



African Economic Research Consortium
Consortium pour la Recherche Economique en Afrique
Experiences, Policies and Challenges for
Institutional Mobility: The Case of the
African Economic Research Consortium

By

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Access to Success (Inter & Intra Regional Academic Mobility) Workshop

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Presentation Outline

- Introduction
 - Capacity Building Aims and Fronts
 - Training Programmes (CMAP, CMAAE, CPP)
 - Research Programmes (Thematic and Collaborative Activities)
- Experiences and Policies for Student and Staff Mobility
 - Overall Governance Organs (Overall + Training)
 - Memoranda of understanding & operation plans, and partnerships (universities and research institutions)
 - Joint Facility for Electives and Shared Facility for Specializations and Electives
 - Thematic and collaborative research modalities
 - Quality management systems (finance & campus)
- Achievements on Academic Mobility
- Challenges for Student and Staff Mobility



Capacity Building Aims & Fronts

Aims:

- Build research capacity of AERC network
- Strengthen graduate economics training capacity of participating universities
- Train professional economists for govt (ministries, central banks and national policy think tanks) and private sector

On two fronts:

- Individual Capacity Building –thro'
 - Research grants; and scholarships & high quality economics education,
 - Participation in short-term training courses and
 - Participation in Bi-annual/CPP thesis workshops
- Institutional Capacity Building:
 - Joint participation in economic research & activities
 - thro' operating and institutional grants to universities for computers and internet connectivity, e-journals, library books, etc

Research Programmes

■ Thematic Research

- learning by doing modality
- Research proposals for work in broad thematic research areas are vetted by peers and resource persons during the biannual research workshops.
 - Group A – Poverty, Income Distribution and Food Security
 - Group B – Macroeconomic Policies, Investment and Growth
 - Group C – Finance and Resource Mobilization
 - Group D – Trade and Regional Integration
 - Group E – Political Economy, Natural Resource Management and Agricultural Policy Issues
- Those qualified are recommended by the Research Subcommittee of the PC and upon approval by the Programme Committee, the Secretariat awards the research grants.

■ Collaborative Research

- team African researchers with their counter-parts from elsewhere for research on a mutually agreed topic falling under one or a combination of collaborative research themes approved by the PC.



Training Programmes

- Doctorate Degree Studies in Economics
 - Collaborative PhD Programme (CPP)
 - Joint facility for electives (CPP)
 - Support for PhD thesis research
- Masters Degree Studies in Economics
 - Collaborative Masters Programme (CMAP)
 - Joint facility for electives (CMAP)
 - Collaborative MSc in Agricultural and Applied Economics (CMAAE)
 - Shared Facility for Specializations and Electives (CMAAE)
- Short-term Training

Subsidiary Activities

- 
- Senior Policy Seminars
 - Institutional Partnerships
 - National Economic Policy Workshops
 - Visiting Scholars Programme
 - Technical Workshops
 - Institutional Attachments (specially for CPP students)
 - E.g., to govt. ministries under the Bill Gates Foundation arrangement, etc
 - Short-term Targeted Modular Courses
 - (retooling economists & policymakers) in partnership with other institutions such as WTO, WBI, ADI, etc in the design and delivery



Experiences and Policies for Academic Mobility

- Overall Governance Organs (Overall + Training)
- Memoranda of understanding & operation plans, and partnerships (universities and research institutions)
- Joint Facility for Electives and Shared Facility for Specializations and Electives
- Thematic and collaborative research modalities
- Quality management systems (finance & campus)



1. AERC Governance & Management

- This is arguably its greatest strength
- Has a unique three-pronged governance structure:
 - **Board of Directors** (representatives of Consortium members) – sets policy and approves budgets
 - **Programme Committee** – sets research agenda and approves research and training grants
 - **Secretariat** – implements and manages the programme



1. AERC Governance & Management

AERC BOARD OF DIRECTORS

(Approval of strategy & financing)

AERC PROGRAMME COMMITTEE

(Approval of programmatic direction)

