



# Strategic Plan

## 2020 - 2024



## Acronyms

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AAS	African Academy of Science
AfDB	African Development Bank
AU	African Union
AUC	African Union Commission
AUDA	African Union Development Agency (previously NEPAD)
BMBF	<i>Bundesministerium für Bildung und Forschung</i> German Federal Ministry of Education and Research
CAADP	Comprehensive Africa Agriculture Development Program
CESA	Continental Education Strategy for Africa
CFO	Chief Financial Officer
CPUT	Cape Peninsula University of Technology
DFID	United Kingdom's Department for International Development
EU	European Union
FIFO	Fly-in-fly-out lecturers (temporary academic staff)
GFGP	Good Financial Grant Practice
GIZ	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i> German Development Cooperation
HINARI	Health InterNetwork Access to Research Initiative
HRST	Human Resources, Science and Technology (Department of the AUC)
HR	Human Resources
ICT	Information and Communication Technologies
IPR	Intellectual Property Rights
IPSAS	International Public Sector Accounting Standards
JICA	Japan International Cooperation Agency
KfW	<i>Kreditanstalt für Wiederaufbau</i> German Development Bank
KTP	Key and / or Thematic Partner
LMS	Learning Management System
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding

MS	Member States
NEPAD	New Partnership for Africa's Development (now AUDA)
PAU	Pan African University
PAQAF	Pan African Quality Assurance and Accreditation framework
PAUAA	Pan African University Alumni Association
PAUGHSS	Pan African University Institute for Governance, Humanities and Social Sciences
PAULESI	Pan African University Institute for Life and Earth Sciences Institute
PAUSS	Pan African University Institute for Space Sciences
PAUSTI	Pan African University Institute for Basic Sciences, Technology and Innovation
PAUWES	Pan African Institute of Water and Energy Sciences (including Climate Change)
PAVEU	Pan African Virtual and E-University
PIDA	Program for Infrastructure Development in Africa
QA	Quality Assurance
REC	Regional Economic Community
STC EST	Specialized Technical Committee on Education, Science and Technology
STISA	Science, Technology and Innovation Strategy for Africa
SP	Strategic Plan
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UCT	University of Cape Town
UNISA	University of South Africa
USAID	United States Agency for International Development

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## Executive Summary

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It is envisaged that the five-year Strategic Plan (SP) of the Pan African University (PAU) be implemented during the period 2020-2024, with 2019 serving as a preparation year. The implementation of this SP constitutes the consolidation phase of the envisaged three stages of PAU's development: Initiation (2012-2018), Consolidation (2019-2024) and Achieving Excellence (2025-2029).

During the Initiation Phase (2012-2018), major activities were undertaken: these included establishing basic legal and governance frameworks and structures, setting up a temporary rectorate, institutes and the programs, constructing and installing basic equipment and effecting a series of enrolments and graduation cycles.

The Consolidation Phase, 2019-2024, which is the subject of this SP, focuses on strengthening the successes achieved so far, while also systematically addressing the key challenges faced during the Initiation Phase. The Consolidation Phase will be marked by a process of putting systems in place with strong emphasis on enhancing quality, relevance and reputation. The manifestation of this includes establishing a permanent rectorate and recruiting long-term staff, consolidating institutional processes and capacity building, fine-tuning the thematic areas of engagement, and the study programs and curricula accordingly, introducing strong quality-assurance mechanisms, enhancing teaching and instructional approaches, actively interacting with the private and public sectors, establishing entrepreneurship and career services, pursuing key development-oriented research and establishing networks with leading African and international institutions.

The third phase, Achieving Excellence (2025-2029), will be marked by a strong focus on building a world-class institution which prides itself on excellence, reputation and recognition. The Consolidation Phase remains critical in transitioning to this stage, in order for PAU to achieve its vision of serving as 'a leading centre of excellence in research and higher education for the advancement of Africa'.

## **Characteristics of the Pan African University**

The development of high-level human resources has been identified as the key element of advancement during the 21st Century – now widely accepted as being a knowledge era. Accordingly, major development players and stakeholders have categorically affirmed the critical role of higher education in the advancement of socio-economic development.

Africa, a rich continent which is under-represented in terms of human and financial resources, has, through the African Union, committed to building PAU as a leading academic and research institution in order to accelerate the continent's social and economic development. The African Union has exhibited its unwavering drive to ensure this development by envisaging, among others, the establishment of PAU as a world-class institution.

PAU exists within four institutions, based in Algeria (Université Abou Bekr Belkaid), Cameroon (University of Yaoundé II), Kenya (Jomo Kenyatta University of Agriculture and Technology), Nigeria (University of Ibadan) respectively. A fifth institute is planned for establishment in South Africa, coordinated by the Cape Peninsula University of Technology. The African Virtual and E-University, which had earlier been declared a flagship project of the African Union, was realigned by the Executive Council in January 2018 to be operationalized as the open, distance and e-learning arm of PAU.

The PAU Statute and Mission Statements maintain that the strategic foci of the University should be geared towards the pursuit of excellence in order to attain world-class standards. This places PAU in a powerful position to directly contribute to the transformation of the continent, as is envisaged by Agenda 2063 and articulated within strategies such as CESA 2016-25, STISA 2024 and the Continental TVET Strategy – noting that the African Union considers higher education to encompass TVET.

PAU pursues excellence through the production of competent human resources – including policymakers, entrepreneurs, professionals and researchers – by creating relevant research-based and practice-laden learning experiences. In so doing, the University endeavors to address the issues of unemployment and underemployment by delivering graduates who demonstrate entrepreneurial and leadership skills.

PAU advances excellence by building and consolidating Pan-African knowledge, Pan-African intercultural experience and Pan-African professional networks through cooperation and academic exchanges that attract leading experts, teams and institutions to Africa, within Africa and beyond. PAU will also establish a Pan African Entrepreneurship Hub, a platform for advancing skills development and entrepreneurship across the continent.

PAU graduates representing all Member States of the African Union and equipped with sound knowledge of Africa's current and future challenges – as well as solutions to overcome them – shall act as prime advocates of African integration and development. A network of PAU alumni and researchers, promoted and sought after by all Member States, shall span the continent. Collaboration with other universities and research institutions on the continent shall be fostered between 2019 and 2024 in order to create a Pan-African network of knowledge creation, and to strengthen contributions to both continental and global scientific discourse.

PAU pursues excellence by providing state-of-the-art development research and innovation within the broader thematic areas of the abovementioned host institutions. The University intends to deploy research which catalyzes home-grown technological and scientific solutions to chronic African challenge. PAU will also build capacity for adapting and adopting globally available knowledge and technology. Through mobilization and concentration of resources within key development areas, the achievement of excellence is anticipated. PAU will engage in dialogue and cooperation with policymakers, the private sector and civil society in order to identify the most pressing research needs, as well as to secure the engagement and interest of stakeholders in the research process. Communication and transfer of research findings and solutions, in addition to science-to-policy advisory structures, will also be a core task of PAU. In addition, the University will establish an African Union Science to Policy Forum to provides analysis, advice and solutions on current themes of the African Union political agenda.

### **What makes the Pan African University different from other universities?**

Ultimately, PAU shall contribute to an integrated, prosperous and peaceful Africa. Realizing its full potential, PAU will:

**1) *Produce a new generation of responsible leaders who drive the Pan African integration***

Graduates of PAU will be equipped with problem-solving skills in key sectors as well as the integrity and responsibility to support the political, economic and social integration of the continent. They will, thereby, be ready to move into national, regional and continental leadership positions in policymaking, administration, the private sector, civil society and academia. Member States will benefit from highly qualified staff who shall drive the development agenda, African integration and strategic cooperation.

**2) *Generate cutting-edge African knowledge, innovation and applied research for solving African challenges***

PAU will base its applied research and knowledge production on close collaboration with practitioners from the private and public sectors. The University will also ensure that research conducted is relevant to the development potential of Africa. The uniqueness of PAU as an institution of the African Union will be leveraged to translate research into evidence-based policies at all levels, as well as to advance key development sectors through innovation transfer.

**3) *Advance an African network of academic excellence for knowledge production and innovation across the continent and contribute to the international scientific discourse from an African point of view***

The uniqueness of PAU as a network university with institutes in all African regions, will be used to advance a network of knowledge production and innovation across the continent. PAU will reach out to leading teaching and research institutions in respective thematic fields, inviting them to be part of the network. The University will provide a platform for exchange and will contribute to the international higher education discourse. Cooperation in science, technology and innovation will benefit each Member State, advancing other universities and research institutions across the continent.

**4) *Foster entrepreneurship and cross-continental business innovations for job creation in Africa***

The Pan African University Entrepreneurship Hub will provide opportunities for business development, incubation and acceleration of start-ups across the continent. It will foster the



potential of cross-border business by transferring and disseminating business innovations between regions and Member States. PAU will provide a model for the role that higher education should assume in promoting youth entrepreneurship on the continent.

## **Financing**

Building a world-class institution – just such as PAU strives to be considered – entails investing substantial financial, technical and logistical resources. The need for sustained and reliable investment of these resources in the long term cannot be overemphasized. Financing PAU, then, is the most critical factor for its survival and sustainable growth.

The SP strongly advocates for funding secured from multiple sources. These include the African Union Member States, host countries, key and thematic partners, other bilateral and multilateral development agencies, foundations and the private sector. On the other hand, however, the core funding for operations and programs, as well as expenses for stipends, needs to be secured and provided through the African Union Member States in order to ensure continuity of operations and, more so, to ensure African ownership. Additional sources shall be solicited for research, outreach projects and complementary activities.

African universities strongly depend on the resources of development partners who fund a big proportion of African research and innovation. However, these development partners can change their development strategies without due regard to the critical needs of their partner countries. A key challenge of the development of African research is this particular dependency. PAU will strengthen cooperation with reliable partners from the continent and thus focus on the allocation of resources that will support its Strategic Plan in undertaking key and cutting-edge research that responds to continental development needs.

The SP vigorously maintains that PAU must have the capacity to develop a fundraising strategy and manage funding from multiple sources with different modalities and reporting structures by means of robust financial and accountability mechanisms.

The major portion of the budget will go into academic and administrative staff costs amounting to 50%, followed by student stipends of 35% and funds provided directly to academic and research activities of 10%.

## **Governance and Management**

This SP recognizes that one of the key ingredients in building world-class institutions is ensuring the establishment and maintenance of robust and effective governance and management systems which are commensurate with the unique features of academic institutions.

PAU merits better autonomy – closely intimated with accountability – in managing its affairs, particularly in its recruitment of staff and its management finances. This remains paramount for effectively and dynamically running the university to provide high quality deliverables and building trust with potential funders.

While strictly adhering to the principles of full accountability, monitoring and evaluation, the SP envisages doing away with the current state of debilitating authorization procedures, which were not foreseen during the development of the PAU statute. These procedures are counterproductive, if not antithetical, traits of a dynamic academic institution with all its anticipated deliveries.

The current governance and management approach relies heavily on authorisation procedures and less on results-based accountability. The SP anticipates urgent measures to align the PAU governance and management framework with its declared ambitions. This alignment must take place as the first step in the implementation of the SP.

The SP envisages that the governance and management bodies of the PAU must be effectively activated and timeously deployed in order to drive PAU to achieve its anticipated aspirations. PAU's decision-making bodies must, therefore, be provided with the requisite space and flexibility in all administrative, management and financial matters, while also being fully accountable and transparent, in concert with the characters of a university, as a unique organization. The existing guidelines and, moreso, practices, have unfortunately slowed down the Initiation Phase .

To reiterate, the SP foresees the activation of decision-making platforms and the development of regulatory models that enhance the decision-making space for the various academic and management domains, along with associated accountability models appropriate for a university.

Furthermore, the plan also foresees the development of structured, proactive, and accountable communications within and among the PAU and the AU in order to ensure effective performance, as well as to mitigate risks.

### **Core tasks of PAU: Human Resources and Research Capacity Development**

PAU will develop the requisite human resources to drive the development agendas of the continent. One of the interventions proposed in this SP is the revision and redefinition of the study programs and curricula to ensure that PAU graduates are equipped with the requisite skills to contribute to the aspirations of Agenda 2063. By the execution of this SP, PAU institutes will execute selective programs targeted towards the production of future champions for Pan-African integration.

PAU will continue to build an Entrepreneurship Hub that capacitates graduates and target groups beyond its students by enriching and reinforcing their skills and knowledge to develop business ideas and validate, incubate and engage in start-up activities. The potential of bench-marking, spreading innovations and businesses across borders shall also be exploited. PAU will also provide mentoring and coaching opportunities to students, working with existing entrepreneurship hubs, the private sector, the diaspora and investors in order to provide a platform for knowledge exchange which advances entrepreneurship practices across the continent.

PAU will also enhance the intercultural and language skills of all its graduates, not only to boost their employment opportunities, but also to promote their mobility and to achieve Pan-African integration - one of the continent's fundamental ideals. A culture of fostering and valuing diversity, equity and leadership skills shall be emphasized in order to prepare graduates for healthy interpersonal and intercultural exchanges.

The SP also anticipates the systematic involvement of industries and public institutions in enriching the curricula and study programs of PAU. This is to be further consolidated with two- to three-month internship programs for Master's students and mandatory entrepreneurial skills to all through the PAU Entrepreneurship Hub, which will operate from Université Abou Bekr Belkaid in Algeria.

The SP anticipates producing 1500 Master`s and PhD graduates by the end of this phase. It forecasts the employment of all of its PhD and at least 80% of its Master`s graduates. The SP aims to build the profile of PAU to position itself among the leading academic institutions in Africa in the respective thematic areas by attracting world-class research leaders. The research output – in terms of publications, patents, data generation, and evidence-based policy formulation and review – is anticipated to elevate the university as a preferred center at which African leaders, entrepreneurs and policymakers will be drawn to engage and consult on a multitude of development issues. PAU will establish the African Union Science to Policy Forum as a dialogue and dissemination platform on contemporary African issues.

By the end of this SP phase, each research group is expected to publish at least two dozen articles in established peer-reviewed journals. The PAU anticipates holding a biannual international conference at the culmination of this phase. Researchers will actively engage in communication of research results and production and dissemination of policy briefs to ensure that findings are effectively applied and that innovations are meaningfully implemented. It is also envisaged that the rectorate and the institutes translate the strategic plan into annual operations and projected budgets, ensuring progress toward achievement of objectives and goals.

## **Anticipated Risks**

The SP envisages a number of risks that may threaten the success – indeed, even the survival – of PAU, on the basis of which it anticipates a number of urgent interventions. These include recruiting excellent academic leaders and staff on a long-term basis, building world-class facilities, setting up effective and stream-lined decision-making processes and enhancing reliance on own resources for reliable funding. In order to mitigate risks, a detailed risk framework has been developed as part of the SP.

# 1. Introduction

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This document presents a five-year strategic plan (SP) for the Pan African University (PAU), which was established by the African Union Commission in 2012. As one of the flagship initiatives of the Commission, PAU, which is guided by a vision ‘to be a leading centre of excellence for the advancement of Africa,’ envisages to strategically advance the production of knowledge at post-graduate level for effective execution of the African Union’s development blue print: *Agenda 2063 – the Africa We Want*.

This plan marks the first such endeavor for this multi-country and multi-campus university to drive its growth and development for the next five years and beyond. While the SP broadly rests on Agenda 2063, it draws on multiple strategies conceived by the AUC such as the Science, Technology and Innovation Strategy for Africa (STISA-2024), the Continental Education Strategy for Africa (CESA 2016-2025), and the Continental TVET Strategy (2007).

Agenda 2063 envisages catalysing an education and skills revolution and the active promotion of science, technology, research and innovation in order to build knowledge, human resources, capabilities and skills for the African century. This entails, among others, the building and expansion of an African knowledge society through transformation and investments in universities, science, technology, research and innovation. It particularly singles out strengthening PAU as a post-graduate institution which elevates Africa’s role in global research, technology development and transfer, innovation and knowledge production.

STISA was developed soon after the African Union formulated Agenda 2063. It is the first of the ten-year incremental phasing strategies which responds to the demand for science, technology and innovation (STI) to impact across critical sectors such as agriculture, energy, environment, health, infrastructure development, mining, security and water. STISA further defines four mutually reinforcing pillars which are prerequisite conditions for its success: (i) building and / or upgrading research infrastructure, (ii) enhancing professional and technical competency, (iii) promoting entrepreneurship and innovation and (iv) providing an enabling environment for STI development in Africa.

Mounted on several guiding principles, CESA unequivocally affirms that “knowledge societies called for by Agenda 2063 are driven by skilled human capital”. It stresses, as one of its strategic objectives, the revitalization and expansion of tertiary education, research and innovation to address continental challenges and promote global competitiveness. CESA re-affirms that higher education provides a conducive environment for the development of science, technology and innovation and a suitable exploitation of their full potential to support sustainable growth and socio-economic development. Furthermore, higher education plays a role in the technical and vocational education and training (TVET) strategy of the African Union. The TVET strategy “responds to the demand of socio-economic activities through capacity building to create and innovate, thanks to the entrepreneurial and initiative spirit.”

PAU has been established to systematically undertake these key strategies and objectives through cutting-edge, state-of-the-art post-graduate teaching, research and rigorous policy analysis that are deemed critical to the socio-economic development of the continent. PAU stands as a unique, AU-aligned higher education institution, unlike any other, that strategically focuses on national and continental development priorities and challenges in a comprehensive and targeted manner.

PAU currently comprises four institutes based in:

- i. Algeria (Université Abou Bekr Belkaid)
- ii. Cameroon (University of Yaoundé II)
- iii. Kenya (Jomo Kenyatta University of Agriculture and Technology)
- iv. Nigeria (University of Ibadan)

A fifth institute will be set up in South Africa (coordinated by Cape Peninsula University of Technology). The open, distance and e-learning arm of PAU is coordinated by the PAU Rectorate in Yaoundé, Cameroon.

PAU is tasked to produce a rich pool of qualified human resources and African talent which is endowed with academic acumen, research skills and policy expertise, consolidated with a heightened spirit for Pan-African integration. Since its inception, PAU has endeavored to meet expectations, albeit at a sub-optimal level due to compounding challenges. The Strategic Plan

(SP) has been developed in heightened anticipation of implementing the vision and mission of PAU successfully. The SP has identified three key strategic goals for the PAU institutes:

- i. production of researchers, experts, decision makers, and entrepreneurs;
- ii. provision of state-of-the-art development-oriented research and innovation;
- iii. building continental knowledge and practice networks through cooperation and mobility.

To ensure the realization of these strategic goals, the SP further envisages:

- i. comprehensive application of the PAU governance framework, based on the principle of delegated authority to the PAU governing bodies;
- ii. growth and development on the basis of sustainable funding;
- iii. delivery of excellent and relevant outcomes by the Rectorate and the institutes;
- iv. access to excellent infrastructure, facilities, equipment and databases.

The SP has been developed on the basis of extensive lessons learned, meticulously recorded challenges and successful actions so far undertaken in the running of the University. These have been documented and enriched through extensive consultative processes involving multiple internal and external stakeholders. The SP is guided by this knowledge and experience in charting a robust plan whose successful implementation will be critical for the sustainable growth and continuity of the University.

The work of the SP has been produced under the leadership of the SP Committee, which has been established to oversee its development. The SP Committee firmly upholds that, without proper and full implementation of the SP as stipulated herewith, the fate of the institution will be in serious jeopardy. The 13-member committee met three times – in November 2017, June 2018 and September 2018 – in order to discuss and review the draft SP document under the auspices of the Rectorate and representatives of the AUC.

Finally, the SP Committee extends its gratitude to the European Union (EU) and to German Development Cooperation (GIZ), both of whom have made possible the development of the SP. The support and contribution of Prof. Peter Okebukola (SP Committee Chair), Prof. Berhanu Abegaz, Prof. Damtew Teferra (both SP Committee members and consultants) and Mr. Bart Fonteyne (consultant) are strongly appreciated. Furthermore, the SP Committee recognizes the support of all involved consultants and contributors, including Prof. Fred Hayward, Dr. Bernard

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## 2. Background of the Pan African University

The African Union Commission has identified specific development themes for each of the five institutes of PAU. These themes are Water and Energy Sciences (including Climate Change) (PAUWES, Algeria); Basic Science, Technology and Innovation (PAUSTI; Kenya), Life and Earth Sciences (PAULESI, Nigeria); Governance, Humanities and Social Sciences (PAUGHSS, Cameroon) and Space Sciences (PAUSS, South Africa). It is envisaged that the respective institutes are jointly supported by the African Union Commission, their respective host country and designated development partners, which are also known as Key and / or Thematic Partners (KTPs).

Accordingly, the following development partners were initially identified: Germany / PAUWES and support to the PAU Rectorate, Japan / PAUSTI, India / PAULESI and Sweden / PAUGHSS. Of these four initially identified thematic partners, the support from Germany remains strongest, followed by that of Japan; Sweden supported PAUGHSS during the Initiation Phase, while India has yet to commence its commitment to the partnership. The African Development Bank (AfDB) has been playing a pivotal role in supporting the PAU targeting the institutes in Kenya, Nigeria and Cameroon as well as the Rectorate. The EU, meanwhile, supported the PAU with stipends during the Initiation Phase, as well as with a pertinent contribution to the SP process.

PAU has yet to put in place its top executives, including members and deputies of the Rectorate – which is currently managed by an interim deputy rector and four directors of respective institutes. Similarly, the core long-term academic staff is yet to be installed. While the Institute of Space Sciences is in the planning phase, awaiting the formal conclusion of the host country agreement, the Pan African Virtual and E-University (PAVEU) was mandated in January 2018 to become the open, distance and e-learning arm of PAU<sup>1</sup>.

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<sup>1</sup> The Executive Council has endorsed the proposal to operationalize the Africa Virtual and e-University as the open, distance and e-learning arm of the Pan African University during the Thirty-Second Ordinary Session on 22 – 26 January 2018 in Addis Ababa, Ethiopia.



PAU is governed by a Council designated by and accountable to the African Union Commission. Each constituent institute is headed by a Director and shall have a Board whose mandate shall be to supervise, guide and support the Directorate in the management and administration of the institute.

By November 2018, PAU had already produced 591 graduates from all the four institutes. These graduates, 28% of them female, come from 45 different African countries. Also in November 2018, PAU recorded a total population of 872 Masters and PhD students, of whom more than 30% were female.

Establishing a continental network university as part of the African Union, with the involvement of dedicated host countries and international partners, is a process characterized by considerable complexities and a multitude of challenges, but also by immense opportunities and tremendous potential impact. Since its founding, PAU has faced multiple organizational, governance, academic, financial and management challenges which have hampered its operation, diminished its anticipated outcomes and, ultimately, put to test the institution's lofty vision and mission. A critical hindrance to PAU's development have been delays in the recruitment of leadership and academic staff at the Rectorate and institute levels. The recruitment and personnel processes – which are time bound and which must accord with the quality needs and the standards of an internationally recognized center of excellence – do not fit within the framework of the rules and regulations of the African Union. The SP, guided by informed knowledge of these challenges and gaps, meticulously articulates that the requisite interventions and stages of development rekindle the very drive that prompted the building of an African institute *par excellence*. Although PAU is embedded within, and guided under, the auspices of the African Union, it requires specific support and flexibility for fully unfolding its operations as a University.

Accordingly, three phases of development are envisaged in PAU's growth trajectory: Initiation, Consolidation and Excellence. The first phase, Initiation, has entailed numerous major successful activities such as the establishment of basic legal and governance frameworks and structures, a temporary rectorate, institutes and programs, recruitment of part-time staff, procurement, construction and installation of basic equipment, effecting a series of enrollments and graduation cycles, and embarking on key institutional development processes. What has been achieved

through the course of this period is noteworthy, given the thin layer of personnel and considerable other challenges.

The second phase, Consolidation (2019-2024), is the primary subject of this Strategic Plan. This phase focuses on consolidating the successes while also strategically tackling the challenges. It will be marked by a process of putting systems in place which enhance quality, relevance, visibility, reputation and sustainability. This will require the installation of a permanent rectorate, the filling of long-term staff positions, review and sharp articulation of the thematic focus of each institute, the consolidation of institutional processes and capacity building, the introduction of strong quality assurance mechanisms for the study programs and services, the enhancement of teaching and instructional approaches, active engagement with the private and public sectors, including establishment of entrepreneurship and career services, the introduction and advancement of key development-oriented research and other programs prompted by knowledge transfer and policy advisory, and the establishment of networks and partnerships with leading African and international institutions including other AU institutions and Pan-African organizations.

It is important to stress that the success of the Consolidation Phase is decisive in transitioning to the following phase, that of Achieving Excellence – ie. achieving the principles upon which the University was conceived. Put more starkly: the Consolidation Phase plays a make-or-break role in the life of PAU.

The Achieving Excellence Phase (2024-2029), meanwhile, will place focus on PAU becoming a world-class institution which prides itself on excellence, reputation and recognition. Reaching this stage will signal the successful fulfilment of the mandate of the PAU as stipulated in its vision and mission. It should be vigorously reiterated here that the Strategic Plan must be successfully executed in order to build the University's reputation and, thereby, to ensure its survival. This SP is thus meticulously crafted to ensure the effective delivery of the mission of the institution to emerge as one of the leading centers of excellence in higher education, research and, policy development in Africa. As part of this process, the Plan underscores the urgent need for the requisite governance, sustained funding and fully engaged academic and support staff.

### 3. What Makes PAU different from other Universities?

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The Pan African University has great potential to achieve the following:

**1) *Produce a new generation of responsible leaders who drive the Pan African integration***

In the future, PAU shall supply personnel from all 55 Member States for leadership positions at the national, regional and continental levels in policy making, administration, the private sector and civil society. The personnel will have gone through a unique, Pan-African learning and training experience with peers from across all Member States of the continent. This diverse intercultural learning environment at PAU will produce graduates with a Pan-African mindset infused with competence, confidence and integrity which are vital traits for the realization of the political, economic and social integration of the continent. They will be well networked and will develop close familiarity with challenges in key economic, social and environmental sectors, sharpening their problem-solving skills and expertise and enhancing their awareness for continental integration. Through exposure to the world of practice and applied and relevant research during their courses of study, graduates will be vested with highly relevant insights and practical experience.

PAU will seek a close collaboration with sector programs of the AUC, as well as NEPAD / AUDA, and will prepare and pilot training programs which first target advanced professionals who require key additional training in fields relevant to development agendas.

In developing such a profile, PAU shall emerge as a training ground for young talent and advanced professionals on the African continent which is comparable to institutions such as the United Nations University.

**Expected outcome:** Stronger collaboration and synergies among Member States which benefits from highly qualified personnel in national institutions and key sectors. This personnel will be instrumental in enhancing innovation, catalysing development and fostering integration among the Member States.

**2) *Generate cutting-edge African knowledge, innovations and applied research for solving African challenges***

The PAU institutes shall become leading African centres of excellence in development research. They will generate cutting-edge knowledge and innovations as well as undertaking applied research for solving continental issues promote economic, social and ecological sustainability.

