UoN that focus on AFRETEC priority areas.</p> <p>4.6: Facilitate workshops, panel discussions, and networking events with AFRETEC members, industry leaders, and policymakers.</p>	

## 2.2 TEACHING AND LEARNING

Strategic Objective	Year	Approach/Strategy	Outcome/Results
UoN aims to create self-paced modules on its SOMAS platform for lifelong learning of both students and staff.	1	<p>1.1 Identify trainers for development the material such as videos, graphics</p> <p>1.2 Workshop to discuss the process</p> <p>1.3 Development of materials</p> <p>1.4 Pilot the course modules</p> <p>1.5 Complete roll-out of self-paced course</p>	<ul style="list-style-type: none"> <li>• Entrepreneurship course developed and Digitized on SOMAS platform</li> <li>• Detailed reports and case studies from pilot implementations</li> </ul>
To develop an AI driven digital platform for Teaching and learning including assessment.	2	<p>2.1 Needs Assessment and Stakeholder Engagement</p> <p>2.2 Develop customised AI chatbots for SOMAS platform and integrate AI, GPT, Mathworks, Solidworks and others.</p> <p>2.3 Continuous Improvement and Machine Learning</p> <p>2.4 Develop features that facilitate collaborative learning, such as AI-driven discussion forums, group projects, and peer assessment.</p> <p>2.5 Create customised learning experiences based on individual student needs, learning styles, and progress.</p> <p>2.6 Train &amp; sensitise staff on how to effectively use the AI-driven platform, focusing on both technical skills and pedagogical strategies</p>	<ul style="list-style-type: none"> <li>• Needs assessment report</li> <li>• Personalized Learning Paths</li> <li>• Updated digital platform.</li> <li>• Continuous Feedback Mechanisms</li> <li>• Collaborative Learning Features</li> <li>• Automated Assessment Tools</li> <li>• Teacher Training Modules</li> </ul>



Strategic Objective	Year	Approach/Strategy	Outcome/Results
<p>Increase excellence in teaching and learning to develop a workforce that advances inclusive digital transformation in Africa.</p>	<p>3&amp;4</p>	<p>3.1 Virtually train lecturers on how to use AI for teaching and research.</p> <p>3.2 Training on use of AI technologies to support Health, Manufacturing (Jua kali sector), Agriculture, ICT, and Energy.</p> <p>3.3 Training on Green business modules teaching and research.</p> <p>3.4 Blended Learning Models: use of blended learning models that combine traditional face-to-face instruction with online learning.</p> <p>3.5 Professional development initiatives focused on equipping educators with the latest pedagogical techniques and content knowledge to effectively teach modern STEM curricula.</p> <p>3.6 Align curricula with the needs of the digital economy by incorporating emerging technologies such as AI, blockchain, and cybersecurity</p> <p>3.7 Build and strengthen ICT pedagogy and course design.</p> <p>3.8 Enhance inclusive ICT learning and teaching programs.</p>	<ul style="list-style-type: none"> <li>• TOT for Innovative ways to teaching which incorporates AI</li> <li>• Enhanced inclusive ICT learning and teaching programs.</li> <li>• Advanced Pedagogical Approaches</li> <li>• Improved Digital Literacy and Competency</li> <li>• Updated and Relevant Curricula</li> <li>• Certification Programs for the Teachers</li> <li>• Dedicated AFRETEC centre for learning and teaching</li> <li>• 3 per year teaching and learning workshops.</li> <li>• Teaching and learning short courses and workshops.</li> <li>• Published UoN studies on teaching &amp; learning.</li> <li>• Increased Mobility for both Students and Staff:</li> <li>• Exchange visit for faculty and students.</li> <li>• Staff implementing new /effective ICT pedagogy.</li> </ul>
<p>To engage in impactful demand driven curriculum and Micro-credentials courses including embedded systems, Nanotechnology and solar energy.</p>	<p>5</p>	<p>4.1 Needs assessment on professional ICT competency gaps for 21st century African Industries.</p> <p>4.2 Industry -Academia collaboration curriculum aligns with current industry needs.</p> <p>4.3 Collaborative Agreement for student exchange programs.</p>	<ul style="list-style-type: none"> <li>• Enhanced ICT programs in AFRETEC network</li> <li>• Curriculum Improvement</li> <li>• Industry-Academia partnerships</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
		<p>4.4 Curriculum aligned to Competence Based Education &amp; Training (CBET) and best practices eg. Entrepreneurship, Biomedical Eng and Industrial Eng.</p> <p>4.5 Credit transfer systems in place</p>	<ul style="list-style-type: none"> <li>Asynchronous teaching and learning curriculum developed and implemented</li> </ul>

