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**DEPARTMENT OF EDUCATION, SCIENCES, TECHNOLOGY AND INNOVATION **

***Nurturing Quality, Exemplifying Excellence***

**Pan African University**

**ANNUAL REPORT**

**2021**

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# INTRODUCTION

1. The Pan African University (PAU) was created following the decision of the Assembly of Heads of State and Government of the African Union during its Fifteenth Ordinary Session in July 2010 in Kampala, Uganda (Assembly/AU/Dec.290 (XV)). The principal aim of establishing the Pan African University was to create high-quality continental institutions that promote quality training, research, and innovation within Africa, ensure a steady nurturing of new ideas, and also a continuous injection of highly skilled human resources to meet the developmental needs of the Continent.
2. The AUC launched the Pan African University as a flagship continental initiative in December 2011. It is a continent-wide university offering postgraduate (Master's and Doctoral) programs with the aim of establishing an academic network of already existing postgraduate and research institutions.
3. PAU is expected to be a competitive world-class institution with a mission to transform the capacity for knowledge production and knowledge transfer across the African Continent, and respond to the challenges set out under the Agenda 2063.
4. The PAU is a unitary academic, research and innovation institution comprising thematic Institutes hosted in different geographic regions by existing academic institutions operating at the graduate studies level. PAU Institutes are currently operational in four of Africa’s five regions (Western, Eastern, Central, and Northern regions), whilst preparations are underway to operationalize the fifth PAU Institute in Southern Africa.
5. The Institutes of the PAU are dedicated to the following crucial thematic areas and are located in the corresponding geographic regions set out below:
   1. The Institute for Basic Sciences, Technology and Innovation (PAUSTI), hosted by the [Jomo Kenyatta University of Agriculture and Technology](https://en.wikipedia.org/wiki/Jomo_Kenyatta_University_of_Agriculture_and_Technology) in [Kenya](https://en.wikipedia.org/wiki/Kenya) (Eastern Africa);
   2. The Institute for Life and Earth Sciences (including Health and Agriculture (PAULESI), hosted by the [University of Ibadan](https://en.wikipedia.org/wiki/University_of_Ibadan) in [Nigeria](https://en.wikipedia.org/wiki/Nigeria) (Western Africa);
   3. The Institute for Governance, Humanities and Social Sciences (PAUGHSS), hosted by the [University of Yaoundé II](https://en.wikipedia.org/wiki/University_of_Yaounde_II) in [Cameroon](https://en.wikipedia.org/wiki/Cameroon) (Central Africa);
   4. The Institute for Water and Energy Sciences (including Climate Change (PAUWES), hosted by the University of Tlemcen in [Algeria](https://en.wikipedia.org/wiki/Algeria) (Northern Africa);
   5. The Institute for Space Sciences (PAUSS) is to be hosted by the Cape Peninsula University of Technology with seven (7) South African Universities in the [Republic of South Africa](https://en.wikipedia.org/wiki/Republic_of_South_Africa) (Southern Africa).
6. PAU receives political leadership, Financial, Human Resource and Technical support and from AU Member States. Moreover, international donors provide support as Key and Thematic Partners (KTP) towards the establishment of each Institute. PAU Thematic Partners are responsible for strengthening the teaching and research capacity of the Institutes through the acquisition of world-class equipment and facilities as well as the incorporation of best practices and standards. They also provide financial and technical contributions towards the running of PAU Institutes. Currently, two of the four operationalized institutes (PAUSTI and PAUWES) have thematic partners.
7. Pan African Virtual and E-University (PAVEU) project is a priority education initiative of the AU as one of its flagship projects identified for addressing Agenda 2063. The proposal to operationalize PAVEU as an ODeL (Open, Distance and E-learning) arm of the PAU was endorsed by the Executive Council in January 2018 (Executive Council Decision EX.CL/Dec 987 (XXXII) Rev.1. PAVEU is currently hosted at the PAU Rectorate Headquarters in Yaoundé, Cameroon.

# I - ACADEMICS ACHIEVEMENTS

## I.1. PAU Study Programs

PAU currently runs the initially identified programs as well as new programs suggested by Member States. The existing PAU training programs were proposed by either the AU Member States or Regional Economic Communities (RECs) or the AUC Departments. Once the programs were identified, technical teams were set up to draft detailed course contents and descriptions for each of the programs. Then, validation workshops that brought together key stakeholders, including professionals and technical experts were organized. The 34 MSc and 15 PhD programs offered are presented in the Table below:

#### Table 1: Study Programs at the Pan African University (by Institute and Degree Level)

| **Institute** | **Programs** | **MSc/MA** | **PhD** |
| --- | --- | --- | --- |
| **PAUSTI** | Molecular Biology & Biotechnology |  |  |
| Mathematics (Financial option) |  |  |
| Mathematics (Computational option) |  |  |
| Mathematics (Data Sciences option) |  |  |
| Mathematics (Statistics option) |  |  |
| Civil Engineering (Structural option) |  |  |
| Civil Engineering (Arid and Semi-Arid Land option) |  |  |
| Civil Engineering (Construction & Management option) |  |  |
| Civil Engineering (Transportation Option) |  |  |
| Mechanical Engineering |  |  |
| Mechatronic Engineering |  |  |
| Electrical Engineering (Telecommunications option) |  |  |
| Electrical Engineering (Power Systems option) |  |  |
| Electrical Engineering (Computer Engineering option) |  |  |
| **PAULESI** | Avian Medicine |  |  |
| Veterinary Vaccine Production & Quality Control |  |  |
| Medicinal Plant Research and Drug Development |  |  |
| Sports Management & Policy Development |  |  |
| Health Sciences (Reproductive Health option) |  |  |
| Health Sciences (Reproductive Biology option) |  |  |
| Geosciences (Petroleum Geosciences option) |  |  |
| Geosciences (Mineral Exploration option) |  |  |
| Plant Breeding |  |  |
| Environmental Management |  |  |
| **PAUGHSS** | Governance and Regional Integration Governance option |  |  |
| Governance and Regional Integration Regional Integration Option |  |  |
| Conference Interpreting |  |  |
| Transborder Languages & Intercultural Communication |  |  |
| Translation |  |  |
| **PAUWES** | Water (Engineering option) |  |  |
| Water (Policy option) |  |  |
| Energy (Engineering option) |  |  |
| Energy (Policy option) |  |  |
| Climate Change (Policy option)\* |  |  |
| Climate Change (Science and Practice option)\* |  |  |

\*New study programs to be launched in the 2021-2022 academic year

## I.2. Admission of Students

The number of applications received by the Pan African University has increased significantly over the past eight years. For instance, between the 2017/2018 and 2018/2019 academic years, the number of students who applied to join the pan African University Institutes increased by 241 percent (from 5,403 to 13,048). Similarly, the number of applicants increased to 14,007 in the 2020/2021 academic year. With respect to the number of Member States benefiting from the Pan African University scholarship award, it increased from 21 in 2012/2013 to 35 in 2015/2016 to 46 in 2017/2018 and again to 51 in 2018/2019 and 2019/2020.