Close cooperation in developing research questions with practitioners from the private and public sectors within Member States, regional institutions and African Union institutions will ensure that the research and research questions are co-created and are relevant to Africa's potential. To this end, PAU will create and strengthen linkages with public institutions, as well as with partners from the business community in both the host country and in other Member States of the continent. Close links with the African Union will be a vital conduit via which to translate research findings and solutions into policy making.

PAU will establish an African Union Science-to-Policy Forum to provide advice and analysis which benefits all African Union Member States and their policy making bodies at both continental and regional levels. Through this forum, PAU shall support evidence-based policy making as well as analysis of policy implementation, monitoring and impact. The institutes shall directly contribute to the advancement of major development programs of the AU such as PIDA, CAADP, AIDA, among others. Dissemination and evaluation of research results will be continental while involving concerned communities and recipients in the continent.

**Exptected outcome:** Evidence-based policy and decision-making in the private and public sector at national, regional and continental levels contributing to sustainable African development.

**3) Advance an African network of excellence for knowledge production and innovation and contribute to the international scientific discourse from an African point of view**

PAU will advance a network of knowledge production and transfer across the continent by partnering with existing institutions of excellence, convening the strongest researchers and providing a platform for research cooperation. In this way, PAU will strengthen the African research landscape and its institutions in its potential for developing African solutions to development challenges.

The University will provide a platform for exchange and contribute to international discourse on the African higher education sector. A biannual internationally visible, landmark conference will convene African experts and leaders, international researchers and practitioners from across regions and Member States and beyond.

PAU, with its continental outreach and network of institutes, provides unique mobility opportunities for students and staff to other PAU institutes and African Union institutions. In this way it will contribute to Pan-African integration.

<b>Expected outcome:</b> Enhanced intra-African cooperation in all areas of focus of PAU.
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**4) Foster entrepreneurship and cross-continental business innovations for job creation in Africa**

PAU is setting up a Pan African Entrepreneurship Hub that will provide opportunities and guidance on the development, validation, incubation and acceleration of business ideas and start-ups across the continent. The Hub will act as a platform for promoting entrepreneurship across the continent and, specifically, cross-border business. It will also transfer and disseminate business innovations between regions and among Member States. The Hub will not only focus on private businesses, but also on entrepreneurship and innovation within the social and public sectors.

The PAU Entrepreneurship Hub will also collaborate with existing African entrepreneurship hubs, the private sector, the diaspora and international partners to

inspire a policy and stakeholder dialogue platform for initiating and promoting good practices in entrepreneurship and cross-border businesses and innovations.

As a higher education institution, PAU will showcase the role of a university in promoting youth entrepreneurship on the continent and increasing the employability of young people.

**Expected outcome:** Pan African entrepreneurs equipped with the relevant skills and mindset to start businesses and create jobs which leads to the development of innovative societies and which increases competitiveness and economic growth.

## 4. Strategic Framework

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The development of PAU so far has been guided not by a strategic plan but, rather, the Statute and earlier documents and proposals that had already been drawn up at the time of the University's establishment. Much has been achieved despite the absence of the full complement of leadership. With the first stage now coming to an end, the second phase, the Consolidation Phase, which gives strong focus to building quality, relevance and reputation, is ushering in the crucial need for a new longer-term horizon to guide PAU's next stage of development.

The vision, mission, goals and transversal principles of PAU provide long-term guidance for the strategic goals for the coming five years, as formulated in this document. The strategic framework, which guides the operations of PAU for the coming five years, includes three core functions: (1) Human Resources Development (2) Research for Development and (3) Outreach and Integration. For each core function the SP stipulates one goal, several objectives and targets. In addition, four major goals guide the steering and support processes and they express the expected states of governance, management, financial sustainability and infrastructure required to enable PAU to pursue its mission successfully.

The specific aspects of governance and management particularly focus on a set of critical targets and milestones which are intended to be achieved with urgency at the very beginning of the Consolidation Phase, in early 2019.

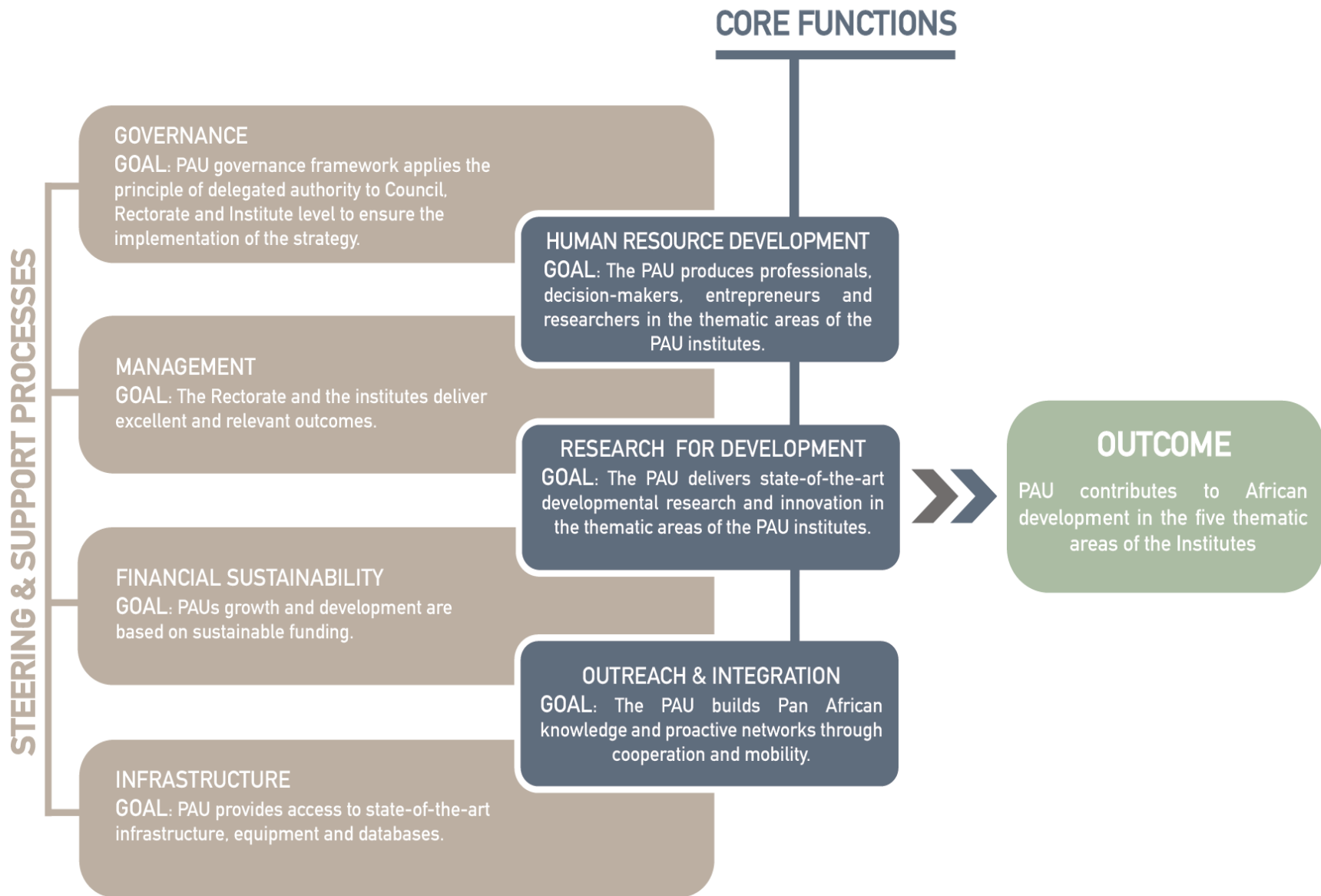


Figure 1: The Strategy Matrix of the Pan African University

## **4.1 Vision and Mission of the Pan African University**

### **Vision**

*To be a leading centre of excellence in research and higher education for the advancement of Africa.*

### **Mission**

*To produce world class human resources through high-quality postgraduate education and research to drive the development imperatives of the continent to meet the aspirations of the Agenda 2063.*

## **4.2 Transversal Principles**

While PAU shall consider basic principles of the Constitutive Act of the AU, Agenda 2063 and relevant AU strategies, the PAU Statute of January 2016 stipulates a set of principles that are elaborated and concretized as part of this Strategic Plan (SP). The Statute lays out academic freedom, accountability and autonomy as principles for the governance of PAU: they are taken up in the Strategic Framework, particularly regarding the reform needs of the steering and support processes for the functioning of PAU (more on this under chapter 4.2.1). The transversal principles laid down in the Statute are clustered and elaborated in the following guidelines, upon which the SP is based.

### **Focus on Excellence**

The PAU Statute and mission statement maintain that the strategic foci of the University should be geared towards the pursuit of excellence and the attainment of world-class standards. This is intended to deploy the PAU as a potent force which contributes to transforming the continent as envisaged by Agenda 2063.

In **Human Resource Development**, PAU will pursue excellence in producing professional experts, decision makers, entrepreneurs and researchers in the thematic areas of the PAU institutes by:



- i. Focusing teaching and learning on creating more relevant and robust learning experiences through student-centered methods such as action and research-based learning, including blended and distance-learning methods, in order to help students gain better practical competencies and skills. As a continental actor, PAU shall help cascade the teaching and learning methodologies in the continent by engaging with African flagship institutions.
- ii. Focusing on employability by delivering graduates who have analytical and critical thinking skills combined with entrepreneurial and leadership skills as well as other (soft) skills which are increasingly vital for employment and self-employment. These enable high-level value-added innovation and spin-offs which provide high-quality employment for young Africans.

In **Research for Development**, PAU will pursue excellence in the provision of state-of-the-art development research and innovation in the thematic areas of the PAU institutes by:

- i. Focusing research on home-grown technological and scientific solutions through policy, research and advisory within the specific African context.
- ii. Focusing innovation on the comparative advantages of the PAU institutes and their knowledge of, and proximity to, African challenges to build capacity for tapping and adapting globally available knowledge and technology so as to solve continental challenges.
- iii. Focusing on international benchmarking with resource concentration in specialised areas, with a comparative advantage for Africa, as well as attracting international resources to build up research and innovation capacity in these areas, in order to achieve excellence.

In **Outreach and Integration**, PAU will pursue excellence in building Pan-African knowledge and practice networks through cooperation and mobility by:

- i. Focusing particularly on mobility as a means for attracting the very best, and building excellence through highly performing teams in which international exposure to new knowledge and Pan-African integration prove to be additional benefits.
- ii. Focusing capacity building and transfer implies benchmarking and networking with leading and innovative partners on the continent and internationally to provide cutting-edge inputs. An applied research platform and formats for knowledge transfer and policy advice, with positive effects on innovation and research in the continent and its institutions, shall be developed.

Excellence has to be ensured and continuously evaluated through appropriate monitoring and quality assurance mechanisms, as described in Chapter 5.2 of this SP, 'Steering and Support

Processes'. Excellence has to be supported and promoted by establishing management, academic and administrative teams that pursue and foster a culture of excellence through the all of the processes and deliverables of the PAU.

## **Pan-African Integration**

The network of the institutes shall establish closer ties among the African Union Member States and provide a platform for outreach to academia and stakeholders across the continent. Under the objective of establishing a world-class post-graduate research and training institution, PAU aims to harmonize programs and degrees. As stipulated in the Statute, Pan-African integration shall be promoted through the mobility of students, academic and administrative staff as well as through the development of collaborative research on the challenges faced by African countries.

In striving to serve the whole continent, the student and staff bases shall originate from all regions of Africa, which will lead to a culture of intercultural learning and will promote African integration as both an individual and an institutional duty. Cooperation with public, private and civil society across the continent and the stimulation of innovation and knowledge transfer across borders are both essential to PAU's approaches to skills development, research and transfer.

The PAU Entrepreneurship and Innovation Hub shall act as a platform for fostering entrepreneurship promotion across the continent. Further, the African Union Science-to-Policy Forum shall inspire the pertinence of applied research for evidence- and innovation-based policy making on the continent, while contributing to African integration.

In particular, e-learning and virtual approaches shall enhance the principle of Pan-African integration, shall strengthen networks of knowledge production and dissemination across the continent and shall stimulate intra African cooperation.

## **Social Inclusion, Diversity and Gender Equity**

PAU commits to a strong focus on gender equity at all levels, the promotion of access for persons with disabilities and the respect of human rights. Diversity shall not only be mirrored in the representation of students and staff members from all African Union Member States: it shall also

be enshrined in a social inclusion policy and an organizational culture which values diversity and inclusion.

## **Sustainability**

The PAU Council resolutions of August 2017, recognize sustainability as a cross-cutting principle, encompassing institutional sustainability, financial sustainability as well as social, economic and environmental sustainability. The latter three shall be reflected in the thematic profile of PAU, with sustainability as a transversal principle being embedded in the curricula, study programs as well as institutional culture of the University.

## **Relevance**

As stipulated in PAU's vision and mission, the University aims to create sustainable solutions to African development challenges. PAU's relevance in contributing to the sustainable development of the continent is reflected in the three core cross-cutting functions of human resource development, research for development and outreach and integration. Creating decent employment opportunities which proactively counter the brain drain, underemployment and unemployment, among other problems, is one of Africa's pressing challenges: PAU intends to address it through innovative, research- and application-oriented study-programs. Furthermore, the establishment of career services at all institutes is essential for enhancing the University's relevance.

Development-oriented research in sectors such as energy, water, health, good governance and technology is targeted to promote innovation. PAU shall address the most pressing research questions through continuous dialogue and cooperation with policymakers, the private sector, civil society, leading think tanks and academic institutions. The co-development of research questions, the involvement of diverse stakeholders in the research process and the communication and dissemination of research findings in relevant formats and dialogue platforms with relevant actors are central approaches which will ensure the relevance, reception and implementation of research results. The relevance of PAU will also be enhanced through the establishment of the PAU Entrepreneurship and Innovation Hub. The Hub shall provide opportunities and guidance for business idea incubation, development and validation, as well as for the acceleration of start-ups across the continent.

## 5. Goals and Objectives

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### 5.1 Core Functions

#### 5.1.1 Human Resource Development

*Goal: PAU produces professionals, decision makers, entrepreneurs and researchers in the thematic areas of the PAU institutes.*

#### **Anticipated outcome**

One of the key objectives of PAU is the production of highly skilled human resources – professionals, decision makers, entrepreneurs and researchers within the thematic areas of the PAU institutes – who will advance the socio-economic development of the continent. As global competitiveness, economic success and social equity of nations have increasingly relied on their capacity to generate, develop, and consume knowledge, the importance of human resources has been declared paramount.

PAU is not particularly aiming to educate or train high numbers of graduates: rather, the University intends to distinguish itself by graduating a young generation of responsible Pan-Africanists who are fit to advance continental, regional and national organizations. The University also intends to produce job creators who will drive the development agenda of the African Union and its Member States, as well as promoting social, economic and ecological sustainability. Since the PAU provides a unique training and learning experience with peers and lecturers from across all Member States, its graduates will be equipped with a Pan African mindset. The SP focuses on developing the requisite human resources articulated in the key development strategies and plans, particularly Agenda 2063, and takes into account assessments of requisite human resource needs in the stipulated thematic areas of the PAU. At the same time, PAU shall present a valid and better alternative for outstanding students who would otherwise leave the continent to study abroad, which results in the unintended outcome of 'brain drain'.

Accordingly, PAU will target outstanding university graduates and young professionals from across the continent, taking into consideration fair and equitable regional distribution and gender equity. The selection process will value consciousness of students, garnered through active social economic, ecological and environmental engagements.

New programs shall also target senior professionals in relevant institutions and sectors to further enhance their skills, in order to achieve superior results in identified areas, processes and fields of the development agenda. In order to enhance the knowledge and skills of this target group, meanwhile, PAU will adapt contemporary curricula and develop direct linkages with development-agenda and sector-based strategies such as STISA, PIDA, AIDA and CAADP.

The heavy involvement of practitioners and development experts from the policy, private and public sectors and the African Union Commission is envisaged in sharpening the thematic profiles of PAU as well as the re-curriculation of the study programs. Programmes will include a rich assortment of research- and project-based activities involving case studies, field work and career internships across the continent. Career services will be established at all institutes in order to manage interaction and cooperation with the private and public sector across the continent, as well as to enhance employment opportunities.

PAU will build an Entrepreneurship Hub that will capacitate graduates by enriching and reinforcing their skills and knowledge through developing business ideas, based on their experience and insights. PAU will also endeavor to build the language skills of all its graduates, not only to boost their employment opportunities but also to promote their mobility and intercultural acumen, both of which are instrumental in realizing Pan-African integration. The role of the open, distance and e-learning arm of PAU is particularly important for expanding access and opportunities of the programs offered by the university while enhancing the scope and quality of provision and delivery.

## **Current status**

Since its founding in 2012, PAU has graduated hundreds of students while still endeavoring to establish itself as a credible academic institution. The thematic areas of the University have been

stipulated based on the decision of AU Member States about the pertinent challenges of the African development agenda. Although the profiles of the institutes have been created according to specific development challenges on the continent, their thematic fields are not yet uniquely defined or aligned to the most pressing challenges of the continent from which skills gaps and staff needs can be derived. Curricula have been developed with the involvement of experts from academia and practice across the continent, but the involvement of practitioners and policy-makers still needs to be fostered.

The state of PAU's graduates, their employability and performance are yet to be assessed and, accordingly, alumni surveys are being undertaken as of 2019. The University's programs which have been developed and implemented so far are yet to be emulated in terms of their excellence. As has been stated in multiple deliberations, PAU is yet to be sufficiently augmented with the requisite academic, professional and managerial interventions to carry out its objectives and goals effectively.

## **Key interventions**

Two key objectives are envisaged under the goal of advancing human resource development. The first is supporting students on their pathways to relevant employment in public, private, civil society and academic sectors at continental, regional and national levels, as well as alternatively starting their own enterprises of national or regional scope. The second objective is to deliver high quality, research-based and practice-oriented study programs. These two key objectives are obviously intertwined in that a high-quality program is often associated with attracting prompt employment opportunities.

A number of actions and targets have been proposed, including re-curriculation, tracer studies, employer surveys and feedback, student evaluations of study experience, cooperation with the private and public sectors in program delivery, career internships and career services, in addition to establishment of the PAU Entrepreneurship Hub. These all need to be consolidated through delivery of language courses as well as mandatory courses on African integration as part of curricula. During the Consolidation Phase of PAU, the volume of new programs shall be curtailed, with those that are already developed being strictly based on the identified research agenda of

institutes sharpened by a comprehensive needs assessment and analysis involving diverse stakeholders and employers. Reinforcing the program with ‘extra-curricula’ interventions which enhance social and intercultural skills is also paramount.

Career services will guide students from their point of enrolment until the point of securing a job. They will also ensure communication with alumni and their networks to deploy them for mentoring and creating links to the world of practice. This will involve strategic partnerships with relevant employers, including the African Union, regional organizations, national governments and the private sector, as well as with institutions offering PhD programs and research opportunities across the continent, through which the graduates can make a difference.

The PAU Entrepreneurship Hub shall be fully established within the five-year timeframe of the Consolidation Phase. The Hub will collaborate with existing African entrepreneurship hubs, the private sector, the diaspora community and international partners. Beyond the skills development and incubation activities, it shall also provide a policy and stakeholder dialogue platform for promoting good practices in entrepreneurship promotion within the context of higher education, as well as initiating cross-border businesses and innovations. These are likely to be unique aspects of the PAU Entrepreneurship Hub.

The quality of study programs shall further be enhanced through quality assurance mechanisms and international accreditation. The open, distance and e-learning arm of the PAU will also play a vital role in enhancing the quality of program delivery, through the provision of e-learning tools, facilities, and resources. The arm will begin by offering online programs to increase access to the PAU of broader target groups.

<b>Objective 1.1</b> PAU students are employed in public, private and academic sectors at continental, regional and national levels in relevant jobs or start their own enterprises upon graduating.	
<b>Target</b>	<b>Milestones</b>
<b>1.1.1</b> 80% of the Masters students are employed in the public, private, civil society and academic sectors at continental, regional or	<u>2020</u> : The capacity of career services is strengthened – see also Target 1.1.7; employers and internship contacts are mapped; a baseline for target achievement is developed (through tracer studies and the like); targets of relevant jobs which drive the development agenda are concretized;

<p>national levels in relevant jobs and programs or self-employed in the areas of their study programs within one year of graduation. Virtually all PhD graduates are employed.</p>	<p>entrepreneurship programs are prepared and a pilot program is delivered – see also Target 1.1.4.</p> <p><u>2021</u>: An annual cycle of career service activities is established; all students participate in internship programs; strategic partnerships with relevant employers are developed to strengthen practical activities, field work, thesis work, internship opportunities and employment.</p> <p><u>2022</u>: Annual tracer study results are used for continuous improvements in the study programs and services.</p> <p><u>2023</u>: An alumni network, supported by career services, facilitates internships and employment for students and graduates; all students have opportunities to participate in entrepreneurship courses.</p>
<p><b>1.1.2</b> Companies and public institutions are involved in the practice-oriented development and delivery of the study programs at PAU.</p>	<p><u>2020</u>: Practitioner co-teaching, skills training and talk series are introduced at all institutes; sectoral talks are provided by AU and Regional Economic Community (REC) practitioners; stakeholders from relevant private, public and other sector institutions at continental, regional and national levels are mapped in a coordinated manner.</p> <p><u>2020-23</u>: MoUs are signed between PAU and public and private institutions on internships and employment; private and public sector actors are involved in all curriculum development and reviews (including defining key competences); case studies are developed on the basis of key development needs of the AU, regional and national public and private organizations.</p> <p><u>2022</u>: co-teaching courses or provision of skills training by practitioners in at least 4 courses per program; 30% of Masters studentwork on thesis topics provided by development organizations.</p>
<p><b>1.1.3</b> All PAU Masters students participate in at least one two-to three-month career internship in the public or private sector as part of their study program.</p>	<p><u>2019</u>: A career internship framework is developed at all institutes and introduced as mandatory in the programs; career services build a database and establish relations with internship providers.</p> <p><u>2020</u>: Internship is made mandatory for all students.</p>



<p><b>1.1.4</b> All curricula include entrepreneurship skills.</p>	<p><u>2020</u>: The curriculum of each program is reviewed and amended to include entrepreneurship skills; a teaching methodology for entrepreneurial skills is developed. <u>2021</u>: Entrepreneurial skills development training and onboarding of academic and professional staff are undertaken. <u>2023</u>: Entrepreneurship skills development is implemented within all programs.</p>
<p><b>1.1.5</b> The PAU Entrepreneurship Hub is established.</p>	<p><u>2020</u>: A concept and a roadmap for the PAU Entrepreneurship Hub's staff recruitment and partner strategy are implemented; initial regular programs and activities for the PAU students and others in Africa are begun; visibility and outreach measures are increased and improved. <u>2024</u>: The Entrepreneurship Hub is operational in all its core functions – entrepreneurial skills development, incubation, start-up support, innovation transfer, outreach and capacity building; the Hub provides a policy and stakeholder dialogue platform for promoting good practices and entrepreneurship promotion.</p>
<p><b>1.1.6</b> The Entrepreneurship Hub provides an optional introductory online module on entrepreneurship to PAU.</p>	<p><u>2020</u>: The online module is prepared as a joint initiative between the PAU Entrepreneurship Hub, the e-learning unit of the Rectorate and partners. <u>2021</u>: The online module on entrepreneurship is introduced.</p>
<p><b>1.1.7</b> Career services are established within all the PAU institutes.</p>	<p><u>2020</u>: A framework on goals and activities of career services is developed; career services officers are recruited at each institute. <u>2021</u>: Career services take up regular activities in assisting students with internships, employment orientation, researching careers, tracer studies, practice orientation of curricula, alumni work and transitioning to work.</p>
<p><b>1.1.8</b> A course on African integration is integrated into all study programs at PAU.</p>	<p><u>2020</u>: Course on African integration is developed. <u>2021</u>: Academics from the world of practice and institutions are identified. <u>2022</u>: The course is offered as part of all study programs.</p>
<p><b>1.1.9</b> All new study programs are planned according to market</p>	<p><u>2020</u>: An assessment process of new study programs by the Institute Board, the Senate and the PAU Council is established</p>

<p>and needs analysis and are linked to the research agenda.</p>	<p>in line with the Strategic Plan, research agenda, the growth plan and financial planning; institutes conduct market and needs analysis for the program as a prelude to endorsement by the Senate and the Council.</p> <p><u>2021</u>: A planning phase for new programs begins; curricula are developed, involving a variety of private and public-sector stakeholders both in academia and beyond; capacity is developed and academic and service staff recruited.</p>
<p><b>1.1.10</b> A small number of high quality, practice-oriented short-term training programs for professionals are established on the basis of the needs of policymakers, the public and private sectors in the priority areas of the institutes – as per Target 3.2.7.</p>	<p><u>2020</u>: Needs and target market(s) for training and professional degrees involving partners such as AU agencies, NEPAD and business associations are mapped out and analysed in depth; partnerships are established and financing schemes developed.</p> <p><u>2021</u>: Curricula and pools of trainers and lecturers are developed, and capacity of staff is built.</p> <p><u>2022</u>: Implementation of the first program is begun and is closely monitored in terms of successes and needs.</p>
<p><b>1.1.11</b> Every PAU graduate is capable of speaking at least two relevant languages of the African continent.</p>	<p><u>2019</u>: Provision of language courses at each institute is reviewed thoroughly, amended as necessary and endorsed by the Institute Board, the Senate and the PAU Council.</p> <p><u>2020</u>: Capacity planning for language training provision is undertaken.</p> <p><u>2022</u>: Relevant language courses are delivered.</p>
<p><b>Objective 1.2</b> Deliver high quality, practice-oriented and research-based study programs.</p>	
<p><b>Targets</b></p>	<p><b>Milestones</b></p>
<p><b>1.2.1</b> Full time academic and professional staff recruitment and on-boarding.</p>	<p><u>2020</u>: Positions of Senior Directors, Deputy Directors, Senior Staff and Programme Coordinators have been filled, through a transparent, competitive and stringent recruitment process.</p> <p><u>2022</u>: All outstanding positions mapped out by the HR structure have been recruited at both Rectorate and institute level.</p>

<p><b>1.2.2</b> The thematic foci of the PAU institutes are sharpened towards achieving the aspirations of Agenda 2063.</p>	<p><u>2019</u>: A concept for the review process is developed. <u>2020</u>: Execution of review processes including reporting mechanisms to the PAU hierarchy is started.</p>
<p><b>1.2.3</b> Study programs are reviewed and revised at least every three years involving a panel of leading experts (African and international) from academia, development agencies, private and public sector.</p>	<p><u>2020</u>: A framework for the review process for all institutes is developed and requirements of national re-accreditations are complied. <u>2021</u>: Execution of review processes including reporting mechanisms to the PAU hierarchy is started.</p>
<p><b>1.2.4</b> International accreditation process for one suitable study program at each institute is under preparation.</p>	<p><u>2020</u>: analyze frameworks and requirements for international program accreditation and identify one program at each institute. <u>2021</u>: prepare and implement quality measures for achieving criteria for international accreditation. <u>2023</u>: Registration for the application for international program accreditation is completed.</p>
<p><b>1.2.5</b> Annual evaluations of the student experience at all institutes result in a favorable feedback.</p>	<p><u>2020</u>: A common framework, standard and processes for evaluation of student experience are developed to include the evaluation of courses, the study programs as a whole, services, infrastructure and organizational culture; student evaluations are introduced at all institutes and programs; results are reported to the Institute Board, Academic Senate and the PAU Council. <u>2021</u>: Student feedback is utilized to improve study programs.</p>
<p><b>1.2.6</b> 95 % of Masters and 90 % of PhD students conclude their studies successfully within the stipulated program timeframe.</p>	<p><u>2020</u>: Academic supervisory capacity at all institutes is strengthened through the recruitment of long-term academic staff; study regulations are reviewed and communicated to students proactively. <u>2021</u>: Standards of student counselling and supervisory services are developed and introduced; curricula review takes into account student academic workload.</p>

<p><b>1.2.7</b> All institutes have cutting-edge teaching methodologies and approaches commensurate with the desired outcomes of enhanced quality and competence.</p>	<p><u>2020</u>: Teaching methodology guidelines and targets are developed by the Rectorate in collaboration with the institutes; institutes develop a roadmap for introducing the guidelines; a majority of academic staff participate in external and in-house contemporary training in instructional delivery. <u>2021</u>: Annual report from the institutes, submitted to the Senate, on progress regarding the efficacy of the teaching methodology, approaches and tools.</p>
<p><b>1.2.8</b> Research-oriented and practice-laden instruction is widely practised.</p>	<p><u>2020</u>: Institutes regularly review course outlines of study programs and report outcome to Senate; most Masters and all PhD students submit articles for publication (prior to graduation).</p>
<p><b>1.2.8</b> Each institute establishes a quality-assurance function with a robust objective.</p>	<p><u>2020</u>: Each institute has established a quality assurance function. <u>2021</u>: Internal quality enhancement and assurance mechanisms are in place; each institute has undertaken a comprehensive quality assurance activity; institutes submit the outcome of the activities to the Senate and the Council. <u>2023</u>: Robust quality assurance becomes part of curriculum development and delivery.</p>

## 5.1.2 Research for Development

*Goal: PAU delivers state-of-the-art development research and innovation in the thematic areas of the PAU institutes.*

### Anticipated outcome

This Strategic Plan aims to build the profile and performance of the institutes in order to position them within the leading academic institutions in Africa in the respective thematic areas of research. This is intended to be achieved by attracting world-class research leaders in these fields to build the research environment at the various institutes. Research questions will be developed jointly with practitioners in order to ensure that research projects are relevant to the development agenda. The research output – in terms of publications, technology transfer, policy briefs, data

generation, advisory to the world of practice and evidence-based policy – is anticipated to contribute to the advancement of the continent. The status of PAU as a continental university will allow for the dissemination and evaluation of these results across borders as well as to African communities. Over time, PAU will further strengthen linkages with academic and public institutions and partners from the private sector in order to transfer research findings. PAU will provide both science-to-business as well as science-to-policy advisory services, while the University's close links with the African Union will underpin the African Union Science-to-Policy Forum, linked to the African Union Summits.