## 2.3 ENTREPRENEURSHIP AND INNOVATION

Strategic Objective	Year	Approach/Strategy	Outcome/Results
To Enhance Digital and Innovation Skills among faculty and students	1&2	<p>1.1 Digital Design Boot Camp: Practical training for graduates in Engineering, Science, and Business (45 students).</p> <p>1.2 Tech Skills Market Place: Collaborate with other universities to place 25 students per university in MSME internships.</p> <p>1.3 UoN Innovation Fellowship Program: Targets final year, Master's, and PhD students forming teams to solve industry problems using human-centered design techniques.</p> <p>1.4 Prototyping and MVP Design and Fabrication training: Partner with Gearbox and Proteq to offer training to final year students in Engineering, Science, and Computing.</p> <p>1.5 Innovation Series at C4DLab: Monthly fireside chats, seminars, and workshops on innovation, venture building, and technology.</p> <p>1.6 Innovation Training for Faculty: Hands-on training in human-centred design and organizing hackathons.</p>	<ul style="list-style-type: none"> <li>Enhanced digital skills - Targets 45 students with blended learning.</li> <li>Improved productivity in MSMEs through digital skills</li> <li>Real industry problems solved through multidisciplinary teams</li> <li>Developed practical design and fabrication skills (Target 45 students).</li> <li>Increased engagement in innovation and venture building (30 participants).</li> <li>Enhanced faculty capacity to mentor student entrepreneurs</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
To support early stage entrepreneurs	3	2.1 Run Design thinking workshops 2.2 Run digital bootcamps, Hackathons, Reactivate FabLab, Pre-Acceleration programs, Makerthon, Startup competitions (calls, pitching sessions, judging, awards)	<ul style="list-style-type: none"> <li>Increased Capacity for Problem-Solving and Innovation</li> <li>Increased Engagement and Practical Experience in Innovation Activities</li> </ul>
To raise awareness of entrepreneurship and innovation among the university community	4	3.1 Conduct monthly Innovation Seminar Series 3.2 Innovation and Entrepreneurship Workshop	<ul style="list-style-type: none"> <li>Platform created for linking university community to ecosystem players.</li> <li>No events/workshops, No partners onboarded</li> </ul>
To build digital capacity among the students	5	4.1 Tech Skills Marketplace - to equip students with digital skills. 4.2 Digital skills bridging program	<ul style="list-style-type: none"> <li>Increased Digital Skill Competency among Students</li> <li>Increased access to digital skills through programs established and implemented.</li> </ul>