Over the 2012-2021 period, the Pan African University awarded scholarships to 2582 (830 female and 1752 male) students from 51 African Union Member States. The 2582 scholarships can be broken down into 1980 MSc/MA and 602 PhD scholarships. The breakdown of enrolment by Institute and level of study programs is provided in the next table.

#### Table 2: Total Student Admission Statistics (M.Sc./MA and PhD) During 2012-2021 by Institute, Gender and Academic Year

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Institute | 2012/2013 | | | 2013/2014 | | | 2014/2015 | | | 2015/2016 | | | 2016/2017 | | | | 2017/2018 | | | | 2018/2019 | | | | 2019/2020 | | | | 2020/2021 | | | |
| M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | | F | T | M | | F | T | M | | F | T | M | | F | T |
| **PAUGHSS** | **38** | **16** | **54** | **0** | **0** | **0** | **32** | **26** | **58** | **54** | **24** | **78** | **55** | **27** | **82** | **58** | | **34** | **92** | **54** | | **47** | **101** | **37** | | **38** | **75** | **67** | | **34** | **101** |
| **PAULESI** | **0** | **0** | **0** | **18** | **2** | **20** | **57** | **28** | **85** | **40** | **24** | **64** | **55** | **18** | **73** | **79** | | **34** | **113** | **68** | | **42** | **110** | **44** | | **36** | **80** | **63** | | **48** | **111** |
| **PAUSTI** | **49** | **8** | **57** | **0** | **0** | **0** | **46** | **22** | **68** | **59** | **19** | **78** | **78** | **28** | **106** | **107** | | **32** | **139** | **118** | | **37** | **155** | **84** | | **31** | **115** | **90** | | **33** | **123** |
| **PAUWES** | **0** | **0** | **0** | **0** | **0** | **0** | **15** | **11** | **26** | **36** | **11** | **47** | **65** | **14** | **79** | **41** | | **26** | **67** | **31** | | **31** | **62** | **54** | | **27** | **81** | **60** | | **22** | **82** |
| **Sub-total** | **87** | **24** | **111** | **18** | **2** | **20** | **150** | **87** | **237** | **189** | **78** | **267** | **253** | **87** | **340** | **285** | | **126** | **411** | **271** | | **157** | **428** | **219** | | **132** | **351** | **280** | | **137** | **417** |
| **Countries** | **22** | | | **8** | | | **30** | | | **35** | | | **37** | | | | **46** | | | | **51** | | | | **51** | | | | **50** | | | |

Total number of scholarships (MA/MSc and PhD) awarded over the 2012-2021 period was 2582 (830 females and 1752 males). The proportion of female students admitted at the PAU Institutes was 32.1 %.

## I.3. Students Graduation

The Pan African University registered remarkable achievements in terms of responding to the 'Continent's demand for highly qualified and motivated human resources.

More precisely, in the 2021 academic year, a total of 382 students (221 Males and160 Females) graduated from the Pan African University Institutes.

The breakdown of graduates by Institute, gender and level of study program is presented in the table below.

#### Table 3: 2021 students graduated

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Institute** | **MSc/MA** | | | **PhD** | | | **Total** | | |
| Mal. | Fem. | Total | Mal. | Fem. | T | Mal. | Fem. | **T** |
| **PAUGHSS** | 58 | 54 | 112 | 15 | 09 | 24 | **73** | **63** | **136** |
| **PAULESI** | 50 | 49 | 99 | 13 | 05 | 18 | **63** | **54** | **117** |
| **PAUSTI** | 23 | 13 | 36 | 22 | 07 | 29 | **45** | **20** | **65** |
| **PAUWES** | 40 | 23 | 63 | - | - | - | **40** | **23** | **63** |
| **Total** | 171 | 140 | 311 | 50 | 21 | 71 | **221** | **160** | **381** |

Since 2012 date of the creation of PAU 1616 students have been graduated (1081 Males and 535 Females). The breakdown of the students graduated can be found below:

#### Table 4: Total MSc/MA Students Graduated since 2012 by Program

| **#** | **Programs** | **F** | **M** | **Total** |  |
| --- | --- | --- | --- | --- | --- |
| **PAUGHSS** | | | | | |
| 1 | CONFERENCE INTERPRETING - MA | 28 | 39 | 67 | **386** |
| 2 | TRANS BORDER LANGUAGES - MA | 5 | 5 | 10 |
| 3 | TRANSLATION - MA | 12 | 30 | 42 |
| 4 | GOVERNANCE AND REGIONAL INTEGRATION - MSC | 104 | 163 | 268 |
| 5 | GOVERNANCE AND REGIONAL INTEGRATION - PHD | 17 | 40 | 57 | **57** |
| **Total** | | **166** | **277** | **444** |  |
| **PAUSTI** | | | | | |
| 1 | CIVIL ENGINEERING (ARID AND SEMI-ARID LAND OPTION) - MSC | 0 | 0 | 0 | **305** |
| 2 | CIVIL ENGINEERING (STRUCTURAL OPTION) - MSC | 6 | 43 | 49 |
| 3 | CIVIL ENGINEERING - CONSTRUCTION AND MANAGEMENT - MSC | 1 | 0 | 1 |
| 4 | CIVIL ENGINEERING -ENVIRONMENTAL & ASAL OPTION - MSC | 9 | 14 | 23 |
| 5 | ELECTRICAL ENGINEERING (POWER SYSTEMS OPTION) - MSC | 5 | 19 | 24 |
| 6 | ELECTRICAL ENGINEERING (TELECOMMUNICATIONS OPTION) - MSC | 6 | 30 | 36 |
| 7 | MATHEMATICS (COMPUTATIONAL OPTION) - MSC | 5 | 16 | 21 |
| 8 | MATHEMATICS (FINANCIAL OPTION) - MSC | 10 | 34 | 44 |
| 9 | MATHEMATICS (STATISTICS OPTION) - MSC | 4 | 22 | 26 |
| 10 | MATHEMATICS DATA SCIENCES - MSC | 0 | 0 | 0 |
| 11 | MECHANICAL ENGINEERING - MSC | 6 | 12 | 18 |
| 12 | MECHATRONIC ENGINEERING - MSC | 0 | 4 | 4 |
| 13 | MOLECULAR BIOLOGY & BIOTECHNOLOGY - MSC | 25 | 34 | 59 |
| 14 | CIVIL ENGINEERING (ARID AND SEMI-ARID LAND OPTION) - PHD | 0 | 0 | 0 | **112** |
| 15 | CIVIL ENGINEERING (STRUCTURAL OPTION) - PHD | 5 | 9 | 14 |
| 16 | CIVIL ENGINEERING -ENVIRONMENTAL & ASAL OPTION - PHD | 0 | 0 | 0 |
| 17 | ELECTRICAL ENGINEERING (POWER SYSTEMS OPTION) - PHD | 1 | 10 | 11 |
| 18 | ELECTRICAL ENGINEERING (TELECOMMUNICATIONS OPTION) - PHD | 2 | 11 | 13 |
| 19 | MATHEMATICS (COMPUTATIONAL OPTION) - PHD | 6 | 8 | 14 |
| 20 | MATHEMATICS (FINANCIAL OPTION) - PHD | 5 | 13 | 18 |
| 21 | MATHEMATICS (STATISTICS OPTION) - PHD | 3 | 17 | 20 |
| 22 | MOLECULAR BIOLOGY & BIOTECHNOLOGY - PHD | 8 | 14 | 22 |
| **Total** | | **107** | **310** | **417** |  |
| **PAULESI** | | | | | |
| 1 | ENVIRONMENTAL MANAGEMENT - MSC | 30 | 66 | 96 | **355** |
| 2 | GEOSCIENCES (MINERAL EXPLORATION OPTION) - MSC | 11 | 34 | 45 |
| 3 | GEOSCIENCES (PETROLEUM GEOSCIENCES OPTION) - MSC | 9 | 18 | 27 |
| 4 | HEALTH SCIENCES (REPRODUCTIVE BIOLOGY OPTION) - MSC | 12 | 8 | 20 |
| 5 | HEALTH SCIENCES (REPRODUCTIVE HEALTH OPTION) - MSC | 20 | 28 | 48 |
| 6 | PHOTOCHEMISTRY AND MEDICINAL PLANT RESEARCH - MSC | 6 | 10 | 16 |
| 7 | PLANT BREEDING - MSC | 17 | 32 | 49 |
| 8 | SPORTS MANAGEMENT AND POLICY DEVELOPMENT - MSC | 9 | 8 | 17 |
| 9 | VETERINARY MEDICINE (AVIAN MEDICINE OPTION) - MSC | 8 | 10 | 18 |
| 10 | VETERINARY MEDICINE (VACCINE PRODUCTION &MANAGEMENT OPTION) - MSC | 5 | 14 | 19 |
| 11 | ENVIRONMENTAL MANAGEMENT - PHD | 9 | 12 | 21 | **65** |
| 12 | GEOSCIENCES (MINERAL EXPLORATION OPTION) - PHD | 3 | 7 | 10 |
| 13 | GEOSCIENCES (PETROLEUM GEOSCIENCES OPTION) - PHD | 1 | 11 | 12 |
| 14 | HEALTH SCIENCES (REPRODUCTIVE BIOLOGY OPTION) - PHD | 2 | 2 | 4 |
| 15 | HEALTH SCIENCES (REPRODUCTIVE HEALTH OPTION) - PHD | 2 | 8 | 10 |
| 16 | PLANT BREEDING - PHD | 4 | 4 | 8 |
| **Total** | | **148** | **272** | **420** |  |
| **PAUWES** | | | | | |
| 1 | ENERGY (ENGINEERING OPTION) - MSC | 36 | 71 | 107 | **335** |
| 2 | ENERGY (POLICY OPTION) - MSC | 23 | 50 | 73 |
| 3 | WATER (ENGINEERING OPTION) - MSC | 25 | 59 | 84 |
| 4 | WATER (POLICY OPTION) - MSC | 30 | 41 | 71 |
| **Total** | | **114** | **221** | **335** |  |

## 

## I.4 Selection of news Students

The selection of students for the 2021-2022 academic year was organized in two stages as required by the Pan African University.

### The call for scholarships 2021-2022

The call for PAU scholarship applications (for the 2021-2022 academic year) was launched on 15 June 2021. The call was published on the PAU website and dispatched to the AU Member States. Moreover, it was disseminated through academic networks and various social media. When the call was closed on 15 August 2021, there was a total of 10,789 applicants (8,658 for MA/MSc. and 2,131 for PhD) from 53 African Union Member States. The breakdown of applicants by Institute and gender is presented in the following table.

#### Table 5: Overview applications by gender with an average of 22% of female applicants (2021-2022)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Institute** | **MSc.** | | | **PhD** | | | **Total** | | |
| Mal. | Fem. | Total | Mal. | Fem. | Total | Mal. | Fem. | Total |
| **PAULESI** | 1497 | 522 | 2019 | 678 | 140 | 818 | 2175 | 662 | 2837 |
| **PAUGHSS** | 1164 | 442 | 1606 | 359 | 105 | 464 | 1523 | 547 | 2070 |
| **PAUSTI** | 2594 | 673 | 3267 | 723 | 126 | 849 | 3317 | 799 | 4116 |
| **PAUWES** | 1407 | 359 | 1766 | - | - | - | 1407 | 359 | 1766 |
| **Total** | **6662** | **1996** | **8658** | **1760** | **371** | **2131** | **8422** | **2367** | **10789** |

### The selection of students

The second phase of the process is the selection of candidates within the institutes. This phase started in November 2021 and ended in December 2021 with the publication of the list of candidates admitted to PAU.

This second phase was carried out normally in all institutes. A selection committee chaired by the director was put in place in each Institute and they set up criteria for the selection of candidates.

The selection committee for each Institute was made up of: Lecturers and experienced experts from various fields; Representatives of Regional Economic Communities; and renowned academicians;.