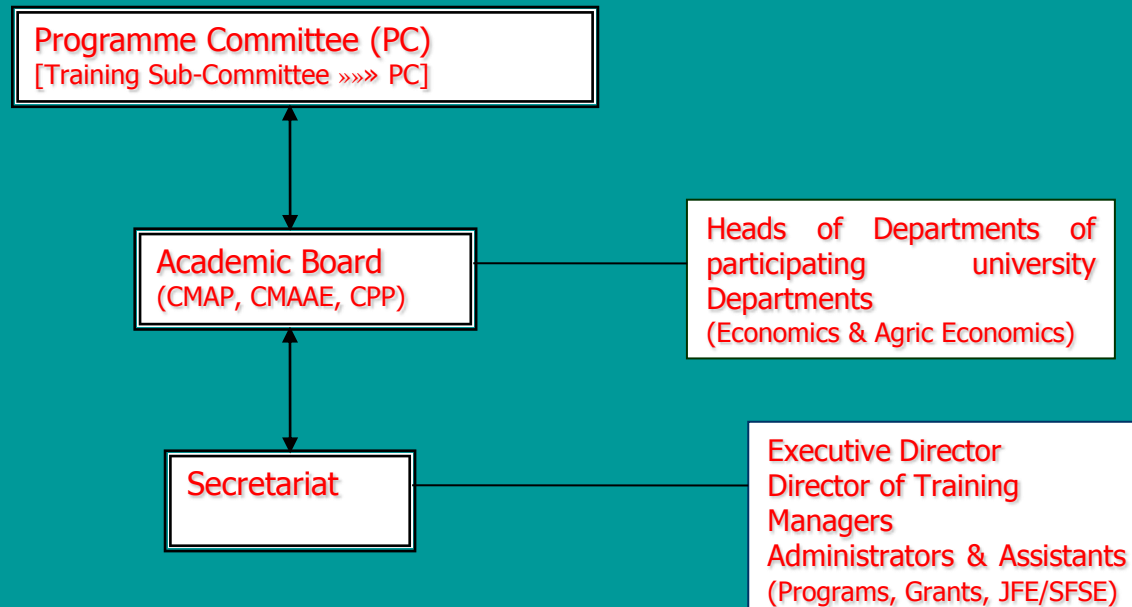
AERC SECRETARIAT

(Programme Implementation)



1. AERC Governance & Management

Management of Collaborative Programmes (CMAP, CMAAE, CPP)





1. AERC Governance & Management

- unique governance formation (3 strengths)
 - Allows for rigorous oversight as well as research and training independence and flexibility
 - Board gives clear strategic directions for the future of AERC and allows donors to identify components suitable for their support
 - Is designed to avoid the trap of AERC being a donor-driven institution; an approved strategic plan is the expression of priorities of AERC stakeholders and the Secretariat
- Key governance and management tools include:
 - Bylaws governing Board, PC and Secretariat operations
 - Programme of Work and Budget (PWB)
 - Operational Plans for Research and Training Programmes
 - Regular Audits and External Evaluations



2. Institutional Partnerships (MoUs, Operational Plans, Policies & Procedures)

- Institutional Partnerships
 - Collaborative training arrangements
 - Institutional partnership agreements with national think tanks
- Operating and service grants requirements
 - Incentives for teaching staff through research grants and top-ups.

Research and Training Grants

- Research Grants:
 - Thematic
 - Collaborative
 - Institutional (research institutes, think tanks for joint events)
 - Visiting/Attachment
- Collaborative Training Framework:
 - Start Up Grants
 - Gearing Up and Institutional Grants
 - Student Scholarships (MA, MSc, MPhil, PhD)
 - Operating Grants
 - Service Grants
- Others (e.g., PhD thesis research grants, etc)



Training Aims & Components..2/3

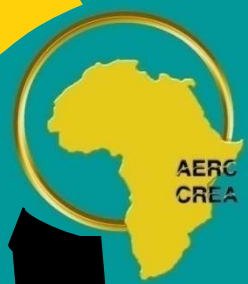
The Participating Universities:

- 24 CMAP universities in 20 countries
 - 14 Category A
 - 10 Category B
- 16 CMAAE universities in 12 countries
 - 10 non-accredited
 - 6 accredited
- 8 CPP universities in 8 countries
 - 4 non-host degree awarding universities (DAUs)
 - 4 host DAUs (i.e., Ibadan, Yaoundé II, Dar es Salaam, Cape Town)
- Total: 30 universities in 20 countries



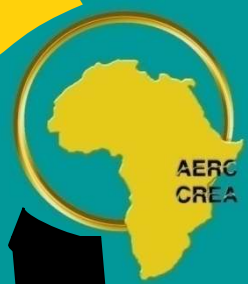
CMAP, CMAAE & CPP Universities

Region	University	CMAP Cat. B	CMAAE Accredited	CPP Host DAU
Eastern Africa: 4 (6)	- Addis Ababa University	*		
	- Egerton University		*	
	- Makerere University	*	*	
	- University of Dar es Salaam	*		*
	- University of Nairobi	*	*	
Southern Africa: 5 (8)	- Bunda Agricultural College		*	
	- University of Botswana	*		
	- University of Cape Town			*
	- University of Malawi	*		
	- University of Mauritius	*		
	- University of Namibia			
	- University of Pretoria		*	
- University of Zimbabwe	*	*		
West Africa (Anglo+ Franco): 3 (6)	- University of Cape Coast	*		
	- University of Ghana, Legon	*		
	- University of Ibadan			*
	- University of Yaounde II			*
Sub-Total: 12	17	10	6	4
Total: 20	30	24	16	8 15



AERC-University Memoranda of Understanding: Parties1/4

- MoU is the contractual instrument between the AERC and universities participating in the collaborative programmes
- Signed by the Executive Director of AERC and the University Vice Chancellor/Rector with Heads/Deans/Directors of Departments/Faculties/Institute of Economics or Agricultural Economics as principal witnesses
- Currently, AERC has MoUs with:
 - 10 CMAP Category B universities (no MOU with Cat. A)
 - 16 CMAAE Accredited Universities
 - 8 CPP Degree Awarding Universities (DAUs)



AERC-University Memoranda of Understanding: Contents2/4

MoUs set out the following:

- Structure of the Programme (Preamble)
- Mutual Obligations (Article 1)
- University Representation to the Academic Board (Art. 2)
- Status & Functions of the Participating University (Art. 3)
- Obligations of the University (Art. 4)
- Obligations of the AERC (Art. 5)
- Equivalence of Courses Offered at the JFE/SFSE (Art. 6)
- Intellectual Property Rights (Art. 7)
- Dispute Resolution (Art. 8)
- Provisions on Effective Date, Amendments & Termination (Art. 9)
- Miscellaneous Clauses (Art. 10)



3. Joint Facility for Electives and Shared Facility for Specializations and Electives

- JFE for CMAP and CPP
- SFSE for CMAAE
 - Students and staff in one common facility (i.e., quality delivery, cost-effectiveness given range of electives, network benefits)
 - Electives taught by resource persons competitively recruited
 - Regular Review of curricula through subject specialist workshops
 - External Moderation of the Course Materials



4. Thematic and collaborative research modalities

- Thematic: Learning by doing
- Collaborative research: brings together over 70 African and non-African specialists to study one specific project approved by the PC
- Features/outcomes:
 - Quality output with high policy content
 - Refereed Publications (books, papers in journals, etc)
 - Biannual workshops and resource persons
 - Participation of CPP students in the biannuals has improved completion rates and enhanced the student experience and satisfaction
 - African vs. International reference committees



5. Quality management systems (finance, programmes & campus)

- Managing financial resources
 - strict grants accounting procedures
- Academic programme management
 - Share experiences and
 - Adopt best practices (e.g. theses supervision)
- The Campus Management System: AERC has developed this IT tool for:
 - On-line registration of candidates
 - Management of recruitment process
 - Delivery of electronic learning materials
 - Administering student subscription to elective classes
 - General support of teaching process – exams, proofs, marks, comments



Key Training Operations

Principal activities fall into 5 categories. These are:

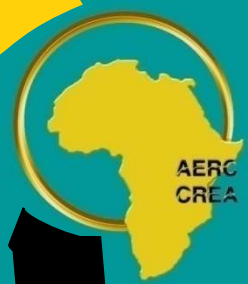
- Programme Planning (funding proposals, draft SP, annual PWBs, periodic projections of expenditures and income over time, periodic field visits for the planning and management purposes)
- Programme Management (monitor students' admission, process scholarships and grants, monitor teaching at host universities and at the JFE, Oversee curriculum development and its periodic review, disburse funds to the universities and students, prepare annual financial and narrative reports on the programme implementation)



Key Training Operations

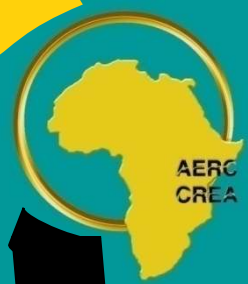
The other 3 principal activities are:

- Joint Facility for Electives (procure venue, prepare courses, reproduce teaching materials, engage lecturers, administer JFE activities including examination of students)
- Working with Academic Boards (CMAF, CMAAE, CPP) on joint curriculum development and quality assurance)
- Feedback to AERC governance bodies (Academic Boards, Training Sub-Committee, PC, Board & other funding agencies)



Achievements on Academic Mobility

- Introduction:
- AERC training programmes have realised:
 - Increased individual capacity in SSA quantitatively (i.e., successful completion of CMAP, CMAAE & CPP, application of PhD thesis research grants, and participation in short-term courses)
 - Improved skills and quality employment in economists' training, economic research and policy advisory functions
 - Increased institutional participation and strengthening



Achievements on Academic Mobility

- AERC has two broad inter-linked impacts on student and staff mobility in the economics profession
- 1. Stronger, augmented intra-Africa mobility of staff and graduate students
 - Satisfying working and studying environment
 - Inter-university co-operation
 - Joint curriculum development
- 2. Deeper, quality inter-regional mobility of economics staff/students between Africa and Europe
 - Student mobility from Africa »to« Europe reduced
 - Staff capacity retention and policy impact
 - More staff research partnerships (JAE Oxford, IMF)
 - External examiners & research resource persons

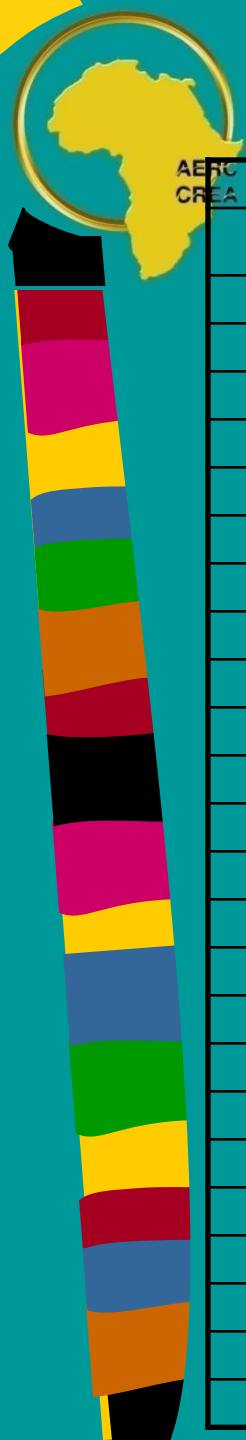


I. Enhanced Intra-Africa Mobility

- 1. Student mobility from Africa >to> Europe reduced
 - Cost effective and relevance to Africa economic realities
 - AERC scholarship policy (from PhD fellowships to Europe/Beyond to CMAP, CMAAE, CPP requiring students to study in Africa); increased local training.