## 2.4 INCLUSIVITY AND DIVERSITY

Strategic Objective	Year	Approach/Strategy	Outcome/Results
Enhance awareness and understanding.	1	1.1 Training on inclusive parameters to all UoN AFRETEC members.	<ul style="list-style-type: none"> <li>Increased knowledge and deeper understanding of inclusivity principles and their importance.</li> <li>Development of practical skills to implement inclusive practices in their daily work interactions.</li> <li>Noticeable shift towards more inclusive behaviour and attitudes within the university.</li> </ul>
		1.2 Workshop with all UoN vulnerable groups.	<ul style="list-style-type: none"> <li>Greater awareness about the needs and experiences of vulnerable groups.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
			<ul style="list-style-type: none"> <li>• Strengthened community bonds through development of stronger connections and support networks.</li> <li>• Actionable strategies to overcome barriers.</li> <li>• Increased empowerment.</li> </ul>
		1.3 Inclusivity workshop hosted at UoN for all AFRETEC members.	<ul style="list-style-type: none"> <li>• Increased commitment among AFRETEC members to promote and support inclusivity within their roles and the broader university community.</li> <li>• Long term impact and sustainability.</li> </ul>
Engage UoN AFRETEC pillars and underrepresented groups on issues of diversity, equity and inclusion (DEI).	2	2.1 Convene and expose UoN AFRETEC pillars to documented underrepresented groups.	<ul style="list-style-type: none"> <li>• Comprehensive and deeper understanding of underrepresented groups.</li> </ul>
		2.2 Domesticated AFRETEC shared understanding and guidelines on diversity, equity and inclusion	<ul style="list-style-type: none"> <li>• Training on effective policy development.</li> <li>• Enhanced understanding and commitment.</li> </ul>
		2.3 Convene underrepresented groups to articulate issues affecting them, related challenges and proposals for interventions	<ul style="list-style-type: none"> <li>• Deeper understanding of the challenges faced by underrepresented groups within the university.</li> <li>• Targeted problem solving.</li> <li>• Actionable recommendations.</li> <li>• Created systems to monitor and evaluate the success of implemented interventions..</li> <li>• Creation of feedback loops.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
		2.4 Mapping of good practices (activities & initiatives) of inclusion	<ul style="list-style-type: none"> <li>• Development of a comprehensive Diversity, Equity &amp; Inclusion Policy document</li> <li>• Development of a framework for ongoing improvement by learning from successful practices and adjusting to changing needs.</li> <li>• Better allocation of resources towards initiatives that have demonstrated success, ensuring effective use of university funds.</li> </ul>
		2.5 Collaborate with teaching and learning to promote scholarships of teaching, learning and research focusing on inclusive pedagogy	<ul style="list-style-type: none"> <li>• Development of a comprehensive framework for inclusive pedagogy</li> <li>• Increased faculty engagement and development.</li> <li>• Strengthened teaching and learning infrastructure.</li> <li>• Development and dissemination of innovative teaching practices.</li> </ul>
		2.6 Publish resources using accessible public platforms to promote expanding access to diverse groups	<ul style="list-style-type: none"> <li>• Social media campaign</li> <li>• Increased awareness and understanding.</li> <li>• Increased collaboration and networking.</li> </ul>
		2.7 Prepare an annual document highlighting learnings and good practices under inclusion in digital transformation	<ul style="list-style-type: none"> <li>• Development of an annual Inclusion Report</li> <li>• Data driven insights</li> <li>• Strategic recommendations</li> <li>• Foundation for future efforts.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
<p>Increase the participation of women and other underrepresented groups in all UoN activities.</p>	<p>3</p>	<p>3.1 Monitor the implementation of diversity, equity and inclusion guidelines across pillars.</p>	<ul style="list-style-type: none"> <li>• Implementation of Diversity, Equity and Inclusion (DEI) monitoring dashboard.</li> <li>• Data driven decision making.</li> <li>• Improved DEI visibility and transparency.</li> <li>• Timely issue resolution</li> <li>• Continuous improvement</li> </ul>
		<p>3.2 Provide funds to support women and members of other underrepresented groups to participate in events and activities of AFRETEC.</p>	<ul style="list-style-type: none"> <li>• Mobilisation of Diversity and Inclusion grant program</li> <li>• Increased participation from underrepresented groups.</li> <li>• Enhanced program effectiveness.</li> <li>• Success stories and case studies.</li> </ul>
		<p>3.3 Engage diverse students in the planning and offering of AFRETEC activities.</p>	<ul style="list-style-type: none"> <li>• Increased representation.</li> <li>• Enhanced creativity and innovation.</li> <li>• Better understanding of the student's needs.</li> </ul>
		<p>3.4 Facilitate workshops or events exclusively related to inclusive learning and teaching, knowledge creation and entrepreneurship</p>	<ul style="list-style-type: none"> <li>• Strengthened sense of belonging.</li> <li>• Fostered innovation and entrepreneurship.</li> <li>• Greater application of knowledge creation techniques.</li> <li>• Demonstrated commitment to DEI.</li> </ul>
		<p>3.5 Partner with existing organisations that focus on underrepresented groups in technology through developing a database and building relationships with key ones</p>	<ul style="list-style-type: none"> <li>• Successful collaborative projects.</li> <li>• Enhanced reputation as a supporter of diversity and inclusion in technology.</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
Increase access to digital infrastructure and make digital tools for women and other underrepresented groups in UoN affordable	4&5	<p>4.1 Conduct assessment of infrastructure requirements and gaps for the success of digital transformation.</p> <p>4.2 Facilitate inclusive access to ICT infrastructure with AFRETEC's high speed internet, computing facilities, digital tools &amp; digital learning platform.</p>	<ul style="list-style-type: none"> <li>Detailed infrastructure analysis.</li> <li>A precise identification of gaps between current infrastructure capabilities and the requirements for digital transformation.</li> <li>Solutions tailored to meet both current and future needs.</li> <li>Structured roadmap for implementing changes, including phased timelines and milestones.</li> <li>Identification of potential risks associated with the implementation of infrastructure changes.</li> </ul>

## 2.5 BRIDGE PROGRAM

Strategic Objective	Year	Approach/Strategy	Outcome/Results
To scale up the Industry-Academia Linkage Program	1	<p>1.1 Stakeholders engagement (Internal and external)</p> <p>1.2 Mobilisation of resources (human, financial, technical etc.)</p> <p>1.3 Preparation of the event (materials, invitation, programs, venues, meals, sound systems etc.)</p> <p>1.4 Hosting the event (registration, logistics and coordination)</p> <p>1.5 Hosting the event(registration, logistics and coordination)</p> <p>1.6 Stakeholder engagement Workshops (per each discipline)</p> <p>1.7 Mentors engagement (minimum one industry and faculty mentor(s))</p>	<ul style="list-style-type: none"> <li>Enhanced awareness on job opportunities available in the job market</li> <li>Enhanced Soft skills</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
		<p>1.8 Problem definition (ESA, industry and faculty mentor(s))</p> <p>1.9 Problem presentation (industry based methodology)</p> <p>1.10 Presentation of solutions ( panel of judges drawn from industry and faculty)</p> <p>1.11 Organize an award ceremony (Logistics and engaging of industry &amp; stakeholders)</p> <p>1.12 Presentation of awards;</p> <ul style="list-style-type: none"> <li>a. Winning team - International mobility award</li> <li>b. 1st Runners-up — Africa Mobility Award</li> <li>c. 2nd Runners-up — Internship award</li> <li>3rd Runners-up — Cash award</li> </ul>	
<p>Grow the Bridge program by</p> <ol style="list-style-type: none"> <li>1. Increasing the number of participants as industry partners</li> <li>2. Collaboratively responding to opportunities and calls with industry partners</li> </ol>	2	<p>2.1 Jointly respond to calls with partners which seek to fund the Bridge Program initiatives</p> <p>2.2 Benchmark Locally with Kenyan Universities as well as the Universities within the Afretec network</p> <p>2.3 Scoping of potential industry partners and collaboration agreement - Target 20</p> <p>2.4 Undertake to Select company Series cohort three participants, the target is 200 participants</p> <p>2.5 Launch of company series - cohort 3</p> <p>2.6 Undertake to Implement UoN Senate policy paper on Mandatory Industrial attachment ( FST &amp; FoENG)</p> <p>2.7 Undertake to re- align a structured internship program with industry partners- Mandatory, grading &amp; funding)</p>	<ul style="list-style-type: none"> <li>• Enhanced awareness on the opportunities available for joint calls</li> <li>• Enhanced capacity for responding to calls</li> <li>• Enhanced capacity to co-supervise projects with industry and Faculty</li> <li>• Detailed policy paper on industrial attachment developed and implemented</li> </ul>



