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Review of the Doctoral dissertation of Ngege Ransom Tanyu's, entitled "*New Approaches to Higher Education Policy Orientation in Africa: An Assessment of the African Union's 2063 Agenda within the Context of the Central African Economic and Monetary Community*", submitted to the Committee on Political and Administrative Sciences, and the Doctoral School of the University of the National Education Commission, Kraków.

1. General Characteristics of the Reviewed Doctoral Dissertation

The doctoral thesis presented by Mr. Ngege Ransom Tanyu, meticulously investigates the critical intersection of higher education policy and regional development within the framework provided by the African Union's Agenda 2063 and the Continental Education Strategy for Africa (CESA). The research navigates the specific complexities of the Central African Economic and Monetary Community (CEMAC), providing an in-depth assessment that sheds light on the myriad challenges that hinder the effective implementation of educational reforms necessary for sustainable socio-economic development in the region. Positioned within the field of Political Science and Public Administration, this thesis illustrates a committed and nuanced inquiry into a remarkably pertinent subject matter, one that resonates with today's educational and development contexts in Africa.

The thesis not only contributes to theoretical discussions but also provides actionable insights into the implementation of significant continental frameworks aimed at fostering sustainable development in the region.

Mr. Ngege Ransom Tanyu's choice of topic is appropriate, given the urgent need for educational reforms in Africa that align with broader development agendas. The topic is genuinely important, timely, authentic and directly applicable to the scholarly discipline, that can be thoroughly explored through academic inquiry and analysis. It also, addresses a pressing issue or area of investigation that is actively being discussed and debated within the scholarly community in Africa. This ensures

the research to contribute meaningfully to the ongoing discourse and expands the boundaries of knowledge in a tangible way. Most importantly, the author's dissertation topic is highly applicable to the chosen field of study. The thesis critically examines the gaps and challenges that exist within the Central African Economic and Monetary Community (CEMAC) in relation to the African Union's Agenda 2063 and the Continental Education Strategy for Africa (CESA). Overall, the research demonstrates a robust understanding of the interplay between policy frameworks and their implications on socioeconomic development.

The doctoral candidate's 287-page dissertation is well-structured, with 6 chapters, 9 figures, 22 tables, a bibliography, and appendices that logically support the arguments presented. The research draws on numerous contemporary references related to the topics, and the author uses contemporary descriptive approaches to achieve the research goals.

2. The Candidate's scientific and research achievements

The doctoral candidate's scientific and research achievements are remarkable. He demonstrated an unwavering commitment to expanding the frontiers of knowledge. Particularly it is noteworthy to mention the doctoral Candidate's publications in recognized scientific journals and book chapters. Mr. Ngege Ransom Tanyu's scientific and research achievements include generally 9 publications, 5 of which are co-authored and 4 as the first author. Among these articles, 5 are published in scientific journals, 3 in book chapters, and 1 article was published in peer-reviewed materials from international scientific conferences. Among the above mentioned publications 3 of them are directly related to the topic of the dissertation.

3. Assessment of Essential Elements of the Dissertation

The thesis is anchored by well-articulated research questions that guide the investigation. The primary inquiry into how higher education policies within CEMAC align with the aspirations of the AU's Agenda 2063 is both pertinent and necessary. Mr. Ngege Ransom Tanyu, effectively links these questions to broader themes of socioeconomic development, ensuring that the research remains grounded in real-world applications.

The objectives of the dissertation are clearly defined and well formulated by the doctoral candidate which aimed to address the intersections between higher education policies in CEMAC (Central African Economic and Monetary Community) countries and Agenda 2063, Africa's strategic

framework for socio-economic transformation, and puts special emphasis on how higher education institutions and policies within CEMAC countries can better align with the goals and aspirations set out in Agenda 2063; it also identifies and assess new trends and paradigms in higher education policies that are emerging in CEMAC countries and intended to examine the systemic and policy-related factors that can either facilitate or impede the alignment of higher education systems with Agenda 2063.

The overall objectives of this dissertation should be appreciated, nevertheless, there is a lack of clearly defined research hypothesis. A strong hypothesis not only sets the direction for the research but also helps to streamline for the entire research process; helps to provide a crucial framework, guiding the selection of appropriate methodologies, the collection and analysis of relevant data, and the interpretation of results. Without a well-formulated hypothesis - a testable statement that proposes a potential relationship or outcome of the research process becomes blurred and difficult to draw meaningful conclusions. It's a fundamental part of the scientific method and serves as a starting point for further investigation. This issue was not elaborated specifically in the dissertation.