The established selection criteria were:

* Merit: Academic performance is the determining criteria used for selecting candidates for the Pan African University.
* Country and regional spreads: Bearing in mind that PAU is a continental institution, the committee should try as much as possible to select candidates from as many countries as possible without compromising merit.
* Gender balance: The committee should make an effort to have 50% of women in the candidates selected in accordance with the African Union guidelines on gender.
* Age for Master programs: 30 years for Males and 35 years for Females at the end of the Call (15 August 2021);
* Age for PhD programs: 35 years for males and 40 years for females at the end of the call (15 August 2021).
* Quota by country: The quota system applicable for the allocation of PAU scholarships must be based on the resolutions made during the 5th Ordinary Session of the PAU Board of Directors on November 11, 2020.

After deliberations, the various Committees sent their reports to the Rectorate. The following table gives the statistics of candidates admitted to the PAU for the year 2022 by institute and by sector.

#### Table 6: 2022 Admitted Students by Institute

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Institute** | **MSc** | | | **PhD** | | | **Total** | | | **Member States** |
| Mal. | Fem. | Total | Mal. | Fem. | Total | Mal. | Fem. | Total | **55** |
| **PAUGHSS (Yaoundé)** | 25 | 26 | 51 | 15 | 10 | 25 | **41** | **34** | **75** | **41** |
| **PAUGHSS**  (Pautrain) | 17 | 08 | 25 | - | - | - | **17** | **08** | **25** |
| **PAULESI** | 38 | 42 | 80 | 19 | 11 | 30 | **57** | **53** | **110** | **42** |
| **PAUSTI** | 75 | 27 | 102 | 36 | 04 | 40 | **111** | **31** | **142** | **40** |
| **PAUWES** | 45 | 39 | 84 | - | - | - | **45** | **39** | **84** | **45** |
| **Total** | 201 | 140 | 341 | 70 | 25 | 95 | **271** | **165** | **436** |  |

\*Pan African University Translation, Interpreting, Transborder Languages, and Intercultural Communication Programs (PAUTRAIN), hosted by the Advanced School of Translators and Interpreters (ASTI), University of Buea.

## I.5. Scientific productivity

This section presents the scientific productivity at the Pan African University. For the purpose of this report, scientific productivity is measured by the number of patents registered and the scientific articles published in peer-reviewed journals.

### Patents

The patents were the results of the work done by students of PAUSTI in Kenya who produced a good number of outstanding research and articles enriching the contribution of PAU in the scientific field. Below is a table with a detailed representation these patents.

#### Table 7: Patents Registered Based on the Research Outputs of the Pan African University Institutes

|  |  |  |  |
| --- | --- | --- | --- |
| No. | **Title of the Invention/Patent Name** | **Name of the Candidate/Student** | **Patent Owners** |
| 1. | Azadirachta indica Bark Extract Silver Nanoparticle Anticancer Formulation | Nwagbogu Judith | Nwagbogu Judith.O, Maina N.W, Kirira P.G, Mwitari P.G |
| 2. | Diagnostic Kit for Detecting Maize Chlorotic Mottle Virus and Sugarcane Mosaic Virus and Method Thereof | Tonui Ronald | Tonui Ronald, Kasili Remmy, Runo Steven, Alakonya Amos |
| 3. | Bromelain Encapsulated in Chitosan Nano-Carriers as a Gastrointestinal Nematocide in Ruminants | Arthur Hunduza | Arthur Hunduza, Prof. Naomi Maina, Dr. John Kagira, Dr. Dickson |
| 4. | Probiotic Yorghut Fortified with Mushroom and process of Preparation Thereof | Godfrey Nattoh | Godfrey Nattoh, Prof. Erastus Gatebe, Dr. Julius Maina, Dr. Fredrick Musieba |
| 5. | Malaria hybrid drug pharmacophores as scaffold | Jean Baptiste N | Jean Baptiste N, Dr. Joseph N, Dr. Kirira |
| 6. | Synthesis of Silver Nanoparticles from Extracts of Annona muricata and Use Thereof | Yahaya Gavamukulya | Yahaya Gavamukulya, Dr. Esther N Maina, Dr.Edwin S Madivoli, Prof.Hany A El-Shemy, Prof. Gabriel Magoma and Prof. Fred Wamunyokoli |
| 7. | Paper-based nanokit for amplification of HPV 16/18 detection for screening of cervical cancer | Lucy Muthoni Mwai | Lucy Muthoni Mwai, Dr Mutinda Cleopus Kyama, Dr Caroline Wangari Ngugi and Dr Edwin Walong |
| 8. | Method of Extracting High Concentration and Quality Potato Genomic DNA | Jesse Kaleku | Jesse Kaleku, Dr. Victor Mobegi, Dr. Eric Magembe. |
| 9. | Combination Therapies for Treatment of Multidrug-Resistant Malaria Parasites and Method Thereof | Bara Fagdéba David | : Bara Fagdéba David, Prof. Gabriel Magoma, Peter Mwitari |

### Scientific Publications

The Pan African University Students and staff published about 600 scientific articles in peer-reviewed journals during the 2012-2021 period.

## I.6 Entrepreneurship

With the assistance of its partners, the African union established the PAU Entrepreneurship Hubs which aim at providing PAU students with necessary skills, incubation, mentoring and seed funding through a set of events. To accelerate innovation and the translation of PAU research work into market oriented products and create jobs and income, the concept of PAU innovation challenge was launched in 2021 to raise the awareness of PAU students and alumni on innovation for the promotion of the entrepreneurial mindset. Students through academic thinking, are required to propose new solutions, which contribute to the economic, cultural, environmental and social development of the continent.

The pioneer edition was launched in two phases:

* The launching took place on 27 April 2020, within a context marked by the outbreak of the COVID-19 pandemic, under travel and lockdown restrictions;
* The Grand Final took place recently in Algeria on 7 June 2021 due to the above-mentioned situation.

Due to restrictions caused by COVID-19, it was a Zoom event, and it registered a large number of participants. It was organized in partnership with GIZ, the African Development Bank, and the German Federal Ministry of Economic Cooperation and Development (BMZ).

There was a total of 69 teams made up of 42 groups of PAU students and 27 PAU Alumni, making a total number of 241 participants, including 147 male and 94 female. We had 22 teams from PAUWES, 12 from PAUGHSS, 19 from PAUSTI and 16 from PAULESI.