Strategic Objective	Year	Approach/Strategy	Outcome/Results
		2.8 Introduction of co- supervision of projects with industry	
Introduce problem-based learning approach	3	<p>3.1 Students participating in the Company Series Program undertake to pitch ideas and create their own business plans aimed at solving real problems which are either industry or societal driven.</p> <p>3.2 The process of pitching and creating business plans to be guided by Faculty and Industry representatives.</p> <p>3.3 Scoping of potential industry partners and signing of collaboration agreements - Target -50</p> <p>3.4 Launch company series cohort 4 - target all final year students from FST &amp; FoENG</p> <p>3.5 Assessment and grading of Industrial attachment</p> <p>3.6 Co-supervision of research projects (Industry experts &amp; Faculty members) - research topics be driven by industry</p>	<ul style="list-style-type: none"> <li>• Developed business plans</li> <li>• Start-ups created</li> <li>• Assessment and grading of industrial attachment</li> </ul>
Establish the Bridge Program as an Institutional Initiative	4	<p>4.1 Jointly respond to calls which seek to fund industry academia linkage programs-</p> <p>4.2 Scoping of potential industry partners and signing of collaboration agreements - Target -70</p> <p>4.3 Launch company series cohort 5 - target all final year students from FST &amp; FoENG</p> <p>4.4 Assessment and grading of Industrial attachment</p> <p>4.5 Co-supervision of research projects (Industry experts &amp; Faculty members) - research topics be driven by industry</p>	<ul style="list-style-type: none"> <li>• Assessment and grading of industrial attachment</li> </ul>

Strategic Objective	Year	Approach/Strategy	Outcome/Results
		4.6 Establish structured CA's with industry to solve various industrial problems.	
Establish governance structures which will enforce sustainability of the program	5	5.1 Grow the number of potential industry partners - Target 100 5.2 Full involvement of faculty and administrators from FST and FoENG 5.3 Target to accommodate all the final year students from FST and FoENG in the program 5.4 Launch company series cohort 6 5.5 Establish a dedicated office or department responsible for managing and promoting industry linkages	<ul style="list-style-type: none"> <li>Established governance structures seeking to enforce sustainability of the company series program</li> <li>An operational company series office</li> </ul>



## 3. MONITORING AND EVALUATION

The Monitoring and Evaluation (M&E) Framework is a critical component of the University of Nairobi's participation in the AFRETEC program. This section outlines the mechanisms for tracking progress, assessing the impact of initiatives, and ensuring alignment with AFRETEC's strategic goals. Each UoN pillar within the program is considered an Intermediate Result, with specific performance indicators established to systematically monitor outcomes. This approach enables timely adjustments and informed decision-making. By defining clear indicators, UoN aims to measure the effectiveness of its activities, optimize resources and enhance its contributions to inclusive digital transformation across Africa.

Table 3.1: Performance Indicator Table for The African Engineering and Technology Network (AFRETEC)