## **Current status**

The Scopus database lists nearly 100 papers attributed to the four institutes of the PAU, with PAUSTI leading the pack. It is encouraging that PAU staff and students have managed to publish papers in peer-reviewed international publications which are recognized by leading databases such as Scopus, considering the challenges confronted by PAU: (1) teaching and research undertaken by temporary staff only, (2) PhD-level training not yet having started at all of the institutes, and (3) the research office of PAU not yet being formally established to advance the research agenda and help generate grants. Indeed, most of the institutes have yet to sharpen their thematic profile or to take into account the most pressing areas and questions that require analysis, solutions and innovation to drive the development agenda. PAU has also yet to define more concretely its thematic foci and niches in order to make a visible difference and to cooperate with policymakers and practitioners to reform and transform. PAU is also yet to make use of its potential in providing evidence-based science-to-policy advisory services, due to the aforementioned shortcomings. As a result, the cooperation and involvement of practitioners and communities in developing research questions is yet to reach a satisfying level.

## **Key interventions**

Each PAU institute will consultatively develop a research agenda with particular focus on prioritizing the niche areas of engagement for research within its own thematic areas. The research agendas shall be developed in a process that involves practitioners – policy makers, private sector and civil society actors and representatives of think tanks – to ensure the relevance of the selected themes and to determine the most pressing continental challenges and solutions.

Concurrent with / or subsequent to this process, it may be necessary to recruit by head hunting world-class research leaders to serve as program coordinators. These researchers will be assisted to quickly set up a research group consisting of postgraduate students and postdocs and initiate start-up funds for setting up research facilities. This will be followed up by seeking major grants and establishing partnerships with other centers of research around the world. It is expected that two to three research groups will be set up at each PAU institute as they develop into vibrant centers of research by 2023.

It is also expected that the various research groups will be approached by African policymaking bodies to generate evidence-based policy advice and big data to support the formulation of sound policies for Africa-centered positions in negotiations at international fora. To this end, PAU will develop an African Union Science-to-Policy Forum – see also Target 5.1.3 – that will address current themes in African policy and will provide a platform for analysis and dialogue for academia, policymakers and practitioners. In general, the cooperative mode of developing the research agendas shall be continued when undertaking research projects. Relevant stakeholders shall be involved from the development of research questions to the point when research findings will be presented, discussed, disseminated and applied. The process of innovation transfer and joint research with the private sector will receive special attention and will be part of the activities promoted through the PAU Entrepreneurship Hub.

<b>Objective 2.1</b> PAU develops solutions and innovations in prioritized development-oriented research areas for Africa's growth and sustainable development.	
<b>Target</b>	<b>Milestones</b>
<b>2.1.1</b> Each PAU institute has developed a research agenda stipulating the core fields of research according to development priorities.	<u>2019</u> : Consultative meetings and workshops are held involving policy, private sector, civil society actors and international academia. <u>2020</u> : A research agenda is formulated and prioritized.
<b>2.1.2</b> Sequentially recruit, appoint or establish (1) the foundation for research and	<u>2019</u> : The recruitment process is initiated. <u>2020 Q1/Q2</u> : Vice-Rector Research Development and Cooperation, Research Coordinator, one world class full

<p>development leaders, (2) research groups for each program and (3) active research programs in the assigned thematic areas for all institutes.</p>	<p>professor as Programme Coordinator per study program are recruited.  <u>2020 Q3/Q4</u>: Research groups submit grant applications to funders; research partnerships are be setup.  <u>2022 Q4</u>: All outstanding professorial staff are recruited – ie. one world-class full professor per study program plus 2-5 professorials per institute staff; offices of the Vice-Rector Research Development and Cooperation, Research Coordinator Programme leaders are fully functional.</p>
<p><b>2.1.3</b>  Develop the research infrastructure by (1) ensuring availability of basic research infrastructure and (2) developing strategies for (i) acquiring specialized labs and equipment and (ii) sharing equipment through remote access across institutes (see also Target 7.2.1).</p>	<p><u>2020</u>: Define the needs of research labs and seek funding for construction and equipment.  <u>2022</u>: Research labs are constructed, refurbished and equipped through seed grants, and major funding is secured.</p>
<p><b>2.1.4</b>  Develop appropriate methods and policies for dissemination of research.</p>	<p><u>2020</u>: Develop an IPR policy, including support for technology transfer and patent protection, and a policy on dissemination of research findings, publication in journals (preferably open access and a multidisciplinary, preferred list of journals). Although lower targets may be acceptable in some disciplines, such as maths and law, the research group will generally produce 8 to 10 papers, inclusive of open innovations, technology transfers and in some cases patents. These numbers will increase to:  <u>2022</u>: at least 15 per year, and:  <u>2023</u> at least. 20 per year.</p>
<p><b>2.1.5</b>  Each research program of the PAU institutes engages in international research cooperation projects with leading partner organizations including intra-African</p>	<p><u>2020</u>: Each research program of an institute will have at least two active research projects with international collaborators.  <u>2022</u>: 4 active collaborative research projects per program are in place.  <u>2024</u>: 6 active collaborative research projects per program are in place.</p>

cooperation and collaboration in its thematic area <sup>2 3</sup> .	
<b>2.1.6</b> Research programs will be kept aligned to the strategically defined agenda, ensuring that they meet world-class standards of excellence – see also Target 2.1.1.	<u>2021</u> : A review mechanism by leading experts is established.
<b>Objective 2.2</b> PAU undertakes national, regional and Pan-African policy-related research and builds capacity to provide advisory services.	
<b>Target</b>	<b>Milestones</b>
<b>2.2.1</b> Policy areas and actors are identified for all institutes to engage in policy-related research.	<u>2019</u> : Consultations will be made to identify policy areas and stakeholders at national, regional and Pan-African levels <sup>4</sup> . <u>2020</u> : Internships will be provided to students with policy-related research interest at appropriate Pan-African institutions such as AU, AUDA, and AAS.
<b>2.2.2</b> Science-to-policy formats are developed (co-development of research questions, regular policy briefing papers, dialogue formats, experts' briefings in policy process, dissemination channels, etc.) (see also 5.1.3 Outreach and Integration).	<u>2020 and ongoing</u> : policy areas for research will be identified and prioritized; stakeholders will be contacted to kindle interest in policy research and opportunities for internship of students explored; the first African Union Science-to-Policy Forum is implemented.
<b>2.2.3</b> Policy-related research results are disseminated through appropriate channels	<u>2022 and ongoing</u> : 2 policy briefs published from each policy research program; 2 dialogue formats developed per institute, per year at continental level.

<sup>2</sup> PAU institutes will identify highly reputed universities in their region or elsewhere to build excellence through collaboration in their programs.

<sup>3</sup> Emphasis will be placed on creating quality, equitable partnerships which promote effective collaboration between academic institutions or researchers of high repute for mutual benefit. The PAU staff will have the status of principal investigators or co-investigators in these partnerships. Agreements will undergo regular reviews to ensure that staff are furthering research objectives of each institute.

<sup>4</sup> The purpose of these workshops and meetings will be to discuss and develop strategies for pairing academic excellence and policy-relevant research. For this to happen, the participation of ministerial and AUDA representatives will be essential.



	<u>2020 and thereafter</u> : Policy-focused research students attend AU and other AU-related conferences.
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A key imperative to deliver on these objectives and targets lies in the immediate recruitment of a Vice Rector for Research Development and Co-operation followed by a Senior Grants Officer and Senior Administrative Officers. At institute level, the key personnel that will drive the foregoing would be the Directors and Research Coordinators. In addition, a minimum of 14 research leaders will have to be recruited or headhunted to the various institutes<sup>5</sup>.

Each team lead by a research leader will be expected to supervise between 5 to 7 PhD students and up to 10 Masters students, and will be provided with a start-up fund and one postdoc to assist in the research and supervision – see also Section 7, on human resource structure and development, for more information. World-class researchers will be assisted in identifying new sources of funding. During the second year, in 2020, major funding will be secured which will permit the acceptance of more research students and the hiring of a second post-doctoral researcher per research group.

The Vice-Rector for Research and Development, together with the Senior Grants Officer and Senior Administrative Officers at the Rectorate and the Research Coordinators at the institutes, will drive the effort to develop a prioritized research agenda. They will also implement policies which govern the conduct of research, research partnerships, approved list of peer-reviewed journals including open-access publications.

### **5.1.3 Outreach and Integration**

*Goal: PAU creates Pan-African knowledge and builds proactive networks through cooperation and mobility.*

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<sup>5</sup> For PAUWES, two research leaders at professorial level will be needed for the two programs, on energy and water, with two options for each in engineering and policy should be up and running. For PAUSTI's six programs, four research leaders at professorial level will be needed immediately. For PAUGHSS' four programs, five professorial staff will be needed and, for PAULESI's six programs, three professorial staff.

## **Anticipated outcome**

The aspirations of Pan-African integration and the mobility of researchers and students, in addition to the dynamic and vibrant engagement of the PAU institutes with policy makers, with the private sector and with civil society in host countries and Member States will be realized through cooperation programs. At the end of the five-year Consolidation Phase, the PAU institutes will have enhanced the visibility of their research and researchers in the policy and development space of the continent. These researchers will be poised to contribute to the critical debates shaping the future of the African Union and, more specifically, the future of the Member States in the regions in which the institutes are located. It is also envisioned that the research program of the institutes will, within the context of the respective thematic areas, be oriented to the key messages coming from AU bodies such as the specialized technical committees, the sector departments of the AUC, NEPAD / AUDA and the specialized high-level advisory committees such as the African Union High Panel on Emerging Technologies and the Committee of Ten Heads of State and Government Championing Education, Sciences and Technology.

PAU students and alumni shall constitute and span a network of talented experts from across the continent, enrolled at all of the institutes. A strong alumni network shall be established that will pass on learning and experience and will span a network of Pan-Africanist graduates across the continent. Online learning offers, as well as the PAU Entrepreneurship Hub, shall provide activities and learning opportunities to reach out to broader groups.

## **Current status**

The potential of the PAU as an African Union institution which fosters Pan-African integration has yet to be fully exploited. While some institutes have already engaged in research and academic partnerships on the continent and internationally – one example being PAUWES' cooperation with the West African Science Service Center on Climate Change and Adapted Land Use and German Higher Education universities – the need to systematically approach partners, to involve the African diaspora and to develop outreach formats at institute and Rectorate level remains.

PAU also has yet to make use of its potential in facilitating science-to-policy advice at the continental, regional and national levels. Regarding the engagement of graduates, meanwhile, it

should be noted that the Pan African University Alumni Association (PAUAA) was established in 2017 as a precondition, although career and alumni services are not yet sufficiently strong to ensure an active, functioning network. Neither has online learning yet been established as a bearing component of the curricula, due to weaknesses in digital infrastructure.

Students and lecturers are recruited to PAU from Member States of the African Union – a total of 44 nationalities, to date. On the other hand, however, at most institutes the distribution between regions and countries needs to be more equitable, and mobility experience for students and lecturers still need to be introduced.

### Key interventions

The Rectorate and the institutes will drive the effort to link the core research programs – with the interest of the key stakeholders in the host countries, the region and moreover with the African Union representing all Member States – to contribute to the development agenda. This will be achieved by holding initial consultative meetings in which areas of engagement and collaboration can be defined. Research colloquia, seminars, symposia and conferences will also be strategically planned and organized. Staff and student mobility programs and online learning opportunities will be developed and offered to broadened target groups, with communication about the recruitment process of students being enhanced so as to ensure intake from across *all* Member States of the African Union. The institutes and the Rectorate will also engage in setting up alumni services and encouraging the involvement of alumni in career networking and mentoring. The engagement and impact of alumni will be tracked.

<b>Objective 3.1</b>	
The PAU institutes engage in Pan-African knowledge production and innovation transfer capacity through academic collaboration, mobility and dialogue formats in the pursuit of excellence and relevance.	
<b>Target</b>	<b>Milestones</b>
<b>3.1.1</b> Academic cooperation strategies which are linked to the research and policy	<u>2019</u> : Consultative meetings and workshops are held at PAU and institute levels.

agendas of the AU are developed.	<p><u>2020</u>: Cooperation strategies linked to respective research agenda are formulated, prioritized and endorsed by the institute board.</p> <p><u>2021</u>: Strategies are implemented, monitored and reported on annually.</p>
<p><b>3.1.2</b></p> <p>The PAU institutes create strategic cooperation agreements in core areas of their research agenda and the policy agenda of the Regional Economic Community (REC) and the AU.</p>	<p><u>2021</u>: A bilateral and / or multilateral cooperation agreement is signed with the PAU institute in each host country, a leading flagship institute in another African country and an international institute for each program.</p> <p><u>2021</u>: A concept and feasibility study for co-creation of regional research facilities is developed.</p>
<p><b>3.1.3</b></p> <p>Colloquia and lecture series are established at each institute.</p>	<p><u>2020</u>: Outstanding academics in the field in Africa, the diaspora and internationally are identified and contacted.</p> <p><u>2021</u>: At least three seminars or lectures per program per academic year are given by leading visiting professors.</p>
<p><b>3.1.4</b></p> <p>Each institute implements mobility experience programs for students.</p>	<p><u>2022</u>: Each student has at least one mobility experience – a research trip, conference contributions, field work and / or internship – during their studies.</p>
<p><b>3.1.5</b></p> <p>The PAU professoriate is seen as an active contributor to international scientific and / or academic conferences, particularly those related to the thematic areas of the institutes.</p>	<p><u>2020</u>: Each member of the PAU professoriate presents at least one paper per year at a relevant international scientific and / or academic conference.</p>
<p><b>3.1.6</b></p> <p>PAU organises a biannual, internationally visible, landmark conference which complies with the University's mission.</p>	<p><u>2020</u>: A planning and cooperation phase, with the support of a professional agency and the consultation of policymakers and partners, is begun, and funding and partners are solicited.</p> <p><u>2021</u>: The first landmark PAU conference is held.</p> <p><u>2023</u>: Second landmark PAU conference is held.</p>
<p><b>3.1.7</b></p> <p>A concept for the creation of a regional research facility, to be run jointly with the host country, is developed.</p>	<p><u>2021</u>: The concept for the establishment of a regional research facilities is developed, including conducting a feasibility study.</p>

<b>Objective 3.2</b>	
The PAU institutes establish partnerships with policymakers, the public and private sectors, African communities and the international and diaspora communities in order to advance knowledge transfer, exchange, co-creation and innovation.	
<b>Target</b>	<b>Milestones</b>
<b>3.2.1</b> The PAU Rectorate and institutes meet the targets of their respective cooperation strategy and roadmap with policymakers, the private and public sectors and communities.	<u>2019</u> : A series of consultative meetings and workshops at the PAU and institute levels are held, during which the cooperation strategy is formulated. <u>2020</u> : The cooperation strategy for PAU and its institutes is endorsed by the PAU Council and the institute boards. <u>2021</u> : Strategies are implemented, monitored and reported on annually.
<b>3.2.2</b> Working relations and joint formats with sector-related departments and agencies at the AU, regional, and national levels are established at Rectorate and institute levels.	<u>2021</u> : Based on the cooperation strategy, cooperation processes and formats with AU organs and regional organizations are established; internship programs within AU institutions and seminar formats relating to AU policies and on the AU as an institution are established, including contributions from AU officials. <u>2022</u> : Regular joint event formats are developed; the Liaison Office of the PAU at the AU Headquarters is made operational and staffed.
<b>3.2.3</b> Cooperation projects with private- and public-sector institutions are established at institute and PAU levels.	<u>2021</u> : At least 5 MoUs and 15 partnership activities per year per institute are signed; at least 5 strategic cooperation projects at PAU level (i.e. with AU agencies, major regional or international organizations) are signed.
<b>3.2.4</b> At least 20% of seminars / lectures per program per academic year involve co-teaching and training by policymakers and practitioners from the private and public sectors.	<u>2020</u> : Planning phase identifies themes, speakers and candidates for the Masters programs, academic staff and career services; communications work for boosted visibility is carried out. <u>2021</u> : Implementation.
<b>3.2.5</b>	

<p>At least two conferences or events convening staff and students of an institute and partners from the private and public sectors are established at each institute.</p>	<p><u>2020</u>: Conference or event within the cooperation strategy (and linked to 3.2.2 formats) are delivered. <u>2021 onwards</u>: All formats implemented, including communications about events.</p>
<p><b>3.2.6</b> The PAU alumni network will facilitate contacts and actively reach out to public and private sector practitioners, the diaspora and academics in Africa and internationally.</p>	<p><u>2019</u>: Develop a PAU alumni strategy, upholding links with alumni and reaching out to broader stakeholder community and networks. <u>2020</u>: Implement the PAU alumni strategy, to be managed by career services in close collaboration with alumni representatives.</p>
<p><b>3.2.7</b> A small number of high-quality, practice-oriented short training programs for professionals are established, targeted to the needs of policymakers, the public and private sector in the priority areas of the institutes – see also Target 1.1.10.</p>	<p><u>2020</u>: Needs and target market for training courses and professional degrees involving partners (such as AU agencies, NEPAD and business associations) are mapped and in-depth analysis conducted. Partnerships are established and financing schemes developed. <u>2021</u>: Curricula and pools of trainers and lecturers are set up, and staff capacity is built. <u>2022</u>: Implementation of the first program is begun. Progress, success and needs are monitored closely.</p>
<p><b>Objective 3.3</b> PAU promotes Pan-African integration and Pan Africanism within the organization and in its outreach activities.</p>	
<p><b>Target</b></p>	<p><b>Milestones</b></p>
<p><b>3.3.1</b> PAU implements all programs and activities based on the principles of Pan-African integration and regional distribution.</p>	<p><u>2020 onwards</u>: The transversal principles of Pan-African integration, Pan Africanism and regional equity are spelled out and applied to all processes – including selection of students, recruitment, expert involvement in development processes and event participation.</p>
<p><b>3.3.2</b> The study programs and event formats reflect the principle of intra-African</p>	<p><u>2020 onwards</u>: Outreach and mobility formats are planned to foster intra-African knowledge exchange and transfer.</p>

knowledge exchange and transfer.	
<b>3.3.3</b> The five regions of Africa are represented by at least 10% of the students on each study program. Across the institutes, students of all countries of Africa are represented.	<p><u>2019</u>: Communication measures for an enhanced recruitment process, reaching out to all Members State of the AU, are introduced at PAU and the institutes.</p> <p><u>2020</u>: Targets shall be achieved. Member States with weak representation will be targeted more strongly in future calls.</p> <p><u>2022</u>: E-learning programs will be offered by PAU and the PAU Entrepreneurship Hub to reach broader target groups.</p>

## 5.2 Steering and Support Processes

### 5.2.1 Governance

*Goal: The PAU governance framework applies the principle of delegated authority to the Council, Rectorate and institutes to ensure implementation of the strategy.*

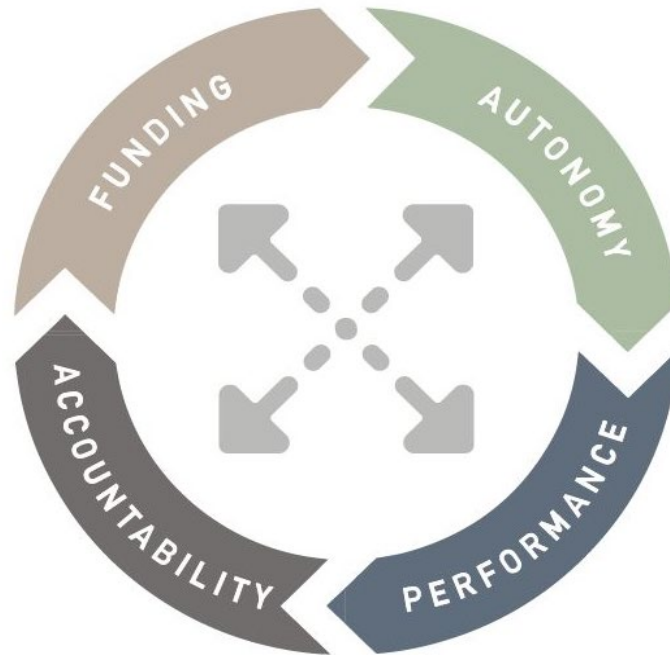
#### Anticipated outcome

The ambitions of the founders of PAU must be met with high quality performance. PAU's decision-making bodies must have the space for making timely decisions and resource allocations to deliver effectively the expected outcomes with meaningful accountability and transparency. Such an attitude and approach will be instrumental to attracting external funders and sources, which are key to further enhancing performance and success.

The PAU governance and management framework must ensure sound and timely decision making in all administrative, management, financial and procurement matters of the University, in order to ensure successful and timely outcomes that are documented and measurable. These are key prerequisites for accountability and transparency. While PAU shall remain embedded within the AU as one of its institutions, the University shall be empowered to act quickly and flexibly, according to the specific needs and opportunities of any higher education institution. To achieve this, it is suggested that the AU delegate authority with regard to decision making in administrative affairs, including personnel recruitment and development processes, procurement, financial affairs and cooperation activities. This is intended to advance leaner and speedier processes at

the level of the university, avoiding lengthy coordination within the hierarchy while observing all AU standards.

To date, administrative practices have created delays and cumbersome bureaucracy that has significantly hindered the PAU from thriving. Balancing the amplified decision-making power of PAU within the principle of delegated authority while being cognisant of accountability, monitoring and evaluation mechanisms remains paramount. Application of this principle is expected to assist PAU in managing its affairs, particularly in relation to the recruitment and development of administrative and academic staff. PAU should duly be permitted to engage more easily in cooperation agreements, accelerated financial management and procurement and other administrative processes. Indeed, these improvements are prerequisites for PAU to engage in collaborative research activities, solicit research and project funding, enter into cooperation with the private and public sectors in order to advance innovation transfer and the dissemination of results, and to ensure timely and reliable operations of superior teaching, learning and training programs.



**Figure 2: The virtuous governance and management cycle**



Figure 2 illustrates how greater autonomy allows institutions to allocate resources effectively so that they can perform better against their objectives and enables them to attract funding, to develop fundraising mechanisms as well as participate in existing ones. Institutions with greater autonomy are required to have robust and transparent accountability mechanisms which increase public trust through systematic and comprehensive information systems.

From the perspective of accountability, sufficient autonomy with appropriate and transparent mechanisms for financing, performance management and quality assurance help build trust with funders by ensuring that decision making is sound and financially transparent and that core functions are effectively executed per established standards. Internally, accountability mechanisms that are deemed transparent generate evidence-based learning trajectories that can further improve the quality of decision making, build greater trust and trigger new funding cycles.

## **Current status**

The PAU Statute enshrines autonomy, academic freedom and accountability of the PAU as fundamental principles:

- i. It describes PAU as an autonomous institution of the African Union that - in conformity with the African Union rules and regulations - possesses the legal personality and capacity to (1) enter into agreements, (2) acquire and dispose of moveable and immovable property, and (3) institute legal proceedings.
- ii. Furthermore, PAU shall enjoy the basic principles applicable to all institutions of higher education, which are required for the achievement of its objectives. The observance and respect of these principles, particularly academic freedom, autonomy and accountability shall enable PAU to function under the best attainable conditions and standards within the framework of the common rules governing the institutions of the African Union.
- iii. And finally, the Statute emphasises that the PAU as well as its host countries and host universities shall grant full academic freedom and self-governance in teaching and research to all members of the academic and research staff of the university, and that students of the PAU shall equally be entitled to full learning rights and privileges.

