Programme on Innovation, Higher Education and Research for Development (IHERD)

Background document

Case Study on the Pan-African University

Draft Report

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Acronyms and abbreviations

CAP   Africa´s Science & Technology Consolidated Plan of Action

IHERD   Higher Education and Research for Development

PAU   Pan-African University

R&D   Research and development

Wi-Fi   Wireless Fidelity

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Introduction

Objective of the case study

The objective of this case study is to describe the policy context, the governance, the operation conditions and the evaluation mechanism of the Pan Africa University (PAU) with the view to say something of its feasibility to achieve the intended policy objectives. The general picture of the Pan-African University will be complemented by providing a detail account of one of the five Pan-African University Institutes selected by the African Union Council. For the purpose of this study we have selected Pan-African University Institute in Cameroon, for the reason that social science and humanities has traditionally been a neglected area in Africa. Thus, this initiative presents an important opportunity for strengthening quality of education in an important area for Africa. By looking at one specific PAU Institute we will get specific information about key influencing factors that are important for generating excellent research and capacity-building in the area of governance, humanities and social sciences

Background

The PAU was launched last year and it is an initiative of the African Union Commission. The objective of the PAU is to stimulate fundamental and applied research of the highest quality in areas critical to African technical, economic and social development. The PAU should focus on African challenges and promotes integration amongst African scientists, students, academic staff and Diaspora. PAU aspiration is to position African Higher Education as driver for social and economic development and attainment of Africa´s collective vision.

The African Union Commission has selected five research areas which are identified as central to Africa's development. Further they have decided to concentrate resources in different institutions, called Pan-African University Institutes, which are located in five different established universities in different African regions.

These are:

- Water and Energy (including Climate Change), based at the University of Algeria but initially located at two other institutions, North Africa, Algeria.
- Life and Earth Sciences, University of Ibadan in Nigeria, West Africa.
- Space science for telecommunication, (Southern Africa, location is not yet decided)
- Basic Sciences Technology and Innovation, Jomo Kenyatta University, Juja in Kenya, East Africa,
- Governance Humanities and Social Science at the University of Yaoundé II, Cameroun, Central Africa.

The Pan-African Universities institutes (PAU institutes) should act as centers of excellences and regional "hubs". In addition each of them will be linked to a network of 10 PAU Centers under the same theme, located in different parts of the continent in a number of appropriate universities and

institutions, with the view to pool resources and build capacity in their selected disciplines. Existing facilities serve as host universities and initially no new institutions will be constructed.

Each PAU Institute should be partnered by a so-called "Lead thematic partner". The lead thematic partner is expected to contribute financially to the PAU Institute, link the departments to similar institutions in the leading thematic partner´s home country and globally, provide the PAU institute with research equipment, mobilise other funders to support the PAU institute´s work and to participate in the advisory board and council of the institute.

Policy context

Like many of the countries in the developing world, some Africa countries have been struggling since the 1960s to create higher education and research institutions of high quality. The initial efforts were geared mainly towards building higher education and research institutions that could be instrumental for scientific and technological development. A significant amount of national and international resources were expended to establish regional and national institutions, especially for physical infrastructure (buildings, modern equipment) and training academic researchers and technicians by sending them to universities located in developed countries or alternately by providing technical assistance to African universities. The expectation was that the higher education and research institutions would naturally grow into strong education and research institutions. In retrospect, this has not materialised due to a number of reasons, chief among them are that periods of social and economic instability and public investments in higher education and research has not been sufficient.

It was not until 2005 that the first continent wide strategy was adopted by the African Ministerial Council on Science, called Africa's Science and Technology Consolidated Plan of Action (CPA).

The overall objectives of the CPA are twofold:

- To enable Africa to harness and apply science, technology and related innovation to eradicate poverty and achieve sustainable development
- To ensure that Africa contributes to the global pool of scientific knowledge and technological innovations.