1. Knowledge creation				
Knowledge Creation Pillar Goal: To Establish a dynamic and inclusive platform for technology-focused universities in Africa				
Objectives	Performance Indicator(s)	Rationale/Comments	Means of Verification	Responsible person/institution
Capacity building	<ul style="list-style-type: none"> <li>Number of faculty members and staff trained on proposal writing.</li> <li>Number of grant proposals submitted to American, Canadian, and EU funding bodies.</li> <li>Number of successful grants awarded from these proposals.</li> <li>Number of grant proposals submitted to national and regional funding bodies.</li> </ul>	Expanding the University of Nairobi's international research collaborations is crucial for enhancing visibility and access to global resources. At the same time, strengthening local and regional grant writing efforts will enable the university to better address context-specific research challenges.	<ul style="list-style-type: none"> <li>Training workshop reports.</li> <li>Attendance register</li> <li>Submission records from UoN's research office.</li> <li>Grant award notifications.</li> </ul>	Pillar Lead
	<ul style="list-style-type: none"> <li>Launch of mentorship program for early careers within faculties.</li> </ul>	The program will be key in growing the research culture in UoN.	list of program mentees and mentors.	Pillar Lead
	<ul style="list-style-type: none"> <li>Number of orientation sessions conducted; Attendance rate of mentors and mentees.</li> </ul>	Ensures mentors and mentees understand program goals, expectations, and structure.	Attendance lists; Orientation session reports	Pillar Lead
	<ul style="list-style-type: none"> <li>Number of seminars/workshops conducted annually; Number of industry guest speakers.</li> </ul>	Provides networking opportunities and exposure to industry perspectives	Seminar/workshop attendance lists; Event reports	Pillar Lead
Enhance the research culture (Mentorship program)	<ul style="list-style-type: none"> <li>Number of mentees applying for AFRETEC opportunities; Number of successful participants.</li> </ul>	Active participation in AFRETEC broadens research perspectives and skills	Application records	Pillar Lead

	Collaboration in ICT knowledge creation	<ul style="list-style-type: none"> <li>Number of training sessions conducted for faculty and students on collaboration and grant applications</li> <li>Comprehensive database developed and integrated with AFRETEC network</li> <li>Number of strategic partnerships formed with industry, government, and research institutions.</li> <li>Number of joint research projects initiated with AFRETEC clusters</li> <li>Participation rate of UoN researchers in AFRETEC cluster activities</li> <li>Sustainability plans developed and approved.</li> <li>Inclusion of AFRETEC-related initiatives in UoN's strategic plan; establishment of a dedicated office.</li> <li>Number of MOUs/agreements signed</li> <li>Centers of Excellence established</li> </ul>	<p>To build capacity in finding collaborators and securing grants for research projects</p> <p>To streamline access to UoN's and AFRETEC's expertise, facilitating collaboration.</p> <p>Strengthen collaborative research and increase funding opportunities</p> <p>Promote collaborative research and knowledge creation with diverse expertise</p> <p>Key in growing knowledge creation collaboration efforts</p> <p>Ensures long-term funding and support for research and mentorship programs.</p> <p>Aligns initiatives with UoN's long-term goals and provides dedicated management</p> <p>Formal agreements secure ongoing support and engagement</p> <p>COEs enhance specialized research and foster collaboration</p>	<p>Training attendance records, session reports</p> <p>Database creation and integration logs</p> <p>Partnership agreements, MoUs</p> <p>Project proposals, project approval documentation</p> <p>Activity participation logs, feedback surveys</p> <p>Sustainability plan document.</p> <p>UoN strategic plan document; office establishment records</p> <p>Copies of signed MOUs and agreements</p> <p>Center establishment reports</p>	Pillar Lead	Pillar Lead	Pillar Lead	Pillar Lead	Pillar Lead	Pillar Lead
	Sustainability									

2. BRIDGE PROGRAM					
Objectives	Performance Indicator(s)	Rationale/Comments	Means of Verification	Responsible person/ institution	
Scale - up the program to accommodate two Faculties(-FoENG & FST)	<ul style="list-style-type: none"> <li>Number of students enrolled in the program</li> </ul>	inclusion of more students from the Faculty of Engineering & Faculty of Science & Technology  need for facilitators and experts to run the group activities Award to well performing and high profile students	attendance register	Pillar Head	
	<ul style="list-style-type: none"> <li>Number of experts from companies and faculties supporting the program</li> <li>Number of opportunities awarded to top-performing student groups:               <ul style="list-style-type: none"> <li>5 mobilities, 5 internships in year 1</li> <li>10 mobilities, 20 internships in year 2</li> <li>20 mobilities, 30 internships in year 3</li> <li>20 mobilities, 50 internships in year 4 &amp; 5</li> </ul> </li> </ul>				
Grow the Bridge program by 1. increasing the number of participants as well as industry partners 2. collaboratively responding to opportunities and calls with industry partners.	<ul style="list-style-type: none"> <li>Number of students enrolled in the program</li> <li>Number of experts supporting the program</li> <li>Number of calls jointly responded to by both Academia &amp; Industry</li> </ul>	Enrol more students from FST & FoENG to the Company Series Program	Attendance register Copies of signed collaboration agreements	Pillar Head	