At the end of the Grand Final, three teams were awarded prizes as follows:

**1st rank:** PAUWES Team: **SoCool: USD 5,000**

**2nd rank:** PAUSTI Team: **DISHASILI:** **USD 3,000**

**3rd rank/Audience selection**: PAUSTI Team: **DISHASILI: USD 1,000**

In order to promote the entrepreneurial spirit among its students and staff, PAUSTI launchedits Incubation Centre of Excellence (CoE). This AfDB-funded project was established to engage academics, students, the private sector, and researchers to enhance the applied research capability of the institution and deliver groundbreaking innovations.

The CoE, therefore specifically aims to facilitate creative thinking and collaborative problem solving, encourage support and promote technology innovations, serve as a living lab for prototyping and testing new ideas and innovations, serve as a knowledge platform for members to build new skills and competencies, connect, share and create linkages to the private sector and develop, test and commercialize ideas around the thematic areas.

Other entrepreneurship-related activities carried out at PAUSTI includeFinal year training on personal branding and CV writing as well as first-year boot-camp training.

PAUWES has also designed a strategy to encourage its students and staff in Entrepreneurship activities. The Institute organizes boot camps such as leadership boot camps with the following objectives: Lead with vision; Leading transformations; Mastery of change; Team building.

These boot camps are also meant to develop the entrepreneurship mindset focusing on:

Problem-solving; Ecosystem approach; Innovation; Spotting opportunities.

The Institute also developed an Entrepreneurship Hub to build the capacities of its staff in the area of entrepreneurship. Its aims are the following: Designing Pre-Incubation Process at HEI; Defining resources for Entrepreneurship Hubs; Networking in the local Entrepreneurship Ecosystem; IP Management at Entrepreneurship Hubs; Promoting Female Entrepreneurship.

To boost entrepreneurship at PAULESI, the Institute organized a series of entrepreneurship workshops and seminars. The workshop focused on how to make meat pies, Beads, smoothies, juice, buff loaves, hand sanitizers, liquid soap and tie and dye.

Actions are also undertaken to expedite the PAULESI Incubation hubs under financial commitment from AfDB. A similar incubation hub will also be established in PAUGHSS. There is need to find financial and technical support for the PAUGHSS incubation hub.

## I.7. Pan African Virtual and E-University (PAVEU)

The Launch of the Pan African Virtual & E-University (PAVEU) in December 2019 was a key step towards increasing accessibility of professional and academic education to citizens of the Continent. The launch of PAVEU is expected to enhance the accessibility of education across the continent under the online model that allows for access anytime anywhere. So far, the following three courses are offered on the online Learning Management System (LMS) with steps being made to scale up the number of courses in the 2021/2022 academic year.

* Cloud and Virtualization Concept (VMware) : 753 Candidates;
* Media and Information Literacy (UNESCO): 775 Candidates;
* Competence for employability (AVU): 1229;

The Pan African Virtual and E-University is also expected to contribute to the financial sustainability of PAU through the provision of more online programs. The major achievements so far include:

* Design and development of ten online courses jointly with PAUWES for an online postgraduate program covering on the topic of Mini-grid, Digitalization and Entrepreneurship;
* Design and development of three online courses on Media Information Literacy and Pandemic with the case study of Covid19 as six months certified programs in the frame of the Pan African Health Information, Resources and Training Partnership (PAHIRTP)” training cooperation with UNESCO;
* Design and development of an advanced online course on Internet Governance in the frame of Policy and Regulation Initiative for Digital Africa (PRIDA);
* Design and development of An online course on entrepreneurship in the framework of the cooperation with UN Office for South-South (UNOSSC) Cooperation;
* Revamping of PAVEU LMS, Update of Module and setup of MOOC Platform;

The aforementioned courses build a good basis to improve and strengthen the portfolio of courses respectively academic offer at PAVEU.

Among the most important challenges facing PAVEU there are:

* Lack of stable coordinator position
* Lack of requisite dedicated and qualified staff to support and sustain online teaching and learning at PAVEU;
* Communication strategy and support to experts, facilitators/tutors during the delivery of courses;
* Limited capacity to routinely maintain and further develop the online learning environment.

## 

## I.8. Policy Development

After the adoption of the PAU Strategic Plan (2020-2024) by the Pan African University Council in February 2019, the PAU Rectorate works on the development of various policy documents with the support of the German Government (through GIZ).

The list and achievements of these documents are presented in the Table below:

#### Table 8: Policy Documents developed by the Rectorate in 2021

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Deliverables** |
| 1 | **PAU Portfolio Program Review** | Recommendations for the revision of PAU Programs |
| 2 | **PAUWES Master on Climate Change** | Training Program on Climate Change with 2 Options |
| 3 | **PAU Quality Assurance** | Manual on Quality Assurance + 4 QA process |
| 4 | **Entrepreneurship and Career Services** | PAU Guide for Incubation / PAU Career Services |
| 5 | **PAUWES Teaching and Learning Quality** | Kit for Short-Term Lecturers / News Teaching approach |
| 6 | **2022 PAU Communication Strategy** | Alumni Videos/  PAU Course Development Template |
| 7 | **PAU Gender Action Plan** | PAU Guidelines on Gender |
| 8 | **2022 PAU Alumni Survey** | Gather informations on PAU graduate employment and their views on their PAU experience |

# 

# II – FINANCIAL AND ADMINISTRATIVE MATTERS

### II.1. Structure and staff recruitment issues

The African Union Executive Council had approved the Pan African University launching structure during its Twenty-Third Ordinary Session held between 19 – 23 May 2013 in Addis Ababa (EX.CL/785(XXIII)iii). The approved structure consists of 19 (nineteen) positions i.e. 9 positions for the PAU Rectorate and 10 Positions for the five PAU Institutes. So far, only 7 of the 19 approved positions have been filled (Tables 1 and 2 present the status of implementation of the Executive Council Decision).

As part of the AU reform program, PAU proposed a new structure that takes into account the basic tenets of the AU reform agenda and the human resource requirements of a world class academic and research institute. More precisely, as the originally approved structure was provisional and could not allow PAU to realise its mission as a centre of excellence for post-graduate education and applied research oriented institution addressing critical problems and initiatives within Africa such as science to policy advice, the creation of decent employment opportunities and entrepreneurial skills for business development, incubation and start-up across the continent, 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.