This clear intention to provide the PAU with the requisite legal Statute and academic freedom to fulfil its objectives, is qualified by the notion of '*conformity with the African Union rules and*

*regulations* ' (Art 4, PAU Statute) – a basic requirement of every AU institution. In practice, this notion has dragged a hierarchical culture of authorisation procedures at many levels from PAU's operational sphere all the way to the AU political sphere: decisions have been delayed due to timing of convening decision-making bodies.

It is notable that the PAU Statute mentions accountability in the same sentence as autonomy, while it does not further develop the accountability concept beyond these several approval processes which straddle various levels of approval. In terms of accountability, meanwhile, the PAU Statute relies more on authorisation procedures and annual activity reporting than on information and outcome-based accountability mechanisms. As a result, there have been debilitating delays in staff recruitment and procurement. This has led to inertia, disempowerment and defunct operations which are contrary to the great ambitions of the University's founders.

The PAU Council submits a report to the AU following each meeting held. The Council could, however, be more proactive in representing PAU to the AU, such as by supporting more strongly the interim Deputy Rector who, having only a few staff members to support him, engages with the slow and multi-layered AU machinery.

## **Key interventions**

Urgent measures must be taken to align PAU's governance and management framework with the ambitions it is expected to fulfil. This alignment needs to happen as the first step in the implementation of this Strategic Plan. Broadening the decision space must go hand in hand with a fundamental redefinition of accountability. Instead of merely following authorisation procedures, accountability must be based on due diligence and effectiveness which is demonstrated through measurable results achieved, accurate documentation of progress made and recorded outcomes of decisions and actions.

The SP foresees the activation of decision platforms and development of regulatory models that increase the decision space for various academic and management domains together with associated accountability models and the information systems that underpin them. The current PAU Statute already foresees that in some areas, the PAU can develop its own rules and regulation to be presented to the Executive Council of the AU – regarding the recruitment and development of staff, for example.

If, in other relevant fields, the PAU Statute does not allow for the effective implementation of the new requisite regulatory models or rules and regulations, PAU's decision-making bodies will need to seek approval to either amend the PAU Statute or to incorporate specifications for PAU within the AU Rules and Regulations – to which the PAU Statute makes reference anyway. This work needs to be completed by the end of 2019 in order to ensure adequate conditions this Strategic Plan to be successfully executed. The implementation of the new regulations by all relevant actors must also be ensured through proactive communication, convening the actors and prompting new procedures.

The Palso foresees development of structured, proactive and accountable communication within and between PAU and the AU to ensure high-quality performance while mitigating risks.

<b>Objective 4.1</b> The HRST department, the PAU Council, the Rectorate and institutes have the decision-making power to ensure long-term planning and effective implementation of the strategy.	
<b>Target</b>	<b>Milestones</b>
<b>4.1.1</b> The Council approves the PAU staff regulations and rules and presents them to the Executive Council for approval.	<u>2019</u> : PAU staff rules and regulations approved by the PAU Council. <u>2020</u> : PAU staff rules and regulations presented by the Executive Council, approved by the Executive Council and implemented.
<b>4.1.2</b> The Council approves exceptions and specifications to the AU financial rules and regulations, taking into account the unique nature and needs of PAU, and submits them the Executive Council for consideration and approval.	<u>2019</u> : Exceptions to the AU financial rules and regulations approved by the PAU Council. <u>2020</u> : Exceptions or specifications to the AU financial rules and regulations are submitted to the Executive Council for consideration and approval; implementation.
<b>4.1.3</b> The Council establishes procedures and regulations for swift and accountable decision making with respect to procurement.	<u>2019</u> : Current procurement issues, procedures and legal assesment(s) are analysed and exceptions or specifications to the AU procurement rules and regulations for PAU are formulated; PAU's own procurement rules and regulations are also reanalysed and approved by the PAU Council.

	<u>2020</u> : Exceptions to the AU procurement rules and regulations are submitted to the Executive Council; upon approval, implementation begins.
<b>4.1.4</b> The Council develops a proposal regarding delegated authority for PAU to enter into cooperation agreements with research and project funders and partners in both academia and practice.	<u>2019</u> : Types of agreements, legal aspects and improved processes are assessed, in collaboration with the legal Council; PAU Council approves a proposal to the AU. <u>2020</u> : Proposal submitted to the Executive Council; implementation begins upon approval.
<b>4.1.5</b> Effective accountability systems and processes are in place.	<u>2019</u> : An accountability model and specific accountability mechanisms for PAU's specific work areas, including a decision space for performance which mitigates risk and complies with the AU, are prepared; Agreement reached with the AU; model incorporated into the Statute and implemented.
<b>4.1.6</b> External quality assurance mechanisms are in place at PAU through a system of external evaluations and quality-safeguarding regulations.	<u>2019</u> : An external quality-assurance model that ringfences a PAU decision space for performance and mitigates risk for the AU is prepared.
<b>4.1.7</b> Dialogue and engagement with host countries (twice per year) and Member State representations (once per year) are in place.	<u>2019 onwards</u> : Once a year, the Council provides an official communiqué to the host countries; once a year, the Council also makes official representations to the host countries in order to follow up on questions that need to be resolved; the host countries, the PAU Rectorate, the respective PAU institute and the host university meet every 12 months and implement agreed measures.
<b>4.1.8</b> The Council, Rectorate and institutes proactively follow up on their responsibilities, according to the established accountability systems and processes but also on an <i>ad</i>	<u>2019 onwards</u> : After each Council meeting the Council provides an official communiqué to the AU about questions that need to be resolved; the Rectorate implements agreed measures. <u>2020 onwards</u> : The Council, Rectorate and each PAU institute ensure that accountability reporting is in place in all areas of work, in accordance with the established systems.

<i>hoc</i> basis in response to need.	
<b>4.1.9</b> The PAU Council reports on progress to the AU organs.	<u>2019 onwards</u> : The Rectorate provides an annual progress report to the PAU Council which measures the implementation of the Strategic Plan on the basis of agreed indicators; the PAU Council then makes an official annual representation to the AU, presenting progress reports on implementation of the Strategic Plan; these progress reports serve as a basis for continued AU funding.

**5.2.2 Management**

*Goal: The Rectorate and the institutes deliver excellent and relevant outcomes.*

**Anticipated outcome**

The PAU leadership must be empowered for effective action. It needs to show proactive, informed and timely decision-making in order to ensure the achievement of the PAU ambitions. Proactive decision-making relies on solid planning, whereby the Rectorate and the institutes translate the Strategic Plan into annual operational plans and budgets. The leadership of PAU has to evoke and foster a culture of participation, motivation and quality orientation based on a strong identity and identification of staff, members of the university, partners and stakeholders for the implementation of the SP. The targets and milestones of the SP have to then be shared and further elaborated with all actors in order to ensure alignment and participation in the implementation process.

Efficient and effective planning and implementation depend on sufficient capacity at the leadership and management levels, as well as a culture of leadership and the development of a conducive organizational culture. To drive this development, the staff positions at the Rectorate level, as well as the institute leadership level, need to be filled with outstanding quality of staff as a first step.

Informed and timely decision-making depends on access to management information systems that produce timely information and a regular internal information flow. These systems enable and support the PAU leadership at the Rectorate and the institutes to engage with their decision-

making entities, to make timely decisions and resource allocations and to keep all members of PAU on board in order to achieve superior performance. Achieving this assumes that the implementation processes and procedures for financial, administrative and academic tasks are sufficiently agile, appropriate and adequate. Performance must also be adequately linked to cost information, as generated and analysed by management accounting systems. In order to provide a true picture of PAU's financial health, accrual-based accounting must also provide fiscal accountability that includes all assets and liabilities.

Human resource policies, incentives and evaluation mechanisms must ensure timely and flexible recruitment practices, quality and relevance of staff performance as well as guaranteeing diversity and gender equity. The intrinsic motivation of all staff members has to be fostered as part of an organizational culture of quality, performance, communication and cooperation. Performance must also be evaluated in light of established internal quality assurance mechanisms related to research, teaching, learning, outreach and cooperation.

Together, the information systems must be geared towards measuring progress and results that cater to accountability to the PAU Council, the AU and Member States and external funders.

In light of the above, a dynamic communication and branding strategy must be put in place to promote the reputation of PAU and to support its fundraising strategy.

## **Current status**

PAU is, at present, severely understaffed and under-resourced. A lack of strategic direction and ambiguous decision-making practices, whereby AU procedures have cut deep into PAU's operational matters, has restricted outcomes. Recruitment is a case in point, meaning that PAU's capacity to perform in quantitative and qualitative terms has been restricted.

Annual budgeting by the AU is based on a complex decision-making process with unclear relations to PAU's strategic direction and / or development costs. The budget plans have lacked reliable accounting mechanisms, which may now in part be remedied by a new SAP-based system, IPSAS, which is currently being rolled out by the AU to all its organizational units. It is unclear whether this system will actually go beyond cash-based budget accounting and include assets and liabilities comprehensively in an accrual-based fashion. Management accounting is

absent and leaves the leadership with no financial intelligence beyond the expenditure related to budget. Furthermore, there are no meaningful monitoring and evaluation systems in place that relate action to results and / or results to costs. Communication also varies across the PAU institutes, and a strategy is yet to be developed at the level of the PAU Rectorate.

Decision-making platforms such as the Council, the Council Committees and the Senate exist at the PAU level, while a board is the governing body at the level of the institutes. However, decision making is not sufficiently structured in a participatory and inclusive way around these regulated platforms, and the organs do not fulfill their roles proactively, needing reorientation. In part, this is because long-term academic staff are lacking to constitute contributing members of these platforms. In addition, organs do not meet on a regular basis and sufficient preparation is lacking. Decisions are also not always well informed or documented in a transparent and coherent way, leaving outcomes largely dependent on the personality and capacity of the respective leaders.

## **Key interventions**

In 2019, the focus lies on strengthening the pro-active and formative role of the PAU Council in order to ensure that prerequisites and frameworks for the implementation of the SP are put in place. The Council will need to accompany and support decision making and elaboration of the strategic plan, specifically with regard to its regulatory, personnel and budgetary implications. At the same time, the management personnel at the level of the Rectorate and the institutes need to be established, with the support of the African Union Commission and the PAU Council, as a prerequisite for the implementation phase.

The Rectorate, the Council, the Institute Boards and the management of the institutes will have to lead the implementation of the SP involving all staff, members of the university and stakeholders in a collaborative and inclusive manner by developing management models, excellent processes and a strong institutional culture. It is expected that the underpinning systems can be built in 2020 and operated, at the latest, by the end of 2020. This will provide the Rectorate and the leadership of the institutes with adequate platforms, policies, instruments and systems to plan, monitor, manage and evaluate resources, activities and performance. This will also enable the PAU leadership to adequately communicate progress and achievements.

<b>Objective 5.1</b>	
The Rectorate and institutes' leadership foster a culture of excellence and high performance.	
<b>Target</b>	<b>Milestones</b>
<b>5.1.1</b> Participatory and inclusive decision-making platforms and alignment on implementation of the SP within the university are active.	<u>2019 onwards</u> : Decision-making platforms are established and activated; participative and inclusive decision-making regulations and procedures are developed; a participatory process for sharing and elaborating the targets and milestones of the SP, including all involved staff members, members of the university and partners is devised. <u>2020 onwards</u> : Implementation of the SP is accompanied by a process for fostering identification, motivation and alignment among staff, including internal feedback mechanisms.
<b>5.1.2</b> Based on the 5-year strategic plan and multi-year forecasting, annual operational planning, including monitoring and evaluation mechanisms, is implemented at the PAU Rectorate and at the institutes.	<u>2019 onwards</u> : An annual planning and monitoring calendar is established; an operational plan with progress indicators is established; quarterly monitoring reports guide participative decision making.
<b>5.1.3</b> Incentives and evaluation mechanisms are in place to ensure the quality and relevance of staff performance.	<u>2019</u> : Staff terms of reference spell out responsibilities, expected results and indicators. <u>2020 onwards</u> : Annual progress reports and performance evaluations are compiled.
<b>5.1.4</b> A social inclusion and diversity policy which encompasses gender equity and disability is implemented by all institutes.	<u>2019</u> : Policy is developed and validated. <u>2020</u> : Policy is approved by Council.
<b>5.1.5</b> Accountability information systems for finance, human resources, institutional profiles and internal quality	<u>2020</u> : An accrual-based accounting system provides quarterly reports; A management information system provides quarterly reports on economic, human-resource and quality-assurance indicators.



assurance are in place and accessible for decision making.	
<b>5.1.6</b> Platforms and IT support for knowledge and data management and information sharing across Rectorate and institutes are used.	<u>2019</u> : Terms of reference for a cloud-based PAU information system with data management and protection policies are written. <u>2020</u> : The procedure is tendered and awarded. <u>2021</u> : The platform and policies are operationalized.
<b>5.1.7</b> Transparent, accountable and agile processes and procedures promote quality in services, academic activities and administration.	<u>2019</u> : Hurdles and gaps in current procedures mapped; Reviewed procedures redesigned where necessary. <u>2020 onwards</u> : Implementation.
<b>5.1.8</b> PAU communicates to the public, partners, future and former students according to its communications and public relations strategy (which includes a website relaunch, newsletters and improved social media).	<u>2019</u> : PAU's communications strategy is revised. <u>2019 onwards</u> : The revised communications strategy is implemented, including relaunch of website and development of a variety of communications products.
<b>5.1.9</b> The open, distance and e-learning unit establishes e-learning as an integral part of the academic development of PAU's research, teaching, learning and outreach programs.	<u>2019</u> : Terms of reference for design of the open, distance and e-learning platform and ICT model are drawn up. <u>2020</u> : The terms are tendered, awarded and validated and the unit rolled out.

### 5.2.3 Financial Sustainability

*Goal: Growth and development of PAU based on sustainable funding sources.*

#### Anticipated outcome

The Pan African University (PAU) needs to have adequate resources laid out on a long-term horizon in order for it to become the leading institution of research and higher education that it aspires to be. Ideally, the University should operate under a multi-annual funding framework which is based on strategically aligned and diversified financing sources and international cooperation mechanisms. This multi-annual framework must cover the core budget including staff costs, basic operations and stipends. It should also incorporate research, mobility and cooperation funding and it should take into account the growth plan and staff structure of the Strategic Plan. Funding must be secured from the Member States in order to finance the core budget (including the major part of the stipends), as well as seed funding to generate incipient research, mobility and cooperation funding.

PAU must complement funding from the AU and Member States through external funding to cover tuition fees and, where AU budgeting falls short, a portion of stipends. In addition, PAU must secure external funding, technical assistance and expertise in order to support its research agenda and outreach activities, innovation and partnerships in teaching, institutional development and acquisition of highly specialised equipment and infrastructure. This funding must be secured through cooperation agreements with partners who have serious interest in developing the Pan-African knowledge infrastructure.

This overall funding framework will be aimed at aligning funding to the strategic needs of PAU and at bringing the degree of earmarking of funding in line with the required flexibility of resource allocation. The framework will also foresee a risk management and mitigation mechanism that takes into account uncertainties, as well as fluctuations, in external funding. One such mitigating measure is to incorporate a clause in a funding agreement which allocates a certain percentage of funding to be earmarked to a reserve fund, among others, to smooth out sudden fluctuations.

PAU must have the capacity to develop and implement a fundraising strategy and manage funding from multiple sources with different modalities and reporting structures by means of robust financial and results-oriented accountability information systems. Communication and reporting to partners on recorded outputs and impact also have to be in place. At the same time, the financial capacity of PAU must be strengthened so that the University is able to plan, spend and report on multiple sources of income while adhering to reporting requirements stipulated by funders. Efficient spending and value for money must be guiding principles for financial

management. As a first important step, student stipends must be reformulated to cover the actual cost of living and mobility, taking into consideration other competing schemes.

## **Current status**

PAU currently faces a serious financial sustainability challenge, since funding for infrastructure, staff, activities and stipends has been insufficient to date. The stated ambitions of the continent by its political leaders have not been met with the financial needs of the University. This has severely constrained PAU's potential and credibility. It appears that this situation is now being remedied with the financial reforms at the AU that are currently underway, generating substantial increases in PAU's operational budget for 2019. The partial implementation of standing agreements between PAU and some host countries has also improved the financial situation.

Funding partners of PAU have been categorised into four groups: (1) AU / Member States (providing core funding), (2) Host countries (providing specific support as agreed in the host financing agreement), (3) Key partners (providing funding across various institutes and the Rectorate) and (4) Thematic partners (providing funding and expertise in the specific thematic field of a PAU institution).

PAU has largely relied on the support of the African Development Bank for financing three out of the four institutes during the first phase and for funding the research agenda at PAUWES in cooperation with the German Federal Ministry of Economic Cooperation and Development (implemented by GIZ and KfW) and the German Federal Ministry of Education and Research. Other partners include the European Union, Japan and to a limited extent, the USA.

As the current AfDB financing agreement is coming to an end, with no extension in sight, PAU is now facing serious uncertainties and financial instabilities. PAU currently responds *ad hoc* to potential donors, with funding options earmarked for different activities. In the absence of a strategic plan with a coherent funding strategy, this could lead to funding agreements that do not align with delivery of required results. In addition to the uncertainties and fluctuation of funds, the efficient use and management of finances remains to be strengthened at the Rectorate and institute levels.

During deliberations on the development of the strategic plan, the Strategic Planning Committee identified key funding sources and potential funding partners as a starting point for developing a fundraising strategy. The Strategic Planning Committee identified the following categories:

- i. AU Member States and host country contributions as project owner and major funder through the annual AU budget as well as agreed provisions from the hosting countries. Overall, this contribution shall cover core institutional costs as well as a major share of the stipends. Host countries generally contribute basic infrastructure, equipment, staff, and services through the host universities.
- ii. Multilateral funding partners such as the European Union, in cooperation with the AU, in the field of higher education and skills development; the World Bank, meanwhile, offers the potential to leverage on its centres of excellence initiative and other higher education interests; AfDB shows a keen interest in driving entrepreneurship, youth employability, innovation and research, having been financing institutes and stipends; the Islamic Development Bank is interested in financing science, technology, innovation, higher-education scholarships in key sectors and digital learning approaches.
- iii. Bilateral funding partners such as the sustained cooperation with Germany (German Ministry of Economic Development and Cooperation including technical cooperation (GIZ), financial cooperation (KfW) and research funding through the German Ministry of Education and Research); the UK through DFID (both interested in higher education and research); other European states such as Sweden, France, and Netherlands; USAID (Key Thematic Partner); JICA (Key Thematic Partner via host university); South Korea; Russia; and others to be identified.
- iv. Foundations which are often organized around themes or geographic areas, such as Carnegie Corporation of New York (focused on commonwealth countries), Ford, Gates, Kellogg (focused on Southern Africa), Mastercard, Robert Bosch (building new cooperations in Africa and already supporting the AIMS network), and others.
- v. Various research funding organizations and mechanisms can play an important role in PAU research funding, such as EU research programs (Erasmus+, Horizon 2020) and BMBF.

The current Strategic Plan takes into account that funding partners have needs of their own and, thus, that PAU needs a strong and proactive communication and partnership approach. Funding partners are known to expect proactive engagements, results-oriented models, innovative approaches and relationship cultivation, among others through invitations to graduations. All

funding partners require communication in various formats and documents such as audited accounts, strategic plans, monitoring and evaluation reports, and a Statute: all of these should be prepared for PAU and made readily available.

During the strategic planning deliberations, the importance of PAU's income generation has been emphasized. Some schemes include:

- i. Tuition fees from funding partners, including bilateral partners, foundations and the private sector.
- ii. Research funding which can be attracted through relationship building with foundations through application to international research funding mechanisms or through research contracts with the public and private sector.
- iii. Short and / or in-service courses for professionals in the public and private sectors.
- iv. PAVEU courses, provided online to specific audiences or broader target groups.
- v. Mini consultancy services through the mobilization of academics and students.
- vi. Testing services with certified laboratories.
- vii. Cooperation agreements with producers of research equipment to demonstrate, install and maintain equipment at institutional facilities.
- viii. Exploring patenting opportunities.

## **Key interventions**

The SP foresees the development of a financial sustainability strategy and framework in 2019 which includes the development of financial projections, identification of financial gaps and identification of potential funders for these gaps. During this exercise, the implementation of standing agreements will be reviewed and amended as needed appropriate; on the cost side, the stipend policies will be systematically adjusted according to needs and living costs.

In early 2019, the plan also foresees building capacity in fundraising, in combination with the research coordination functions, at the PAU Rectorate and the institutes. As part of the overall financial and results-based accountability systems envisaged in this Strategic Plan, PAU should be expected to manage, with rigorous accountability and transparency, various funding systems with differing modalities and reporting structures.

<b>Objective 6.1</b>	
A multi-year funding framework based on strategically aligned and diversified financing sources and international cooperation mechanisms is in place.	
<b>Target</b>	<b>Milestones</b>
<b>6.1.1</b> A risk management framework is in place and is used for regular risk reporting, monitoring and mitigation.	<u>2019</u> : An inventory of risks is drawn up, balancing earmarking with flexibility. <u>2020</u> : Reserve funds are developed.
<b>6.1.2</b> AU Member State contributions (AU budgets) cover the core budget (core staff salaries and basic operations) as well as a large share of student stipends.	<u>2019</u> : Overall cost projections and a growth plan are developed; the 2020 budget is presented to the AU, based on the SP, including a new personnel structure; agreement on the multi-year outlook is reached with the AU in order to guide annual AU budget commitments; a fully-fledged multi-annual funding framework is developed with the AU.
<b>6.1.3</b> 20% of PAU's budget is financed by income-generating activities which are developed by each institute and its faculty.	<u>2019 onwards</u> : A fundraising capacity is established at each PAU institute; the fundraising strategy is used to seek cooperation partnerships and achieve funding targets.
<b>6.1.4</b> The PAU Rectorate raises funds and support through strategic partnerships <sup>6</sup> .	<u>2019</u> : A fundraising capacity is established within the PAU Rectorate and at each PAU institute; the fundraising strategy is used to seek partnerships.
<b>6.1.5</b> Host country and host university agreements are fully implemented.	<u>2019</u> : Implementation agreements are jointly reviewed; suggestions for improvements are made; amendments are made; implementation is adjusted accordingly.
<b>6.1.6</b> A fundraising strategy at Rectorate and institute levels is implemented.	<u>2019</u> : External funding needs are identified; funding partners are identified; a fundraising strategy is developed. <u>2020</u> : Fundraising units at the PAU Rectorate and each institute are established.
<b>6.1.7</b> Financial management at Rectorate and institute levels	<u>2020</u> : Accountability systems that conform with GFGP are established.

<sup>6</sup> KTP for technical cooperation and institutional development, foundations and development banks for stipends, tuition fees, PAU research agendas and infrastructure.

<p>is able to manage funds from various sources with different reporting requirements, ensuring a transparent overview of budgets, income expenditure and use of funds.</p>	<p><u>2020</u>: Capacity is developed; Financial management is implemented.</p>
<p><b>6.1.8</b> A new stipend and tuition fee policy is introduced that (a) relates the costs of living stipends to the actual needs of students and includes allowances for accommodation, travel, field trips and internships, and (b) introduces tuition fees to be covered by external funders such as foundations, KTPs and the private sector.</p>	<p><u>2019</u>: Student needs reviewed; Tuition levels and policies reviewed and additional provisions by institutes and ensuing stipend cuts are regulated; new stipend scheme approved by PAU Council. <u>2019-2020</u>: AU and external funding achieved.</p>

## 5.2.4 Infrastructure and Equipment

*Goal: PAU provides access to state-of-the-art infrastructure, equipment and databases.*

### Anticipated outcome

The activities of the Pan African University must be underpinned by basic and specialised infrastructure, equipment and resources of high quality in order for PAU to become an institution of excellence. Indeed, for any successful, research-oriented teaching and learning institution, state-of-the-art infrastructure and equipment are paramount. Since PAU is following teaching methodologies that promote group dynamics and teamwork, the development of smart and contemporary classrooms and laboratories is also vital. It is crucial that these specialised laboratories are ISO certified so that they can be used to provide high-end research and consultancy services which can also generate income for the University. PAU should also endeavor to create modern and open research spaces with advanced technology in order to

promote its reputation and standing. Access to the most up-to-date scientific databases for all the PAU students, academia and researchers remains of utmost importance, therefore.

Robust and reliable internet access for researchers, staff and students is fundamental for the functioning of the network university. An IT-based campus management system which links the institutes and the Rectorate and allows them access to shared databases and information systems that include all standard processes and data needed for the operations of the institute are paramount.

### Current status

At the time of writing, the PAU institutes are working mostly on borrowed space and equipment from the host universities. Access to these abovementioned resources remains limited, therefore. This situation is neither conducive nor adequate for conducting teaching and learning activities, let alone pursuing meaningful research and innovation.

Compounding the problem is the fact that the PAU institutes have very limited libraries. They also lack access to scientific databases which are key to pursue credible research and research-based teaching and learning methodologies.

The integration of the open, distance and e-learning arm in research, teaching, learning and outreach, as well as the administrative processes and data sharing, requires a fit-for-purpose ICT platform and content.

### Key interventions

The SP foresees the mapping of needs in line with ambitions at each institute, together with an operational plan which fills all gaps.

<b>Objective 7.1</b> A fully operational infrastructure is in place.	
<b>Target</b>	<b>Milestones</b>
<b>7.1.1</b> Fit-for-purpose and innovative teaching spaces, research laboratories and offices are established at each institute.	<u>2019</u> : An inventory of needs and gaps is drawn up, as is an operational plan to fill the gaps. <u>2019-2020</u> : Financing and co-financing are incorporated into the fundraising strategy and fundraising plans.



<b>Objective 7.2</b> Specialized and capital equipment is in place.	
<b>7.2.1</b> Specialised, fit-for-purpose specialised research labs are established at each PAU institute.	<u>2019</u> : An inventory of needs and gaps is drawn up, as is an operational plan to fill the gaps. <u>2019-2020</u> : Financing and co-financing are incorporated into the fundraising strategy and fundraising plans.
<b>Objective 7.3</b> State-of-the-art scientific databases can be accessed.	
<b>7.3.1</b> Each institute has access to the best scientific databases for their respective fields.	<u>2019</u> : Identify the databases that need to be accessed; Negotiate a group deal with providers for PAU as a whole, and / or with host and partner universities.
<b>Objective 7.4</b> PAU's research, teaching, learning and outreach programs are supported by integrated, open, distance e-learning platforms.	
<b>7.4.1</b> The open, distance and e-learning platforms and educational technology infrastructure are in place by 2021.	<u>2019</u> : ToRs for tenders to establish the ICT platform and for the development of content are drawn up. <u>2020</u> : The tender for establishing the ICT model is awarded; Tender for the ICT content IS awarded.