- 2. Increased student satisfaction with graduate training in economics:
 - Marketing the programmes (to donor community, African governments, biannual workshops, etc)
 - Ensuring graduates employability (thro' quality training, French-English language classes + better economic management)
 - Ensuring degrees recognition by the labour market (linkages with universities, government ministries/departments, central banks, and policy think tanks)
 - Demonstration of management competencies, interpersonal communication skills and professionalism
 - Institutional Attachments (specially for CPP students) e.g., to govt. ministries under the Bill Gates Foundation arrangement, etc

CMAF Graduates, 1993 – 2009



	Nationality	1993-2008 Graduates	2009*	Total
1	Botswana	52	2	54
2	Burundi	3	0	3
3	Cameroon	1	1	2
4	Congo	2	0	2
5	Ethiopia	297	20	317
6	Gambia	1	1	2
7	Ghana	243	18	261
8	Kenya	302	10	312
9	Lesotho	20	2	22
10	Liberia	12	3	15
11	Malawi	125	9	134
12	Mauritius	1	2	3
13	Mozambique	7	0	7
14	Namibia	9	1	10
15	Nigeria	10	0	10
16	Rwanda	2	3	5
17	Sierra Leone	34	2	36
18	Sudan	4	1	5
19	Swaziland	15	1	16
20	South Africa	15	0	15
21	Tanzania	191	17	208
22	Uganda	45	9	54
23	Zambia	26	4	30
24	Zimbabwe	176	12	188
	Year Total	1593	118	1,711



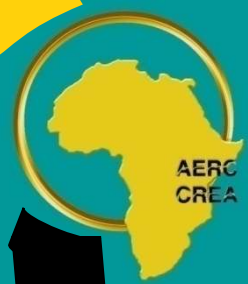
CPP Graduates & Pipeline Students

	Cohort	Graduates	Continuing Students	Total
1	2002	17	1	18
2	2003	21	3	24
3	2004	13	12	25
4	2005	10	11	21
5	2006	0	20	20
6	2007	0	16	16
7	2008	0	20	20
8	2009	0	26	26
	TOTAL	61	109	170



CPP Graduates & Pipeline Students

	Nationality	Graduates	Continuing Students	Total
1	Benin	1	2	3
2	Botswana	1	3	4
3	Cameroon	6	6	12
4	Cote d'Ivoire	5	5	10
5	DRC	0	1	1
6	Ethiopia	1	2	3
7	Ghana	4	5	9
8	Kenya	7	7	16
9	Lesotho	0	3	3
10	Liberia	0	2	1
11	Malawi	3	4	7
12	Mozambique	0	1	1
13	Nigeria	12	25	38
14	Rwanda	0	1	1
15	Sierra Leone	3	1	4
16	South Africa	0	1	1
17	Swaziland	0	1	1
18	Tanzania	6	23	29
19	Uganda	7	4	11
20	Zambia	2	2	4
21	Zimbabwe	3	10	12
	TOTAL	61	109	170



I. Enhanced Intra-Africa Mobility

- 3. Satisfying working environment for staff
 - Institutional grants to universities and research institutes improved facilities (computers, subscription to research journals, etc)
 - Research grants create incentives to contribute to policy
 - collaborative research modality,
 - Inter-university co-operation, biannual, technical and retooling workshops provide opportunities for peer review and networking (i.e., reduce professional isolation)
 - Senior Scholars Programme

- 4. Joint curriculum development
- 5. Staff capacity retention and policy impact



II. Quality Inter-regional mobility (Between Africa & Europe/Beyond)

- From Fellowships (for PhD Econ training) to improved academic/technical co-operation (in training & research)
- 1. Visiting Lectureships and External Examiners:
 - Joint Facility for Electives (JFE for CMAP and CPP)
 - Shared Facility for Specialisations & Electives (SFSE for CMAAE)
- 2. Resource persons (>60% are non-African):
 - Panels of experts for 5 thematic research groups (A - E)
 - Resource persons for technical and retooling workshops
 - Peer review to Senior Scholars Programme
- 3. Joint curriculum development
 - Inherent benefits of the course externalisation of core and elective courses
 - Participation in technical and subject specialist workshops



II. Quality Inter-regional Mobility (Between Africa & Europe/Beyond)

- 4. Academic staff exchange partnerships
 - AERC- Journal of African Economies (JAE) exchange programme at Oxford University
 - AERC-IMF Exchange programme
 - AERC Economics Lecturer Exchange Programme (for CPP, CMAP)
 - AERC-UNU/WIDER programme (proposed)
- 5. Financing for Scholarships and the Joint Facility for Electives
 - EU support to CMAP critical