It is equally important that they are recruited using procedures which are modelled on leading practice in the Higher Education Sector and in a timely manner consistent with the implementation schedule of its strategic plan. In this context, the recommendations set out below in relation to the core staffing structure outlined in Figure 1 (Proposed Organogram for the PAU Rectorate) and Figure 2 (Proposed generic organogram for the PAU Institutes) are centred on putting in place the essential foundations to consolidate and significantly enhance PAU core operations in teaching, research, outreach, and entrepreneurship promotion amongst others.

The core staff structure proposed for the Institutes is reflective of the major functional areas at Rectorate level and is identical for all institutes. An exception in this regard are the number of professorial staff per PAU Institute calculated on the basis of the number of program streams and number of students at each institute. An in-depth assessment resulted in a student to staff ration of 21:1 for PAU which is mid-range in line with international standards for post-graduate research intensive science-based universities. In general, it is important to take note that any university structure striving for excellence and relevance is based on a tableau of core positions that have to be in place to ensure proper operations. Economies of scale can only be achieved through a growing number of students and research and outreach activity that will be established over time and also drive income generation through research grants, collaborative projects as well as fundraising for stipends and tuition fees.

An initial major investment is indispensable – without it, the university can never come to fruition and to a sustainable business model. Figure 3 presents total number of PAU staff at full capacity. This consists of a total of 216 staff positions spread across the five PAU Institutes and the Rectorate and breaks down to 34 positions for the Rectorate, 35 for PAUGHSS, 38 for PAULESI, 40 for PAUSTI, 32 for PAUSS, and 37 for PAUWES.

The proposed structure consists of also the human resource requirements of the Pan African Virtual and E-University. The PAVEU project is being operationalized as the Open, Distance and E-Learning arm the Pan African University (PAU), a decision that was approved by the Specialized Technical Committee on Education, Science and Technology meeting that took place on 23-25 October 2017 in Cairo Egypt. And was endorsed by the Executive Council in January 2018 (Executive Council Decision EX.CL/Dec 987 (XXXII) Rev.1. The new PAVEU structure has a total of 14 positions (see Table 10 below).

The new staff structure of the Pan African Virtual and E-University was presented to the Subcommittee on Structural Reforms on 13 August 2021 and was endorse as presented.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 9: Status of Recruitment for the PAU Rectorate (Approved Positions)  |  |  |  |  | | --- | --- | --- | --- | |  | Positions | Status | Remark | | PAU RECTORATE POSITIONS | Rector | Second call was launched in January 2019, and the shortlisting of applicants was done in the last week of July 2021, but the process didn't yield successful candidates | **It was decided to re-advertise the position** | | Vice-Rector | Second call was launched in January 2019, and the shortlisting of applicants was done in the last week of July 2021 but the process didn't yield successful candidates | **It was decided to re-advertise the position** | | Senior Finance and Administrative Officer | Staff appointed and assumed duty | Filled | | Senior Academic and Students' affairs Officer | Staff appointed and assumed duty | Filled | | Senior legal Officer | Call for the position was advertised and closed. Shortlisting was done in 2019 | **No progress** | | Secretary | The recruitment process was finalized, but the selected candidate declined the offer | **AHRM to advise on the next steps** | | Administrative Assistant | Staff appointed and assumed duty | Filled | | Administrative Assistant | Recruitment process is underway, and AHRM is processing the appointment of the second Administrative Assistant | **Expected to be filled** | | Driver | Call for the position was advertised and closed. Shortlisting was done in the last quarter of 2020. | **AHRM to advise on the next steps** | |

#### Table 10: Status of Recruitment for the PAU Institutes (Approved Positions)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Positions** | **PAUGHSS** | **PAULESI** | **PAUSTI** | **PAUWES** | **PAUSS** |
| Director of Institute | Positon filled | Positon filled | Positon filled | Positon filled | **Positon not yet filled because of the non-operationalization of the Institute** |
| Administrative/Finance Officer | Position yet to be filled | Position yet to be filled | Position yet to be filled | Position yet to be filled | **Positon not yet filled because of the non-operationalization of the Institute** |

#### Figure1: Proposed Structure of the Pan African University Rectorate

Rector

(D1)

PAU Council

**Vice Rector Academic Affairs Office**

* Vice Rector Academic and Business Affairs (P6)
* Senior Officer Academic Affairs (P3)
* Senior Officer Student Affairs and Career Services (P3)
* Resource Mobilization/Fundraising Coordinator (P3)
* Secretary (GSA4)

**Vice Rector Research Office**

* Vice Rector Research Development and Cooperation (P6)
* Senior Research Grant and Administration Officer (P3)
* Chief librarian and Digital Collection Officer (P3)
* Secretary (GSA4)

**Rector’s Office**

* Deputy Director Outreach and Integration (P4)
* Senior Officer Governance and Policy (and secretary to PAU Council) (P3)
* Executive and Strategic Planning Officer (P3)
* Quality Assurance Officer (P2)
* Communications/PR and Marketing Officer (P2)
* Interim Project manager (P3)
* Administrative Assistant (GSA5)
* Driver/mail runner (GSB7)

**PAU Institutes**

* Director PAUWES (P5)
* Director PAUGHSS (P5)
* Director PAULESI (P5)
* Director PAUSTI (P5)
* Director PAUSS (P5)
* Director PAVeU Project Management Unit (P5)

**Finance and Administration Office**

* Director Administration and Finance (P5)
* Senior IT Officer (P3)
* Procurement Officer (P2)
* Finance Officer (P2)
* Senior Human resources Officer (P3)
* Junior HR Officer (P1)
* Senior Equity and Social Inclusion Officer (P3)
* Secretary (GSA4)
* Stores / Registry Clerk GSA3
* Cleaner (GSB6)
* Security Guard (GSB8) X 5
* Driver/mail runner (GSB7) X 2
* Protocol Officer (P2)

#### Figure 2: Proposed Structure of the Pan African University Institutes

Director

(P5)

PAU Institute Board

**Academic staff**

* Program Coordinators/Leaders. At least Associate Professor or above (P4)
* X number professors (calculated on a 21:1students to staff ratio) (P4)

**Academic Office**

* Deputy Director Academic Affairs (P4)
* Academic Affairs Officer (P2)
* Student Affairs Officer (P2)
* Education technologist and Digital librarian (P2)
* Secretary (GSA4)

**Research Office**

* Deputy Director Research (P4)
* Secretary (GSA4)