## 6. The Open, Distance and E-Learning Arm of PAU

Given the profile of the Pan African Virtual and E-University (PAVEU) as a flagship program of the AU Agenda 2063, in addition to the exceedingly broad scope of potential objectives variously identified in its initial conceptualisation, there is still a considerable amount of work that needs to be undertaken in the operationalisation of the PAVEU as the open, distance and e-learning arm of PAU, embedded as a unit within the PAU Rectorate. In broad terms, planning for PAVEU will require the progressive development and refining of a strategy which is integrated into the overall PAU strategy. Planning will also require the development of detailed implementation plans including associated business, financial and project plans which stipulate short-, medium- and

longer-term objectives. These objectives need to be logically phased, taking into account the interdependencies and incorporating the necessary timelines and milestones for measuring progress. In light of the stage of current planning for PAVEU, comprehensive integration with PAU is not practically feasible to the level of detail required within the timelines of this Strategic Plan. A phased approach is therefore recommended, with ongoing planning being led by the HRST, the PAU Rectorate team and overseen by the PAU Council. It is noted here that for any organization, structure is interdependent with strategy. Hence, the structure for PAVEU is expected to evolve over time as the precursor planning components are put in place.

Notwithstanding, the operationalization of PAVEU presents a unique opportunity for PAU to enhance its program delivery and quality. More concretely, in the immediate term, PAVEU can contribute to providing wider access across the continent to current and future PAU programs by applying advanced educational technologies and open delivery modes. Such an approach will allow for immediate, high-profile program delivery, enhanced program quality and access with mutually beneficial gains for PAU students enrolled in current traditional modes, as well as new students via open access. By operationalizing PAVEU as an integral component of PAU, the University will be mirroring the approach of many modern institutions that are increasingly leveraging educational technology in varying forms across their portfolio of academic programs. This may range from basic tools, such as digital library access and website communication tools, to full online programs which use sophisticated learning management systems, content development, production tools and student e-portfolio platforms. Flipped classroom models will increasingly become the norm in terms of preferred pedagogy and student expectations.

Thus, PAVEU could foster PAU's capacity in embracing technology-enriched learning environments as an integral and indispensable part of its curriculum delivery across all institutes and programs. Beyond enabling wider access to current and future PAU programs across Africa and enhancing the quality of PAU programs, PAVEU also has the potential to facilitate partnership and collaboration with top academic institutions across the continent and, in time, to enable PAU to become a leader in the application of educational technology.

## 7. Human Resources: Structure and Development

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In order to realise the goals and objectives set out in this Strategic Plan, it is imperative that PAU has the right number of academic, technical, managerial and administrative staff with the requisite experience, knowledge, skills and track records of achievement. As emphasised earlier under Section 5.2.1, entitled *Governance*, it is equally important that staff members are recruited on the basis of established procedures within higher education, in a timely manner and consistent with the implementation schedules stated in this Strategic Plan.

Review and analysis undertaken in development of this SP has highlighted the negative impact of PAU's current staffing inadequacies at both the strategic and operational levels. These include not only the numbers and capacity of staff, but also the momentous delays to the establishment of the full senior leadership team, as well as the debilitating and ongoing failures in recruiting a core academic staff. This has resulted in the heavy reliance on seconded and short-term professional and general service staff from the AU and host universities, in addition to universal dependence on local casual, 'fly-in fly-out' teaching staff.

The core staff structure proposed for the PAU institutes, meanwhile, is reflective of the major functional areas at Rectorate level, and it is identical for all institutes. An exception in this regard is the number of professorial staff per institute, which has been calculated on the basis of the number of program streams and numbers of students at each institute. A thorough assessment resulted in an average student-to-staff ratio of 21:1 for PAU, which is mid-range in terms of international standards for post-graduate, research-intensive, science-based universities. Notwithstanding, it is to be noted that future student growth, details of current and planned academic programs, as well as research priorities and direction, will be central drivers in the building up the recommended staff structure. The staff structure for PAUWES, in comparison to the other institutes, is augmented by additional positions for the establishment of the PAU Entrepreneurship Hub, which is foreseen to foster entrepreneurship promotion across the continent and, in the medium and to longer terms, to extend its services to all PAU students and staff members, as well as to partner institutions.

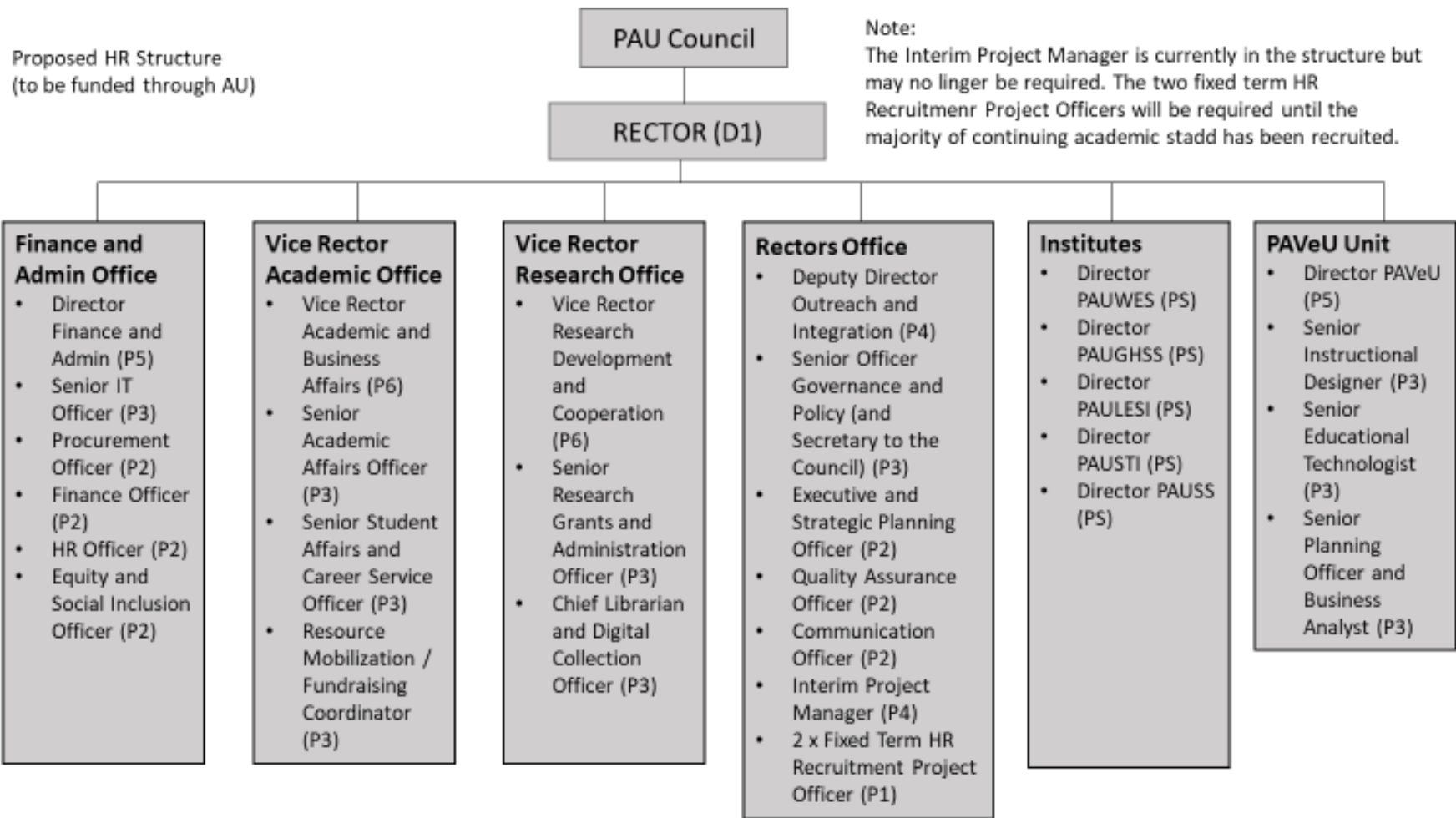


FIGURE 3: PROPOSED HR STRUCTURE OF PAU

Baseline Structure for positions at all institutes (to be funded through AU)

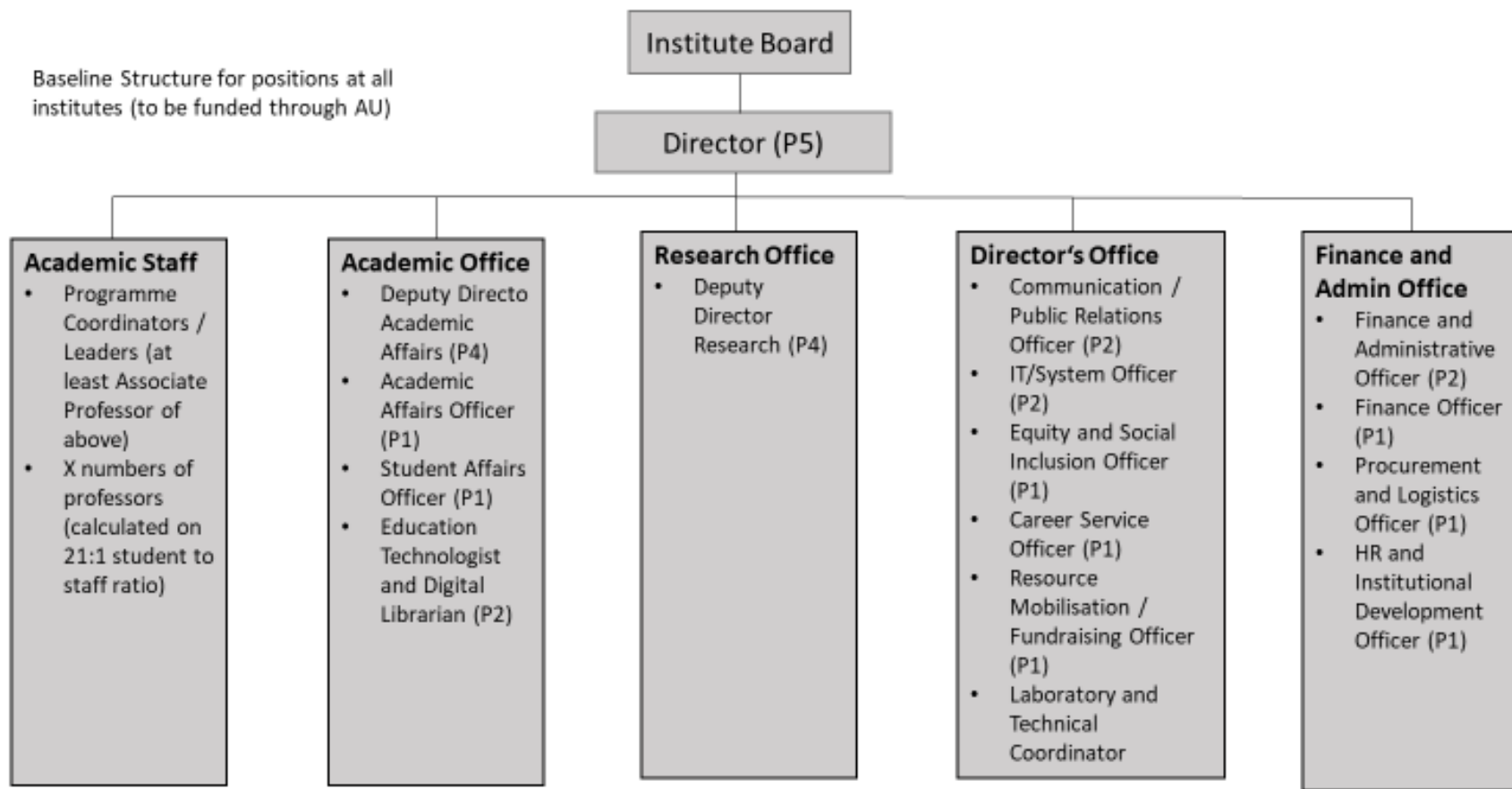
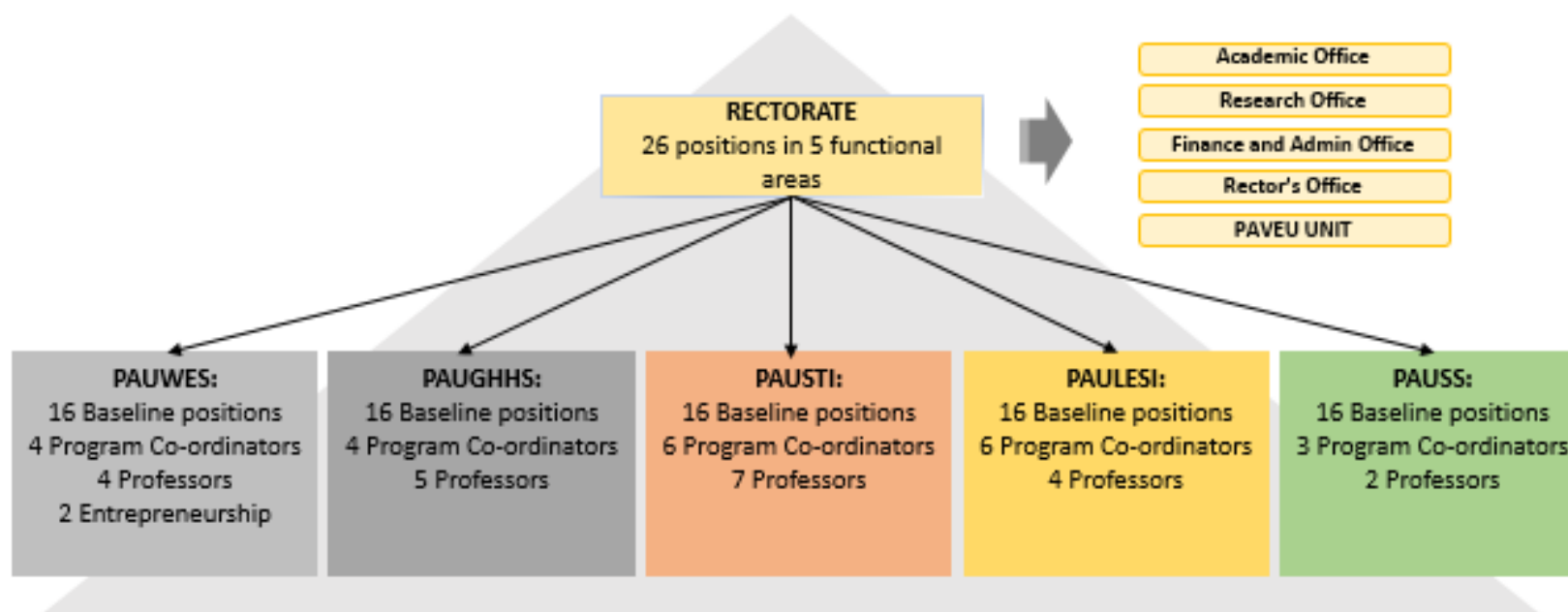


FIGURE 4: BASELINE STRUCTURE FOR POSITIONS AT ALL INSTITUTES

## PAU STAFF STRUCTURE AT FULL CAPACITY TO BE PROGRESSIVELY RECRUITED BY 2024



### Summary Total of all Positions

<b>RECTORATE : 26 Positions</b>					<b>== 153 positions</b>
<b>PAUWES: 26</b>	<b>PAUGHHS: 25</b>	<b>PAUSTI: 29</b>	<b>PAULESI: 26</b>	<b>PAUSS: 21</b>	

FIGURE 5: PAU STAFF STRUCTURE AT FULL CAPACITY TO BE PROGRESSIVELY RECRUITED BY 2004

The success and reputation of universities are intrinsically dependent on their people – more so than any other form of organization. Having highly qualified staff who are fit for purpose for an academic institution – especially one of PAU’s ambition – is an indispensable and central ingredient in overall quality and performance. In order for PAU to respond appropriately to the unique opportunities and challenges it faces as an academic institution, therefore, its staff regulations, rules, salary and career structures must meet the needs of an academic institution. Similarly, as noted in Section 5.2 of this Plan, PAU’s decision makers must also have the space for making timely human resource decisions in order to deliver on expected outcomes. Within this context, the strategic plan foresees the adoption of a set of staff regulations and rules for PAU that incorporate the essential policies for effective management.

In light of the above, the PAU Staff Regulations and Rules will therefore comprise academic classification standards, academic probation and promotion procedures, an academic workload policy, a performance management framework and provisions for sabbaticals and appointment of adjunct and / or visiting scholars. Under the proposed framework, delegated authority for all HR decisions including those relating to the recruitment, appointment, promotion, retention and separation of staff must rest within the PAU governance structures, as is the case with international best practices in higher education. Such an approach must be coupled with effective reporting and record-keeping provisions to ensure full accountability and transparency in application. Under this framework it is envisaged that all of PAU’s HR records and decision documentation is also made available to the AU Department of Human Resources, Science and Technology (HRST) and the AU Administration and Human Resource Management Directorate (AHRMD).

As noted earlier, key to the establishment of a high-quality PAU workforce will be a robust recruitment process which is tailored to the needs of an academic institution, allowing for the efficient and accelerated recruitment of high-quality staff which is critical to fulfilment of the University’s strategic objectives. The acceleration of PAU’s staff recruitment procedures will also be fundamental to PAU’s performance and sustainability and will be critical to ensuring a positive outlook for the institution.

In order to ensure continuity and the ability to build critical mass, recurrent funding from the AU will be a prerequisite for the core staff structure. Such a measure will decrease the current high dependency on partner and external funding. Other sources of funding, such as from international

partners, research grants and foundations, can be tapped into for more flexible positions such as post-doctoral and PhD scholarships.

It is noted that successful higher education institutions have an increasingly diverse range of modes of employment, with varying contributions and responsibilities for employees and collaborators across the teaching and research spectrum including permanent, part-time staff, adjunct and honorary staff, seconded staff and visiting professors.

## 8. Growth of Student Numbers and Study Programmes

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While the expansion in student numbers is to follow a steep increase, the number of study programs shall not significantly grow; rather, it may stagnate, depending on the results of the review of the thematic fields and study programs.

In 2018, 908 students were enrolled at PAU. By 2024, this number should have increased to 1,500 students, which would constitute an overall growth rate of about 60%. In other words, the overall student body of PAU must grow each year by approximately 11% in order to attain the desired numbers of Masters and PhD students. In order to maintain the envisaged ratios between lecturer and class size, meanwhile, homogenous growth across all institutes and study programs is also a premise.

Regarding the number of programs, the following additions will be made over the course of the planning period: the PhD and Masters programs in Climate Change at PAUWES will be newly established and, once the host agreement with the government of South Africa is signed, PAUSS will also run one program. Further growth of programs is not foreseen for the Consolidation Phase of PAU.



## 9. Financial Planning and Costs

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The costing exercise of the Strategic Plan has been conducted in a short period of time and will need to be reviewed at least on a yearly basis. At this stage, it mainly represents a way to set financial targets for PAU regarding both expenses and income.

One of the main outcomes of the financial plan, meanwhile, is to develop a shared budget and reporting templates for PAU, within which the various operations of the Rectorate and the institutes can be integrated – while still complying, of course, with AUC rules and regulations.

The financial plan shall serve as a basis for preparing the annual budget, reporting its execution and presenting PAU's financials to external partners. The PAU finance team will be in charge of this implementation, involving the management of the institutes. The finance team will also connect with the current roll-out of SAP, providing transparent financial management and reporting to PAU. The yearly finance budget plans shall be developed in accordance with this five-year plan. The annual budget plans shall be presented to the PAU Council for approval before being submitted to the relevant AU department – see also Target 6.1.7.

Expenditures, meanwhile, provide an operational view of PAU's growth plan, based on the assumptions of:

- i. Reasonable (incremental) growth in the number of students and a stability in the number of programs during the Consolidation Phase.
- ii. Substantial investment in human resources regarding both administrative staff – an annual budget of between USD 1.8 to 7.6 million – and academic staff – an annual budget of between USD 3.5 to 8,5 million.
- iii. Allocation of funds to the academic programs. (No funds are currently dedicated to programs, except for PAUWES' payment of tuition fees by German Financial Cooperation).
- iv. Substantial allocation of funds to research, shifting from research grants paid to students to funds allocated partly to full-time academic staff and partly to the Rectorate, within a framework of competitive allocation across the institutes' professors and students.
- v. An attempt to manage the increase of expenses related to the stipends paid to the students – which is currently approximately 50% of total PAU budget.

- vi. Allocation of funds for events, public relations and communications, necessary for raising PAU'S profile as well as for engaging with fundraising activities.

Since the status of infrastructure and equipment could only be assessed partially at present, necessary funding has been included for the institutes to conduct a needs analysis of both infrastructure and equipment in 2019.

The income-centred aspects of the Strategic Plan, meanwhile, rely on the following assumptions:

- i. Substantial investment in PAU has been requested to AU Member States for 2019, 2020 and 2021 followed by a regular growth of 5% yearly.
- ii. Income-generating activities will be pursued in order to generate 20% of the total budget in 2022.
- iii. The contribution of international partners has to be estimated for the coming years; only pledge contributions have been integrated into the current financial plan to date which is, for the purposes of the financial plan, considered as a 'last resort' resource in an attempt to increase the autonomy of PAU from its international partners.

Based on these assumptions, figures have been developed for the income and expenditures for 2019-2024, which can be found detailed in Annex 2.

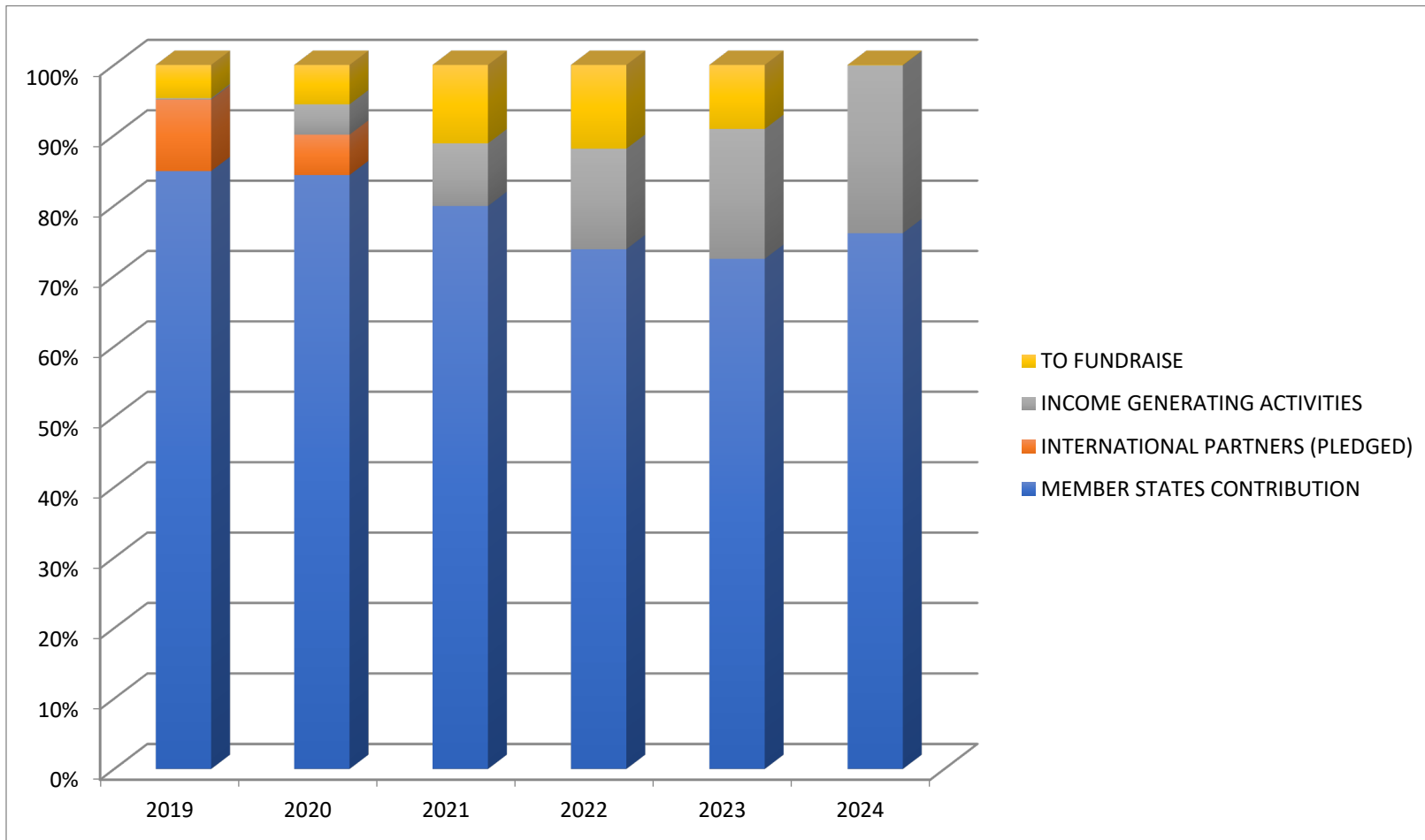


Figure 6: Projection of incomes to PAU, 2019-2024, shown as percentage shares of income streams into the total income.

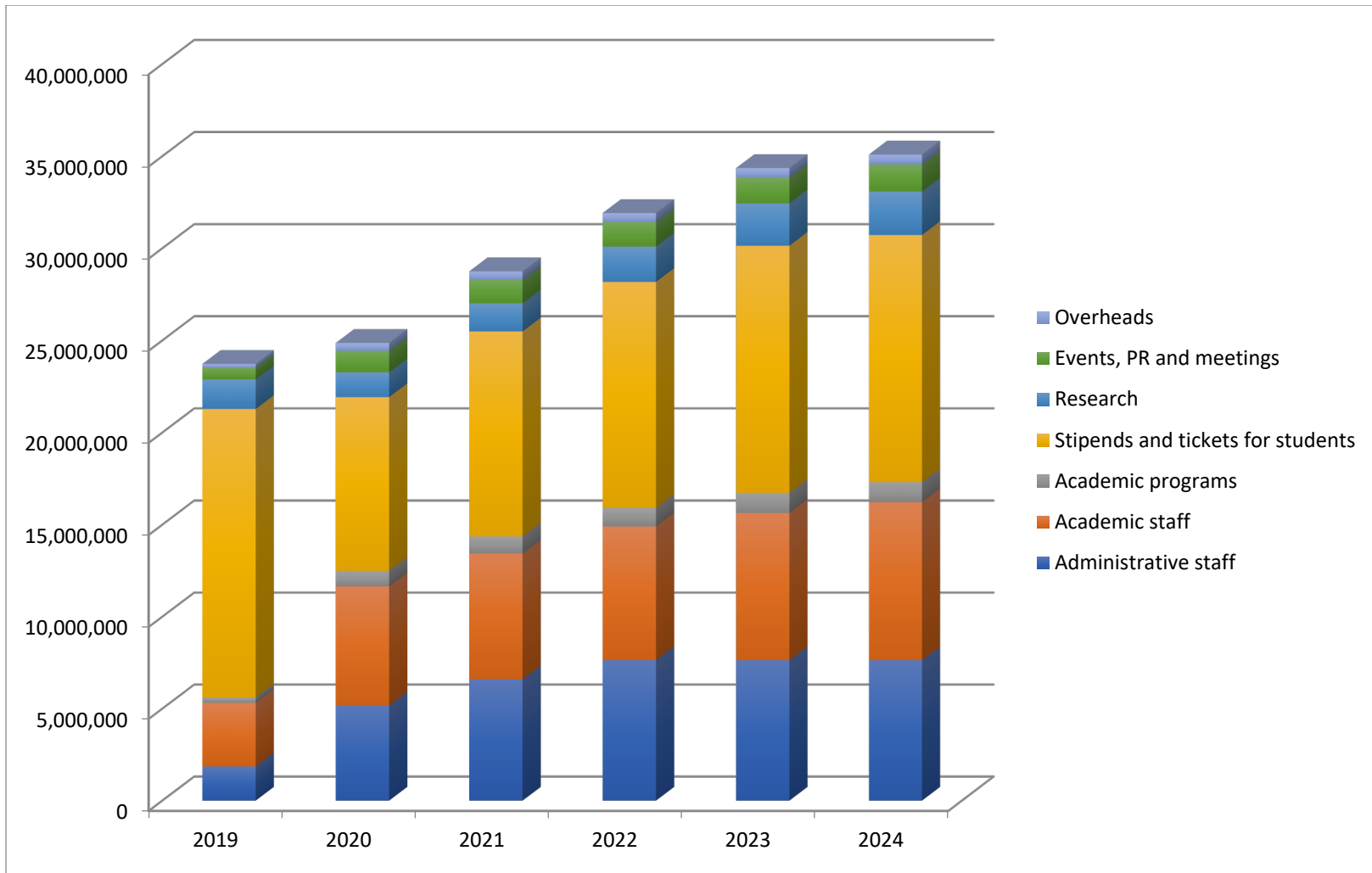


Figure 7: Projection of expenditures of PAU, 2019-2024 – infrastructure and equipment expenditures excluded – in USD.

