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Lack of literacy is rightly considered one type of poverty. These skills are a prerequisite for the enjoyment of the right to education and cultural participation, a right enumerated in the 1948 Universal Declaration of Human Rights. This right can be realized only after the expansion of the entire education system, from first-level schools to higher education, especially universities. In sub-Saharan Africa, the higher education system was established rather late. Its origins can be traced only to the mid-20th century. This was related to the educational policies of the colonial powers, which were looking more for support personnel, rather than educated, value-conscious local intellectual elites. Such elites are needed for the development of education as such, as well as for active participation in the development of social life, especially economic and political life, the development of technology and scientific research. The activities of universities also affect the enhancement of human dignity, the preparation of more humane living conditions and the development of native culture. This last aspect is extremely important, since the culture and history of none of the five inhabited parts of the world has received so much underestimation and so many misunderstandings as the culture and history of sub-Saharan Africa. According to many European explorers and researchers, the African was a man without a past. He never manifested “any inventive creativity, any craft, any science” (David Hume). It is for this reason that in many contemporary discourses the issue of the wealth of sub-Saharan African cultures comes to the fore, even somehow obscuring the economic and socio-political problems of contemporary Africa. Therefore, Ngenge Ransom Tanyu's doctoral dissertation 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” joins a much-needed trend elaborating and developing this type of interdisciplinary reflection.

1. The title

The title of the work itself is formulated correctly. The study of these problems to date has certainly not produced exhaustive studies and analysis, and the challenges for researchers indicated in the preamble certainly indicate that the choice of the topic of the work is necessary and justified. The content of the work corresponds to the topic.

2. The problem

The problem of the dissertation, written by Ngenge Ransom Tanyu, is also specified correctly. It is specified by the research questions posed by the Author at the beginning of the work: How do CEMAC countries' higher education policies and institutions align with Agenda 2063 to effectively contribute to the development of human capital? Why are certain paradigms in higher education policy emerging within CEMAC countries that adhere to Agenda 2063, and how do these paradigms facilitate or hinder the development of human capital? How and why do systemic and policy factors in CEMAC member states' higher education systems either promote or impede their alignment with Agenda 2063, and what are the resulting implications for socio-economic progress? (p. 12).

A little earlier, the author of the paper rightly notes that African leaders who created the highly ambitious Agenda 2063 overlooked Africa's extraordinary diversity, "not only in terms of its unique cultures, languages, and peoples but also within its higher education sector, where policies and systems seem to vary significantly based on their colonial and neo-colonial histories. This raises challenges regarding the foundation of Agenda 2063 and casts doubt on its successful implementation, particularly in relation to national and sub-regional agendas, as would be observed in the case of the CEMAC subregion and its individual member states. Therefore, it is essential to examine the compatibility of national and subregional higher education policy orientations in the CEMAC subregion with Agenda 2063 and evaluate the extent to which these policies either facilitate or hinder the development of human capital, research, and knowledge production, which are crucial for catalysing economic growth, social progress, and political development within the subregion and across Africa as a whole" (p. 8).

3. Sources

Speaking about the sources of the dissertation, it is important to emphasize the Author's good mastery of a large source base. Unfortunately, it lacks a better use of the author's own field research, as well as "participant observation," as the Author of the dissertation had many opportunities to use these sources. This would have greatly enlivened the narrative in this work. It would thus have gained a lot of merit, and it would have stood out from works that analyze only written sources. Admittedly, the author does use interviews, but unfortunately the work lacks a reliable listing of informants and an indication of the time when the interviews were conducted. However, it must be said that the author has made fairly good use of the most representative literature on the subject matter presented.

4. Structure

The dissertation, written by Ngege Ransom Tanyu, has the character of a classic dissertation in its structure. It includes a table of contents, six chapters, a bibliography, appendices, and a list of figures and maps. In the structure of the work, there were minor errors in the numbering of the various parts. According to logical rules of division, each highlighted subsection should contain at least two points (two sets). And this is not always the case in the fourth and sixth chapters (4.12.1; 6.2.1; 6.4.1 - the second subset is missing). The first chapter of the dissertation serves as the introduction, and the last chapter serves as the conclusion. The second chapter provides a comprehensive analysis of the post-colonial state of higher education in the CEMAC subregion, highlighting the evolution of higher education policies, reforms and structural transformations. He also lists the main divergences and similarities in the countries' higher education systems, referring to the goals of Agenda 2063 and the objectives of CESA. Here, the author demonstrates the discrepancy between the ambitious educational goals of Agenda 2063 and actual practices in CEMAC countries, and gives suggestions on how regional programs can be effectively implemented. Chapter three of the dissertation examines the historical and theoretical evolution of higher education in