**Director’s Office**

* Communications/ Public Relations officer (P2)
* IT/System Officer (P2)
* Equity and Social Inclusion Officer (P2)
* Career Services Officer (P2)
* Resource Mobilization/Fundraising Officer (P2)
* Laboratory and Technical Coordinator (P2)
* Administrative Assistant (GSA5)
* Driver /mail runner (GSB7)

**Finance and Administration Office**

* Senior Finance and Administration officer (P3)
* Finance Officer (P2)
* Procurement and Logistic Officer (P2)
* HR and Institutional Development Officer (P2)
* Secretary (GSA4)
* Stores / Registry Clerk GSA3
* Cleaner (GSB6)
* Security Guard (GSB8) x 2
* Driver/mail runner (GSB7)
* Protocol Assistant (GSA5)

#### Figure 3: PAU Staff Structure at Full Capacity

Academic Office

|  |
| --- |
| **RECTORATE: 34 Positions** |

**RECTORATE**

34 Positions in 5 Functional Areas

PAVEU Unit

Rector’s Office

Research Office

Finance & Admin Office

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PAUGHSS: 35** | **PAULESI: 38** | **PAUSTI: 40** | **PAUSS: 32** | **PAUWES: 37** |

|  |
| --- |
| **= 216 Positions** |

|  |
| --- |
|  |
| **Summary Total of All Positions** |

PAUGHSS:

27 Baseline Positions

4 Program Coordinators

4 Professors

PAULESI:

27 Baseline Positions

6 Program Coordinators

5 Professors

PAUWES:

27 Baseline Positions

4 Program Coordinators

4 Professors

2 Entrepreneurship

PAUSTi:

27 Baseline Positions

6 Program Coordinators

7 Professors

PAUSS:

27 Baseline Positions

3 Program Coordinators

2 Professors

#### Figure 4: New Structure of the Pan African Virtual and E-University (PAVEU)

#### Table 11: Newly Endorsed Organizational Structure of the Pan African Virtual and E-University

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Grade** | **No of Posts** |
| 1 | Director | P5 | 1 |
| 2 | Academic Affairs Coordinator | P4 | 1 |
| 3 | Senior Content Development Officer | P3 | 1 |
| 4 | Senior Learner support Officer | P3 | 1 |
| 5 | Instructional Designer | P3 | 1 |
| 6 | Educational Technologist | P2 | 1 |
| 7 | Monitoring & Evaluation Officer | P2 | 1 |
| 8 | IT Officer | P1 | 1 |
| 9 | Learning Support Officer | P1 | 1 |
| 10 | LMS Administrator | P1 | 1 |
| 11 | Assistant LMS Administrator | GSA 5 | 1 |
| 12 | Administrative Assistant | GSA 4 | 1 |
| 13 | Bilingual Secretary | GSA 4 | 1 |
| 14 | Driver | GSB7 | 1 |
| **TOTAL** | | | **14** |

As an AU institution, PAU operates based on the AUC staff rules and regulations with some amendments as reflected in the PAU Statute. This has led to several challenges including the difficulties in hiring long term academic staff and the retirement age for some of the staff who have the status of university Professor.

### II.2. Financial Matter (2021 Budget Execution)

* The 2021 budget approved for the Pan African University stood at US$ 17,087,934. This breaks down to US$14,445,747 for program budget and US$2,642,187 for operational budget.
* The program budget was revised to take into account the Financial Gap of US$1,570,000 due to the absence of partners. The total program budget reviewed is decreased and the new amount is US$12,875,747allocated to PAU Institutes including the Rectorate and PAVEU.
* Overall, the expenditure for PAU budget during the year of 2021 stood at US$**10,421,960** representing an execution rate of **75%** for the programme and US$**1,567,350.58** representing an execution rate of **59%** for the operational budget**.**
* The total budget execution performance is **72%**

In the 2021 budget year, the Pan African University received budgetary approval amounting to USD 16.6 million for its operations from Member states funds including the supplementary budget from the two host countries (Kenya and Cameroon) and our partner KFW towards the programs of Pan African Institute of Water & Energy Sciences. These funds were deployed for the award the programs of Undertaking teaching, learning and research, operational and administrative costs and other technical and statutory meetings. The detailed summary of the budget per structure is as indicated below.

**Table 12: Annual Summary Budget Execution at Dec 31, 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fund center Text** | **Original Budget** | **Supplement Released Budget** | **Total Revised Budget** | **Total Released Budget** | **CY Expenditure** | **Released Budget execution (%)** |
| PAUSTI | 3,935,536 | 634,652 | 4,570,188 | 4,570,188 | 3,549,942 | **78%** |
| PAUWES | 1,954,167 | - | 1,954,167 | 1,954,167 | 836,508 | **43%** |
| PAULESI | 3,385,626 | - | 3,385,626 | 3,385,626 | 3,110,604 | **92%** |
| PAUGHSS | 3,011,487 | 109,290 | 3,120,777 | 3,120,777 | 2,814,716 | **90%** |
| PAUISS | - | - | - | - | - | **#DIV/0!** |
| RECTORATE | 230,000 | 273,224 | 503,224 | 503,224 | 87,979 | **17%** |
| PAVEU | 358,931 | 91,075 | 450,006 | 450,006 | 22,212 | **5%** |
| TOTAL PROGRAMS | 12,875,747 | 1,108,240 | 13,983,987 | 13,983,987 | 10,421,960 | **75%** |
|  |  |  |  |  |  |  |
| TOTAL OPERATIONAL BUDGET | 2,642,187 | - | 2,642,187 | 2,642,187 | 1,567,351 | **59%** |
|  |  |  |  |  |  |  |
| GRAND TOTAL | 15,517,934 | 1,108,240 | 16,626,175 | 16,626,175 | 11,989,311 | **72%** |