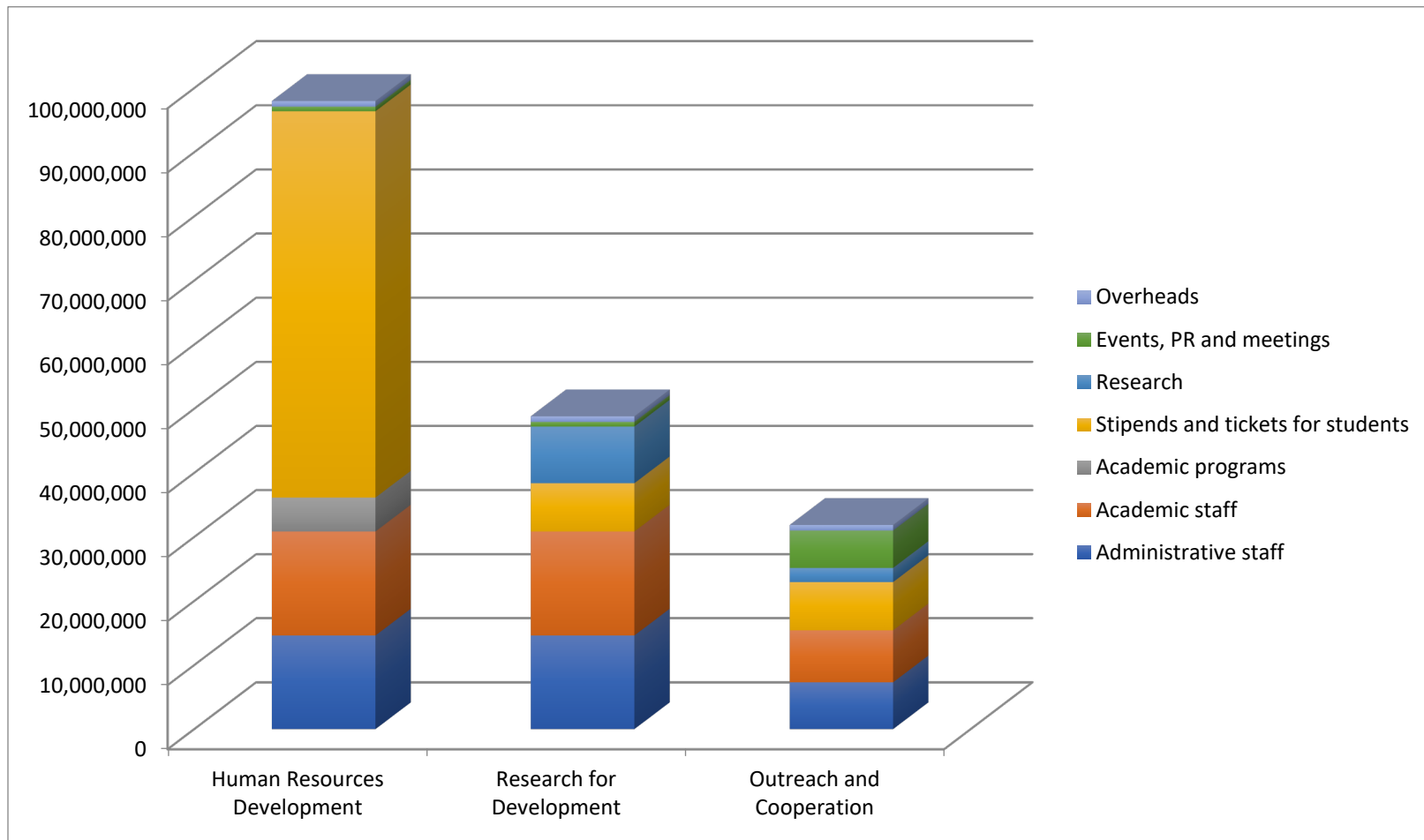


Figure 8: Projection of PAU's resource allocation in USD, 2019-2024.

## 10. Risks and Risk Mitigation

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The development of this strategic framework has been based on lessons learned from the past, and in the strategic planning process, emerging risks have been identified. In response, a number of risk-mitigating initiatives have been incorporated.

At the Rectorate level, PAU is expected to develop a risk mitigation strategy that is mandated within all the institutes. This strategy is expected to involve a top-down strategic assessment together with a bottom-up, operation-wide risk assessment response. The strategy will involve (1) risk identification and assessment, (2) prioritization of identified risks, (3) a risk-mitigation strategy and implementation, and (4) regular monitoring and reporting of risks.

The main risks anticipated are laid out below, as well as the appropriate mitigation strategy against each goal.

### *Goal 1: PAU produces human resources in the thematic areas of its institutes.*

It is assumed that each PAU institute will transform itself into a stable, dynamic academic institution with the phasing in of highly reputable long-term, full-time academic staff. Research-based teaching will be rooted over time, focusing on the assigned thematic areas for each institute, identifying problems and finding solutions that will enhance the employability of the PAU graduates and the development of the region. The PAU graduates will hone their skills through the research-oriented and practice-laden instructions and experiences they receive at the institutes. The success of this strategy will greatly depend on the recruitment of enlightened leadership at the Rectorate as well as the institute levels. The principal risks associated with the foregoing description of Goal 1 are the following:

Identified risk	Level <sup>7</sup>	Mitigation
Failure to attract quality academic staff capital in the thematic areas of the PAU institutes	H	An effective recruitment strategy including, where necessary, head-hunting approaches with attractive packages; securing services through dual and adjunct appointments.
Graduates not finding appropriate employment	M	Setting up effective career services that will work on internships and liaison with potential employers;

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<sup>7</sup> L=Low, M=Medium, H=High.

		conferences and workshops that give greater visibility to the PAU students.
Graduates not able to create their own enterprises	H	It is reasonable to expect that, initially, less than 10% of graduates may be expected to create their own enterprises. This goal requires planning and execution by the institute to design programs and activities that will instil and nurture the idea of own-enterprise creation.
Difficulty to build reputation as centre of excellence	H/M	Organizing conferences, an effective communications strategy, forming strategic alliances with well-known institutions inside and outside Africa.
Failing to meet expectations of target stakeholders (students, employers, etc.)	H/M	Engaging stakeholders in consultative meetings during the design, implementation and review of programs.

*Goal 2: PAU delivers state-of-the-art development research and innovation in the thematic areas of its institutes.*

Meeting this goal will be challenging but it can still be achieved over the five years. Critical steps herein will be strategic leadership, both institutional and academic, consultative selection and prioritization of research areas, creation of research groups (postgraduate students and postdoctoral fellows), setting up research laboratories, application of funding to research activities, establishing effective research partnerships, research execution, publishing papers, drawing patents and demonstrating impact through the products and services developed. The intended establishment of the Entrepreneurship and Innovation Hub will also enhance the production of research impact. Another important objective of this goal is to closely link the PAU researchers with policymakers, enabling for the provision of evidence to formulate better policies.

Identified risk	Level	Mitigation
Failure to attract top research leaders in the prioritized areas of research	M	An effective recruitment strategy including, where necessary, head-hunting approaches with attractive packages; securing services through dual and adjunct appointments.
Failing to access adequate equipment	H	Seek research collaboration with institutions that can provide such access; bid to set up such equipment as a regional facility.

Difficulty marketing innovations and breakthroughs in research	M	Create partnerships that can assist in solving such problems; set up commercialization offices.
A breakdown of research ethics and / or vulnerability of research data	H	Increase awareness and training about research ethics and the consequences of research misconduct; reward honesty and high ethical standards.
Failure to produce impact through research	M	Change research strategy; review and consider altering team composition and leadership.

*Goal 3: PAU builds Pan-African knowledge and proactive networks through cooperation and mobility.*

This goal is to be achieved through academic cooperation strategies which meet the research and policy agenda of the AU. Such strategies include the establishment of colloquia and lecture series, mobility experience programs of postgraduate students and rare-skill professionals, and other activities that promote the generation of Pan-African knowledge and integration.

Identified risk	Level	Mitigation
Risks associated with cultural, religious and language differences	M	Improve institutional support and mentoring services.
Domination by a collaborating institution	M	Enhance negotiating skills and pay attention to best practices in inter-institutional and inter-regional collaborations.

*Goal 4: The PAU governance framework applies the principle of delegated authority to the Council, the Rectorate and the institutes to ensure the implementation of the strategy.*

The main aim of this goal is to mitigate risks related to slow and ineffective decision making. The strategic plan envisages moving from prior authorisation procedures towards a framework of delegated authority. The aim is to broaden the decision space and redefine accountability in terms of due diligence and effectiveness, as demonstrated by results achieved and accurate documentation of the progress and outcomes of the PAU decisions and acts. It is anticipated that the PAU Council, Rectorate and institutes will, therefore, have the decision-making power to ensure long-term planning and effective implementation of the strategy.



Identified risk	Level <sup>8</sup>	Mitigation
Slow recruitment processes undermine PAU's performance	H	Specifications to the Statute provide space for adequate human resource procedures; ensure that PAU staff rules and regulations have been fully endorsed by the decision-making bodies.
A lack of results-based accountability mechanisms triggers top-down controls and disempowerment of the PAU leadership	H	Financial and administrative procedures, regulations and systems for swift and accountable decision-making and results-based reporting, in addition to quality assurance mechanisms, are foreseen in the SP. These are aimed at calibrating power, with accountability for results.

*Goal 5: The Rectorate and the institutes deliver excellent and relevant outcomes.*

At the managerial level it is anticipated that the governance framework, which is based on decentralized authority, will enable the Rectorate and the institute leadership to foster a culture of excellence and high performance and to build the reputation of PAU. In order to mitigate the risks associated with the enhanced decision space, and to improve the quality and timeliness of decision making, this decision power structure is shared with all stakeholders and supported by agile and adequate implementation processes and procedures in performing the financial, administrative and academic tasks at hand. It is also supported with robust, real-time information systems which further inform the decision-making processes.

Identified risk	Level	Mitigation
Top-down decision making limits the mobilization of collective intelligence and the motivational benefits of participatory collaboration.	H	The establishment and activation of participatory decision-making platforms.
Lack of information limits the quality of decision making	L	The establishment of real-time information systems.
HR policies are inadequate for the academic environment	M	Incentive-based performance management systems stimulate excellence and productivity.
PAU lacks the ability to raise its profile and build its reputation	H	A professional branding and communications strategy will support the PAU to best publicise its achievements.

<sup>8</sup> L=Low, M=Medium, H=High.

*Goal 6: Growth and development of PAU are based on sustainable funding.*

Ensuring financial sustainability constitutes one of the most urgent challenges facing PAU. During deliberations on the development of the strategic plan, the PAU stakeholders identified the need for a multi-annual funding framework which is based on strategically aligned and diversified financing sources and international cooperation mechanisms.

The new AU budgeting rules aim to achieve a 75% AU to 25% external funding ratio: this does not allow PAU to increase its budget during the execution year with additional international partners' cash contributions. In other words, the 75:25 ratio excludes in-kind contributions, which may be proffered at any time during budget execution.

In addition, the annual increase of the total budget is to remain between 5% and 10%. The financial projections for this strategic plan are therefore based on the 2019 budget and foresee a maximum 10% annual increase.

An additional facility in favour of financial sustainability is the supplementary budget, which is decided in June / July each year. This is another window of financial support for PAU for any new activity which was not been planned initially.

The recent budget increase under the new budgeting rules does cover the operational costs of PAU, according to current projections. However, the budget does not cover the costs of stipends for students. The Strategic Plan therefore foresees development of a more sustainable stipend policy.

On the funding side, these stipend costs have been covered by KfW for PAUWES students and by AfDB for the students of PAUSTI, PAUGHS, and PAULESI. KfW will continue to fund PAUWES until funds are exhausted, while the funds of AfDB were exhausted in 2018. Options for future funding are to (1) obtain renewed funding from AfDB and KfW, (2) approach AU Member States to fund their own students at each institute, (3) source stipend funding through the RECs and / or (4) include stipend funding in the AUC program budget. Regarding option 1, the German Ministry of Economic Cooperation and Development (BMZ) has indicated that no extension of stipend funding is foreseen by KfW. AfDB will discuss future funding after its evaluation of the PAU in

October 2018. Options 2 and 3 may be feasible but require a communication and mobilization strategy, while option 4 would further increase the AUC budget allocation to PAU.

On the cost side, stipends will be revaluated to a base amount plus an adjustment per country, in line with the AUC post adjustment index. In addition, benefits provided to the students in kind can be made payable so that the stipends are better aligned to the costs of living in each context, thereby covering the same basket of costs across all institutions.

Identified risk	Level <sup>9</sup>	Mitigation
Low execution rate in 2019 may bring down the budget ceiling for subsequent years	H	The SP's financial projections will help provide a basis for the 2020-2024 budgets.
Funding of stipends is not assured by external donors	H	A financial sustainability strategy is being developed as part of the SP, including strengthening the PAU fundraising and multi-source financial management capacity and the development of a new PAU stipend policy.
Incomplete implementation of host country and host university agreements	M	The SP foresees a joint review of agreement implementation, as well as suggestions for improvements and amendments.

**Goal 7: PAU provides access to state-of-the-art infrastructure, equipment and databases.**

Apart from providing new opportunities for financial sustainability as described in the previous section, the new budgeting arrangements also present risk for underinvestment because of the 75:25 constraint on external cash funding. This rule limits cash contributions from external partners, in line with the financial capacity of the AU and its Member States. Since in-kind contributions are not limited in this way, however, PAU will have to increase in-kind contributions in the form of equipment and infrastructure from the host country and from external partners (including Key and Thematic Partners). PAU will also be required to pursue opportunities for such in-kind contributions *ad hoc*, wherever an external funder shows interest in contributing.

Identified risk	Level	Mitigation
75:25 constraints on cash fundraising limit investment	M	Maximize in-kind contributions from external partners for equipment and infrastructure.
Inadequate space for research	M	Maximize space utilization through effective programming; seek solutions by working with host institution; seek access to facilities from institutions

<sup>9</sup> L=Low, M=Medium, H=High.

		in proximity; as a final resort, limit student admissions to minimize negative impact.
Inadequate facilities or equipment for research	H	Seek solutions from the host institution and from other institutions within the country or region.
Limited access to online resources	M	Explore single subscriptions to online databases that serve all PAU institutes.

## 11. Implementation Plan

Implementation schedule of strategic objectives, targets and milestones							
<b>1.1</b>	The PAU students are employed in public, private and academic sectors at continental, regional and national levels in relevant jobs or start their own enterprises upon graduating.						
<b>1.1.1</b>	80% of the Masters students are employed in the public, private, civil society and academic sectors at continental, regional or national levels in relevant jobs and programs or self-employed in the areas of their study programs within one year of graduation. Virtually all PhD graduates are employed.	<b>2019 (prep year)</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
	Capacity of career services is strengthened.						
	Employers and internship contacts are mapped.						
	A baseline for target achievement is developed (through tracer studies and the like).						
	Concretization of targets (relevant jobs for driving the development agenda).						
	Entrepreneurship programs are prepared; pilot program is delivered.						
	2021: Annual cycle career service activities are established; participation in internship programs by all students.						
	Strategic partnerships with relevant employers are developed to strengthen practical activities, field work, thesis work, internship opportunities and employment.						
	Annual tracer study results are used for continuous improvements to the study programs and services.						
	Alumni networks, supported by career services, facilitate internships and employment of students. All students have opportunities to participate in entrepreneurship courses.						
<b>1.1.2</b>	Companies and public institutions are involved in the practice-oriented development and delivery of study programs at PAU.	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
	Introduce practitioner co-teaching, skills training and talk series at all institutes; ensure sectoral talks are provided by AU and REC practitioners.						
	Stakeholder mapping of relevant private, public and other sector institutions at continental, regional and national levels are conducted at all institutes in a coordinated manner.						

	MoUs are signed between PAU and public and private sector institutions on internships, employment.						
	Involvement of private and public sector actors in all curriculum development and reviews (among others, defining key competences).						
	Development of case studies on the basis of key development needs of the AU, regional and national organizations (public and private).						
	Co-teaching courses or provision of skills training by practitioners on at least 4 courses per program.						
	30% of Masters students work on thesis topics provided by development organizations.						
<b>1.1.3</b>	All PAU MA students participate in at least on 2- to 3-month internship in the public or private sector as part of their study program.	2019	2020	2021	2022	2023	2024
	A career internship framework is developed at all institutes and introduced as mandatory to all programs,						
	Career services build a database and establish relations with internship providers.						
	Internships are made mandatory for all.						
<b>1.1.4</b>	All curricula include entrepreneurship skills.	2019	2020	2021	2022	2023	2024
	The curriculum of each program is reviewed and amended to include entrepreneurship skills.						
	A teaching methodology for entrepreneurial skills is developed.						
	Entrepreneurial skills development training and onboarding of academic and professional staff is undertaken.						
	Entrepreneurship skills development is implemented within all programs.						
<b>1.1.5</b>	The PAU Entrepreneurship Hub is established.	2019	2020	2021	2022	2023	2024
	A concept and roadmap for the PAU Entrepreneurship Hub in Algeria is implemented with regard to staff recruitment, partner strategy.						
	Regular programs and activities for PAU students and others in Africa are initiated.						
	Work is done on visibility and outreach measures.						
	The Entrepreneurship Hub in Algeria is operational in all its core functions of entrepreneurial skills development, incubation,						

	start-up support, innovation transfer, outreach and capacity building.						
<b>1.1.6</b>	The Entrepreneurship Hub provides an optional introductory online module on entrepreneurship to PAU.	2019	2020	2021	2022	2023	2024
	Preparation of online module as joint initiatives between the PAU Entrepreneurship Hub and the e-learning unit in the Rectorate and partners.						
	Introduction of the online module on entrepreneurship.						
<b>1.1.7</b>	Career services are established within all PAU institutes.	2019	2020	2021	2022	2023	2024
	Career services framework and recruitment implemented.						
	Career services are made fully operational, taking up regular activities and assisting students with internships, employment orientation, transition into jobs and research careers, tracer studies, practice orientation of the curriculum and alumni work.						
<b>1.1.8</b>	Course on African Integration is integrated into all study programs at PAU.	2019	2020	2021	2022	2023	2024
	A course on African integration is developed.						
	Academics from the world of practice and institutions are identified;						
	Course is provided within all programs						
<b>1.1.9</b>	All new study programs are planned according to market and needs analysis and are linked to the research agenda.	2019	2020	2021	2022	2023	2024
	Assessment of new study programs is made.						
	Market and needs analysis conducted.						
	Planning phase for new programs; curriculum development is carried out, involving a variety of private and public-sector stakeholders both in academia and beyond.						
	Capacity development and recruitment.						
<b>1.1.10</b>	A small number of high-quality, practice-oriented, short training programs for professional are established, targeted to the needs of policy makers, the public and private sector in the priority areas of the institutes.	2019	2020	2021	2022	2023	2024
	Map needs and markets for training and professional degrees involving partners; conduct in-depth analysis						
	Set up partnerships and develop financing schemes.						
	Develop training curricula and pool of trainers, lecturers. Build capacity of staff.						

	Begin implementation of the first program. Closely monitor success and needs for adjustment.						
<b>1.1.11</b>	Every PAU graduate is capable of speaking at least two relevant languages of the African continent.	2019	2020	2021	2022	2023	2024
	Language training framework reviewed and endorsed.						
	Capacity planning language training provision.						
	Implementation of language courses.						
<b>1.2</b>	Deliver high-quality, practice-oriented and research-based study programs.						
<b>1.2.1</b>	Full-time academic and professional staff recruitment and onboarding.	2019	2020	2021	2022	2023	2024
	Senior Directors, Deputy Directors, Senior Staff and Programme Coordinator positions are filled through a transparent, competitive and stringent recruitment process.						
	All outstanding positions are mapped out by the HR structure and recruited at both Rectorate and Institute level.						
<b>1.2.2</b>	The thematic foci of the PAU institutes are sharpened towards achieving the aspirations of Agenda 2063.	2019	2020	2021	2022	2023	2024
	A concept for the review process is developed.						
	The review process is carried out, including reporting mechanisms to the PAU hierarchy.						
<b>1.2.3</b>	Study programs are reviewed and revised at least every three years, involving an expert panel of leading experts.	2019	2020	2021	2022	2023	2024
	Develop a framework for the review process of all institutes and ensure that requirements of national re-accreditations are complied.						
	Begin execution of the review process, including reporting mechanisms to PAU hierarchy.						
<b>1.2.4</b>	International accreditation process for one suitable study program at each institute is prepared.	2019	2020	2021	2022	2023	2024
	Analyze frameworks and requirements for international program accreditation and identify one program at each institute.						
	Prepare and implement quality measures for achieving criteria for international accreditation.						
	Applications for international program accreditation are registered.						
<b>1.2.5</b>	Annual evaluations of the student experience at all institutes result in favourable feedback.	2019	2020	2021	2022	2023	2024



	Develop a common framework, standards and processes for evaluating student experience, including evaluation of courses, study programs as a whole, services, infrastructure and organizational culture; introduce student evaluations at all institutes and programs; report on results to the Institute Board, Academic Senate and the PAU Council.						
	Feedback used to improve study programs.						
<b>1.2.6</b>	95% of Masters students and 90% of PhD students conclude their studies successfully within the stipulated timeframe.	2019	2020	2021	2022	2023	2024
	Academic supervisory capacity at all institutes is strengthened through the recruitment of long-term academic staff; study regulations are reviewed and proactively communicated to students.						
	Standards of student counselling and supervisory services are developed and introduced; curriculum review takes into account student academic workload.						
<b>1.2.7</b>	All institutes have a cutting-edge teaching methodology and approaches commensurate with the desired outcome of enhanced quality and competence.	2019	2020	2021	2022	2023	2024
	Teaching methodology guidelines and targets are developed by the Rectorate in collaboration with the institutes.						
	The PAU institutes develop a roadmap on introducing the guidelines and training.						
	An annual progress report of the institute, on progress regarding the efficacy of the teaching methodology, approaches and tools is submitted to the Senate.						
<b>1.2.8</b>	Research-oriented and practice-laden instruction are widely practiced.	2019	2020	2021	2022	2023	2024
	Institutes regularly review course outlines of study programs and report outcomes to the Senate.						
	Most Master's and all PhD students submit articles for publication prior to graduation.						
<b>1.2.9</b>	Each institute establishes a quality assurance function with robust objectives.	2019	2020	2021	2022	2023	2024
	Each institute has established a quality-assurance function.						
	Internal quality enhancement and assurance mechanisms are in place.						
	Each institute has undertaken comprehensive quality-assurance activities.						

	Institutes submit the outcome of the activities to the Senate and the Council.						
	Robust quality assurance becomes part of curriculum delivery and development.						
<b>2.1</b>	PAU develops solutions and innovations in prioritized development-oriented research areas for Africa's growth and sustainable development.						
<b>2.1.1</b>	Each PAU institute has developed a research agenda stipulating the core fields of research according to the development priorities.	2019	2020	2021	2022	2023	2024
	Consultative meetings and workshops held.						
	Research agenda formulated and prioritized.						
<b>2.1.2</b>	Recruit and appoint, sequentially, (1) the foundation for research and development leaders and (2) a research group for each program; facilitate the creation of active research program in the assigned thematic areas for all institutes.	2019	2020	2021	2022	2023	2024
	Initiate the recruitment process.						
	Vice-Rector Research Development and Cooperation, Research Coordinator, one world-class full professor as Programme Coordinator per study program in place.						
	Research groups submit grant applications to funders.						
	Research partnerships are set up.						
	All outstanding professorial staff are recruited.						
	Offices of the Vice-Rector RD and Cooperation, of Research Coordinator, and of program leaders are made fully functional.						
<b>2.1.3</b>	Develop the research infrastructure by (1) ensuring availability of basic research infrastructure, (2) developing strategies for (i) acquiring specialized labs and equipment and (ii) sharing equipment through remote access across institutes.	2019	2020	2021	2022	2023	2024
	Needs of research labs defined and fundraising initiated for construction and equipment.						
	Research labs constructed, refurbished and equipped through seed grants and secured major funding.						
<b>2.1.4</b>	Develop appropriate methods and policies for dissemination of research.	2019	2020	2021	2022	2023	2024
	IPR policy, open sharing including support for technology transfer and patent protection, and a policy on dissemination of research findings, publication in journals.						
	At least 10 papers per research group per year published.						

