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REPORT OF THE 5TH ORDINARY SESSION OF THE AU CONFERENCE OF MINISTERS OF EDUCATION (COMEDAF V) ABUJA, NIGERIA 23 – 27 APRIL 2012

AFRICAN UNION

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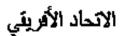**UNION AFRICAINE**

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**FIFTH ORDINARY SESSION OF THE
CONFERENCE OF MINISTERS OF
EDUCATION OF THE AFRICAN UNION (COMEDAF V)
ABUJA, NIGERIA
23-27 APRIL 2012**

AU/ MIN/EDUC/REPORT (I)

REPORT

This report of Ministers of Education refers to several key documents which are annexed as follows:

ANNEX A: Recommendations of the Mid-Term Evaluation of the Second Decade of Education for Africa

ANNEX B: Report of Pan African Conference on Teacher Development (PACTED)

ANNEX C: Act of Establishment of the Pan African University

ANNEX D: Pan African University Statutes

REPORT OF THE COMEDAF V MEETING OF MINISTERS

Introduction

1. The Fifth Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF V) took place in Abuja, Nigeria from 23-27 April 2012. The aim of the Conference was to discuss progress made in the implementation of the Plan of Action for the Second Decade of Education for Africa (POA), consider the mid-term evaluation report, and follow up on decisions of COMEDAF IV. The conference began with the meeting of Senior Officials from 23-24 April 2012, and the meeting of Pan African Conference on Teacher Development (PACTED) from 25–26 April 2012.

    The Ministers made recommendations to be considered by the July 2012 Summit of Heads of State and Government of the African Union.

In attendance

2. Ministers from the following Member States participated in the meeting: the Republics of Algeria, Angola, Burkina Faso, Botswana, Burundi, Cameroon, Central Africa, Chad, Ethiopia, Ghana, Guinea, Kenya, Mozambique, Nigeria, , South Africa, South Sudan, Sudan, Tanzania, Togo, Zambia and Zimbabwe.

    Countries represented by senior officials only: Benin, Djibouti, Egypt, Mauritius, Namibia, Niger, Senegal, Saharawi Arab Democratic Republic (SADR) and Senegal.

    Three Regional Economic Communities (RECs) were present: Southern Africa Development Community (SADC), Economic Community of West African States (ECOWAS), Community of Sahel-Saharan States (CENSAD).

    The following partner agencies attended the meeting as Observers: United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), the Association of African Universities (AAU), Commonwealth Secretariat, the Association for the Development of Education in Africa (ADEA), African Council for Distance Education (ACDE), Pan African Teachers' Center (PATC), Conference des Ministres de l'Education des Pays Ayant le Francais en Partage (CONFEMEN), Centre for Mathematics and Technology Education in Africa (CEMASTEA), Strengthening of Mathematics and Science Education Project (SMASE), International Task Force for Teachers on EFA, African Virtual University (AVU).

    Civil society organisations were also present: Africa Network Campaign on Education For All (ANCEFA), Education International (EI) and PEN International.

    The following specialised institutions of the African Union was represented: Centre International des Filles et des Femmes en Afrique (CIEFFA), Pan African Parliament.

ITEM 1: Opening Session

3. The meeting was opened by H.E, Mr Alhaji Isa Bello Sali, Head of Civil Service of the Federation, on behalf of the President of the Federal Republic of Nigeria, H.E Dr Goodluck Jonathan. Other dignitaries who spoke include the Honourable Minister of State for Education, Nigeria Chief (Barr) Ezenwo Nyesom Wike; H. E. Prof. Jean-Pierre Ezin, the AU Commissioner for Human Resources Science and Technology; H.E Mrs Hadija Youssouf Alim, Minister of Education, Republic of Cameroon, Outgoing COMEDAF IV Rapporteur; Honourable Minister of Education, Federal Republic of Nigeria, COMEDAF V Host, Prof. (Mrs.) Ruqayyatu Ahmed Rufa'i and Hon. Calist Mwatela, Assistant Minister of Education of Kenya, Outgoing Chair COMEDAF IV,

ITEM 2: Election of Bureau

4. After due consultation, the Meeting elected the following Bureau:

i. Chair	-	West Africa: Nigeria
ii. 1st Vice Chair	-	Central Africa: Cameroon
iii. 2nd Vice Chair	-	Southern Africa: Angola
iv. 3rd Vice Chair	-	North Africa: Algeria
v. Rapporteur	-	East Africa: Kenya

ITEM 3: Presentations and Discussions

5. The following documents were presented and discussed at length:

i) Handing Over Report from outgoing Chair of COMEDAF Bureau, Kenya, which covered the activities carried out over the two years since COMEDAF IV

ii) Report of the Senior Officials of COMEDAF V

iii) Report of the second Pan African Conference on Teacher Development (PACTED II)

iv) Report on the UNESCO-AU project on the Pedagogical use of the General History of Africa

v) Several presentations on Education Quality and Equity

vi) Other presentations on financing higher education, Civil Society round table report, and presentations from Pen International and EBENA on the importance of social sciences education

6. Below are the major points out of the discussions ensuing

a) The question of low attendance to COMEDAF meetings was extensively discussed and a number of factors responsible were identified including delays in communication, language barriers, postponement of meetings,

poor knowledge of COMEDAF, among others. Ministers agreed to strive to ensure attendance in future.

b) It was proposed to consider 'Adult Literacy & Non-Formal Education' as priority area nine; ICT as priority area ten and Quality as Priority eleven, in the Plan of Action for the Second Decade of Education for Africa. However, it was explained that all these are already in the POA, and the need is to ensure that they are implemented.

c) The need for Member States to provide more direct funding for AUC programmes was also raised, to ensure African ownership as well as sustainability, and avoid over dependence on development partners.

d) Teacher development was noted as a critical issue for Africa's education development up to 2015 and beyond. A road map for collaborative implementation of strategic interventions was presented and adopted. This is to be implemented in partnership with AUC, RECs, Member States and international partners, and reported annually during PACTED sessions.

e) It was noted that ICT was essential for achieving quality inclusive education development in Africa,

f) It was also agreed that there is need to involve the public and private sector in education development, support and provision; and to bring together other sectoral ministers together with Ministers of education, in view of the fact that education sector is a service priovider to all sectors.

g) The current Chair of COMEDAF V, Nigeria, was requested to ask His Excellency the president of the Federal Republic of Nigeria to make a case for continued focus on Education beyond the MDG's in the summit of Heads of State and Government scheduled for July 2012

ITEM 4: Date and venue of COMEDAF VI meeting

7. As it was turn of Central Africa to host COMEDAF, Cameroon offered to host COMEDAF VI in 2014, and this was accepted by the meeting.

ITEM 5: Any other business

8. Participants were also informed that an open call to Member States would be launched, for hosting the PAU Rectorate. The host country will be selected on competitive basis. A progress report will be submitted to the AU Summit of January 2013.

ITEM 6: Presentation and adoption of the Report and Recommendations of the Fourth Ordinary Session of the Conference of Ministers of Education of the African Union, COMEDAF V

9. The report and recommendations were presented by the COMEDAF V Rapporteur and adopted as amended.

ITEM 12: Closing remarks

10. The Minister of Education, Nigeria thanked all participants for their participation in this meeting.

RECOMMENDATIONS OF COMEDAF V

The Ministers made the following recommendations to be considered by the July 2012 Summit of Heads of State and Government of the African Union.

We, the Ministers of Education of the African Union:

1. Call upon the AUC in collaboration with RECs to oversee the implementation of the recommendations of the evaluation of the midterm evaluation of the second decade of education, in order to ensure acceleration of achievement of agreed goals.

2. Call upon RECs and Member States to identify champions and institutions that have demonstrated excellence in specific areas of the Plan of Action, so that they provide exemplars, promote the implementation of the POA and increase its visibility.