The implementation of the plan takes place through regional, continental and international cooperation, which aims to (i) improve the quality of science, technology and innovation policies of African countries through promoting and sharing of experiences and policy learning, (ii) strengthen the capacity of regional economic bodies to mainstream science and technology into their sectoral programmes and (iii) establish projects with the view to improve the quality and intensity of regional cooperation (1). 1

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[1] Africa´s Science & Technology Consolidated Plan of Action, p 7-12.

The programmes outlined in the CPA have been designed with an emphasis on African leadership and ownership as well as building on existing efforts for research and development capacity strengthening.

The African Union Council will contribute to achieving these objectives through some specific support measures that are targeted to stimulate resource sharing of R&D infrastructure, improving the quality of research, increasing the number of scientists, technicians and engineers, stimulating new innovative means for financing science and technology in Africa, and lastly contributing to the application of science for achieving some of the Millennium Development Goals.

One of the African Union Council initiatives to achieve the objects set in the CAP is to promote the establishment of the Pan-African University.

Pan-African University governance at a glance

The PAU Institutes should be guided by the principles of academic freedom, autonomy and accountability and international partnerships in academic and research activities. Moreover, the academic programmes should promote multidisciplinary research programmes relevant for policy-making processes. In addition, productive linkages with the industrial sector for innovation and dissemination of new knowledge and technology should be encouraged.

PAU´s strategic orientation is to:
- Develop continent-wide and world-class graduate and post-graduate programmes
- Stimulate collaborative, internationally competitive, leading fundamental and economic growth oriented research, in areas having a direct bearing on the scientific, economic and social development of Africa,
- Enhance the mobility of students, lecturers, researchers and administrative staff between African universities to improve on teaching, leadership, and collaborative research
- Contribute to the capacity building of present and future African Union stakeholders
- Improve on the attractiveness of African higher education and research institutions to attract and retain young talented professionals
- Initiate and invigorate mutually beneficial partnerships with public and private sectors within Africa and the Diaspora as well as internationally
- Promote and strengthen south-south and north-south cooperation in higher education.

Governance/organisation of the Pan-African University

The overall management of PAU will be based on three tier organs: PAU Council, the PAU Senate and the PAU Rectorate, including the AU supervisors. The PAU institutes report to the PAU Rectorate.

The PAU Council is responsible for ensuring and reinforcing the vision of excellence, quality and policy relevance with respect to the AU´s vision, spelled out in the African Agenda. As the supreme

governing body the PAU council responsibilities include oversight of policy, finances and property. The PAU Council is comprised of academics, community leaders and representatives of Regional Economic Communities and of the private industrial sectors. They are all appointed by the Chairperson of the African Union Commission.

The PAU Senate is charged with responsibility for all academic affairs and research. The Senate is convened and chaired by the PAU Rector. The role of the PAU Senate is to make recommendations to the Council on issues of organisation, promotion, control of teaching and research activities. It is also charged with the responsibilities related to managing admission and awarding degrees. The Senate comprises of the Rector, the five PAU institute Directors and representatives of the respective Leading Thematic Partner.

The Rector will be the PAU's executive leader responsible for planning, monitoring and coordinating of the PAU institutes and its hubs. The PAU President will supervise communication and internal and external cooperation. The PAU will also report on a regional basis to the African Union's Conference of Ministers of Education

The PAU Rectorate is the executive body of the PAU and it is responsible for planning, monitoring and coordinating the PAU institutes. They are also responsible for implementing the general policy and strategies approved by the Council.

Each institute is expected to have an leading thematic partner who will coordinate the pool of external funders, promote partnership between the PAU institute and similar institutes in the leading thematic partner´s country, provide technical and financial support to the particular thematic network, help promote staff exchange, strengthening capacity of research activities by procuring research equipment for the PAU and finally, participate actively in the PAU and the Senate Council.