The researcher's thesis presents a compelling examination of the disconnect between CEMAC's higher education policies and the aspirations of the African Union's Agenda 2063, articulating research questions that highlight critical gaps and challenges faced by policymakers. His clear formulation of these questions not only facilitates a targeted analysis but also positions his work as a valuable contribution to the discourse on education reform and cooperation in Africa, ultimately aiming to enhance alignment with broader continental goals.

Mr. Ngege Ransom Tanyu's literature review skillfully navigates the complexities of higher education policy in Africa, drawing on a wide range of scholarly sources to illuminate the historical and contemporary influences that shape educational practices today. By highlighting the enduring impact of colonial legacies, he not only contextualizes his research within a broader intellectual framework but also underscores the uniqueness of his contributions to the field, showcasing an in-depth understanding of the dynamics of African educational systems.

The organization of a study is carefully coordinated upon which the entire academic dissertation is built. Various chapters that present a comprehensive, well-reasoned argument begin with introductory information about the research within the existing scholarly discourse, providing necessary background information and clearly delineating the study's objectives. This is followed

by an in-depth literature review, where the doctoral candidate thoroughly examines and synthesizes the most relevant issues. The findings are reported in a clear and structured manner balancing the narratives. Finally, the author concludes the chapters by interpreting the results, and highlighting the study's key contributions. Throughout the dissertation, the author maintains a cohesive, logical flow and skillfully presents his research process. In line with this, the doctoral candidate in Chapter One investigated a comprehensive examination of higher education in Africa, searching into the theoretical frameworks, paradigms, and debates that have been shaped by historical, economic, and social influences. The chapter delves into postcolonial and decolonial theories, highlighting the impact of colonialism on education. It also discusses human capital theory and feminist perspectives, along with the influence of neoliberal economic agendas on education policies. Additionally, the chapter emphasizes the importance of higher education in promoting African identities and values, integrating conflict theory to understand educational inequalities. The role of Information and Communication Technologies (ICTs) in reshaping education landscapes is also addressed, along with the challenges and opportunities presented by Africa's demographic dynamics. The chapter concludes by outlining research aims and defining key terms to set the stage for further analysis in the dissertation.

Chapter Two analyzes higher education systems in CEMAC countries, examining their alignment with Agenda 2063 and CESA. The chapter explores the diverse educational landscapes of Cameroon, Chad, the Central African Republic, Equatorial Guinea, Gabon, and the Republic of the Congo. It highlights challenges such as political instability, low enrollment rates, and quality assurance issues within these systems. The chapter also discusses the need for reforms to enhance alignment with continental educational goals, emphasizing the importance of quality, inclusivity, and relevance to socio-economic needs. The comparative analysis across CEMAC countries underscores common issues like low enrollment in STEM fields (science, technology, engineering and mathematics) and inadequate educational quality, calling for transformative strategies to address these challenges.

In the following Chapter, the author provides a comprehensive assessment of higher education systems in CEMAC countries, focusing on alignment with CESA and Agenda 2063. The chapter examines the challenges faced by countries like Cameroon, Chad, Central African Republic, Equatorial Guinea, Gabon, and the Republic of the Congo in developing effective higher education systems. The doctoral candidate raises historical contexts, theoretical perspectives, policy

formulation, and reforms necessary to enhance educational outcomes. The chapter emphasizes the importance of public policies in transitioning from secondary to postsecondary education, aligning educational initiatives with development goals, and fostering research and innovation. He concludes by highlighting the urgent need for structural changes in higher education policies to drive transformation and integration.

In the 4TH Chapter, the author presents the research design and methodology used in the study on higher education policy alignment in CEMAC countries. He emphasizes on the significance of a well-structured research strategy in addressing research problems and yielding valid findings. The chapter discusses the formulation of research questions, selection of interviewees, and data analysis methods, focusing on a multiple case study design. It also addresses ethical considerations and challenges that may be faced during the research process, highlighting the importance of systematic approaches in research. The chapter concludes by underscoring the role of research design and methodology in supporting credible research outcomes and contributing to the discourse on educational reform.

In the next Chapter the author critically examines higher education dynamics in the CEMAC subregion, particularly through the lens of PAUGHSS (Pan-African Institute of Governance, Human and Social Sciences which is hosted by Cameroon). The chapter discusses the significance of PAUGHSS in shaping higher education across Africa, aligning with CESA and Agenda 2063. It explores intra-African student mobility, programmatic offerings, policy implications, and scholarship opportunities within PAUGHSS. The chapter provides demographic insights, policy recommendations, and comparative perspectives to enhance educational quality and accessibility. It highlights the role of PAUGHSS in advancing higher education in Africa and emphasizes the need for continued research and reform in the region.