3. Urge Member States and RECs to ensure that they attend COMEDAF meetings and be more diligent in providing education monitoring reports to the observatory.

4. Call on Member States to establish a seed fund for all AUC education and training programmes such as Mwalimu Nyerere Scholarship Scheme, Pan African University, TVET centers, Teacher Development, Youth Empowerment.

5. Invite AUC, RECs and Member States to promote and strengthen Public and Private Partnerships in Africa for Education and entrepreneurship, especially in the area of TVET.

6. Call upon RECs and Member States to ensure that applications of students for 2012 -2013 for the Pan African University are disseminated to all stakeholders.

7. Request again RECs to strengthen their education desks and strive to attend COMEDAF and other education meetings and send regular reports to the Commission.

8. Call upon RECs and Member States to enhance multi-sectoral collaboration in view of the fact that education is key to development and provision of human resources in every sector. This should release more resources for this key sector.

9. Call upon Civil Society Organisations to promote, publicise and implement the Plan of Action for the Second Decade of Education for Africa.

10. Request the AUC to set up two committees on Higher Education and TVET including formal and non-formal education; and request the committees and PACTED to report to the next COMEDAF Bureau meeting.

11. Call on Member States to set up a fund to contribute towards Pedagogical use of the General History of Africa and request the Government of Libya not to withdraw funding to the Pedagogical use of the General History of Africa project, and urge all other Member States to contribute to the project.

12. Endorse the implementation of the Pan African University and its Act of Establishment.

13. Endorse the recommendations of PACTED II and urge their implementation.

COMEDAF V

**Recommendations of the Midterm Evaluation of the
Second Decade of Education for Africa**

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DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

COMEDAF V
ANNEX A:
Recommendations of the Midterm Evaluation of the Second Decade of Education for Africa

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Recommendations of the
Midterm Evaluation of the Second Decade of Education for Africa

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Introduction

The Commission of the African Union has carried out a mid-Term Evaluation of the Second Decade of Education for Africa 2006 - 2015. The major objective of this evaluation was to provide a complete picture of the actions taken at continental, regional and national levels to execute the Plan of Action for the Second Decade of Education for Africa; and their tangible impacts in order to inform interventions for the remaining years of the Decade. The report of the mid-term evaluation of the Second decade of education presented for validation by COMEDAF Steering Committee in November 2011. The following are the recommendations from this report:

African Union Commission

1) Actively seek new partnerships to drive implementation of the Second Decade of Education POA, while providing a clear and unequivocal leadership role in coordinating the activities of existing partners.

2) Develop a clear and coherent communications strategy outlining how the AUC will continue to communicate Second Decade POA to and amongst international partners, RECs, and member states.

3) Facilitate an annual gathering of partner organizations and lead implementing agencies to ensure that all efforts contributing to implementation of the Second Decade of Education Plan are focused and supportive of Second Decade goals, duplication is minimized, and the messaging across partner initiatives is consistent.

4) In partnership with all other key players in implementation of the Second Decade, secure the necessary financial and human resources to enable the African Union to provide central coordination and monitoring of the Second Decade to ensure its success.

5) In partnership with relevant organizations and representatives of RECs and member states, ensure that a matrix of activities and performance indicators are developed for the ECD goals and relevant and measurable indicators are created for the 'culture' element in the Gender and Culture goal.

6) Consider establishment of an AUC-administered African Education Development Fund to assist RECs and partner organizations to secure funds for specific initiatives that will advance the Second Decade of Education.

Regional Economic Communities

1) Establish properly functional educational desks, with sufficient personnel to enable them to take responsibility for coordinating activities in the Region.

2) Complete a full review of all current regional initiatives in order to verify that they are clearly aligned to the goals and objectives of the Second Decade of Education to the greatest extent possible.

3) Ensure that all REC communication and reports pertaining to education make direct and specific reference to any connections between REC activities and the Second Decade of Education, in an effort to emphasize these connections and help to position the goals of the Second Decade as agreed continental priorities.

4) Implement agreed roles in the Second Decade of Education Communication Strategy, once this has been defined, with particular emphasis on sustaining regular communication amongst member states within the Region about their responsibilities and about existing and planned Second Decade initiatives.

5) Coordinate the gathering of regular, up-to-date information from countries in the REC pertaining to the POA indicators, in support of the work of the AU Observatory.

Partner Organizations

1) Play a proactive role in negotiating and keeping up to date MOAs with the AUC to outline respective roles and responsibilities in agreed areas of cooperation in the POA.

2) Ensure that programmes of activities are clearly and explicitly aligned with the goals and objectives of the Second Decade of Education, while language used to describe these programmes of activities does not create confusion about potentially competing priorities.

3) Ensure that all organizational communication and reports pertaining to education make direct and specific reference to any connections between partner activities and the Second Decade of Education, in an effort to emphasize these connections and help to position the goals of the Second Decade as agreed continental priorities.

4) Implement agreed roles in the Second Decade of Education Communication Strategy, once this has been defined.

5) Ensure that someone is clearly identified as the Focal Point for the Second Decade of Education (ideally with an alternate also identified), and that this person's contact details are kept current in the communications database of the AUC HRST.

Member States

1) Complete a full review of all current national educational policies and plans in order to verify that they are clearly aligned to the goals and objectives of the Second Decade of Education to the greatest extent possible.

2) Ensure that all relevant Ministerial and other national participants in the process are aware that the Second Decade of Education is a common national strategy, rather than a vehicle for funding special-purpose projects.

3) Ensure that all Ministry of Education communication and reports make direct and specific reference to any connections between national activities and the Second Decade of Education, in an effort to emphasize these connections and help to position the goals of the Second Decade as agreed continental priorities.

4) Implement agreed roles in the Second Decade of Education Communication Strategy, once this has been defined.

5) Ensure that someone is clearly identified as the Focal Point for the Second Decade of Education (ideally with an alternate also identified), and that this person's contact details are kept current in the communications database of the AUC HRST.

6) Ensure that EMIS systems are improved/enhanced to enable the member state to make regular and timely submissions of data to enable the AU Observatory to compile at least annual reports on the progress in achievement of the indicators of the POA.

COMEDAF V

**Report of Pan African Conference
on Teacher Development (PACTED II)**

SC7360

DEPARTMENT OF HUMAN RESOURCES, SCIENCE & TECHNOLOGY

AU/MIN/EDUC/PACTED II/RPT (1)

COMEDAF V
ANNEX B: Report of Pan African Conference
on Teacher Development (PACTED II)

PAN- AFRICAN CONFERENCE ON
TEACHER DEVELOPMENT (PACTED II)
ABUJA, NIGERIA
25-26 APRIL 2012

REPORT OF PACTED II

Introduction

1.   The meeting of senior officials of the second Pan African Conference on Teacher Development (PACTED II) took place during the Fifth Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF V) in Abuja, Nigeria from 25-26 April 2012. The meeting discussed the status, training initiatives and opportunities for development of teachers in Africa. The meeting made some recommendations for consideration by Ministers and finally considered and approved the Agenda and Programme of Work of meeting of Ministers of Education of PACTED II.

In attendance

2.   Representatives from the following Member States participated in the meeting:
The Republics of Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Congo, Cameroon, Central Africa, Comoros, Djibouti, Egypt, Ethiopia, Kenya, Mauritius, Mozambique, Namibia, Niger, Nigeria, Sahrawi Arab Republic, Senegal, South Africa, Sudan, South Sudan, Tanzania, Togo, Zambia and Zimbabwe.

Three Regional Economic Communities (RECs) were present: Southern Africa Development Community (SADC), Economic Community of West African States (ECOWAS), Community of Sahel-Saharan States (CENSAD).