The board of Directors will have primary responsibility for academic matters and it will be comprised by Heads of PAU institute and leaders of the regional hubs as well as students. The board will be chaired by the PAU university president.

The staffing of the PAU institutes is comprised by lecturers and administrators from the host universities, academics invited from African countries, the African Diaspora and staff from the leading thematic partner and other partners.

Funding mechanisms for the Pan-African Universities

The PAU will be financed from three different sources e.g. the host country, the AU (mainly in the form of fellowships) and the leading thematic partners.

Each of the parties is expected to contribute a third of the total budget. Discussions have been ongoing about payment of student fees and about the establishment of an endowment fund to guarantee the sustainability of the programme.

Initially, the World Bank has granted 5 million dollars to provide seed funding for kick-starting the programme. The Chinese government has signed an agreement to support the facility for Basic Sciences Technology and Innovation in Kenya. Germany supports the Water, Energy and Climate

change institute in Algeria, whilst India and Japan are the leading thematic partners for Life and Earth Sciences in Nigeria, Sweden is the leading thematic partner for Governance, Humanities and Social Sciences and the European Space Agency for Space Science for Telecommunication.

Pan-African University Institute in Cameroon

Strategic orientation

The PAU Institute in Cameroon has the same strategic orientation as the PAU initiative at large; however, the African Union Commission has recognised that the institutional conditions of the selected PAU Institutes are not perfect for achieving the objectives that the PAU has set out. Thus, specific measures will be put in place so that the respective PAU Institutes will be up to the level required in five years time.

The decision to locate the Pan-African Institute Governance Humanities and Social Science was based on bidding amongst universities in Central Africa and the decision was taken by an expert panel. Data on the composition of this panel and the criterion they used are missing.

Since one of the foundations of the PAU Institute is that it should draw on the already existing facilities in the hosting university, it is useful for the purpose of this case study to study to identify key characteristics that will influence the performance of the PAU Institute located in Cameroon, in relation to the objectives that the PAU initiative have set out to achieve.

Data is missing about the selection process of the PAU Centres.

Host institutions of the PAU Institute in Cameroon

Introduction

The data for this section builds on the Assessment of the conditions and contexts for the establishment of the Pan-African University Institute in Social Sciences, Humanities and Governance in Yaoundé, Cameroon, prepared for the Swedish International Development Cooperation Agency. (Hagberg S. and Anderson A. 2011).

The University of Yaoundé was created as a consequence of the university in Cameroon reform of 1993, although the Faculty of Law and Political Science, Faculty of Economics and Management had been part of the Federal University since its creation in 1961. Today Cameroon has in total eight state universities and more than a hundred private ones. The University of Yaoundé I is considered as the "mother" of all the universities and it has an intertwined relationship to Yaoundé II.

Administratively, social sciences are located in:

- Faculty of Law and Political Sciences
- Faculty of Economics and Management
- Cameroonian Institute of International Relations (IRIC),
- Institut de Formation et de Recherches Démographiques (IFORD)
- Pan-African Institute of University Governance (IPAGU).
- The Faculty of Art and Humanities (Faculté des Arts, Lettres et Humaines) is located at Yaoundé I.

Research facilities

The main national research library in Cameroon is hosted by Yaoundé I and although the library has a functioning structure with generous opening hours, the publications have not been sufficiently restocked since 1980. Departmental libraries are weak as in the case of Yaoundé II. In addition, the building in itself needs to be renovated. Access to WIFI is provided for students with laptops but the public computers are out of order.

Yaoundé II has one main library and a number of departmental libraries and the main library is located in a temporary facility and the current facilities are poor although a new library is being constructed.

The computer facilities at Yaoundé II consist of three computer laboratories. One laboratory is open to students participating in distance learning courses and is equipped with video conference facilities. A smaller computer centre provides access to scientific journals and databases and access is based on subscription. The third computer facility consists of 50 computers and is open to all students and admission to the centre is free. Wi-Fi services are offered to students for free allowing access to Internet outside the computer centre.