	Introduce problem based learning approach	<ul style="list-style-type: none"> <li>• Number of projects co-supervised and assessed by both industry &amp; Faculty</li> <li>• Recognition of the series in credit: 2 credits</li> <li>• AFRETEC involvement measured by number of participating AFRETEC students and experts: 3 students and 0 experts in year 1, 5 and 2 in year 2, then 10 and 5</li> <li>• Number of calls jointly responded to by both Academia &amp; Industry</li> </ul>	Need for academic recognition Growth of the program	Transcript of records reality of the new series or school	Pillar Head
		<ul style="list-style-type: none"> <li>• AFRETEC involvement measured by number of participating AFRETEC students and experts: 3 students and 0 experts in year 1, 5 and 2 in year 2, then 10 and 5</li> </ul>	AFRETEC dissemination	Number	Pillar Head
		<ul style="list-style-type: none"> <li>• Number of calls jointly responded to by both Academia &amp; Industry</li> </ul>	Be able to respond to calls jointly with Industry Partners	Number	Pillar Head
	Establish the Bridge Program as an Institutional Initiative	<ul style="list-style-type: none"> <li>• Initiate approval of a policy paper seeking to institutionalise industrial attachment</li> <li>• Establish structured CA's with industry to solve various industrial problems.</li> </ul>	Established structured collaboration agreements with Industry partners	Report on policy paper Signed collaboration agreements with industry partners	Pillar Head
	Establish governance structures which will enforce sustainability of the program	<ul style="list-style-type: none"> <li>• Governance structures put in place seeking to support the program</li> <li>• Transfer of the leadership to local team</li> </ul>	policy paper development	Approved policy paper	Pillar Head
			the French expert is contracted until 2026	actual working team	Pillar Head

### 3. TEACHING AND LEARNING

Objectives	Performance Indicator(s)	Rationale/Comments	Means of Verification	Responsible person/ institution
To engage in impactful demand driven curriculum and Micro-credentials including embedded systems, Nanotechnology and solar energy.	<ul style="list-style-type: none"> <li>Needs assessment on professional ICT competency gaps for 21st century African Industries.</li> </ul>	<p>A needs assessment is crucial for identifying the specific ICT skills that are in demand within African industries. This ensures that educational programs are tailored to actual market requirements, improving employability and relevance for graduates.</p>	<p>Needs assessment report with data analysis and key findings. Survey results and/or interview transcripts with industry representatives. Documentation of industry standards and skill requirements.</p>	Pillar Head
	<ul style="list-style-type: none"> <li>Curricular aligned to Competence Based Education and Training (CBET) and best practices eg. Entrepreneurship, Biomedical Eng and Industrial Eng.</li> </ul>	<p>CBET emphasizes the development of practical skills and demonstrable competencies, moving away from purely theoretical knowledge. Aligning with best practices in specialized fields ensures graduates are prepared for the challenges and opportunities of those specific industries.</p>	<p>Developed CBET curriculum documents themselves. Mapping document and Performance Standards showing alignment. Review and approval documentation from relevant educational bodies or accreditation agencies.</p>	Pillar Head
	<ul style="list-style-type: none"> <li>Collaborative Agreement</li> <li>No students benefiting from exchange programs.</li> <li>Credit transfer systems in place with specific universities</li> </ul>	<p>Student exchange programs foster cross-cultural learning experiences, expand perspectives, and enhance employability in an increasingly globalized workforce. Credit transfer facilitates student mobility between institutions and ensures recognition of prior learning, making educational pathways more flexible and efficient.</p>	<p>Signed collaborative agreement between partner institutions. Policies or procedures developed to govern the exchange program. Formal policies for credit transfer between institutions. Documentation of grades equivalency assessments, if applicable.</p>	Pillar Head



	<ul style="list-style-type: none"> <li>Asynchronous entrepreneurship teaching and learning curriculum developed and implemented</li> </ul>	<p>Asynchronous learning offers flexibility and accessibility, catering to students with diverse needs and schedules. An entrepreneurship focus prepares students for self-employment and innovation, which are vital for economic development in many African contexts.</p>	<p>Pillar Head</p> <p>Records of successful credit transfers that have taken place. Digitized content (videos, readings, interactive modules, etc.) on the SOMAS to support self-based Teaching and Learning. Data analytics and report showing and student usage. Assessment results and feedback from students who have completed the curriculum.</p>
<p>UoN aims to create self-paced modules on its SOMAS platform for lifelong learning of both students and staff.</p>	<ul style="list-style-type: none"> <li>Course developed and Digitized on SOMAS platform</li> <li>Detailed reports and case studies from pilot implementations.</li> </ul>	<p>A modern, updated learning management system (LMS) supports effective teaching and learning experience</p> <p>Formalising the use of SOMAS at UoN provides long-term stability and promotes consistent adoption of the platform.</p> <p>Digitising courses makes them accessible to a wider audience</p> <p>Analysing pilot implementations through reports helps identify strengths and weaknesses, enabling organisations to refine processes, curricula, or interventions before broader rollouts.</p>	<p>Pillar Head</p> <p>User feedback surveys on new features and the platform's improved functionality.</p> <p>Integration of SOMAS training into university onboarding processes.</p> <p>Records of the course development process, including curriculum design, instructional materials created, and methodologies used in digitization.</p> <p>Budget allocations for SOMAS maintenance and support.</p> <p>Documentation showing the completion of reports and case studies</p>