	At least 15 papers per research group per year published.						
	At least 10 papers per research group per year published.						
<b>2.1.5</b>	Each research program of the PAU institutes engages in international research cooperation projects with leading partner organizations, including intra-African cooperation and collaboration in its thematic area.	2019	2020	2021	2022	2023	2024
	2 agreements per research program signed.						
	4 agreements per research program signed.						
	6 agreements per research program signed.						
<b>2.1.6</b>	Research programs aligned to the strategic agenda meet world-class standards of excellence.	2019	2020	2021	2022	2023	2024
	A review mechanism by leading experts is established.						
<b>2.2</b>	PAU undertakes national, regional and Pan-African policy-related research and builds capacity to provide advisory services in priority areas for Agenda 2063.						
<b>2.2.1</b>	Policy areas and actors for policy-related research are identified for all institutes.	2019	2020	2021	2022	2023	2024
	Consultations will be made to identify policy areas and stakeholders.						
	Internships will be provided to policy-related research students at appropriate Pan-African institutions.						
<b>2.2.2</b>	Science-to-policy formats are developed.	2019	2020	2021	2022	2023	2024
	Policy areas for research are identified and prioritized; stakeholders will be contacted in order to kindle interest in policy research and opportunities for internship of students explored; the first African Union Science-to-Policy Forum will be implemented.						
<b>2.2.3</b>	Policy-related research results are disseminated through appropriate channels.	2019	2020	2021	2022	2023	2024
	Policy-focused research students attend AU and AU-related political conferences.						
	2 annual policy briefs per year are published from each policy research program.						
	2 continental dialogue formats per institute per year are developed.						
<b>3.1</b>	PAU institutes engage in Pan-African knowledge production and innovation transfer capacities through academic collaboration, mobility and dialogue formats in the pursuit of excellence and relevance.						
<b>3.1.1</b>	Academic research and policy cooperation strategies are developed.	2019	2020	2021	2022	2023	2024
	Consultative meetings and workshops held.						
	PAU research cooperation strategies are formulated, prioritized and endorsed.						

	Strategies are implemented, including monitoring and annual reporting.						
<b>3.1.2</b>	PAU institutes' strategic cooperation agreements are in place.	2019	2020	2021	2022	2023	2024
	For each program at each PAU institute, a multilateral cooperation agreement is signed.						
	A concept and feasibility study for co-creation of regional research facilities is developed.						
<b>3.1.3</b>	Colloquia and lecture series are established at each institute.	2019	2020	2021	2022	2023	2024
	Outstanding academics in the field in Africa, the diaspora and internationally are identified and approached.						
	At least three seminars or lectures per program per academic year are given by leading visiting professors.						
<b>3.1.4</b>	PAU institutes implement mobility experience programs for all students.	2019	2020	2021	2022	2023	2024
	Each student has at least one mobility experience during their studies.						
<b>3.1.5</b>	PAU professoriate is seen as active contributors in relevant international scientific and / or academic conferences, related to the PAU thematic areas	2019	2020	2021	2022	2023	2024
	Each member of the PAU professoriate presents at least one paper per year at a relevant international scientific and or academic conference.						
<b>3.1.6</b>	Biannual international visible, landmark PAU conference format with impact according to its mission is established.	2019	2020	2021	2022	2023	2024
	Planning consultation and funding.						
	Launch of the landmark conference format.						
	Second conference is held.						
<b>3.1.7</b>	Regional research facility created jointly with the host country.	2019	2020	2021	2022	2023	2024
	Concept and feasibility study conducted.						
<b>3.2</b>	PAU institutes establish partnerships with policymakers, the public and the private sector within African communities, with the diaspora and internationally in order to advance knowledge transfer, exchange, co-creation and innovation.						
<b>3.2.1</b>	The PAU Rectorate and each PAU institute meet cooperation strategy and roadmap targets with policymakers, the private and public sectors and communities.	2019	2020	2021	2022	2023	2024
	Consultative meetings and workshops held so as to formulate the cooperation strategy.						
	PAU Research cooperation strategies formulated and endorsed.						

	Strategies implemented, including monitoring and annual reporting.						
<b>3.2.2</b>	Working relations and joint formats with sector-related departments and agencies at the AU, regional, and national levels are established at the Rectorate and institute levels.	2019	2020	2021	2022	2023	2024
	Cooperation processes and formats with AU organs and regional organizations are established.						
	Internship programs in AU institutions and seminar formats relating to AU policies and the AU as an institution are established, with contributions from AU officials.						
	Regular joint event formats are developed.						
	A Liaison Office of PAU at the AU Headquarters is operational and staffed.						
<b>3.2.3</b>	Private and public-sector cooperation projects institutions are established at institute and at PAU level.	2019	2020	2021	2022	2023	2024
	5 MoU and 15 partnership activities per year per institute are established.						
	5 strategic cooperation projects at PAU level with AU agencies, major regional or international organizations are initiated.						
<b>3.2.4</b>	20% of the seminars / lectures per academic year per program involve co-teaching and training by policymakers and practitioners from the private and public sectors.	2019	2020	2021	2022	2023	2024
	Identify themes, speakers, approach candidates and prepare communications for visibility.						
	Implementation.						
<b>3.2.5</b>	At least two conferences or events convening staff and students of an institute and partners from the private and public sector are established at each institute.	2019	2020	2021	2022	2023	2024
	Plan conference or event formats within the cooperation strategy.						
	Implement formats, including communications about events.						
<b>3.2.6</b>	The PAU alumni network is strengthened, facilitating contacts and reaching out to public- and private-sector practitioners, diaspora and academics in Africa and internationally.	2019	2020	2021	2022	2023	2024
	A PAU alumni strategy is developed.						
	The PAU alumni strategy is implemented.						
<b>3.2.7</b>	High-quality, practice-oriented, short training programs for professional are established, targeting the needs of policy makers, the public and private sectors in the priority areas of the institutes.	2019	2020	2021	2022	2023	2024

	Markets and needs for trainings and professional degrees are mapped; partnerships and financing schemes are developed.						
	Curricula are developed and a pool of trainers and lecturers established.						
	The first program is implemented, monitored and evaluated.						
<b>3.3</b>	PAU promotes Pan-African integration and Pan-Africanism within the organization and in its outreach activities.						
<b>3.3.1</b>	PAU implements all programs, events and institutional development based on the principles of Pan-African integration and regional distribution.	2019	2020	2021	2022	2023	2024
	The transversal principles of Pan-African integration, Pan-Africanism and regional equity are spelled out and applied to all processes.						
<b>3.3.2</b>	The study programs and event formats reflect the principle of intra-African knowledge exchange and transfer.	2019	2020	2021	2022	2023	2024
	The outreach and mobility formats are planned to foster intra-African knowledge exchange and transfer.						
<b>3.3.3</b>	The five regions of Africa are represented by at least 10% of the students on each study program. Across the institutes, students from all African countries are represented.	2019	2020	2021	2022	2023	2024
	Communication measures for an enhanced recruitment process, reaching out to all members states of the AU, are introduced at PAU and the institutes.						
	Member states with weak representation are targeted more strongly.						
	E-learning programs by PAU and the PAU Entrepreneurship Hub reach broader target groups.						
<b>4.1</b>	The PAU Council, Rectorate and institutes have the decision-making power to ensure long-term planning and effective implementation of the strategy.						
<b>4.1.1</b>	The Council approves the PAU staff regulations and rules and presents them to the Executive Council for approval.						
	PAU staff rules and regulations are approved by the PAU Council.						
	The PAU staff rules and regulations are presented to the Executive Council for approval and then implemented.						
<b>4.1.2</b>	The Council approves exceptions to the AU financial rules and regulations, taking into account the unique nature of PAU, and submits them for consideration and approval by the Executive Council.	2019	2020	2021	2022	2023	2024

	Exceptions to the AU financial rules and regulations are approved by the PAU Council.						
	Exceptions to the AU financial rules and regulations are submitted to the Executive Council for approval; they are then implemented.						
<b>4.1.3</b>	The Council establishes procedures and regulations for swift and accountable decision making with respect to procurement.	2019	2020	2021	2022	2023	2024
	Exceptions to the AU procurement rules and regulations for PAU or own PAU procurement rules and regulations are submitted for approval by the PAU Council.						
	Exceptions to the AU procurement rules and regulations are submitted to the Executive Council for approval; they are then implemented.						
<b>4.1.4</b>	The Council compiles a proposal regarding delegated authority to PAU for entering into cooperation agreements with research and project funders and partners in academia and practice.	2019	2020	2021	2022	2023	2024
	Types of agreements, legal aspects and improved processes with the involvement of the legal Council are assessed. PAU Council approves the proposal submitted to the AU.						
	Proposal submitted to the Executive Council; implemented following approval.						
<b>4.1.5</b>	Effective accountability systems and processes are in place.	2019	2020	2021	2022	2023	2024
	Preparation of an accountability model that leaves PAU decision space for performance and ensures risk mitigation for the AU.						
	Reach agreement with AU.						
	Incorporate in Statute and implement.						
<b>4.1.6</b>	External quality assurance mechanisms are in place at PAU through a system of external evaluations and quality-safeguarding regulations.	2019	2020	2021	2022	2023	2024
	An external quality-assurance model that leaves PAU a decision space for performance and ensures risk mitigation for the AU is implemented.						
<b>4.1.7</b>	Dialogue and engagement with host countries (twice per year) and member state representations (once per year) are held.	2019	2020	2021	2022	2023	2024
	PAU Council provides and official communique to the host countries once a year.						

	PAU Council makes official representations to the host countries once per year, in order to follow up on questions that need to be resolved.						
	The host countries, the PAU Rectorate, the PAU institute and host university meet once per year to implement agreed measures.						
<b>4.1.8</b>	The Council, Rectorate and Institutes act upon their accountabilities.	2019	2020	2021	2022	2023	2024
	After each Council meeting, the Council provides an official communique to the AU.						
	The Council makes official representations to the AU in order to follow up on questions that need to be resolved.						
	The Rectorate implements agreed measures.						
<b>4.1.9</b>	The PAU Council reports progress on achievements of the targets in the strategic plan to AU organs.	2019	2020	2021	2022	2023	2024
	The Rectorate provides an annual progress report to the PAU council, measuring the implementation of the strategic plan with agreed indicators.						
	The PAU Council makes official annual representations to the AU in order to present progress reports on the implementation of the strategic plan.						
	The progress reports provide a basis for continued AU funding.						
<b>5.1</b>	The Rectorate and Institute leadership foster a culture of excellence and high performance.						
<b>5.1.1</b>	Participatory and inclusive decision-making platforms within the university are active.	2019	2020	2021	2022	2023	2024
	Set up and activate decision making platforms.						
	Participative and inclusive decision-making regulations and procedures are established						
<b>5.1.2</b>	Annual operational planning, including monitoring and evaluation mechanisms, are implemented.	2019	2020	2021	2022	2023	2024
	An annual planning and monitoring calendar is established.						
	An operational plan with progress indicators is established.						
	Quarterly monitoring reports guide participative decision making.						
<b>5.1.3</b>	Incentives and evaluation mechanisms are in place to ensure the quality and relevance of staff performance.	2019	2020	2021	2022	2023	2024
	Staff ToR spell out responsibilities, expected results and indicators.						



	Annual progress reports and a performance evaluation are conducted.						
<b>5.1.4</b>	A social inclusion and diversity policy – incorporating gender equity and disability – is implemented by all institutes.	2019	2020	2021	2022	2023	2024
	Policy is developed.						
	Policy is validated.						
	Policy is approved by Council.						
<b>5.1.5</b>	Accountability information systems for finance, human resources, institutional profiles and internal quality assurance are in place and accessible for decision making.	2019	2020	2021	2022	2023	2024
	Accrual-based accounting system provides quarterly reports.						
	A management information system provides quarterly reports on economic, HR and QA indicators.						
<b>5.1.6</b>	Platforms and IT support for knowledge and data management and information sharing across Rectorate and institutes are used.	2019	2020	2021	2022	2023	2024
	ToR for cloud-based PAU information system with data management and protection policies is drawn up						
	Tender procedure and award are completed.						
	Platform and policies are operationalized.						
<b>5.1.7</b>	Transparent, accountable and agile processes and procedures promote quality in services, academic activities and administration.	2019	2020	2021	2022	2023	2024
	Hurdles and gaps in current procedures are mapped.						
	Reviewed procedures are designed.						
	Implementation.						
<b>5.1.8</b>	PAU actively communicates to the public, partners, future and former students according to its communications and PR strategy – website relaunch, newsletter, social media, etc.).	2019	2020	2021	2022	2023	2024
	PAU's communications strategy is revised.						
	PAU's communications strategy, including relaunch of website and development of various communications products, is implemented.						
<b>5.1.9</b>	The open, distance and e-learning unit establishes e-learning as an integral part of the academic development of PAU's research, teaching, learning and outreach programs.	2019	2020	2021	2022	2023	2024
	ToR for the design of the open, distance and e-learning platform and ICT model is drawn up.						
	Tender; award and validation; roll-out.						

<b>6.1</b>	A multi-year funding framework, based on strategically aligned and diversified financing sources and international cooperation mechanisms, is in place.						
<b>6.1.1.</b>	A risk management framework is in place, used for regular risk reporting, monitoring and mitigation.	2019	2020	2021	2022	2023	2024
	Inventory of risks and balancing of earmarking with flexibility is drawn up.						
	Reserve fund is developed.						
<b>6.1.2</b>	AU Member State contributions (AU budget) cover the core budget (core staff salaries, basic operations, stipends of students).	2019	2020	2021	2022	2023	2024
	Overall cost projections and growth plan developed.						
	Agreement signed on multi-year outlook, with AU to guide annual AU budget commitments.						
	A fully-fledged multi-year funding framework is developed with AU.						
<b>6.1.3</b>	20% of PAU's budget is financed through income-generating activities developed by each institute and its faculty.	2019	2020	2021	2022	2023	2024
	Set up fundraising capacity at each PAU institute.						
	Use fundraising strategy and seek cooperation partnerships to reach targets.						
<b>6.1.4</b>	The PAU Rectorate raises funds and support through strategic partnerships.	2019	2020	2021	2022	2023	2024
	Set up fundraising capacity in PAU Rectorate and in each PAU institute.						
	Use fundraising strategy and seek cooperation partnerships.						
<b>6.1.5</b>	Host country and host university agreements are fully implemented.	2019	2020	2021	2022	2023	2024
	Joint review of agreement implementation carried out.						
	Suggestions for improvements made.						
	Amendments made.						
	Implementation.						
<b>6.1.6</b>	A fundraising strategy at Rectorate and institute levels is implemented.	2019	2020	2021	2022	2023	2024
	External funding needs are identified.						
	Funding partners are identified.						
	A fundraising strategy is drawn up.						
	Fundraising units at PAU and each institute are established.						
<b>6.1.7</b>	Financial management at Rectorate and institute level is able to manage funds from	2019	2020	2021	2022	2023	2024

	various sources, GFGP-conforming with varying reporting requirements, ensuring a transparent overview of budgets, income and expenditure as well as the economic use of funds.						
	GFGP-conforming accountability systems are developed.						
	Capacity is built.						
	Implementation.						
<b>6.1.8</b>	A new stipend and tuition fee policy is introduced that (a) relates the costs of living stipends to the actual need of students and includes allowances (for accommodation, travel including field trip and internship), and (b) introduces tuition fees to be covered by external funders such as foundations, KTPs and the private sector).	2019	2020	2021	2022	2023	2024
	Student needs in each context are reviewed.						
	Tuition levels and policies are reviewed, proposed, and a new stipend scheme is approved by PAU Council.						
	AU and external funding are acquired.						
<b>7.1</b>	Fully operational infrastructure is in place.						
<b>7.1.1</b>	Fit-for-purpose and innovative teaching spaces, research labs and office space are established at each institute.	2019	2020	2021	2022	2023	2024
	An inventory of needs is drawn up and gaps established.						
	An operational plan to fill gaps is formulated.						
	Financing and co-financing are incorporated into the fundraising strategy and plans.						
<b>7.2</b>	Specialized, capital equipment is in place.						
<b>7.2.1</b>	Specialized, fit-for-purpose research labs are established at each institute.	2019	2020	2021	2022	2023	2024
	An inventory of needs is drawn up and gaps established.						
	An operational plan to fill gaps is formulated.						
	Financing and co-financing are incorporated into the fundraising strategy and plans.						
<b>7.3</b>	State-of-the-art scientific databases can be accessed.						
<b>7.3.1</b>	Each institute has access to the best scientific databases in their respective fields.	2019	2020	2021	2022	2023	2024
	The databases that need to be accessed are identified.						
	A group deal with providers for PAU as a whole and / or with host and partner universities is negotiated.						
<b>7.4</b>	The PAU research, teaching, learning and outreach programs are supported by an integrated open, distance and e-learning platform.						

7.4.1	The open, distance and e-learning learning platforms and educational technology infrastructure are in place by 2021.	2019	2020	2021	2022	2023	2024
	Compile ToR for tenders to establish the ICT platform and for the development of content.						
	Tender and award establishment of the ICT model.						
	Tender and award development of ICT content.						

## Appendices

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### Appendix 1 – The Staff Structure of the Pan African University

#### **Considerations and assumptions**

In developing the recommendations for a core staffing structure for the Pan African University, the human resources experts have been guided by the following considerations and assumptions:

- A. Ongoing briefings and review work have confirmed how seriously staffing issues are impacting PAU at both the strategic and operational levels, jeopardising PAU's capacity to realise its mission. These issues include delays to the establishment of the full PAU senior leadership team and the ongoing delays in identifying and recruiting the core academic and professional staff. This has resulted in universal reliance on seconded and short-term staff from the AU and host universities, as well as 'fly-in, fly-out' (FIFO) teaching staff from other parts of Africa and Europe. The resolution of these issues is fundamental to PAU's future performance and sustainability. The issues go well beyond the aggregate numbers of staff engaged at PAU and have direct implications for the design of the overall organizational structure, roles within the structure, reporting relationships and allocation of responsibilities. What has also become evident in the ongoing fieldwork by the HR consultants is a lack of role clarity, unclear working relationships, dependency and gaps in internal communication, particularly between the institutes and the Rectorate, on functional matters such as student administration and finance.
- B. Considering the marked inadequacies and the *ad hoc* nature of PAU's current establishment, which has evolved organically, the HR consultants have drawn on contemporary organizational design practices in higher education to draw up recommendations in relation to the core staffing structure. The consultants have been mindful of the existing staffing arrangements and the cost implications of making drastic changes. These recommendations should be seen, however, as a minimum core requirement which enables PAU to move forward successfully in its next stage of development.
- C. From a strategic perspective, PAU needs to focus on consolidating and significantly enhancing its quality and performance in core operations, as well as fostering an active research agenda and culture rather than embarking on any major expansion of

coursework academic programs or growth in student numbers at this juncture. In order to realise its mission to become a centre of excellence for post-graduate education and applied research which addresses critical problems and initiatives within Africa, it is imperative that PAU differentiates itself by achieving the highest standards, building its reputation and ensuring sustainability. The recommendations made regarding the core staffing structure are centred on putting in place the essential foundations to consolidate and significantly enhance PAU's core operations.

- D. PAU needs to do more to establish a stronger culture and identity while maintaining strong and mutually beneficial relationships with the host universities. To achieve this, it is essential for PAU to further develop its administrative systems and procedures, quality standards and, importantly, a consistent and permanent organizational structure, with staff having some expectation of ongoing appointment after serving a probationary period. The recommendations in relation to the core staffing structure seek, therefore, to align functional leadership at Rectorate level for both academic endeavours – learning, teaching and research – and for professional and administrative services with complimentary structures in the institutes. The model proposed incorporates a matrix reporting relationship whereby some staff at the institutes, while reporting to the respective institute director, have a 'dotted line' reporting relationship with the head of the Rectorate, who can provide guidance and direction in the implementation of policy, processes, procedures and business reporting.
- E. In order to address the urgent and critical need to move away from the ubiquitous reliance on 'block teaching' by casual, fly-in fly-out academic staff seconded from host universities and elsewhere, the consultants recommend a core number of full-time academic positions to be employed directly by PAU at each of the institutes. Under this structure, each academic program stream has a designated Academic Programme Coordinator / Leader<sup>10</sup> who oversees a student-centred approach so as to improve program quality. It is envisaged that each Academic Programme Coordinator / Leader will meet the requirements for appointment at Associate Professor Level as an absolute minimum, but

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<sup>10</sup> The term 'Academic Programme Leader' is proposed as a preferred title to 'Academic Programme Coordinator' because the latter title better reflects the intent of roles and more strongly emphasizes the responsibility to provide academic leadership for the respective programme and related research rather than the administrative and coordination aspects.

preferably all appointments will be as full professors. These positions are designated in the organizational charts as professors for costing purposes. Incumbents will be full-time and must have significant teaching and course development experience, being competent to teach in at least two course areas of their program and being research active in a field relevant to the respective program and the institute's research agenda. At the moment, the few Academic Programme Coordinators in place are seconded academics but spend nearly all of their time administering the programs, particularly juggling the logistics of getting part-time teachers in place. In addition, it is recommended that further full-time academics are allocated at each institute. Ideally, these staff will have complementary strengths in research but should also be expected to teach some courses as well as to supervise PhD and Master's theses. An in-depth assessment conducted by the consultants identified a student-to-staff ratio of 21:1 for PAU which is mid-range in line with international standards for post-graduate research intensive science-based universities.

- F. This ratio of 21:1 is mid-range in terms of international standards for postgraduate, research-intensive, science-based universities. The assessment also observed (i) the small student population compared to the number of programs offered at PAU, (ii) the number of PhD enrolments, and (iii) the geographic spread of the institutes makes PAU slightly more resource intensive during this phase.
- G. Under the proposed ratios it has been estimated that under the first fully operational year of the plan (2020), approximately 60% of course material will be taught by full-time academic staff with the remaining 40% being taught by the host university or other casual or fly-in-fly-out academic staff. This ratio is expected to move to 80% : 20% by 2024. (Details of the calculations for full-time academic staff and growth to achieve the above as well as accommodate student growth are provided in the Table 7 below).
- H. Future student growth, details of current and planned academic programs and research priorities and direction will be central drivers of the recommended staff structure for PAU. It is imperative to ensure that the University has the right people, in the right numbers and at the right time so as to drive organizational performance and growth. Hence, the exercise

has significant qualitative<sup>11</sup> as well as quantitative<sup>12</sup> dimensions. In this context, capacity needs assessments, job descriptions, reporting relationships and delegations of authority need to underpin the recommended position titles and numbers of staff.

## **Recommended core staff structure**

Taking all of the aforementioned factors into account, in addition to feedback on earlier drafts, the consultants recommend a staffing structure that will include:

- A. A core staffing establishment consisting of the Senior Leadership team (Rectorate and institute Directors), senior managerial staff within the Rectorate and institutes heading up each of the major functional areas, and the core administrative and academic staff for each of the institutes. These roles would need to be ongoing full-time appointments supported by recurrent core funding.
- B. A core academic establishment to provide discipline leadership in program design and delivery to drive the broad research agenda. Again, roles would need to be supported by recurrent core funding and typically be longer term or ongoing appointments.
- C. Foundation academic staff to initiate and lead the development of research in identified priority areas. These would need to have guaranteed funding for a period of around five years and be renewable subject to performance.
- D. A valid methodology for determining part-time teaching needs expressed as full-time equivalents (FTE) and supported by a recurrent budget. This would also incorporate mechanisms for additional teaching resources for part-time and casual staff, accommodating increasing enrolment numbers. The budget could come from tuition fees.
- E. An assumption has been made that research-only positions will not form part of the core structure since these positions are normally funded by research grant income. Such income would also include undertaking commercial and contract research for the private sector, government and government-related agencies. Often, where full-time academic staff are successful in obtaining research grants and research contracts, the income can be utilised to allow the staff members to concentrate on research projects in a research-

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<sup>11</sup> e.g. employee knowledge, attributes and capabilities as set out in job descriptions.

<sup>12</sup> i.e. numbers of employees.



intensive mode for the duration of the grant(s), with recurrent funds being redirected to a temporary replacement to cover teaching. Under this workload model, the consultants are recommending that the balance of time between teaching and research would be dependent on the individual's strengths and their research performance with those who are actively publishing in-quality journals and obtaining grants being allocated less coursework teaching and vice versa. For research-only roles, PhD supervision will always be a requirement. There are also many instances in which research groupings in institutions can sustain large research teams, including research-only academics, for extended periods of time because of grant success. As noted above, it is imperative that PAU academic staff actively seek and, indeed, be successful in obtaining research funds from a range of national and international funding agencies and bodies. The positions of Vice Rector of Research Development and Cooperation (within the Rectorate) and Deputy Director for Research Development and Cooperation at each of the institutes, as well as Senior Research Grants Officer (within the Rectorate) have been included in the recommended structure so as to provide leadership and support fundraising. It is envisaged that this group will have some seed funding available (circa USD 500,000 per annum) which could be utilised to make funds available within PAU to support and further develop research projects and initiatives which have high prospects of attracting external funds.

- F. The consultants have allocated notional AU grades (professional staff) and academic levels (from the above-proposed academic salary scheme) to each of the positions in order to assist with implementation costing. In doing this, the consultants have, to some degree, relied on existing levels and fledgling understanding of the AU classification system for professional staff. In allocating academic levels, the consultants have assumed a distribution of academic staff across the levels, with bias to more senior academic levels (such as Associate Professors and Professors) to strengthen the quality of academic leadership at this stage of PAU's development.
- G. Each of the positions will require position descriptions covering, as a minimum, position context, reporting lines, position purpose, responsibilities, accountabilities, requisite qualifications, competencies and experience. While a limited number of current positions have job-related documentation – AU ToRs for advertisement, for example – or have position descriptions under development at PAUWES, there is no consistent format. Given

the timeframes and the workload involved in the development of quality job documentation, this task will need to be done as a stand-alone exercise. In the interim, the consultants have provided draft descriptors. (These, with the proposed classifications and recruitment precedence by category, are in Appendix 7 of the consultants' full report.) The categories for recruitment precedence are:

- Category A: High priority – roles are generally leadership in nature or already in existence. Recruitment should commence within 6 months of acceptance of the Strategic Plan in order to ensure that a fully functioning leadership team is in place to be involved in the recruitment of subordinate staff.
- Category B: Medium priority – generally middle-level positions requiring both professional expertise and practical experience in the designated role. Recruitment should be commenced within 12 months of acceptance of the Strategic Plan.
- Category C: Low priority – generally roles that may not be required to be fully functional in the first instance. Recruitment should be commenced within 18-24 months of acceptance of the Strategic Plan.

### **Core staffing structure for the Pan African Virtual and E-University (PAVEU)**

During the consultancy, the decision to incorporate the Pan African Virtual and E-University within PAU was taken. Although the consultants were involved in some preliminary discussion as to the form that the PAVEU might initially take, the long-term objectives and structure remain somewhat fluid. Notwithstanding, the consultants have proposed a preliminary start-up establishment within the broader PAU structure, on the basis that PAVEU is in its embryonic stage. Against this background, the following commentary is provided:

- A. To date, some work has been undertaken on progressing the 'virtual university' initiative within AU HRST and, more recently, within the PAU Rectorate. In the main, this work has focused on the following:
  - A wide range of potential long-term benefits of the application of high-quality educational technology and development of open and distance learning to meet current educational challenges in Africa.
  - Development of early draft vision and mission statements, organizational values and very broad high-level objectives for PAVEU.

