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BIURO DZIEKANÓW 18.09.2024

Wpłynęło dnia 19.09.2024r.

Review of the PhD thesis

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.

By Ngege Ransom Tanyu

under the supervisor: Dr. hab. Joanna Bar prof. UJ

Ngege Ransom Tanyu was a doctoral student at the Pedagogical University in Kraków (currently UKEN). Ngege Ransom Tanyu has presented for the review the PhD thesis: "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" prepared under the supervision of dr hab. prof. UJ Joanna Bar.

In his dissertation, the author took a critical look at the issues of aligning higher education policy in the Central African Economic and Monetary Community (CEMAC) with the African Union (AU) Agenda 2063 and the Continental Education Strategy for Africa (CESA). In the methodology, the author used from qualitative research, literature reviews, analysis of educational and circular policies and interviews with key stakeholders. This dissertation considers existing and and new higher education policies in CEMAC countries. Ngege Ransom Tanyu noted significant discrepancies in educational standards, language barriers, and the lingering influence of colonial-era educational systems that impede the effective implementation of Agenda 2063. Therefore, he stresses the need to synchronize educational frameworks to promote sustainable development, noting the need for integrated education policies to enhance human capital development. On methodological issues, he drew on postcolonial and decolonial theories, modernization theory and human capital theory to provide a comprehensive understanding of the historical, political and economic factors affecting higher education policies in the subregion. In his work, the doctoral student demonstrates the lack of compatibility between higher education policies and the goals of

CESA/Agenda 2063, which he believes is a significant obstacle to the socioeconomic development of the CEMAC subregion. This incompatibility, in his view, stems from colonial legacies and inadequate government leadership and the prevalence of the “certification syndrome,” which prioritizes certification over the development of critical skills and knowledge. The dissertation concludes with policy recommendations to foster sub-regional cooperation, raise educational standards, and promote policy reforms to establish a more organized and effective higher education system. This dissertation contributes to the broader discussion on education and development in Africa, offering practical implications for policymakers, educators and development practitioners. Provides valuable insights into the potential of higher education as a catalyst for achieving the goals of Agenda 2063, promoting the alignment of education policies with continental development goals to enhance human capacity and promote long-term socioeconomic progress. The thesis consists of six chapters and a Reference list. The whole text, including references, has 287 pages. Chapter first has a clear introductory character. It includes a description and definition of the research problem, the purpose of the research, research questions and methods, definitions of key terms, the importance of the political environment, ideas, political concepts behind the educational policies of African countries. The chapter goes on to explain, among other things, the meaning of Agenda 2063 as it relates to Africa in 2063. That year is the deadline by which Africa seeks to achieve certain basic economic, political, social and educational ambitions. The name comes from the founding year of the Organization of African Unity, OAU). This chapter concludes with a description of research methods. The author used a qualitative research method, but the methodological issues are discussed more extensively in Chapter Four. And here the question arises whether it would not, however, be better to fit this into a single chapter on methodology? Which would make the structure of the work more organized. In chapter two, there is a detailed overview of higher education in CEMAC (Economic and Monetary Community of Central Africa) and Agenda 2063, in terms of aspirations and day-to-day realities. The author then moves on to a comparative analysis of higher education systems in CEMAC countries. The final section of this chapter looks at Agenda 2063 and its aspirations for higher education, its strategy and the level of implementation of its guidelines in each country. Chapter three is primarily historical in nature, providing a historical overview of pre-colonial African education systems. Pre-colonial African education systems had a significant impact on African societies, despite the fact that they simultaneously educated religious and secular leaders without differentiating between them. This was one of the defining features of these systems. These included the Per Ankh education system in

Pharaonic Egypt, the Ethiopian orthodox education system, and the Islamic education system were certainly essential to the development of the African continent. Chapter four is methodological, the author used qualitative methods, interview method, analysis of the available literature on the topic. In his view, inductive research is helpful when we also use qualitative research because it allows for a flexible and open exploration of themes, models and paradigms. emerge during the research process. The PhD student anticipated that CESA and Agenda 2063 would conflict with the higher education policy objectives of CEMAC countries, both at sub-regional and national levels. This apparent incompatibility between CESA, the Agenda and the higher education policies of the CEMAC countries can be attributed to their historical association with colonialism and neo-colonialism, as well as to the relative underdevelopment of education. Chapter five is one of the most comprehensive, providing a detailed analysis of educational policies, curricula, mobility of African students. It also discusses the role of CEMAC in facilitating intra-African mobility, the impact of Agenda 2063 on student mobility in CEMAC Chapter six summarises the research and the entire dissertation. This study aims to examine and evaluate the effectiveness and implementation of the African Union's Agenda 2063 in the context of higher education policy within the EMU. It aims to identify challenges, opportunities and future directions for policy orientation. In addition to comments on the scattering of content related to methodology, see chapter four above, I noticed minor typos in the article, e.g. on page 17 the abbreviation OUA rather than OAU (Organisation of African Unity) as it should be. Thus, despite the shortcomings, also pointed out in the review, **I conclude that the work presented meets the requirements for a PhD thesis**

Julius Jwiri