Africa, focusing on the CEMAC region. In this chapter, the author highlights the challenges of modernizing education systems while keeping them relevant to local contexts and needs. In doing so, he points to the need for research that combines theoretical insights with practical strategies. The author also highlights the research gap in how Agenda 2063 is being implemented in specific higher education contexts in CEMAC countries. It is in this chapter that the author makes the most use of participant observation and interviews with students, faculty and other educational stakeholders. In the fifth chapter, the author discusses in detail the results of three case studies on higher education in the CEMAC subregion, answering the basic research questions posed in the first chapter.

The above analysis of the structure and content of the work makes it possible to form a conviction that there is a thorough scientific intent in the work, which has been carried out quite consistently. Despite minor doubts, I believe that the author of the work has fully succeeded in achieving what was the actual purpose of the dissertation.

5. Other comments and questions

In the dissertation, written by Ngenge Ransom Tanyu, one can see a great deal of effort put into the querying, assimilation and presentation of thoughts on the practical dimension of the implementation of the assumptions, contained in CESA and Agenda 2063. The work is creative in nature, although at times it is too limited to mere presentation, refereeing of thoughts. But it also shows a large share of its own analysis, scientific inquiry. In his work, did the doctoral student stick to the research goal he set for himself at the beginning? Did the work maintain its research character, did it not limit itself to referencing other people's views and data collected by others? These questions must be answered positively. The author is aware of the research goals he is pursuing. In his dissertation, there is undoubtedly an analysis of phenomena, and not just a mere presentation of them. The author is also able to look critically, pointing out discrepancies between assumptions and practice. He stresses the need for policy reforms, enhanced cross-border cooperation and a unified approach to education, deeply resonating with the aspirations of Agenda 2063. He advocates the need to reorient the direction of higher

education policies in CEMAC countries to more effectively align them with the goals of CESA and Agenda 2063.

However, what I found missing from these criticisms was the highlighting of other still elements hindering the development of education as such (in the region). For these are not only economic and organizational problems, related to high demographic growth, economic backwardness, low national income, coups, civil wars, etc. Some of the problems of education do not flow only from economic, political and organizational reasons. This is said, for example, by the authors of a high-profile letter on intellectual poverty in Cameroon, lecturers from the universities of Yaoundé I and Yaoundé II. They point to the existing primacy of material values and contempt for intellectual cognition in the country. According to them, intellectual poverty is expressed, among other things, in the poverty of books and libraries, in the weakness and small number of audiovisual programs, in the lack of interest in intellectual activity, in the weakness and insignificance of cultural and intellectual creativity. In doing so, they point to a pernicious attitude of constant “waiting for help,” viewing it as a continuation of the colonial order, which was expressed, among other things, in the total subjugation of the elite by the former colonial power and the consequent subordination of its educational system. Among other reasons for this situation, they mention the lack of ethics and humanistic projects, as well as - not insignificantly - the lack of real authorities at the university¹. Are these problems that have already been solved? And the second question, related to the whole education system: what can be done to make the whole education system benefit more from the richness of local culture, including the richness of local languages, still on the margins of teaching in state schools?

In his dissertation, Auror keeps referring to the notion of development as defined by Western culture. But how about returning to investing in people, in their local conditions, in concern for social justice and promotion of local communities, in developing the link between education and development?


¹ Cf. *La Misère intellectuelle au Cameroun*, Yaoundé 1997: 16-17.

6. Formal evaluation of the dissertation

From the formal point of view, in terms of language, scientific apparatus, footnotes, bibliography, we do not find anything glaring in the dissertation that would particularly merit the reviewer's criticism. The language and flow of thought are correct.

7. Final conclusion

Ngege Ransom Tanyu, M.A., has submitted for review a dissertation that, as a whole, deserves a positive evaluation. The study of the problem undertaken is methodologically correct and erudite in content. The objections, questions or doubts raised in the review can be discussed. The author has achieved the stated goal without any doubt. Taking into account the numerous qualities of the work, I conclude that the reviewed doctoral dissertation is, in the full sense of the word, a scientific work and meets the requirements of the Law on Scientific Degrees and Academic Title and Degrees and Title in Art, and therefore I make a motion to the Council of the Discipline of Political Science and Administration of the University of the University of the National Education Commission in Krakow to continue the doctoral dissertation.

A handwritten signature in blue ink, appearing to read "Whizianisli".