- A potential scope of programs, including how these relate to broader educational challenges in Africa.
  - Identification of the very wide range of technical, logistical and structural issues that need to be addressed in implementing the vision.
  - Earmarking of some initial positions within the PAU budget that remain vacant.
  - Development of preliminary position titles and work on ToRs for these roles.
- B. Given the exceedingly broad scope of potential objectives identified in the initial conceptualisation of PAVEU there is clearly, in the consultants' view, a substantial amount of planning related work that needs to be done to operationalise it. At the same time, the decision of the AU Summit in January 2018 to bring PAVEU under PAU and to locate it within the Rectorate in Cameroon will require integration within the overall PAU strategy. In the consultants' view, the progressive development and refining of strategy as well as the development of detailed implementation plans including associated business, financial and project plans with short-, medium- and longer-term objectives for PAVEU, will take some time. Similarly, implementation needs to be logically phased while considering the interdependencies and incorporating the necessary associated timelines and milestones to measure progress. In light of the scope of this work, it is not practically feasible to complete everything to the level of detail required within the timelines of the current PAU strategic planning exercise. A phased approach is therefore recommended, with ongoing planning for PAVEU being led by the PAU Rectorate and Senior Management team and overseen by the PAU Strategic Planning Committee and PAU Council. As such, the structure for PAVEU is expected to evolve over time as the precursor planning components are put in place. A phased approach is therefore recommended.
- C. Under such a phased approach, it is recommended that, in the immediate term (3+ year horizon), a proposed PAVEU Project Management Team within the Rectorate focus on the three objectives set out below in parallel so as to advance the PAVEU initiative:
- Providing wider access across the African continent to current and future PAU programs through the application of advanced educational technologies and open delivery modes. Such an approach would allow for achievable immediate wins in terms of high-profile program delivery, significantly enhanced PAU program quality and access with mutually beneficial gains for PAU students enrolled in current traditional modes, as well as new students, via open access.

- Building expertise and capacity in the application of educational technologies and delivery of expanded, high-quality online programs, in line with longer-term objectives.
  - Undertaking detailed analyses and planning on long-term strategy, including the development of detailed implementation plans which cover associated business, financial and project plans. This would include detailed analyses of the issues, existing capability across the continent, and potential partnership building.
- D. In adopting the approach for the staged development of PAVEU outlined above, it is argued that there would be considerable and immediate synergy with PAU (as it is currently operating and foreshadowed in the forthcoming strategic plan) and immediate-term objectives of PAVEU. This argument is predicated on a view that PAU must embrace technology-enriched learning environments as an integral and indispensable part of its curriculum delivery strategy across all institutes and programs. This would not only enable wider access to current and future PAU programs across Africa, but it would also facilitate partnership and collaboration with academic institutions across the continent and, in time, would allow PAU to become a leader in the application of educational technology across the continent. In this context, it is also argued that these initial objectives are best pursued from within the Rectorate rather than have a separate institution devoted to online programs from the outset.
- E. A PAU Virtual Project Management Team within the Rectorate consisting of one senior officer (Director level) within the Rectorate reporting directly to the Rector, at a similar level to existing institute Directors, should lead the PAVEU initiative. Included in the PAU Virtual Project Management Team are:
- Two experienced education-technology or instructional design specialists who are also located in the Rectorate and report to the above position.
  - One experienced business analyst or strategic planning specialist to coordinate and monitor the Initiation Phase project and to undertake further work on implementation plans, including associated business, financial, technical and project plans.
  - One business relationship officer (optional, not yet incorporated on organizational charts).

## Appendix 2 – Financial Plan

### OVERVIEW PAU FINANCIAL PLAN - 6 YEARS

	2019	2020	2021	2022	2023	2024
<b>TOTAL RUNNING COSTS</b>	<b>23 720 940</b>	<b>24 863 461</b>	<b>28 747 478</b>	<b>31 912 980</b>	<b>34 354 210</b>	<b>35 090 380</b>
TOTAL INFRASTRUCTURE AND EQUIPMENT INVESTMENTS (NOT COVERED BY ANY INCOME, EXCEPT FOR PAUWES)	9 898 150	10 281 400	7 709 350	5 347 500	3 029 900	2 319 000
<b>TOTAL EXPENDITURES</b>	<b>33 619 090</b>	<b>35 144 861</b>	<b>36 456 828</b>	<b>37 260 480</b>	<b>37 384 110</b>	<b>37 409 380</b>
<b>TOTAL INCOME</b>	<b>30 745 319</b>	<b>28 295 885</b>	<b>29 027 929</b>	<b>30 690 076</b>	<b>32 015 079</b>	<b>35 190 833</b>
<b>TOTAL TO FUNDRAISE (SUPPLEMENTARY BUDGET FOR 2019)</b>	<b>2 873 771</b>	<b>6 848 976</b>	<b>7 428 899</b>	<b>6 570 405</b>	<b>5 369 030</b>	<b>2 218 547</b>

### PROPOSED INDICATORS

% income International partners (pledged)	32%	18%	11%	6%	0%	0%
Running costs growth		5%	16%	11%	8%	2%
Total number of students	982	1 112	1 242	1 372	1 501	1 501
<i>Growth</i>		13%	12%	10%	9%	0%
Sub-Total Stipends and tickets	15 667 380	9 427 123	11 122 139	12 260 739	13 410 265	13 410 265
<i>% of Running costs</i>	66%	38%	39%	38%	39%	38%
Total Running Costs per student (Master and PhD)	24 156	22 359	23 146	23 260	22 888	23 378
Without stipends (actual cost = average tuition fee)	8 201	13 882	14 191	14 324	13 953	14 444

## Expenditure in cash

<b>OPERATING BUDGET</b>						
	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>STAFF COSTS (INCLUDING MISSION COSTS)</b>						
Administrative staff full-time	239 068	5 174 771	6 598 137	7 638 356	7 638 356	7 638 356
Academic staff full-time	1 983 988	4 206 792	4 615 209	5 274 480	6 210 056	6 790 498
<b>SUB TOTAL STAFF COSTS</b>	<b>2 223 056</b>	<b>9 381 563</b>	<b>11 213 346</b>	<b>12 912 836</b>	<b>13 848 412</b>	<b>14 428 853</b>
<b>MEETINGS</b>						
Meetings, Events and PR	392 258	411 871	432 464	454 088	476 792	500 632
<b>SUB TOTAL MEETINGS</b>	<b>392 258</b>	<b>411 871</b>	<b>432 464</b>	<b>454 088</b>	<b>476 792</b>	<b>500 632</b>
<b>OVERHEADS</b>						
Utilities (rent, maintenance, insurance...)	54 400	57 120	59 976	62 975	66 124	69 430
Communications (telephone, postage...)	14 800	15 540	16 317	17 133	17 989	18 889
Stationery, supplies and others (bank charges...)	133 625	140 306	147 322	154 688	162 422	170 543
<b>SUB-TOTAL OVERHEADS</b>	<b>202 825</b>	<b>212 966</b>	<b>223 615</b>	<b>234 795</b>	<b>246 535</b>	<b>258 862</b>
<b>INFRASTRUCTURE</b>						
Building and improvement to premises	3 000	10 000	10 000	10 000	10 000	10 000
<b>SUB-TOTAL INFRASTRUCTURE</b>	<b>3 000</b>	<b>10 000</b>	<b>10 000</b>	<b>10 000</b>	<b>10 000</b>	<b>10 000</b>
<b>EQUIPMENT</b>						
Office equipment	0	50 000	50 000	50 000	50 000	50 000
Purchase of vehicles	0	0	0	0	0	0
<b>SUB-TOTAL EQUIPMENT</b>	<b>0</b>	<b>50 000</b>	<b>50 000</b>	<b>50 000</b>	<b>50 000</b>	<b>50 000</b>
<b>SUB-TOTAL OPERATING BUDGET</b>	<b>2 821 139</b>	<b>10 066 400</b>	<b>11 929 425</b>	<b>13 661 719</b>	<b>14 631 740</b>	<b>15 248 347</b>

**PROGRAMS BUDGET**

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>PAUSS (South Africa)</b>						
Admin staff cost (including top-up)	0	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	0	150 000	300 000	270 000	229 500	229 500
Academic programs (selection of students, curriculum developoment and review, journals...)	0	25 266	50 532	75 799	101 065	101 065
Stipends and tickets for students	0	350 200	660 400	985 600	1 314 133	1 314 133
Research (grants for students and seed funds for permanent academic staff)	0	25 000	95 000	120 000	175 000	205 000
Events, PR and meetings	0	50 000	100 000	105 000	110 250	115 763
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	14 177	28 353	29 771	31 259	32 822
Infrastructure (buildings and improvements)	75 000	0	0	0	0	0
Equipment (office, vehicles, research facilities...)	75 000	0	0	0	0	0
<b>SUB-TOTAL PAUSS</b>	<b>150 000</b>	<b>614 643</b>	<b>1 234 286</b>	<b>1 586 169</b>	<b>1 961 207</b>	<b>1 998 283</b>

	2019	2020	2021	2022	2023	2024
<b>PAUWES (Algeria)</b>						
Admin staff cost (including top-up)	58 800	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	300 563	399 319	339 421	288 508	245 232	245 232
Academic programs (selection of students, curriculum development and review, journals...)	0	111 803	126 963	142 122	156 650	156 650
Stipends and tickets for students	788 000	1 370 372	1 574 676	1 778 980	1 979 061	1 979 061
Research (grants for students and seed funds for permanent academic staff)	338 800	153 500	170 500	217 500	264 000	264 000
Events, PR and meetings	0	100 000	105 000	110 250	115 763	121 551
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	37 740	39 627	41 608	43 689	45 873
Infrastructure (buildings and improvements)	1 620 000	1 620 000	1 620 000	0	0	0
Equipment (office, vehicles, research facilities...)	0	1 690 000	1 690 000	1 690 000	0	0
<b>SUB-TOTAL PAUWES</b>	<b>3 106 163</b>	<b>5 482 733</b>	<b>5 666 186</b>	<b>4 268 968</b>	<b>2 804 394</b>	<b>2 812 367</b>

<b>PAULESI (Nigeria)</b>						
Admin staff cost (including top-up)	158 400	0	0	0	0	0
Academic staff cost (FICO incl. tickets and accomodation)	389 303	517 217	439 635	373 689	317 636	317 636
Academic programs (selection of students, curriculum development and review, journals...)	0	160 440	172 442	184 443	195 181	195 181
Stipends and tickets for students	4 577 836	2 192 675	2 968 097	3 172 104	3 375 444	3 375 444
Research (grants for students and seed funds for permanent academic staff)	413 000	269 000	282 500	326 000	367 500	367 500
Events, PR and meetings	0	100 000	105 000	110 250	115 763	121 551
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	48 882	51 327	53 893	56 588	59 417



Infrastructure (buildings and improvements)	695 000	555 000	417 000	417 000	278 000	417 000
Equipment (office, vehicles, research facilities...)	2 500 000	2 500 000	1 500 000	850 000	650 000	650 000
<b>SUB-TOTAL PAULESI</b>	<b>8 733 539</b>	<b>6 343 215</b>	<b>5 936 000</b>	<b>5 487 380</b>	<b>5 356 111</b>	<b>5 503 729</b>

<b>PAUSTI (Kenya)</b>						
Admin staff cost (including top-up)	163 080	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	434 175	576 833	490 308	416 761	354 247	354 247
Academic programs (selection of students, curriculum development and review, journals...)	0	257 715	276 665	295 614	315 196	315 196
Stipends and tickets for students	6 046 668	3 508 800	3 767 032	4 025 264	4 291 052	4 291 052
Research (grants for students and seed funds for permanent academic staff)	554 000	375 000	396 000	462 000	513 500	513 500
Events, PR and meetings	0	100 000	105 000	110 250	115 763	121 551
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	54 517	57 243	60 105	63 110	66 265
Infrastructure (buildings and improvements)	1 010 000	953 000	907 000	864 000	823 000	784 000
Equipment (office, vehicles, research facilities...)	2 754 000	1 377 000	1 377 000	520 000	415 000	350 000
<b>SUB-TOTAL PAUSTI</b>	<b>10 961 923</b>	<b>7 202 864</b>	<b>7 376 247</b>	<b>6 753 995</b>	<b>6 890 867</b>	<b>6 795 811</b>

<b>PAUGHSS (Cameroun)</b>						
Admin staff cost (including top-up)	142 920	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	352 013	467 674	397 523	337 894	287 210	287 210
Academic programs (selection of students, curriculum development and review, journals...)	0	147 176	157 914	168 652	180 022	180 022
Stipends and tickets for students	4 254 876	2 005 076	2 151 933	2 298 791	2 450 575	2 450 575
Research (grants for students and seed funds for permanent academic staff)	302 500	223 000	235 000	292 000	334 000	334 000
Events, PR and meetings	0	100 000	105 000	110 250	115 763	121 551
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	44 200	46 410	48 731	51 167	53 726
Infrastructure (buildings and improvements)	737 000	994 500	53 000	891 500	172 000	8 000
Equipment (office, vehicles, research facilities...)	199 150	401 900	25 350	10 000	401 900	10 000
<b>SUB-TOTAL PAUGHSS</b>	<b>5 988 459</b>	<b>4 383 525</b>	<b>3 172 130</b>	<b>4 157 817</b>	<b>3 992 636</b>	<b>3 445 083</b>

<b>PAU Rectorate</b>						
Admin staff cost (including top-up)	296 297	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	0	0	0	0	0	0
Academic programs (selection of students, curriculum development and review, journals...)	0	0	0	0	0	0
Stipends and tickets for students	0	0	0	0	0	0
Research (competitive funds to best research projects accross PAU profs and/or students)	0	300 000	345 000	495 000	645 000	675 000
Events, PR and meetings	197 432	207 304	217 669	228 552	239 980	251 979
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	0	0	0	0	0
Infrastructure (buildings and improvements)	0	0	0	0	0	0
Equipment (office, vehicles, research facilities...)	0	0	0	0	0	0
<b>SUB-TOTAL PAU Rectorate</b>	<b>493 729</b>	<b>507 304</b>	<b>562 669</b>	<b>723 552</b>	<b>884 980</b>	<b>926 979</b>

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>PAVeU</b>						
Admin staff cost (including top-up)	798 644	0	0	0	0	0
Academic staff cost (FIFO incl. tickets and accomodation)	0	150 000	250 000	300 000	350 000	350 000
Academic programs (selection of students, curriculum development and review, journals...)	294 520	150 000	150 000	150 000	150 000	150 000
Stipends and tickets for students	0	0	0	0	0	0
Research (grants for students and seed funds for permanent academic staff)	0	0	0	0	0	0
Events, PR and meetings	40 975	100 000	105 000	110 250	115 763	121 551
Overheads (utilities, maintenance, communications, supplies, bank charges...)	0	14 177	14 885	15 630	16 411	17 232
Infrastructure (buildings and improvements)	0	0	0	0	0	0
Equipment (office, vehicles, research facilities...)	230 000	130 000	60 000	45 000	230 000	40 000
<b>SUB-TOTAL PAVeU</b>	<b>1 364 139</b>	<b>544 177</b>	<b>579 885</b>	<b>620 880</b>	<b>862 174</b>	<b>678 782</b>
<b>SUB-TOTAL PROGRAMS BUDGET</b>	<b>30 797 951</b>	<b>25 078 461</b>	<b>24 527 403</b>	<b>23 598 761</b>	<b>22 752 370</b>	<b>22 161 034</b>
<b>TOTAL BUDGET IN CASH</b>	<b>33 619 090</b>	<b>35 144 861</b>	<b>36 456 828</b>	<b>37 260 480</b>	<b>37 384 110</b>	<b>37 409 380</b>

**Income in cash**

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b><u>OPERATING BUDGET</u></b>						
<b>MEMBER STATES FUNDS</b>	2 821 139	10 066 400	11 929 425	13 661 719	14 631 740	15 248 347
<b>SUB-TOTAL INCOME OPERATING BUDGET</b>	<b>2 821 139</b>	<b>10 066 400</b>	<b>11 929 425</b>	<b>13 661 719</b>	<b>14 631 740</b>	<b>15 248 347</b>
SUB-TOTAL OPERATING EXPENDITURES	2 821 139	10 066 400	11 929 425	13 661 719	14 631 740	15 248 347
<b>TO FUNDRAISE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b><u>PROGRAMS BUDGET</u></b>						
<b>PAUSS (South Africa)</b>						
<b>MEMBER STATES</b>	<b>0</b>	<b>436 920</b>	<b>1 007 095</b>	<b>1 394 089</b>	<b>1 827 237</b>	<b>1 987 345</b>
<b>INTERNATIONAL PARTNERS (PLEGGED ONLY)</b>						
XYZ						
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	0	75 000	150 000	250 000	300 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	0	75 000	150 000	300 000	400 000
Research projects	0	0	75 000	150 000	250 000	350 000
<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>0</b>	<b>225 000</b>	<b>450 000</b>	<b>800 000</b>	<b>1 050 000</b>
<b>TOTAL INCOME PAUSS</b>	<b>0</b>	<b>436 920</b>	<b>1 232 095</b>	<b>1 844 089</b>	<b>2 627 237</b>	<b>3 037 345</b>
SUB-TOTAL PAUSS EXPENDITURES	150 000	614 643	1 234 286	1 586 169	1 961 207	1 998 283
<b>TO FUNDRAISE PAUSS</b>	<b>150 000</b>	<b>177 723</b>	<b>2 191</b>	<b>-257 919</b>	<b>-666 030</b>	<b>-1 039 062</b>

<b>PAUWES (Algeria)</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>MEMBER STATES</b>	<b>397 600</b>	<b>1 201 530</b>	<b>1 409 933</b>	<b>1 579 967</b>	<b>1 827 237</b>	<b>1 987 345</b>
<b>INTERNATIONAL PARTNERS (PLEGDED ONLY)</b>						
KfW (academic staff, stipends, tuition fees)	2 500 000	1 500 000				
KfW (Infrastructure)	1 620 000	1 620 000	1 620 000			
KfW (Equipment)		1 690 000	1 690 000	1 690 000		
GIZ Financing agreement	10 000					
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>4 130 000</b>	<b>4 810 000</b>	<b>3 310 000</b>	<b>1 690 000</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	75 000	150 000	250 000	300 000	400 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	400 000	500 000
Research projects	50 000	75 000	150 000	250 000	350 000	450 000
<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>50 000</b>	<b>225 000</b>	<b>450 000</b>	<b>800 000</b>	<b>1 050 000</b>	<b>1 350 000</b>
<b>TOTAL INCOME PAUWES</b>	<b>4 577 600</b>	<b>6 236 530</b>	<b>5 169 933</b>	<b>4 069 967</b>	<b>2 877 237</b>	<b>3 337 345</b>
SUB-TOTAL PAUWES EXPENDITURES	3 106 163	5 482 733	5 666 186	4 268 968	2 804 394	2 812 367
<b>TO FUNDRAISE PAUWES</b>	<b>-1 471 438</b>	<b>-753 797</b>	<b>496 253</b>	<b>199 001</b>	<b>-72 843</b>	<b>-524 978</b>

<b>PAULESI (Nigeria)</b>						
<b>MEMBER STATES</b>	<b>5 027 748</b>	<b>2 949 211</b>	<b>2 316 319</b>	<b>2 044 663</b>	<b>1 827 237</b>	<b>1 987 345</b>
<b>INTERNATIONAL PARTNERS (PLEGDED ONLY)</b>						
AfDB	2 500 000					
xxx	0					
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>2 500 000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	75 000	150 000	250 000	300 000	400 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	400 000	500 000
Research projects	0	75 000	150 000	250 000	350 000	450 000

<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>225 000</b>	<b>450 000</b>	<b>800 000</b>	<b>1 050 000</b>	<b>1 350 000</b>
<b>TOTAL INCOME PAULESI</b>	<b>7 527 748</b>	<b>3 174 211</b>	<b>2 766 319</b>	<b>2 844 663</b>	<b>2 877 237</b>	<b>3 337 345</b>
SUB-TOTAL PAULESI EXPENDITURES	8 733 539	6 343 215	5 936 000	5 487 380	5 356 111	5 503 729
<b>TO FUNDRAISE PAULESI</b>	<b>1 205 791</b>	<b>3 169 003</b>	<b>3 169 682</b>	<b>2 642 716</b>	<b>2 478 874</b>	<b>2 166 384</b>

**PAUSTI (Kenya)**

<b>MEMBER STATES</b>	<b>6 511 628</b>	<b>3 823 052</b>	<b>3 121 995</b>	<b>2 323 481</b>	<b>1 827 237</b>	<b>1 987 345</b>
<b>INTERNATIONAL PARTNERS (PLEGGED ONLY)</b>						
AfDB	2 754 000					
xxx	0					
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>2 754 000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	75 000	150 000	250 000	300 000	400 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	400 000	500 000
Research projects	0	75 000	150 000	250 000	350 000	450 000
<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>225 000</b>	<b>450 000</b>	<b>800 000</b>	<b>1 050 000</b>	<b>1 350 000</b>
<b>TOTAL INCOME PAUSTI</b>	<b>9 265 628</b>	<b>4 048 052</b>	<b>3 571 995</b>	<b>3 123 481</b>	<b>2 877 237</b>	<b>3 337 345</b>
SUB-TOTAL PAUSTI EXPENDITURES	10 961 923	7 202 864	7 376 247	6 753 995	6 890 867	6 795 811
<b>TO FUNDRAISE PAUSTI</b>	<b>1 696 295</b>	<b>3 154 813</b>	<b>3 804 252</b>	<b>3 630 513</b>	<b>4 013 630</b>	<b>3 458 466</b>

**PAUGHSS (Cameroun)**

<b>MEMBER STATES</b>	<b>4 605 336</b>	<b>2 512 291</b>	<b>2 215 609</b>	<b>1 951 724</b>	<b>1 827 237</b>	<b>1 987 345</b>
<b>INTERNATIONAL PARTNERS (PLEGGED ONLY)</b>						
xxx						
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	75 000	150 000	250 000	300 000	400 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	400 000	500 000

Research projects	0	75 000	150 000	250 000	350 000	450 000
<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>225 000</b>	<b>450 000</b>	<b>800 000</b>	<b>1 050 000</b>	<b>1 350 000</b>
<b>TOTAL INCOME PAUGHSS</b>	<b>4 605 336</b>	<b>2 737 291</b>	<b>2 665 609</b>	<b>2 751 724</b>	<b>2 877 237</b>	<b>3 337 345</b>
SUB-TOTAL PAUGHSS EXPENDITURES	5 988 459	4 383 525	3 172 130	4 157 817	3 992 636	3 445 083
<b>TO FUNDRAISE PAUGHSS</b>	<b>1 383 123</b>	<b>1 646 234</b>	<b>506 521</b>	<b>1 406 093</b>	<b>1 115 399</b>	<b>107 737</b>

#### PAU Rectorate

<b>MEMBER STATES</b>	<b>493 729</b>	<b>507 304</b>	<b>562 669</b>	<b>723 552</b>	<b>884 980</b>	<b>926 979</b>
<b>INTERNATIONAL PARTNERS (PLEGDED ONLY)</b>						
KfW (tuition fees and equipment)	320 000	320 000				
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>320 000</b>	<b>320 000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	400 000	500 000
Research projects	0	75 000	150 000	250 000	350 000	450 000
<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>150 000</b>	<b>300 000</b>	<b>550 000</b>	<b>750 000</b>	<b>950 000</b>
<b>TOTAL INCOME RECTORATE</b>	<b>813 729</b>	<b>977 304</b>	<b>862 669</b>	<b>1 273 552</b>	<b>1 634 980</b>	<b>1 876 979</b>
SUB-TOTAL Rectorate EXPENDITURES	493 729	507 304	562 669	723 552	884 980	926 979
<b>TO FUNDRAISE RECTORATE</b>	<b>-320 000</b>	<b>-470 000</b>	<b>-300 000</b>	<b>-550 000</b>	<b>-750 000</b>	<b>-950 000</b>

#### PAVeU

<b>MEMBER STATES</b>	<b>1 134 139</b>	<b>544 177</b>	<b>579 885</b>	<b>620 880</b>	<b>862 174</b>	<b>678 782</b>
<b>INTERNATIONAL PARTNERS (PLEGDED ONLY)</b>						
xxx						
<b>SUB-TOTAL INTERNATIONAL PARTNERS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INCOME GENERATING ACTIVITIES</b>						
Short courses, training and consultancy	0	0	100 000	200 000	300 000	400 000
Tuition fees paid by students	0	0	0	0	0	0
Private sponsorship	0	75 000	150 000	300 000	450 000	600 000
Research projects	0	0	0	0	0	0

<b>SUB-TOTAL OTHER SOURCES OF FUNDING</b>	<b>0</b>	<b>75 000</b>	<b>250 000</b>	<b>500 000</b>	<b>750 000</b>	<b>1 000 000</b>
<b>TOTAL INCOME PAVeU</b>	<b>1 134 139</b>	<b>619 177</b>	<b>829 885</b>	<b>1 120 880</b>	<b>1 612 174</b>	<b>1 678 782</b>
SUB-TOTAL PAVeU EXPENDITURES	1 364 139	544 177	579 885	620 880	862 174	678 782
<b>TO FUNDRAISE PAVeU</b>	<b>230 000</b>	<b>-75 000</b>	<b>-250 000</b>	<b>-500 000</b>	<b>-750 000</b>	<b>-1 000 000</b>

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b><u>TOTAL INCOME IN CASH</u></b>	<b><u>30 745 319</u></b>	<b><u>28 295 885</u></b>	<b><u>29 027 929</u></b>	<b><u>30 690 076</u></b>	<b><u>32 015 079</u></b>	<b><u>35 190 833</u></b>
<b>TOTAL MEMBER STATES</b>	<b>20 991 319</b>	<b>22 040 885</b>	<b>23 142 929</b>	<b>24 300 076</b>	<b>25 515 079</b>	<b>26 790 833</b>
<i>% Income</i>	68%	78%	80%	79%	80%	76%
<i>% growth</i>		5%	5%	5%	5%	5%
<b>INTERNATIONAL PARTNERS (PLEGGED ONLY)</b>	<b>9 704 000</b>	<b>5 130 000</b>	<b>3 310 000</b>	<b>1 690 000</b>	<b>0</b>	<b>0</b>
<i>% Income</i>	32%	18%	11%	6%	0%	0%
<b>TOTAL INCOME GENERATING ACTIVITIES</b>	<b>50 000</b>	<b>1 125 000</b>	<b>2 575 000</b>	<b>4 700 000</b>	<b>6 500 000</b>	<b>8 400 000</b>
<i>% Income</i>	0%	4%	9%	15%	20%	24%
<b><u>TOTAL TO FUNDRAISE</u></b>	<b><u>2 873 771</u></b>	<b><u>6 848 976</u></b>	<b><u>7 428 899</u></b>	<b><u>6 570 405</u></b>	<b><u>5 369 030</u></b>	<b><u>2 218 547</u></b>
<i>% Income</i>	9%	19%	20%	18%	14%	6%