The following partner agencies attended the meeting as Observers: United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), the Association of African Universities (AAU), Commonwealth Secretariat, the Association for the Development of Education in Africa (ADEA), African Council for Distance Education (ACDE), Pan African Teachers' Center (PATC), Conference des Ministres de l'Education des Pays Ayant le Francais en Partage (CONFEMEN), Centre for Mathematics and Technology Education in Africa (CEMASTEA), Strengthening of Mathematics and Science Education Project (SMASE), International Task Force for Teachers on EFA, African Virtual University (AVU).

Civil society organisations were also present: Africa Network Campaign on Education For All (ANCEFA), Education International (EI) and PEN International.

The following specialised institution of the African Union was represented: Centre International des Filles et des Femmes en Afrique (CIEFFA), Pan African Parliament.

ITEM 1: Opening Session of senior officials meeting

3.   Mrs Vera Ngosi, Director for Human Resources Science and Technology (HRST) in her welcome remarks, noted that teacher development is one of the major priority

areas of focus. She pointed out that increasing the supply of qualified teachers is crucial to achieve the desired learning outcomes. She emphasised that both the quantity as well as the quality of teachers is paramount for the effectiveness of the teaching learning process.

4.   The UNESCO representative, Dr Joseph Ngu, expressed his gratitude to the government of Nigeria and AUC for organizing COMEDAF V. He pointed out that UNESCO is ready to support teacher education development. He noted that sub-regional offices in Africa have been established and UNESCO is undertaking structural reform which will enable UNESCO to work with RECS and AUC more effectively. He said that PACTED will continue to grow further and UNESCO will provide every possible support to promote teacher development in Africa.

5.   The representative of Republic of Togo (Chair of PACTED I), Dr Eyana Kpemissi Amana thanked the AUC for selecting Togo to host the first Conference of PACTED. He recalled that eight recommendations were proposed during the conference and the developed road map was one of the recommendations that was ready to be presented to PACTED II. He pointed out that Togo will support to facilitate the work of PACTED. Finally he requested participants to adopt the agenda of the meeting.

ITEM 2: Presentation and adoption of agenda and programme of work of PACTED II

6.   The agenda and programme of work were adopted without any amendments.

ITEM 3: Presentation of Report of PACTED I

7.   Dr Rita Bissoonauth explained that over the past five years, there have been a number of crucial developments in the area of teacher development, led by the AUC, NEPAD agency and other development partners. She outlined some of the on-going initiatives undertaken in collaboration with partners. She informed the meeting on the Pretoria teacher development workshop which had as outcome two implementation strategies. She also talked about the teacher mobility protocol for Africa which has as aim to respond to issues such as welfare, rights, remuneration, and recognition of qualifications of teachers. She also explained the background of the First Pan African Conference on Teacher Development (PACTED I) and enumerated the recommendations which came out of this meeting. She finally outlined the project concerning training of trainers in the production of teaching and learning materials.

8.   In the discussions that followed the presentation, it was reiterated that there is need to ensure quality teacher training for all teachers taking into account entry qualifications of teachers.

ITEM 4: Presentation on Teacher Training Initiatives in Africa

9.   Mr Jean Adotevi, UNESCO gave a presentation on Teacher Initiatives in Africa and how UNESCO has made teachers "the priority of priorities" in Africa with respect to

policy support, capacity building, and Norms and standards setting. Furthermore, UNESCO has aligned its interventions with the AU Second Decade for Education in Africa and has been contributing to its implementation.

10.   Some of the notable UNESCO initiatives include:

  i)   Methodological Guide for the Teacher Issue Analysis has been designed and is currently being used in more than 10 countries;

  ii)   The International Institute for Capacity Building in Africa (IICBA) is in a process of designing and implementing an Advanced Programme on Teacher Policy Development and Capacity Building, based on a large partnership framework;

  iii)   General Education Quality Analysis/Diagnosis and Monitoring Framework (GEQAF);

  iv)   The Mobile learning initiatives and the design of UNESCO ICT Competency Framework for Teachers;

  v)   A Post Graduate Diploma for Curriculum Design and Development (PGDCDD) is being implemented in partnership with the Tanzanian Institute for Education (TIE) and the Open University of Tanzania (OUT), to reinforce capacities of teachers and curriculum developers to use competency based curriculum;

  vi)   International Task Force on Teachers for EFA whose secretariat is hosted by UNESCO

11.   In the discussions that followed, the following were highlighted:

  i)   The Revised Arusha Convention is the authoritative continental document addressing quality and harmonization imperatives in higher education and should be taken into account;

  ii)   There is need to agree on a platform for collecting, sharing and dissemination of information on teacher education and skills.

  iii)   ADEA in partnership with AAU and UNESCO have commissioned a study that is looking at what it means for Africa to strengthen its higher education space.

12.   UNESCO informed the meeting that the Revised Arusha Convention is on the UNESCO agenda and the UNESCO GEQAF is precisely meant to fill the gap of quality assurance framework of lower levels of education.

13.   Dr Beatrice Njenga informed the meeting of the initiative being undertaken by the AUC with collaboration with the European Commission on harmonising curricula, and a meeting will be held in South Africa in May 2012 on the same.

ITEM 5: Presentation and Discussion on "Opportunities for Teacher Development through Open and Distance Learning in Africa"

14.   Prof. Tolly S. A. Mbwette and Prof. Mutale Musonda presented an overview of the progress on the collaboration of the African Council for Distance Education (ACDE) with the AUC-HRST in Teacher Education Development Programme (TEDP) using Open and Distance Learning (ODL). The project that has been jointly prepared in view of the urgent need to address the critical shortfall of trained competent teachers in Africa, estimated at 3.8 million by the year 2015.

15.   The project includes development of a continental framework for Quality Assurance of ODL mode of delivery. Implementation of the project will among other things entail establishment of baseline data on Teacher Education in Africa to facilitate monitoring and evaluation. Implementation of the project will draw on experience from the five AU Regions, National and International institutions which will be proven to have capacity to carry out mass teacher training (possibly after some intervention) using the ODL mode of delivery and especially those which focus on Science, Mathematics and Technology (SMT), taking care of the gender dimension. The selected Regional and National Teacher training Institutes will be accredited by the ACDE-Quality Assurance and Accreditation Agency as Regional Centres and National Training institutions after approval by Ministers responsible for Education in the AU member States. Regional institutions will train the Trainers who will in turn train the trainees in the national institutions. The project is envisaged to train about 1.0 million teachers per annum.

16.   In the ensuing discussions, the African Virtual University presented its on-going activities on Teacher Education with 10 African countries), their under-graduate programmes and their collaboration with the African Development Bank and the production of textbooks.

ITEM 6: Status of teacher education in Africa

17.   In the joint presentation of EI/PATC, Mrs Assibi Napoe and Mr Peter Mabande underlined that about 1.9 million teachers needed to be recruited in Africa between now and 2015. Conducting regular and appropriate in-service staff development, based on identified needs was raised as crucial issue. They also highlighted that suitable entry academic qualifications for teacher training and standardised certification of graduates was essential to ensure the quality of the graduates as was the need for regular supervision of staff. It was proposed that manageable teacher-pupils ratios and adequate remuneration of teachers should be given considerable attention. They decried the poor conditions of service of teachers that are prevalent.

18.   The following points were raised during discussion:

i)   The quality of teacher training should be given substantial focus

ii) Remuneration of teachers needs to be considered by member states in order to motivate qualified teachers;

iii) It is useful if summarized reports of countries' good practices are presented by RECs and this may be considered for the next PACTED.

iv) There is need to disseminate copies of all presentations for participants.

ITEM 7: Opening Session for Ministers' session

19.   H. E. Prof. Jean-Pierre Ezin, the AU Commissioner for HRST began his speech by expressing his gratitude to the Federal Republic of Nigeria for hosting COMEDAF V. He noted that the PACTED is established within COMEDAF to specifically discuss the issues of teacher development in Africa and to share experiences among Member States. He emphasized the need to employ ICT to deliver online teacher training in addition to the conventional mode, He pointed out that PACTED is linked to COMEDAF and as a steering technical committee reports on activities undertaken. He also mentioned that PACTED III will be held back to back with the meeting of the Bureau of COMEDAF V IN 2013.