Classroom facilities have recently been renovated and are sufficient at present but it would also depend the growth of the intake of students.

Student housing is provided for at both Yaoundé I and II and the growing number of students puts severe pressure on the student housing. Many of the halls of residence are in need of renovation and upgrading although new halls of residence are being constructed.

Administrative capacity

Since 2009 the Pan-African Institute of University Governance (IPAGU) has worked with universities in Africa, including Yaoundé II, to modernize the governance by focusing on management, analysis and evaluations of all fields of governance of the higher education institutions.

In addition, Yaoundé II is activity participating in the joint initiative lead by UNESCO, AUF and the Association of Commonwealth Universities supporting the Ministry of Higher Education of Cameroon, by introducing web-based application and enrolment procedures Moreover, Yaoundé II takes part in the Programme National pour la Gouvernace (PNG) hosted at the Prime Ministry to combat corruption and mismanagement of the state administration.

Cameroon is ranked as 146 out of 178 countries in the Transparency International´s Corruption Perception Index and Global Barometer (Transparency International 2009; see also Nawaz 2008). Since corruption is built on networks and interactions issues of governance and management are issues that have been recognized as important to address.

Networks and partners

The University of Yaoundé II cooperates with a wide range of stakeholders and all of them come from the Francophone community with the exception of multilateral partners, Zhejiang Normal University of China, and Alexander von Humboldt Foundation from Germany. This might indicate that research networks of the scholars do to go beyond the French speaking community.

Research capacity

Senior staff provides the basis both for potential Cameroonian recruitments to the PAU Institute and for the existing research environment. Within the relevant fields of the number of full professors are 51, equally divided between Yaoundé II and the Faculty of Arts and Humanities at Yaoundé I. At the level of Associate Professors, the number of staff at Yaoundé II (54) is higher than at Yaoundé I (33). In total, 138 persons at senior research level.

Bibliometrics and bibliographic analyses are often used as qualitative measures for assessing research outputs. Although these analyses are coupled with a number of well known shortcomings it gives a rough measure of whether or not a research community is connected to wider academic circles, regionally or internationally. A search in Gooogle Scholar amongst relevant senior staff in Yaoundé I and II suggests that 47 out of 49 were cited in Google Scholar. The corresponding number for associate professors was 72 out of 80.

It is well known that scholars from universities in developing countries seldom publish in peer-reviewed international journals and this is also the case in Cameroon. Scholars from Yaoundé II published in seven scientific journals at faculty level and the Faculty of Art and Humanities publishes in two journals at faculty level in addition to the publications at departmental level.

For the period 2000-2008, the Factuality of Law and Political Science produced 52 doctoral theses, and 42 doctoral theses were presented at the Faculty of Arts and Humanities during 2005-2007. At the Faculty of Economics and Management 52 doctoral theses were defended during the period 2005 to 2010. On average, 29 doctoral level theses were defended annually in social sciences and humanities.

However, the possibilities for Doctoral students to contribute to recent scholarly debates are limited because their theses are not published. Although a review of the most recent PhD theses shows that the majority of the references refer to peer-reviewed articles and books with international audiences, 90 percent of the references were older than five years.

It is still unclear how PAU Institutes will address interdisciplinary issues and how methodological rigor will play out.

Socio-economic development

The University of Yaoundé II works with 12 different regional and global partners and has strong linkages with 10 different partners inside Cameroon, which suggest that the institution is well networked at least from the perspective of the Francophone community. There is no available data to what extent scholars works with industry and SME:s

Student enrolment

For the academic year 2010/2011 the student enrolment in social science, the humanities and governance was in total 37,450 students and around 13,000 students was recruited to the Faculty of Art s and Humanities at Yaoundé I. There has been a rapid growth in student enrolment, especially in Yaoundé 1. In 2005/2006 Yaoundé II recruited less than 25,000 students.