<p>Increase excellence in teaching and learning to develop a work-force that advances inclusive digital transformation in Africa.</p>	<ul style="list-style-type: none"> <li>• Dedicated AFRETEC centre for learning and teaching</li> <li>• Teaching and learning workshops.</li> <li>• Short courses and workshops related to teaching and learning.</li> <li>• Published studies on teaching and learning for University of Nairobi.</li> <li>• Increased Mobility for both Students and Staff: Exchange visit for faculty and students.</li> <li>• Staff implementing new /effective ICT pedagogy.</li> </ul>	<p>The centre provides a focal point for expertise, resources, and collaboration on teaching and learning methodologies. It signals a commitment to pedagogical innovation in AFRETEC Institutions.</p> <p>Regular workshops facilitate continuous professional development for staff, keeping them updated on research-backed teaching practices and technologies.</p> <p>Staff and faculty mobility enhances educational experiences and fostering global engagement.</p> <p>Provides opportunities for focused training on specific pedagogical skills or tools, allowing for more in-depth and tailored professional development.</p>	<p>Reports on how the center's resources and training have been integrated into the curriculum, including examples of innovative practices adopted by educators</p> <p>Workshop schedules and attendance records.</p> <p>Workshop materials or handouts.</p> <p>Participant feedback surveys gauging the workshops' impact.</p> <p>Course/workshop listings and enrollment numbers.</p> <p>Certificates of completion issued to participants.</p> <p>Evaluations of the courses/workshops and their relevance to faculty needs.</p>	<p>Pillar Head</p>
<h3>4. ENTREPRENEURSHIP AND INNOVATION</h3>				
<p>Enhance Digital and Innovation Skills</p>	<ul style="list-style-type: none"> <li>• Participation Rate in capacity building initiatives; Digital Design Boot Camp, Tech Skills MarketPlace, Innovation Fellowship Program, Prototyping, and MVP Design and Fabrication training, Innovation Series, and Innovation Training for Faculty.</li> <li>• Completion Rate</li> </ul>	<p>These capacity building activities are designed to enhance practical skills, foster industry collaboration, and drive innovation. They will bridge academic learning with real-world application, ensuring participants gain relevant, hands-on experience and contribute to industry solutions.</p>	<p>Enrollment records, attendance lists, Pre- and post-training assessments, Surveys or feedback forms, Project reports</p>	<p>Responsible person/ institution</p> <p>IR 4 Lead</p>

	<ul style="list-style-type: none"> <li>• Satisfaction - Feedback from both students and faculty members.</li> <li>• Evaluation of how students apply their tech skills during the internship.</li> <li>• Industry Engagement: Level of engagement and feedback.</li> </ul>			
Support early stage entrepreneurs	<ul style="list-style-type: none"> <li>• Participation Rate: Number of participants.</li> <li>• Workshops Feedback: Participant evaluations and satisfaction surveys</li> <li>• Outcome Metrics: Number of successful prototypes, business ideas, or startups developed.</li> </ul>	Activities under this objective aim to foster innovation and entrepreneurship by providing practical experience and skills development. They support participants through hands-on workshops and competitions, driving creativity and real-world application of ideas.	Registration lists and attendance records, participant feedback forms/ survey, Tracking reports on the progress of participants or teams.	IR 4 Lead
Raise entrepreneurship and innovation awareness	<ul style="list-style-type: none"> <li>• Raise entrepreneurship and innovation awareness</li> <li>• Build digital capacity among the students</li> </ul>	Under this objective we will cultivate a culture of innovation and entrepreneurship by facilitating knowledge exchange, skill development, and collaboration. They provide valuable networking opportunities and foster the development of innovative projects.	Registration lists and attendance records, feedback forms / surveys. workshops and seminar reports	IR 4 Lead
Build digital capacity among the students	<ul style="list-style-type: none"> <li>Number of students enrolled in Tech Skills Marketplace and Digital Skills Bridging Program.</li> <li>Completion Rate</li> <li>Participant Feedback: Student satisfaction with the quality and relevance of these initiatives.</li> </ul>	Tech Skills Marketplace and Digital Skills Bridging Program aim to equip students with essential digital skills, enhancing employability and bridging gaps in industry-relevant competencies	Pre- & post- assessment reports, Surveys or feedback form, reports	IR 4 Lead