20.   Mr Arnaldo Nhavoto, Director of UNESCO- IICBA, reconfirmed the commitment of UNESCO to support African countries in their endeavors to achieve the MDG goals. He underlined that a workshop for validating various modules had been conducted recently and the modules will soon be available to Member States. He noted that IICBA considers the issue of producing qualified teachers in sufficient number as major priority in its capacity building initiative. He also emphasized the need to do more than what has been done so far in order to achieve the goals of EFA and MDGs by 2015. He urged member states to invest more in Early Childhood Development.

21.   H.E. Mme Essossimna Legzim-Balouki, Minister of Basic Education and Literacy, Republic of Togo (Chair of PACTED I) thanked the Government of Nigeria for hosting PACTED II in Abuja. She noted that professional development of teachers is critical and that Africa needs to produce qualified teachers in sufficient number for achieving the goals of universal primary education. She pointed out that a road map on teacher development in Africa has been developed jointly by AUC, Togo, Senegal, Kenya, UNESCO and ADEA. Finally she thanked development partners for their support in successful accomplishment of PACTED I.

ITEM 8: Presentation and Adoption of Agenda and Programme of Work

22.   The Agenda and Programme of Work for the meeting were adopted without amendments.

ITEM 9: Presentation of recommendation of senior officials of PACTED II

23.   Mrs Vera Ngosi, Director HRST, gave an overview of the proceedings of the meeting of senior officials of PACTED II. She mentioned that presentations were made by the AUC's on-going initiatives in teacher development, ACDE's project proposal for teacher training and the status of teachers as seen by civil society organisations. She also highlighted some of the recommendations that came out of the meeting of senior officials.

ITEM 10: Presentation of roadmap on Teacher Development in Africa

    a. Presentation of Roadmap

24.   Mrs. Essossimna Legzim-Balouki, Minister of Basic Education and Literacy, Togo presented the roadmap on Teacher Development in Africa, which was developed by the AUC and validated by Kenya, Senegal and Togo, UNESCO and ADEA. She outlined the six specific objectives, outlining the related activities to be undertaken and the role of partners for each. The six objectives are:

      i)   Normative definition of the African teacher;

      ii)   Enhanced use of Open and Distance Learning (ODL) to increase access to teacher education;

      iii)   Improved performance in Science, Mathematics & Technology;

      iv)   Improved teacher recruitment processes;

      v)   Pegagogical access to General History of Africa;

      vi)   Fill the gap of policies related to the teaching profession.

    b. Monitoring and Evaluation of roadmap

25.   Mr Edem Adubra, representing the group of development partners such as UNESCO, Commonwealth Secretariat, ADEA underlined the group's commitment to working closely with the AUC and the Member States to implement the roadmap presented by HE Mrs Legzim-Balouki. He outlined that the group had developed a monitoring and evaluation strategy of the roadmap. This strategy includes:

      i)   Inventory of activities undertaken in the framework of implementation of recommendations of PACTED I;

      ii)   Inventory of actions of Member States, RECs, AUC and various partners within the scope of the above recommendations;

iii) Evaluation of achievements and identification and prioritization of continuing challenges, to capitalize on;

iv) Development of a program of activities according to the roadmap with expected outcomes, performance indicators, timing of development works, the planned financing, and key partners in implementation.

26. He concluded by providing deadlines, including a feedback meeting of the inventory and schedule of activities for 2012-2013.

27. In the ensuing discussions, the following points were raised:

i) There is need to define both the learner and teacher in parallel;

ii) It is necessary to define the type of school envisaged which will have a bearing on the kind of teacher expected;

iii) African virtual University offered its in-house expertise to help with teacher education using ODL;

iv) Concern expressed on individuals who for some economic, cultural, and other forms of barriers, have been unable to access school, and how such individuals can be provided with incentives to attend school; this could be one way of addressing illiteracy and poverty in the continent;

v) Concern on the coverage of the content on the history of Africa curricula, and the need for a comprehensive review for broader inclusivity, taking cognisance of Central African countries and South Sudan which are not sufficiently covered in the initial curricula;

vi) Greater need for coordination with the AUC and REC's and reach out to individual countries and see how their efforts and initiatives can be complemented and synergised.

28. In response, it was pointed out that the AU together with UNESCO, have made considerable progress in developing comprehensive content on the History of Africa. Furthermore, the Pan African University which is modelled in a way that potentially all African countries will have the chance to host any of the five thematic areas, has included the History of Africa as a compulsory subject for all its students.

ITEM 6 Presentation and Discussion on Intra-African Teacher Mobility

29. Ms. Akemi Yonemura from UNESCO-IICBA made a presentation on the Intra-African Teacher Mobility developed by the AUC in collaboration with IICBA. She explained the history of the protocol, which was initiated by the AUC in 2009 to facilitate the mobility of teachers across Africa. She also explained the benefits to the protocol which seeks to promote teacher mobility and cross-border teacher recruitment within the

regions and beyond in response to emerging needs and changes in the teacher labour market. She said that the aim of the protocol was to protect national education systems from unchecked teachers in terms of technical eligibility, previous professional registration status, and recognition of teacher qualifications and to protect Member States from unethical teacher recruitment practices by recruiting agencies. Furthermore, she explained that the protocol envisages to protect recruited teachers' rights and conditions of service in the host country. She also mentioned the 6th Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration in Addis Ababa, in June 2011, where the protocol was presented and had elicited certain recommendations on the way forward.

ITEM 7. Any other business

a. Strengthening Maths and Science Education

30.   Daniel Muraya of CEMASTEA gave a presentation on Africa Initiative on strategy for Strengthening teaching and learning of Science and Mathematics (SMASE) in Africa. He emphasised that the quality of human resources in science, technology engineering and mathematics (STEM) depend on the quality of mathematics and science education (MSE). He pointed out that the key question to be asked is how learners are nurtured in MSE at basic level to become critical thinkers and scientific innovators. He indicated that in order to improve the ability of learners in MSE, initiatives have been taken to provide in-service training and education of teachers. The approaches have changed from knowledge based to activity- based, from teacher centred to learner centred, from chalk and talk to experimental and improvisation.

b. Education Book Policy for Promoting African Education Publishers

31.   Dr Beatrice Njenga of the AUC gave a presentation on the Continental Book Policy Framework. She gave the purpose of the policy which is to provide an agreed continental framework as a guideline for developing national and regional book policies in order to address systematically issues of quality, access and harmonization of operations in related sub-sectors. She also outlined the objectives of the book policy: regulate book production, distribution and usability; improve access to diversified, quality, relevant and affordable books by all; sustain literacy and promote reading; provide a mechanism for co-ordination and consultation among book sector stakeholders; and to establish a code of conduct and ethics. She also outlined book policy components: development of African authorship; development of African publishers; expansion of book distribution and facilitation of book trade; development of local book production; promotion of reading; industry coordination and regulation. She concluded by explaining that the framework also suggests implementation of these policy components.

32.   The following points were raised following the three presentations:

- Harmonization of salaries of teachers throughout the continent;

- Reality that teachers face in the classrooms with no proper laboratories and equipment;

- The question of the durability of books was identified as a challenge, and how this can be overcome through the use of ICT in accessing digitised sources, and the feasibility and affordability of the latter;

- Local capacity for member states to produce books in their own countries; produce books in electronic format instead of hard copy.

33. In response, the issue of managed mobility was emphasized, with the host country needing to prepare to receive teachers by establishing adequate structures.