The Faculty of Law and Political Sciences has the highest student enrolment among the relevant faculties and institutes at the two universities. Female students were in the majority in the Faculty of Arts and Humanities of Yaoundé I, with 57 percent of enrolled students being women in the academic year of 2006/2007. The corresponding figure for Yaoundé II was 46 percent.

If this trend continues the growth of student numbers runs the risk of raising student to staff ratios over time, which might have implications on learning quality and outcomes. In addition, despite the high female enrolment senior research staff comprise only seven percent of the total, with no female professors at either Yaoundé II or I.

The productivity of the Department of Law and Political Sciences was high, including a total of 8,177 advanced studies degrees between 2000 and 2008 and 1,091 students graduated from the Faculty of Arts and Humanities between 2005 and 2007.

Funding and evaluation mechanisms

The Cameroonian Ministry of Higher Education and the Minister of Finance and Economic Planning have a commitment to support the PAU institute but data on the exact amount is not available (2) 2 The total budget for the PAU Institute is estimated to be € 26, 05 million over a period of 5 years and funding for fellowships will be covered by the African Union Commission. (See Appendix 1).

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[2] What could be said, however, is that the Cameroonian government has allocated approximately € 15.3 million since 2009 to university-based research and for 2011 the Minister of Higher Education confirmed that approximately € 10.7 million would be spent on research in the state universities.

The Swedish International Cooperation Agency has been asked to support PAI with approximately € 552 000 covering initial start up costs.

When Sweden accepted to take on the leading thematic partner role, Sida declared that the regular project assessment procedures would apply before committing any funding.

Preliminary observations

From the outset of this case study some of the key characteristics of the PAU initiative have been identified, which allow us to make some observations in relation to PAU actual feasibility to achieve its intended objectives, namely, to stimulate fundamental and applied research of the highest quality and act as centers of excellences and regional "hubs in areas critical to African technical, economic and social development by promoting integration amongst African scientists, students, academic staff and Diaspora.

Based on the case study of the PAU Institute in Cameron there are some key challenges that we would like to address:

Global context of internationalisation of higher education and research

Higher education is now a major industry worldwide and the expansion has been dramatic. This has both advantages and disadvantages for developing countries that are building up their research capacities. (Altbach 2004; Knight 2008). Advantages include the possibilities that the Internet provides for individuals anywhere to take advantage of global knowledge. In many countries, universities may be the only institutions adequately linked to global networks. Thus, there are possibilities for exchange between them. At the same time, globalisation provides a number of disadvantages. The global academic marketplace for professions and students means that staff and students can go anywhere. Globalisation tends to favour better resourced universities over those on the peripheries. (Altbach 2013).

Globalisation has the effect that all scholars need to be linked to the norms of the disciplines and of scholarship that are established by the larders of research, located in major universities. The research methods applied in the main scientific journals dominate the world science. Universities that intend to be considered as research oriented need to participate in international scientific networks and compete with institutions worldwide. The costs of joining world science are high and a prerequisite for joining is the required research infrastructure, equipment and scientific leadership. (Ibid)

This overall landscape of world science is a difficult challenge for the Pan-African University as for any other universities in developing countries. As shown in the case study of the PAU Institute in Cameroon, the host institution lacks appropriate research facilities and academic leaders that publish in international peer-reviewed journals. Further, while the PAU Institute in Cameroon

appears to be well networked amongst French speaking countries it is missing partners from the English speaking world. While that is not a problem in itself, it is important to note that appropriate competence in English is fundamental for accessing the world of global science.

Governance structure and funding

The PAU has established a complex system of various bodies to govern the PAU institutes. There is the PAU Council which is composed of academics, community leaders, representatives of regional economic communities and industry. Then there is the PAU Senate composed of the PAU Rector, the five Directors of the PAU institutes and representatives of the lead thematic partner. The next body that is involved is the PAU Rectorate. Finally the lead thematic partner will establish a Board of Directors for the individual PAU institute with whom the lead thematic partner is involved. The Board of Directors is chaired by the PAU President and is composed of the PAU Institute Director, regional hub leaders, students and representatives of the lead thematic partners. The question in this respect is to what extent is this governance structure likely to support the development of high quality research and education?