The last chapter evaluates higher education policies in CEMAC countries, focusing on their alignment with CESA and Agenda 2063. The chapter examines discrepancies in educational standards, mobility issues, and colonial influences shaping policies in the region. It emphasizes the importance of a unified approach to educational policy, qualitative research methodologies, and case studies of Cameroon and Chad. The chapter provides evidence-based policy recommendations to address access disparities, governance inefficiencies, and quality assurance mechanisms. It

concludes by highlighting the significance of flexibility in research and the potential for shared learning among African subregions to enhance educational outcomes.

4. Evaluation of methodological and theoretical foundations underlying the research

This thesis takes a comprehensive, multi-faceted approach to examining higher education policies in the CEMAC region. Employing qualitative research methods, the researcher has developed a framework that enables a nuanced analysis of how local higher education policies align with—or diverge from—the broader goals outlined in the African Union's Agenda 2063.

Employing qualitative methods, the researcher utilizes interviews with key stakeholders across the CEMAC region to garner valuable insights into the actual experiences and perspectives on higher education policy implementation. The methodology is well-justified and adeptly aligned with the research objectives, ensuring that the voices of those directly involved in policy development and education are brought to the forefront. This choice of methodology not only enhances the richness of the data collected but also lends credence to the findings presented.

Utilizing grounded theory as a foundational methodological approach was particularly effective in this context. Grounded theory is designed to develop theories based on data collected during the research process rather than testing pre-existing theories. This approach enabled the researcher to identify and analyze significant discrepancies in educational standards across CEMAC countries, a crucial factor affecting policy implementation. Such an analysis allows for the emergence of new insights and concepts directly related to the experiences and perceptions of stakeholders involved in higher education.

Moreover, the application of NVivo for qualitative data analysis significantly enhanced the research's rigor. NVivo provides researchers with advanced tools for coding and organizing large amounts of qualitative data, which is particularly beneficial in a study with multiple data sources, including literature reviews, policy analyses, and stakeholder interviews. This methodological choice ensured that data was meticulously sorted and analyzed, facilitating the identification of patterns and themes that underlie the research questions.

The incorporation of interviews with 16 key stakeholders added a critical dimension to the analysis. Engaging with individuals directly involved in higher education policy-making and implementation yields invaluable firsthand perspectives, which can often illuminate areas of concern that may be overlooked in traditional literature reviews or policy assessments. The insights

gleaned from these interviews likely enriched the understanding of not just the policies themselves but also the political and social dynamics that influence them.

Furthermore, the employment of a multi-theoretical framework—including postcolonial and decolonial theories, modernization theory, and human capital theory—enabled a comprehensive examination of the historical and contextual factors shaping higher education policies. This theoretical richness supports a layered understanding of the challenges faced by the CEMAC region in aligning local educational policies with the aspirations of Agenda 2063. By recognizing the intersectionality of historical injustices, such as the legacies of colonialism, with contemporary policy dynamics, the research sheds light on the multifaceted nature of educational reform in Africa.

In summary, the research methodology applied by the doctoral candidate in this thesis is commendable for its thoroughness and depth. The combination of grounded theory, advanced qualitative analysis through NVivo, stakeholder interviews, and a robust theoretical framework allows for a critical and informed assessment of higher education policies in the CEMAC region. This methodology not only facilitates a better understanding of the present educational landscape but also opens avenues for future research and policy development, contributing to the broader discourse on higher education reform in Africa.

Finally, from an editorial perspective, the dissertation is marked by an organized layout, exemplifying a commitment to academic standards. The systematic approach to citations and references reflects the author's diligence in grounding the thesis within the existing literature, further solidifying the reliability of the research.

5. CONCLUSION

Throughout the thesis, the quality of writing demonstrates a high level of academic rigor and clarity. Mr. Ngege Ransom Tanyu articulates complex ideas with precision, ensuring that arguments are coherent and logically structured. The use of appropriate terminology and adherence to disciplinary principles further solidifies the thesis' scholarly contribution.

Mr. Ngege Ransom Tanyu's thesis makes a significant scholarly contribution to the understanding of higher education policy in Africa, particularly within the context of CEMAC and its alignment with the African Union's Agenda 2063. Despite minor comments, the work is characterized by

rigorous research, profound insights, and practical implications that resonate well within the current educational landscape. It has the potential to serve as a foundational reference for policymakers, educators, and scholars alike. The doctoral candidate demonstrates exemplary research and insightful findings, which undeniably develop an understanding of the complexities of future higher education policies and reforms in Africa.

The doctoral dissertation confirms the high level of theoretical knowledge, the ability to independently conduct research work, and an original solution to an academic problem. Therefore, I acknowledge that this thesis meets the requirements of Article 187 of the Act of 20 July 2018 - the Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended).



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