RECOMMENDATIONS

The meeting of senior officials of the second Pan African Conference on Teacher Development (PACTED II) took place during the Fifth Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF V) in Abuja, Nigeria from 25-26 April 2012. The meeting discussed the status, training initiatives and opportunities for development of teachers in Africa. The meeting made some recommendations for consideration by Ministers and finally considered and approved the Agenda and Programme of Work of meeting of Ministers of Education of PACTED II.

The following recommendations were made:

1. Request Member States to identify champions in the teaching profession and how their talent can be harnessed for the good of the profession on a wider scale;

2. Support the establishment of regional teacher development centres to enhance teacher competence and develop strategies for low-cost teaching and learning materials for Science, Maths and Technology;

3. Call upon Member States to improve the conditions of services of teachers in order to lower attrition rates;

4. Request Member States to monitor-evaluate and capitalise the developed road map;

5. Request Member States to promote awareness of African Teacher Mobility Protocol, whilst defining the African teacher and learner in parallel;

6. Promote the continental book policy framework for use in developing national book policies;

7. Reinforce partnerships by identifying lead partners in the following areas:

    ✓   Conditions of service of teachers- UNICEF;
    ✓   Face-to-face training and adequate curriculum development – ACDE and others;
    ✓   e-learning – AVU ;
    ✓   Teacher mobility protocol – Commonwealth Secretariat, UNESCO-IICBA.

8. PACTED III will meet in 2013 during the Bureau of COMEDAF V to discuss on the implementation of the road map.

COMEDAF V

ACT OF ESTABLISHMENT
OF THE PAN AFRICAN UNIVERSITY

SC7361

DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

**ANNEX C: ACT OF ESTABLISHMENT
OF THE PAN AFRICAN UNIVERSITY**

ACT OF ESTABLISHMENT OF THE PAN AFRICAN UNIVERSITY

The Assembly,

CONSIDERING the Decision Assembly AU/Dec. 391(XVIII) of February 2012 on the establishment of the Pan African University ;

CONSIDERING the Assembly decision in Khartoum, Sudan on January, 2006 [Assembly/AU/Dec.92 (VI)] launching the Second Decade of Education for Africa (2006-2015) whose Plan of Action designates higher education as the one of the seven priorities for Africa.

TAKING INTO ACCOUNT the Executive Council decision in Khartoum, Sudan in January, 2006 [EX.CL/Dec.254 (VIII)] approving the Africa Consolidated Plan of Action for Science and Technology and calling for the coordination of its implementation;

CONSIDERING the Assembly declaration in Addis Ababa, Ethiopia in January, 2007 [Assembly /AU/ Decl.5 (VIII)] committing ourselves to the revitalization of the African universities and other African institutions of higher education as well as scientific research institutions and to promoting and strengthening south-south and north-south cooperation in science and technology;

CONSIDERING FURTHER the Assembly Decision in Kampala, Uganda on July, 2010 to create the Pan African University, in accordance with the model proposed by the Commission

CONSIDERING ALSO The resolution [CM/Res.464 (XXVI), of the OAU Council of Ministers meeting in its Twenty Sixth Ordinary Session in Addis Ababa, Ethiopia, from 23 February to 1 March 1976; which was subsequently endorsed by the Assembly of Heads of State and Government, stipulating that "there shall be five (5) regions of the OAU, namely, Northern, Western, Central, Eastern, and Southern".
Decide the following:

Article 1

An African continental institution of higher education and research, which shall be known as the PAN-AFRICAN UNIVERSITY, (PAU) is hereby created;

Article 2

Coordinated from a Headquarters known as: '' PAU-Rectorate'', the PAU is a network of five Institutes representing five (5) thematic areas allocated one to each of the five (5) geographic regions of the African Union, namely Central, Eastern, Northern, Southern and Western. Each Institute will be connected to a network of Centers distributed all over the continent and selected on the basis of agreed criteria and merit.

Article3

The PAU mission and strategic vision are to:

1. Develop continental-wide and world-class graduate and postgraduate programs in science, technology, innovation, human and social sciences;

2. Stimulate collaborative, internationally competitive, cutting-edge fundamental and development oriented research, in areas having a direct bearing on the technical, economical and social development of Africa;

3. Enhance the mobility of students, lecturers, researchers and administrative staff among African universities to improve on teaching, leadership, and collaborative research, and create a robust African higher education and research platform;

4. Contribute to the capacity building of present and future human resources and intellectual capital in Africa;

5. Improve on the relevance, global competitiveness and attractiveness of African higher education and research institutions to attract and retain young talent professionals;

6. Invigorate partnership with public and private sectors as well as African Diaspora and international organizations.

Article 4

The operation of the PAU shall be guided by the PAU Statutes (Annexed).

COMEDAF V

PAU STATUTES

AFRICAN UNION

الاتحاد الأفريقي

UNION AFRICAINE

UNIÃO AFRICANA

Addis Ababa, ETHIOPIA P. O. Box 3243 Telephone: 251 11 5517700 Fax: 251 11 5517844
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SC7362

COMEDAF V- ANNEX D: PAU STATUTES

STATUTES OF THE

PAU
Pan African University
Université PanAfricaine

Nurturing Quality

Exemplifying Excellence

Preamble

Aware of the central role that higher education and scientific and technological research play as the cornerstone of social integration, economic development and competitiveness, the Commission of the African Union (AUC) has initiated an ambitious and strategic project of creating the Pan African University (hereinafter referred to as PAU). On the basis of the groundwork done by the Commission of the African Union in this area, and in line with the outcome of the Conference of Ministers of Education of the African Union (COMEDAF) and the African Ministers Conference on Science and Technology (AMCOST), the PAU will contribute to the stimulation and modernization of African Universities and promotion of excellence in higher education in Africa. This will ensure a steady nurturing of new ideas and a continuous injection of highly skilled human resource into the economic, social cultural and political sectors, for the benefit of the Continent. Aware also that;

Within the framework of aims and principles enunciated within the Act of Incorporation of the African Union ratified on 11th July 2000 in Lome, Togo, the AUC envisages the establishment of the PAU as a first step towards the creation of high quality continental institutions that bridge the above gaps and promote innovative teaching, learning and research within Africa, to meet the developmental needs of the continent.

The conception, development and implementation of the PAU project are in consonance with the following framework documents of the African Union:

  i)   The Strategic Plan of the Commission « Horizon 2015 »;
  ii)   The Plan of Action for the Second Decade of Education for Africa 2006-2015;
  iii) The Consolidated Plan of Action for Science and Technology 2006-2011.

The Pan African University shall be globally competitive and locally relevant and attracting the best professionals and students from inside and outside Africa. It shall therefore meet the requirements and standards of the modern academic world in terms of quality teaching, learning and research and deliver on the social and economic development challenges of the continent.

The Pan African University shall take into account the cultural, scientific and financial capacities of the continent in order to harness and optimize the academic values and competences within Africa and the Diaspora thereby creating African platform for higher education and research. In this regard, the PAU shall constitute a network of graduate teaching and research institutions that are already operational in African Union countries.

To meet its objectives, the PAU requires financial resources that should be assured in terms of allocation, adequacy, and timely disbursement.

Following the decision of the Assembly of Heads of State and Government of the African Union to create the Pan African University (EX.CL/579(XVII), the present document constitutes the Statute of the Pan African University.

Article 1: Principles

1.   The Pan African University is a continental academic and research institution operating in African Union Member countries and is based on the following guiding principles:

i. Academic freedom, autonomy and accountability;
ii. Quality assurance;
iii. Strengthening existing African institutions at the graduate level to enable them to serve the whole continent;
iv. Promotion of African integration through the mobility of students, academic and administrative staff, as well as the development of collaborative research linked to the challenges faced by African countries;
v. Excellence and international partnerships in academic and research activities;
vi. Institution of an appropriate framework and a conducive environment to enable the African Diaspora to contribute towards the development of higher education and research in Africa;
vii. Promotion of inter-disciplinary and multidisciplinary research programmes integral to policy making processes in Africa;
viii. Promotion and harnessing of productive linkages with the industrial sector for innovation and dissemination of new knowledge and technology
ix. Strengthening of research in information sciences and digitalization
x. Promotion of full use of Information and Communication Technologies for pedagogy, research and management;
xi. Promotion of gender parity and equality at all levels and in all university functions
xii. Promotion of access to higher education for persons with disabilities and

2. The official language of the PAU shall be French and English. The PAU Council shall determine the process and practical modalities for the use of the other AU official languages by the PAU

3. PAU shall take into account basic principles of the Constitutive Act of the AU, United Nations Charter and the Universal Declaration of Human Rights.