The OECD/IHERD report on Centre of excellence for capacity building (Hellström ed. 2013) shows that some key dimensions are important for scientific excellence e.g. (i) the long term viability of the institutions, which includes a sound governance structure ensuring autonomy and self-direction and a broadly accepted commitment to academic values, (ii) the ability to attract academic "stars", high levels of recruitment selectivity and (iii) collegial consultants for resource allocation. Furthermore, there are a number of other criteria that seem to nurture excellence namely (i) compatibility of aims between the instrument and the institutional context (ii) effectiveness and mutual reinforcement objectives of the instrument and institution (iii) acceptability to the programme to its most important constituencies.

At this stage it is difficult to assess to what extent the current governance and organisational structure will support the objectives that the PAU Institutes have set out to achieve from the perspective of the defining markers of excellence described above. What could be said is that the long-term funding is still not certain and it involves at least three main funders, e.g. the host institution, the lead thematic partner and the African Union and the overall governance structure is very complex, cumbersome and expensive, which puts question marks to what extent the Pan-African University can be effective.

Another major issue is that 2/3 of the funding is expected to come from international resources. This implies that the linkages to the host institution would be weak. The PAU institute then runs the risk of becomingacademically and pedagogically isolated at the same time as it makes use of local resources.

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Appendix 1

Minutes African Union

Addis Ababa, 30 May 2012

On 30 May 2012, the Lead Thematic Partners (LTPs) of the Pan African University (PAU) met with AUC Commissioner Ezin in order to get clarification on certain issues in relation to the PAU.

Participants:

- AUC/HRST (Commissioner Ezin, Claude Akotognon, Beatrice Njenga, Yohannes Woldentensae),

- EU DEL to AU (Harry De Backer, Ron Hendrix),

- Japan (Asuka Tekawa)

- Sweden (Kwame Gbesemete)

- Excused: Mechthild Ruenger (GIZ-D), Susanne Blum (D)

The following issues were discussed:

<u>Organisation and MoU:</u>

1. The LTPs feel that the student accommodations, computer, laboratory and library facilities are presently not adequate.

   AUC: this is clear, the PAU is established in existing institutions were some elements are not perfect but they should be excellent in 5 years time.

2. How does one guarantee that the programme is pan-African if Cameroon, Kenya and Nigeria chose to finance the Masters Programme?

   AUC: the programs are no longer the programs of Cameroon, Kenya and Nigeria; the programs and curricula were discussed and endorsed during the curriculum development workshop in Addis Ababa in November 2011. Following the tripartite agreement the funding is not confined to the host country but a contribution from their side is a requirement. The LTP is the lead partner but not the only partner.

   Iif SE is reluctant to support the Masters program in Yaoundé but only the PhD program (as they have indicated from the start), AUC will go ahead with another partner for financing the Masters program.

3. According to the PAU statutes (Article 10, § 3) the LTPs are not members of the Board of the Institutes, this is strange considering the fact that the LTPs are financing the Institutes.

   AUC admitted that this was an omission from their side. However, the Statutes have been adopted at the AU Summit in January 2012. For the time being in the tripartite agreements it will be indicated that the LTPs will be represented in the Board, at the same time AUC will start the procedure for an amendment of the Statutes.

4. In the MoU submitted for comments, the LTPs have no commitment for funding only responsible to mobilise others.

   AUC indicated that the budget will be financed by the LTP, AUC and host country. LTPs are not committed to mobilize funds but it would be appreciated if they do. SE indicated that in the tripartite agreement it should be clearly indicated what the LTP should fund, e.g. ⅓ of the budget. However, the tripartite agreements will not be the same and will differ in details agreed among LTP, AUC and host country.