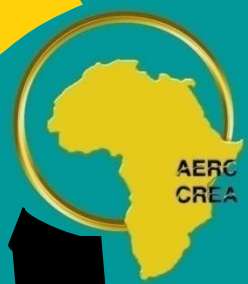
Implementation Challenges

- Research and Dissemination Activities (peer review coordination + policy promotion and outreach)
- Resource Mobilization Challenge
 - Demand outstrips supply - low African government investment in higher education
 - National Liaison Committees
- Geographical Representation and Under-represented Groups/Women
- Harmonization of Donor Reporting Procedures



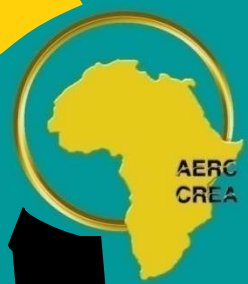
1. Research, Training and Dissemination Activities

- Coordination of peer reviews and authors' response (follow through) to comments
- Policy promotion and outreach:- Bridging the Research-Policy Gap and Visibility of AERC:
 - AERC identified 4 main policy spaces for intervention: quality of research, qualifications of economists' training, high-level senior policy seminars, production of policy briefs from research papers.
 - Recent evaluations indicate that the above are necessary but not sufficient intervention areas for optimal uptake of economic research into policy development
 - Need for more innovative solutions to research dissemination and engagement with policymakers (proposal: a directorate of communications, outreach and policy promotion)



2-4. Geography, Gender & Donor Reporting

- Geographical Representation and Under-represented Groups/Women
 - A number of under-represented countries are now participating and they include: Burundi, Rwanda, Gambia, Sierra Leone, Liberia, Anglo-Cameroon, etc.
 - Female participation is improving but still below 25%
 - Need for special attention for the fragile and post-conflict countries (e.g. Somalia, Southern Sudan and Angola)
- Harmonization of Donor Reporting Procedures

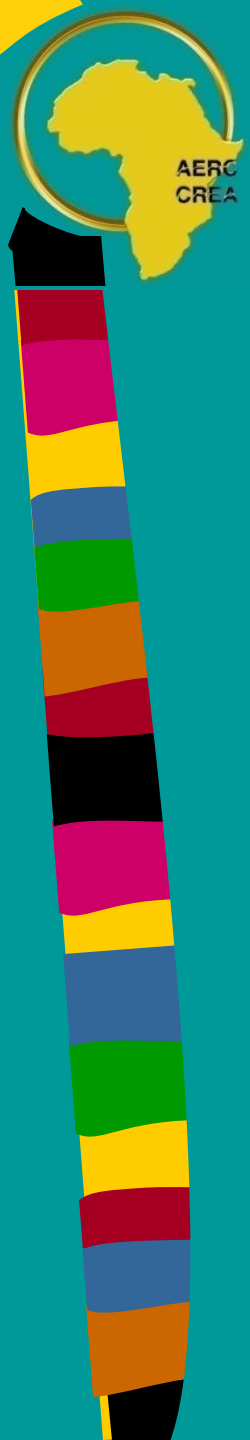


5. The Resource Challenge

- Strengthening teaching of French to CPP & English to NPTCI
- Demand for training far outstrips the supply of available scholarships from AERC
 - (i.e., the resource challenge: Need for more resources). African govt investment in higher education is minimal YET demand for graduate training remains unmet (e.g. over 80 qualified CPP candidates compete for only 16 scholarships p.a.)

National Liaison Committees

- A critical plank in resource mobilization strategy and sustainability of AERC training programme
- Recurring issue for CMAP, CMAAE and CPP Academic Boards
- Effective participation of the **liaison committees** in branding AERC and resource mobilization



Thank you for your attention

For more information,
EITHER visit the AERC website
(URL: www.aercafrica.org)
OR contact the AERC Training Department
(Email: training@aecrcafrica.org; wilson.wasike@aecrcafrica.org)