Article 2: Objectives

1. The training and research activities of the PAU shall be focused on priority issues which shall enable it to attain the following objectives:

   i. To develop continent-wide and world-class graduate and postgraduate programmes in science, technology, innovation, humanities and social sciences and governance;
   ii. To stimulate collaborative, internationally competitive, leading edge fundamental and economic growth-oriented research, in areas having a direct bearing on the scientific, economic and social development of Africa;
   iii. To enhance the mobility of students and academic staff among African universities to improve on teaching and collaborative research;
   iv. To contribute to the capacity building needs of present and future stakeholders of the African Union;
   v. To improve on the attractiveness of African higher education and research institutions to attract and retain talented young professionals on the African continent;
   vi. To initiate and invigorate mutually beneficial partnerships with public and private sectors within Africa and the Diaspora as well as internationally; and
   vii. To facilitate the emergence and strengthening of an African higher education and research platform.

2.   To carry out its aims and objectives effectively, the PAU may enter into agreements and contracts with governments, international organisations or other relevant partners, for pedagogic, research, management and funding purposes;

Article 3: Academic Freedom and Autonomy

1.   The PAU shall benefit from the basic principles applicable to all higher education institutions, particularly academic freedom, autonomy and accountability. The observance and respect of these rights shall enable the PAU to function under the best attainable conditions and standards within the framework of the common rules governing the institutions of the African Union.

2.   The PAU as well as the host countries of its institutes and centres shall grant its members the academic freedom and self governance in teaching and research. In this respect, the PAU shall accord academic staff and researchers appropriate full independence, and shall equally grant students full learning rights and privileges.

3.   The PAU shall competently conclude specific agreements with countries where the University operates to provide the latter with the requisite afore-mentioned freedoms which are essential for its functioning.

Article 4: Structure

1.   The PAU shall be an academic network of existing African institutions operating at graduate level.

2.   The PAU shall comprise five Institutes corresponding to the thematic areas defined in Article 4 Clause (3) below. These Institutes shall be located in the five geographic regions of the African Union, namely: North Africa, West Africa, Central Africa, East Africa and Southern Africa;

3.   The following five thematic areas shall constitute the academic structure of the PAU:

    i.   Space sciences
    ii.   Water and Energy sciences (including climate change)
    iii.   Basic Sciences, Technology and Innovation
    iv.   Life and Earth Sciences (including health and agriculture)
    v.   Governance, Humanities and Social Sciences;

4.   Affiliated to each Institute, there shall be a network of Centres located on the continent and working on the same thematic area of the thematic Institute.

5.   The Centres of the PAU shall be identified following a competitive process.

6.   Hosting Agreements shall be signed between the AUC and the host countries of Institutes and Centres.

There shall be a review every 5years in order to establish quality

Article 5: Governance and Management

1. The management of PAU shall be based on the institutional values of efficiency, excellence, flexibility, transparency, equity, responsibility, accountability and continuous assessment. To this effect, strategic plans with qualitative and quantitative performance indicators as well as follow-up tools shall be drawn up.

2.   The management organs of the PAU shall be:

   i.   The PAU Council;
   ii.   The Rectorate;
   iii.   The Senate.
   iv.   Institute Board
   v.   The Regulations of the PAU shall be adopted by the PAU Council.
   vi.   The PAU graduation ceremony will be presided over by the AUC Chairperson or its representative
   vii.   The Rector of the PAU is equivalent in rank to the Chief Executive Officer (CEO) of the NEPAD

Article 6: The PAU Council

1.   The PAU Council shall be the supreme governing body of the University and shall be the body that has oversight of the policy, finances and property of the PAU.
2.   Council members shall be appointed by the Chairperson of the African Union Commission based on the recommendation of the Commissioner of Human Resources, Science and Technology, after consultation with COMEDAF Bureau.
3.   The Council shall be constituted of twenty nine (29) members as follows:

   (a) Non-Elected Members:

   i.   The President of the Council should be a prominent personality in Africa
   ii.   the Chairperson of the African Union Commission or his/her representative;
   iii.   the Commissioner for Human Resources, Science and Technology or his/her representative;
   iv.   the representative of UNESCO;
   v.   the President of the Association of African Universities or his/her representative;
   vi.   the Chairperson of COMEDAF or his/her a representative
   vii.   the President of Association of African Academia of Sciences (AAS)
   viii.   5 RECs representing the 5 geographic regions

   (b) Elected Members:

   i.   One representative from each of the five geographic regions of the African Union. This representative shall be from academia, civil society or industry. These members shall be proposed by the RECs and appointed by the Chairperson of the AUC;
   ii.   Two representatives of the PAU Senate;
   iii.   One representative of the Directors of the Institutes
   iv.   One representative of the Coordinators of the Centres;
   v.   A representative of academic staff;

    vi.   A representative of administrative staff;
    vii.   A representative of the African Diaspora;
    viii. Two representatives of students;
    ix.   Two representatives of Lead Thematic and Development Partners
    x.   Two vice chancellors/rectors of the host universities on rotational basis

(c) Ex-Officio Members

    i.   PAU Rector
    ii.   Vice Rectors

4.   Elected Council members shall each serve a three-year term renewable once. Half of the Council members shall be replaced every three years. After the first three years half of the elected members shall be replaced by ballot.

Functions of the PAU Council:

5.   The Council shall be responsible for the following:

    i.   Appointment, promotion and discipline of academic, research and senior administrative staff;
    ii.   Socio-cultural promotion and discipline of students
    iii. Adoption, review and amendment of staff terms and conditions of service.
    iv.   Identification and recommendation of new Centres;
    v.   Identification and recommendation of new Institutes in the unlikely event of the closure of an existing Institute;
    vi.   Issue of directives and adoption of all relevant measures referred to in this Statute, particularly the bylaws;
    vii. Approval of the PAU programmes and budgets;
    viii. Discussion and approval of the Rector's annual report;
    ix.   Approval of the strategic and operational plans;
    x.   Approval of agreements and conventions to be signed by the Rector;
    xi.   Performing all other functions necessary for the smooth operation and development of the PAU.

6.   The AU Assembly shall elect for a three-year term, renewable once, two eminent African personalities to serve as President and Vice-President of the PAU Council.

7.   The following members shall be non-eligible Members for the Positions of President and Vice-President of PAU Council:

    i.   Non-elected members of the Council
    ii.   Representatives of Lead Thematic and Development Partners

8.   The President of the Council shall:

    i.   Set the agenda of the Council sessions in consultation with the Rector;
    ii.   Summon the Council members to attend Council sessions;
    iii. Presides over the Council;
    iv.   Monitors discussions;

    v.   Represents the Council;
    vi.   Receives all communications addressed to the Council; and signs all official documents, especially the minutes.
    vii.   In the absence of the President, the meeting shall be chaired by the Vice-President.

9.   The Rector shall serve as Secretary to the Council.

10.   Minutes of Council sessions shall be sent to the Commissioner of Human Resources, Science and Technology who shall in turn forward them to the Chairperson of the African Union Commission.

11.   The Council shall meet once a year in an ordinary session. Extraordinary sessions of Council may be convened at the request of the President or at least 2/3 of Council members and in consultation with the Commissioner in charge of education.