1. **2022 APPROVED BUDGET ALLOCATED TO PAU**

**PROGRAMME BUDGET**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Department : **Pan African University** |  |  |  |  |  |  |  |  | *Generated by the AMERT System* |
| Project Title : **Development of highly skilled human capital, innovators & researchers for the advancement of Africa** | | | | | | | | | |
| Thematic Area : **Investing in the African People** | | | | | | | | | |
| Budget Details | | | | | | | | | |
| **No.** | **Output / Activity** | **2022** | | | | | **Source of Fund** | | **Germany/KFW** |
| **Main Budget** | **Pass Through Funds** | **Technical Assistance** | **Special Projects** | **Total** | **Member States** | **IPs** |
| **1** | **Increase number of highly qualified citizens in the fields of Sciences, Technology and Innovations with skills that are aligned to the Continent's Human Resource requirements** | **13,071,791** | **0** | **2,310,040** | **0** | **15,381,831** | **13,071,791** | **2,310,040** | **2,310,040** |
| 1.01 | PAULESI - Innovation & entrepreneurship skills developed a) Train students on entrepreneurship b) Conduct innovation challenges | 125,000 | - | - | - | 125,000 | 125,000 | 0 | - |
| 1.02 | RECTORATE - Programme support by the Host country (Cameroun) to PAU Rectorate-PAVeU-PAUGHSS |  |  |  |  |  |  |  |  |
| 1.03 | PAUGHSS - Innovation & entrepreneurship skills developed a) Train students on entrepreneurship b) Conduct innovation challenges | 50,000 | - | - | - | 50,000 | 50,000 | 0 | - |
| 1.04 | PAUSTI -Secure the services of seconded staff from host university a) appointment of seconded staff | 92,400 | - | - | - | 92,400 | 92,400 | 0 | - |
| 1.05 | PAUWES-Secure the services of seconded staff from host university a) appointment of seconded staff | 58,800 | - | - | - | 58,800 | 58,800 | 0 | - |
| 1.06 | PAULESI-Secure the services of seconded staff from host university a) appointment of seconded staff | 97,800 | - | - | - | 97,800 | 97,800 | 0 | - |
| 1.07 | PAUGHSS-Secure the services of seconded staff from host university a) appointment of seconded staff | 96,480 | - | - | - | 96,480 | 96,480 | 0 | - |
| 1.08 | PAUISS-Secure the services of seconded staff from host university a) appointment of seconded staff | 39,600 | - | - | - | 39,600 | 39,600 | 0 | - |
| 1.09 | PAUSTI - Innovation & entrepreneurship skills developed a) Train students on entrepreneurship b) Conduct innovation challenges | 209,900 | - | - | - | 209,900 | 209,900 | 0 | - |
| 1.10 | RECTORATE - Support coordination and operationalization of Rectorate | 260,400 | - | - | - | 260,400 | 260,400 | 0 | - |
| 1.11 | PAUWES - Undertaking teaching, learning and research at the PAU Institute for Water and Energy Science (Including Climate Change) | 446,000 | - | - | - | 446,000 | 446,000 | 0 | - |
| 1.12 | PAUSTI - Undertaking teaching, learning and research at the PAU Institute for Basic Sciences, Technology and Innovation - | 3,723,564 | - | - | - | 3,723,564 | 3,723,564 | 0 | - |
| 1.13 | PAUGHSS - Undertaking teaching, learning and research at the PAU Institute for Governance, Humanities and Social Sciences | 3,167,196 | - | - | - | 3,167,196 | 3,167,196 | 0 | - |
| 1.14 | PAULESI - Undertaking teaching, learning and research at the PAU Institute for Life and Earth Sciences (including Health and Agriculture) | 3,192,671 | - | - | - | 3,192,671 | 3,192,671 | 0 | - |
| 1.15 | PAVeU - Pan African Virtual and E-University Initiative operational | 450,000 | - | - | - | 450,000 | 450,000 | 0 | - |
| 1.16 | PAUISS -Operationalizing the PAU Institute for Space Sciences - Southern African | 476,980 | - | - | - | 476,980 | 476,980 | 0 | - |
| 1.17 | PAUSTI-Programme support by the Host country (KENYA) to the Institute of PAUSTI | 585,000 | - | - | - | 585,000 | 585,000 | 0 | - |
| 1.18 | PAUWES - high quality study programmes delivered to MSc and PHD scholarships awarded in Water, Energy sciences & climate change | - | - | 1,776,840 | - | 1,776,840 | - | 1,776,840 | 1,776,840 |
| 1.19 | PAUWES-Secure lectureship services to deliver high quality teaching & learning experiences a) recruit & pay academic staff | - | - | 468,200 | - | 468,200 | - | 468,200 | 468,200 |
| 1.20 | PAUWES-Innovation & entrepreneurship skills developed a) Train students on entrepreneurship b) Conduct innovation challenges | - | - | 25,000 | - | 25,000 | - | 25,000 | 25,000 |
| 1.21 | PAUWES-Curriculum Review and Develop Programmes in collaboration with Stakeholders | - | - | 40,000 | - | 40,000 | - | 40,000 | 40,000 |
| **Total** | | **13,071,791** | **0** | **2,310,040** | **0** | **15,381,831** | **13,071,791** | **2,310,040** | **2,310,040** |

**2022 OPERATIONAL BUDGET**



### 

# III – CHALLENGES

1. Lack of clear approved staffing structure of entire PAU and delay in the process of finalizing the recruitment of PAU regular staff including the long-term academic staff;
2. The institutes are fully dependent on part-time teachers;
3. Lack of requisite dedicated and qualified staff to support and sustain online teaching and learning at PAVEU;
4. Delay in the finalization and Signature of the Host Country Agreement for the fifth PAU Institute (Pan African University Institute for Space Sciences) to be hosted in the Republic of South Africa and renewal of host institution agreements for institutes.
5. Lack of sustainability of funding from member States and Partners for PAU for the coming years. There is an increasing concern due to the austerity policy that Member States have been promoting on matters of budgeting and the ever increasing demand for PAU scholarship from highly qualified and talented young Africans;
6. The PAU business model is costly and it is not sure that the African union is getting value for the money invested.

## Way forward: Consolidation of PAU, focus on quality and reputations

1. Recruitment of a PAU Rector / Vice Rector and PAVEU Coordinator are crucial. Prof Kassa Belay the Ag. Interim Deputy Rector retired in August 2021; The Officer in Charge (O.I.C) is Dr Mahama Ouedraogo, Director of ESTI Department;
2. Recruitment of regular staff (academic and administrative) and short-term professionals;
3. Complete and consolidate the ongoing PAU institutional development processes (Strategic Planning, Academic Rules and Regulations, etc.)
4. Ensure the Financial Sustainability of PAU:
   1. Explore sources of funding to support research, entrepreneurship, internship, innovation and business incubation in the PAU system.
   2. Identify Key and Thematic Partners for PAULESI, PAUGHSS and PAUSS.
5. Operationalization of the Pan African University Institute for Space Sciences (PAUSS);
6. Full operationalization of the Pan African Virtual and E-University (PAVEU) project.
7. Secure funding for PAUGHSS incubation hub.