## 5. INCLUSIVITY AND DIVERSITY

Objectives	Performance Indicator(s)	Rationale/Comments	Means of Verification	Responsible person/ institution
	<ul style="list-style-type: none"> <li>Training on inclusive parameters to all UoN AFRETEC members.</li> <li>Workshop with all UoN vulnerable groups</li> <li>Inclusive workshop hosted at UoN for all AFRETEC members.</li> <li>Underrepresented groups documented</li> <li>Convene and expose UoN AFRETEC pillars to documented underrepresented groups</li> <li>Domesticate AFRETEC shared understanding and guidelines on diversity, equity and inclusion</li> <li>Convene underrepresented groups to articulate issues affecting them, related challenges and proposals for interventions</li> <li>Mapping of good practices (activities &amp; initiatives) of inclusion</li> <li>Collaborate with teaching and learning to promote scholarships of teaching, learning and research focusing on inclusive pedagogy</li> <li>Publish resources using accessible public platforms to promote expanding access to diverse groups</li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>	<p>Enhance awareness and sensitivity.</p> <p>Foster awareness and understanding.</p> <p>Foster a culture of inclusivity.</p> <p>making known the underrepresented groups creating awareness among pillar heads</p> <p>Ensure unique attributes of inclusion in UoN</p> <p>Providing a sharing forum for underrepresented</p> <p>To avail information pillar efforts of inclusivity</p> <p>Create awareness among faculty on inclusive pedagogy</p> <p>Targeted dissemination to the underrepresented</p>	<p>Effectiveness of inclusive practices.</p> <p>Feedback surveys</p> <p>Feedback surveys.</p> <p>Baseline Report</p> <p>Workshop Report</p> <p>Domesticated guidelines</p> <p>Workshop Report</p> <p>Documented good practices</p> <p>Conference paper</p> <p>Platforms used for dissemination to the underrepresented</p> <p>UoN Annual Inclusivity Report</p>	<p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p> <p>Pillar Head</p>

<ul style="list-style-type: none"> <li>• Prepare an annual document highlighting learnings and good practices under inclusion in digital transformation</li> </ul>	Documenting best practices	Data collection and analysis. Audits and reviews.	Pillar Head
<ul style="list-style-type: none"> <li>• Monitor the implementation of diversity, equity and inclusion guidelines across pillars.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Ensure compliance and consistency. Identify gaps and all areas for improvement. Measure effectiveness and promote accountability. Support continuous improvement and encourage participation. Address barriers to participation. Increase impact and outreach. Encourage engagement and leadership development</p>	Financial tracking and reporting. Progress reports.	Pillar Head
<ul style="list-style-type: none"> <li>• Provide funds to support women and members of other underrepresented groups to participate in events and activities of AFRETEC.</li> </ul>	<p>Address barriers to participation. Increase impact and outreach. Encourage engagement and leadership development</p>	Feedback from participants. Evaluation of event outcomes.	Pillar Head
<ul style="list-style-type: none"> <li>• Engage diverse students in the planning and offering of AFRETEC activities.</li> <li>•</li> </ul>	<p>Increase inclusivity and enhance relevance. Encourage diverse perspectives. Promote inclusive education</p>	Follow up surveys and interviews.	Pillar Head
<ul style="list-style-type: none"> <li>• Facilitate workshops or events exclusively related to inclusive learning and teaching, knowledge creation and entrepreneurship</li> </ul>	Promote inclusive education		Pillar Head
<ul style="list-style-type: none"> <li>• Partner with existing organisations that focus on underrepresented groups in technology through developing a database and building relationships with key ones</li> </ul>	<p>Leverage existing expertise . Promote sustainable engagement. Create networking opportunities.</p>	Assessment report review.	Pillar Head
<ul style="list-style-type: none"> <li>• Conduct assessment of infrastructure requirements and gaps for the success of digital transformation.</li> <li>•</li> </ul>	<p>Identify and address infrastructure needs. Improve user experience. Enhance performance and efficiency. Promote equity. Support skill development. Support remote and flexible learning. Enhance educational opportunities.</p>	Access logs and usage statistics.	Pillar Head
<ul style="list-style-type: none"> <li>• Facilitate inclusive access to ICT infrastructure with AFRETEC high speed internet, computing facilities, digital tools &amp; digital learning platform.</li> </ul>	<p>Promote equity. Support skill development. Support remote and flexible learning. Enhance educational opportunities.</p>	Performance metrics. Accessibility audits.	Pillar Head



## 4. CONCLUSION

In addition to the performance indicators outlined above, additional tools and methodologies to effectively monitor the implementation process and provide essential data for timely decision-making will be employed. To track the inputs and processes needed to achieve outcomes, serving as a basis for evaluating the effectiveness and efficiency. Tools such as registration forms for seminars and in-person meetings, along with survey questionnaires, will be used to gather survey-based metrics. Further, the annual work plans break down the road map into annual achievable targets. The University will conduct internal reviews with stakeholders during regular pause-and-reflect sessions to address key learning questions, such as:

- What has the project achieved so far?
- How well is it being implemented?
- Are the planned activities on schedule?
- Are the inputs sufficient to produce the desired outputs, outcomes, and impact?
- How do stakeholders perceive and value the project?

# AFRETEC NETWORK

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