12.   The outcome of the decision of the Council will be by simple majority

13.   The Council shall constitute committees or working groups as it deems necessary.

Article 7: The Rector

1.   The Rector is the Chief Executive of the PAU. He/she shall be appointed by the Chairperson of the African Union Commission, on the recommendation of the Commissioner of Human Resources, Sciences and Technology. The Commissioner shall first shortlist three candidates for this position, on the basis of a call for applications, after consulting with the PAU Council.

2.   The Rector shall be appointed for a period of five years, renewable once.

3.   The Rector is responsible for implementing the general policy, strategy and multi-annual planning; he/she is also responsible for the corporate and public image of the University, including its external relations. He/she shall specifically be in charge of the following:

    i.   Preparing and presenting the activity report of the University to the Council;
    ii.   Ensuring the implementation of the decisions of the Council;
    iii.   Ensuring the required co-ordination between Directors of Institutes and Coordinators of Centres;
    iv.   Ensuring the implementation and the periodical monitoring of the multi-annual strategic development plan approved by the Council;
    v.   Committing and releasing the expenses for which provision was made in the budget approved by the Council and of which he/she is the authorizing officer;
    vi.   Managing the University personnel;
    vii.   Signing bilateral agreement s between PAU and host institutions as approved by the Council
    viii. Signing agreements and conventions with Governments, and national or international organizations on the approval by the Council subject to article 6(5) in view of securing reciprocal provision of services that contribute to the realization of the objectives of the Pan African University as they are outlined in Article 2;

ix. Signing agreements, on the approval by the Council, pertaining to voluntary donations or contributions from Governments, national or international organizations, private or public or any other donor organization for the benefit of the Pan African University;

x. Providing the Council with the required services.

4. The Rector shall have the right to set up specific consultative committees related to the formulation or the implementation of the multi-annual strategic development plan of the Pan African University.

5. The Rector shall be supported in his/her functions by three Vice Rectors:

i. Vice-Rector Research, Development and Cooperation;
ii. Vice-Rector Academic and Students Affairs.
iii. Vice-Rector Finance and Administration

6. The Vice Rectors are appointed under the same procedure as the Rector

Article 8: The PAU Senate

1. The Senate shall be the organ of the Pan African University in charge of academic affairs and research.

2. It shall make recommendations to Council in the following domains:

i. organisation, promotion and control of teaching activities;
ii. organisation, promotion and control of research activities;
iii. admission, welfare and discipline of students, as well as awarding of degrees.
iv. Collaborate with host institutions to develop policies for realization of PAU goals

3. The Senate shall be presided over by the Rector or in his/her absence, by the Vice-Rector of Research Development and Cooperation or the Vice-Rector Academic and Students Affairs.

4. The Senate shall meet at least twice a year in ordinary sessions. Extraordinary sessions may be convened at the request of the Rector or at least 2/3 of Senate Members.

5. The membership of the Senate shall be appointed by PAU Council on the recommendation of the Rector and be constituted as follows:

i. Rector as a Chairperson;
ii. Vice-Rector Research, Development and Cooperation;
iii. Vice-Rector Academic and Students Affairs.
iv. Vice- Rector Finance and Administration
v. The five Directors of Institutes;
vi. Five representatives of academic and research staff, one from each thematic area;
vii. Five student representatives (one from each geographic region)
viii. One scientific representative of each Lead Thematic Partner.
ix. One representatives of the Diaspora
x. One representative of Coordinators of Centres

6.   The Senate shall sit at the Rectorate or any other convenient place within the five thematic institutes

7.   The Senate quorum shall be formed by two-third majority

8.   The following three Committees shall assist the Senate:

i.   The Committee of Directors of Institutes;
ii.   The Committee of Coordinators of Centres;
iii.   Finance and Administrative Committee

These Committees shall meet twice a year, just before the Senate ordinary sessions.

Article 9: University Staff

1.   The PAU staff shall comprise the following categories:

i.   Full-time academic and administrative staff from host countries;
ii.   Full-time academic staff from other Member States, African
iii.   Staff from Diaspora, partners and elsewhere as need arises;
iv.   Part-time academic and administrative staff from host countries;
v.   Part-time academic staff and visiting academic and research staff from Member states, partners and African Diaspora.

2.   Academic and administrative staff put at the disposal of the PAU by the host country, shall remain employees of their host institution. This includes:

i.   Academic and research staff;
ii.   Administrative personnel;
iii.   Technical personnel;
iv.   Support personnel.

3.   Full-time academic staff from other Member States, the Diaspora and from partners shall be hired by the PAU for specific periods;

4.   A visiting academic and research staff shall obtain a mission order signed by the Rector of the PAU at the request of the host institutions;

5.   All full time professors of PAU shall be granted AU Diplomatic status

6.   Full time administrative staff, full time lectures and students shall be granted AU service passport

Article 10: Directors of Institutes

1.   Each Institute shall be headed by a Director. Directors shall be appointed by the Rector, following consultation with the Council and the host institution.

2. The Director shall be from the host university, in an event the university cannot provide one, an alternative candidate would be appointed from the host country. In any case, the Director will be selected on a competitive basis by the Commissioner HRST.

3. The Institute shall have a Board
   The Director shall be supported and guided in running the Institute by a Board whose membership shall consist of:

   i. Director of the Institute
   ii. Five Center coordinators on rotational basis
   iii. All full time professors
   iv. Two representatives of Host University Senate
   v. The administrative officer of the Institute shall be the secretary of the Institute Board
   vi. They shall have power to invite other scholars of the Host University to attend its meetings in advisory capacity only and without the right to vote at such meetings.

4. The Institute Board shall be answerable to Host University Senate and PAU Senate in respect of postgraduate studies in the Institute and shall in particular have responsibility over the following matters:

   i. The co-ordination of postgraduate curriculum and regulations
   ii. The admission of postgraduate students
   iii. The administration of postgraduate scholarship
   iv. The administration and processing of postgraduate theses projects or
   v. research papers
   vi. The proper conduct and supervision of the postgraduate studies programme
   vii. The general welfare and discipline of postgraduate students.

5. In respect of the co-ordination of postgraduate curriculum and regulations, the Board shall:

   i. Have primary responsibility of the enforcement of the common regulations for the Master's and Doctoral degrees in the Institute and Centres;
   ii. Make available all information related to postgraduate studies by publishing a prospectus and bibliographies of records of postgraduate research done or to be done within the Institute;
   iii. Publish and make available records of published work arising from postgraduate research undertaken within the Institute, or within any other University as long as such work is, in the opinion of the Board, of particular relevance to postgraduate research in the Pan African University

6. In respect of admission of students the Board shall:

   i. Advertise all such programmes and receive in such format as may be specified by Senate, applications in respect thereof
   ii. Send letters of admission to successful candidates and also notify the Centers, Host University and Pan African University Rectorate
   iii. Send all relevant information to the successful and unsuccessful candidates
   iv. Publish the postgraduate nominal roll
   v. Register all students, and thereafter refer them to their respective Centers

vi.   Keep under review, the progress of each student and make such recommendations thereon to the Senates as may be appropriate and

vii. Remove from the nominal roll the name of any student whose discontinuation or de-registration is approved by Senate.

7.   In respect of the administration of postgraduate scholarships, the Board shall:

i.   Be responsible for receiving from the PAU Rectorate and collaborating Institutions all scholarships which shall, in that behalf be dealt with in the manner specified thereafter

ii.   Advertise all such scholarships

iii. Allocate such scholarships to those applicants who fulfill the applicable academic requirements as well as any specific terms that may be attached to the scholarships tenable at the University.

8.   In respect of the administration and processing of postgraduate thesis, projects and research papers, the board shall:

i.   Be responsible for receiving and approving the nominations by Host University and Centers, of supervisors for all postgraduate research; leading to the preparation of theses, projects or any other similar work, and acting always in that behalf, hold the responsibility specified hereinafter.