5. From the Swedish side it is too early to sign the MoU until Cameroon makes the necessary commitments as spelt out in the SIDA and AfDB Assessment Reports.

   This needs to be discussed among the three partners.

6. Appointment of a newly graduated student as a programme Director? A PAU graduate programme has to be coordinated by a senior Academic who has to have at least a PhD.

   SE indicated that as so many things need to be done an experienced person at PhD level would be needed. AUC explained that there will be no program Director only a program assistant which is a junior position.

7. Are the salary top-ups standardised across the PAU Institutes? This is important to avoid internal brain drain at the host institutes.

   AUC indicated that the top-up will be according the AUC rules on post adjustment. Presently the figure is 15% for Kenya.

8. The recruitment is unfair to staff: many will leave for PAU. How to solve this?

   Answer provided at Cape Town Tuning conference: Ibadan explained that the staff would only work part-time for the program. The scholars would need to get approval of their current employers to be able to part-time participate in the PAU program. AUC explained that they want to provide to excellent professors as much as possible the opportunity to participate and in this way to attract the best.

9. How does the satellite system work?

   AUC does not know yet but the call for satellite centers has stopped. This system will only start at a later stage but not this year. This means that students will only be studying at Yaoundé, Ibadan and Nairobi.

   In response to the EU DEL to AU who indicated that Yaoundé University has no Masters program for Translation and Interpretation, AUC indicated that they will send a letter to the European Commission Directorate General for Interpretation (SCIC) with a request for clarification on collaboration in this regard.

10. How can countries work with the hubs, how do you get other countries involved?

    AUC: that is why there is an open call for lecturers from all over Africa. Lecturers should at least stay for three weeks. Students are also from all over Africa.

Awareness creation

11. How will more awareness on the PAU be created as many participants are not aware of it?

Answer provided at Cape Town Tuning conference: Yaoundé II has a communication plan for awareness raising. Furthermore the programs are popularized by sending the posters to other universities. The Association of African Universities (AAU) has informed all member universities. JKUAT informed that the 1st Chancellors of all public universities in East Africa have received the call for staff. Ibadan referred to the PAU and university websites and indicated information was distributed by the Ministry of Higher Education in Abuja and through the RECs. AUC asked participants to help in awareness raising as a lot has been done but it is never enough.

In addition, AUC indicated that two high-level advisors will be provided by GIZ; it is not clear when they will start. AUC has sent a letter for clarification to GIZ.

Budget:

12. The AfDB Assessment report has revealed that the rectorate costs as much as running a whole PAU institute.

    The PAU budget over 5 years

Year 1	Year 2	Year 3	Year 4	Year 5	**Total**
31.88 M$	35.30 M$	47.32 M$	45.83 M$	50.23M$	**210.56 M$**

    The total costs for the rectorate Year 1-5 = 33.20 M$.

    The total cost for PAU-GHSS in Cameroon Year 1-5 = 34.07 M$

    Therefore, the report needs some clarifications.

    For AUC it is too early to go into the details of the budget. It nevertheless indicated that the PAU-net (an internet platform for connecting all directorates) will be $8 million. The Directorates will also have travel costs, and will be having international staff and paid accordingly. Furthermore, they are responsible for paying the salaries of the Institute Directors, etc. hence the high costs of the rectorate. SE indicated that as the Council has 29 members and the Senate 22 members, a considerable amount will be allocated to administrative/travel costs.

Call for candidates and scholarships:

13. 30th June is the deadline for submission of applications. Are scholarships foreseen?

    AUC is responsible for this and should secure them, so it will be either the AUC or other donors (possibly China) who will pay. AfDB is willing to secure 15% of the scholarships.

14. According to the PAU Statutes the PAU Institutes are supposed to have a Board to endorse the selection of the students and award of scholarships. Has the Board been created?