9.   The Director of an Institute shall ensure the effective co-ordination between the Coordinators of Centres operating within the same thematic area. In this respect, he/she shall preside over the corresponding Annual General Meeting of the Coordinators of Centres in order to draw up the sectoral report including an activity report. This report shall be sent to the Rector prior to the Senate meetings among others but not limited to;

The Director shall:

i.   Ensure effective co-ordination between the Coordinators of all PAU Centres of the respective thematic area

ii.   Be a Senate Member of the host University and reports periodically to the Rectorate/Vice-Chancellery on the activities of the host University

iii. Liaise between the host University, host government and the PAU

iv.   Prepare and present activities report of the Institute quarterly to the Recteur/

v.   Ensure implementation of the decisions of the PAU

vi.   Ensure required co-ordination between Centres of the Institute

vii. Ensure implementation and the periodic monitoring of the multi-annual strategic development of the Institute and its affiliate Centres

viii. Ensure commitment and release of funds for which provision was made in the budget approved by the Rectorate/Vice-Chancellery and he/she is the authorizing officer for the Institute

ix.   Manage the Institute personnel, property, equipment etc

x.   Sign agreements, on the approval by the Rectorate/, pertaining to voluntary donations or contributions from Governments, national or international organizations, private or public or any other donor organization for the benefit of Institute and the Pan African University;

xi.   Keep records on the progress of postgraduate research, and in this connection receive from Faculties and Centres recommendations for the de-registration of

candidates whose work is unsatisfactory or for their dis-continuation for sufficient cause and make such recommendations for the Senate as it shall deem appropriate.

xii. Process the appointment of Board of Examiners for Postgraduate theses, projects or other related presentations.

xiii. Send out invitations to examiners for postgraduate research presentations, on the recommendation of the relevant faculties or schools

xiv. Make copies of submitted theses, projects or similar presentations to be forwarded to examiners.

xv. Receive written assessment of such theses, projects or similar presentation from the examiners.

xvi. Convene Board of Examiners meetings in consultation with the Deans of Faculties, Schools or Centres concerned.

xvii. Forward recommendations of the board of examiners to the Vice Chancellor of Host University and PAU Rector for approval on behalf of the respective Senates where the verdict of such Board is unanimous; provided that in the absence of unanimity of the examiners recommendations shall be deliberated upon by the Board and recommendations thereon made to the Senates.

xviii. Undertake any other work or responsibility as may be assigned to him/her by the Rector

10. The conditions of service, including rights and privileges for Directors shall be defined in a specific policy document.

Article 11: The Coordinators of a Centre

1. There shall be Centers under each Institute. Each center shall be regarded for administrative purposes as being a constituent part of the Institute.

2. Each Centre shall be headed by a Coordinator. Coordinators shall be appointed by the PAU Rector, following consultation with the Council and the host institution.

3. In addition to his teaching, research and other duties and responsibilities, the Coordinator of a Center shall:

    i. Ensure effective co-ordination between the Centre and the Institute as well as the host University

    ii. Be a Senate Member of the host University and reports periodically to the Institute Director on the activities of the host University and others

    iii. Liaise between the host University, host government and the PAU

    iv. Prepare and present activities report of the Centre monthly to the Director of the Institute

    v. Ensure implementation of the decisions of the PAU and the Institute in the Centre

    vi. Ensure required co-ordination between the Centre and the Institute

    vii. ensure implement and the periodic monitoring of the multi-annual strategic development of the Centre

    viii. Ensure commitment and release funds for which provision was made in the budget approved by the PAU of which he/she is the authorizing officer for the Centre

    ix. Manage the Centres' personnel, property, equipment etc

    x. With the assistance of programme officers, be in charge of executing the academic and research programmes of the Centre. He/She shall particularly ensure the

follow up in relations to trainers, admission and graduation of students, promotion of relationship with students, management of internships, follow-up, assessment and issuance of degrees.

xi. Act as the representative of the Rector in the Center and administer the Pan African University policies at the Center level.

xii. Act as the academic and administrative head of the Center.

xiii. Hold regular Center meetings and ensure that the members of staff attend such meetings where the Coordinator and the entire staff have an opportunity to exchange ideas on policy matters.

xiv. Represent the Center on the appropriate University Committees and other bodies as required;

xv. At all times use his/her best endeavor to ensure that proper and acceptable standards of teaching and research are maintained in the Center.

xvi. Be required to publish annual reports on their Center's performance.

xvii. Submit the Center budget, procurement plans, annual reports and performance contracts.

xviii. Undertake any other work or responsibility as may be assigned to him/her by the Director

11. The conditions of service, including rights and privileges for Coordinators shall be defined in a specific policy document.

Article 12: Intellectual Property Rights

1. All the ideas, inventions and innovations emanating from the research/activities done under PAU shall be patented in the host country in the name of the innovator(s), host University and PAU. PAU shall develop a policy document in consultation and concurrence with the host University/country on Intellectual Property Rights registration, patenting and sharing of proceeds from commercialized patents.

2. The policy document shall be reviewed in line with the international treaties and conventions.

3. The host country policy should have supremacy over other policies in event of ambiguity or otherwise

Article 13: PAU Research Policy

1. The PAU shall develop its own research policy which may vary from institute to institute depending on the nature of their activities and programmes

2. The research policy shall be in consonance with the country's scientific and technological research policy

3. In an event where there is ambiguity or disagreement the national law on research policy should have supremacy

Article 14: The Endowment Fund

1. An Endowment Fund shall be created based on voluntary contributions.

2.   The following shall be contributors to the Endowment Fund:

      i.   The Governments of Member States of the African Union;
      ii.   Regional Economic Communities (RECs)
      iii.   Development Partners and relevant Donors;
      iv.   Public and private sources.

3.   The management of the Endowment Fund shall be in conformity with the general financial principles applicable to AU institutions.

4.   Each country hosting an Institute, a Centre or the Rectorate shall be required to commit additional resources.

Article 15: Budgeting and Financing of the University

1.   The PAU budget shall be managed under the general financial regulations approved by the PAU Council. The annual budget prepared by the Rector shall be adopted by the PAU Council.
2.   Following the approval of the annual budget, the Rector shall proceed to execute the budget in conformity with the provisions of the PAU financial regulations;
3.   The Rector shall prospect for financial opportunities and, on the approval of the Council, conclude agreements and conventions under which funding would be raised for the University;
4.   The Rector shall present annually a financial report to the Council for approval;
5.   The accounts of the PAU shall be audited annually by an external auditor appointed by the Chairperson of the AUC.

Article 16: Headquarters

The location of the Rectorate shall be decided by AUC following an open call to AU Member States. A Memorandum of Understanding shall be signed in this respect with the host country selected.

Article 17: Staff and Student Disciplinary Committee

The Rector is allowed to set up a committee in each PAU Institute and Centre comprising not less than 7 and not more than 11 members but must be an odd number to hear and make fair judgment on students and staff act of indiscipline in accordance with the staff/students rules and regulations.

Article 18: Modalities of Award of Degrees and Examination Regulation
These details are as shown in annex 'A' of the Statute

Article 19: Special Provisions

1.   Article headings in this Charter are for the purposes of convenient reference only and shall not affect the meaning or interpretation of any provisions of the Charter.
2.   This Statute constitutes the entire agreement of the PAU and supersedes any and all prior agreements.

3.   This Statute shall be governed by and construed in accordance with the rules of the African Union.

4.   Any amendment to the Statute shall be decided by the PAU Council.

5.   This present Statute shall take effect as from February 2012.

Adopted by Summit of Heads of State and Government of the African Union on the 30th day of January 2012 in Addis Ababa

2012

Report of the 5TH Ordinary Session of the AU Conference oF Minsters of Education (COMEDAF V) Abuja, Nigeria 23 – 27 April 2012

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