    AUC: no board is yet established; the current internal structures will be used until the Board is created. The Board will probably be created by a Decision of the AU Summit in January 2013. The Council and Senate will also be endorsed by the AU Summit in January 2013. The chair of the Board will not be an academic but a political figure. SE expressed concern over having a political figure heading an academic board.

15. The maximum age for admission into the PHD is 40 years. Why not decreasing it to 30-35 years as the average life expectancy in some countries is only 50 year?

SE suggested this decrease in order to ensure that the person graduated would contribute to society as much as possible. As currently many lecturers only have a Masters degree and have been working already for some years, AUC wants to give them an opportunity to apply as well. In addition, Africa is working on extending the life expectancy.

16. Short-listed candidate will undergo a written examination. Will the exam be available cross all 54 AU MS and who will examine the students?

AUC: applications are now received. During the short listing it will be determined where these exams will be held, possibly regional as well. The Ministries of Education will help to create these written exams. The written exams will be sent in a sealed envelop to the regional hubs for the supervision; for Southern Africa NEPAD will execute this supervision.

17. Applicants are supposed to state their employment history. For what reason? Young students that just graduated will disqualify themselves because they don't have sufficient work experience!

AUC: employment history is not a requirement but can be useful to make a final decision.

18. How will transparency be ensured on the acceptance of students? Will only the best students be recruited?

Answer provided at the Cape Town Tuning conference: JKUAT explained that the selection will be very strict. Based on the application a shortlist will be prepared. These pre-qualified students will then be tested by a panel consisting of (international) academics. Ibadan indicated that all students have access to the peer review.

19. How does it relate to the mobility of students aspect of Africa?

Answer provided at the Cape Town Tuning conference: Ibadan indicated that the best students will be selected from all over Africa so mobility is ensured. In addition, AUC explained that also local students will be recruited to a maximum of 20% of the whole.

20. The PhD is between 3-4 years. It is important to state the exact number of years. Those who exceed the stipulated number of years should finance the remaining years themselves.

In SE and NL a PhD is 4 years, while in BE it differs along the subject. UK and Kenya have 3-4 years, depending on the experience of the person; e.g. a person who has already worked at a university as a lecturer might need only 3 years while a person just graduated with a Masters degree would need 4 years. Flexibility is needed.

21. Why should people come to make a masters degree if they already have a Masters? The programme should concentrate on PhDs.

AUC: in principle the Masters programs are not open for people who already have a Masters degree; they should apply for the PhD program. AUC will check whether this is misleading in the application form.

Multilinguism

22. How will the problem of languages (EN/FR/PT) be sorted out?

Answer provided at the Cape Town Tuning conference: Ibadan explained that students would receive a 6 months training.

Recognition of the degree

23. How is it ensured that graduates are worldwide recognized?

Answer provided at the Cape Town Tuning conference: Yaoundé II informed that the diploma will be signed by the university and the AU. JKUAT explained that it will be a joint degree signed by host JKUAT and PAU. Ibadan also confirmed that the student would receive a joint award from the host university and the PAU. AUC explained that all selected universities have language centers to train students.

24. PAU is a Pan-African Institute but the programs are accredited by national organizations?

Answer provided at the Cape Town Tuning conference: JKUAT indicated that as there is no Pan-African quality assurance organization, accreditation can only be done by national organizations. AUC explained that they are working on Pan-African quality assurance system.

Communication between PAU institutes:

25. Any information that UNECA is responsible for PAU Network that will link the PAU institutes and centres across Africa?

The AUC admits that in one of the reports this has been mentioned, but it needs further clarification because the PAU Network is foreseen in the operation of the rectorate (see point 12).

EU DEL to AU: The European Commission has €13 million foreseen for the connection of the African National Research Networks to the European GEANT-2 network. This project is being executed by DANTE-Cambridge (UK), but unfortunately it will only connect East and Southern Africa. Funds need to be earmarked in the EDF11