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**Brainstorming for a
Pan-African Network
in Regional Integration
Studies**

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Content

Ludger Kühnhardt and Djénéba Traoré 3

Preface

A Pan-African Network in Regional Integration Studies

Mirte van den Berge 5

Organizing Transnational Research on Regional Integration
- The European Experience

Wanyama Masinde: Benefits 9

Ahmed Driss: Objectives 15

Kocra Lossina Assoua: Priorities I 19

Emmanuel Dieudonné Kam Yogo: Priorities II 23

Solomon Gebreyohans Gebru: Instruments 27

Gervasio Semedo 33

Higher Education Research, Governance and the Prospect for a
Network in the Field of Regional Integration in Africa

**Praia Call for Action for an African Regional Integration Studies
Association (ARISA)** 68

Ludger Kühnhardt and Djénéba Traoré

Preface

Regional integration, emerging on every continent around the world, is one of the most remarkable developments since the breakdown of the bipolar world order. Africa in particular has triggered the creation of a number of regional groupings, defined as Regional Economic Communities (RECs), in all parts of the continent, forming building blocks under the umbrella of the African Union (AU). The policies of bodies like the AU or the RECs are increasingly influencing the every-day-life of the African citizen and have become an important feature of politics on the African continent.

In parallel to the growing economic and political importance of the AU and the RECs, academic interest in analyzing these phenomena has increased as well. Previous discussions within the framework of the bi-regional research and consulting project “Comparative Regional Integration in West Africa and Europe”, a co-operation between the Center for European Integration studies (ZEI) in Bonn, Germany, and the West Africa Institute (WAI) in Praia, Cabo Verde, have revealed a strong interest among scholars to better connect the African research community in this field. This is particularly important as - despite growing scholarly engagement in this area - there is a general lack of formalized structures to connect academics across the continent and to support their efforts to analyze the driving forces and obstacles of regional integration in different policy sectors. Furthermore, Africa rarely has any specialized studies networks in the field of social sciences and humanities.

Against this background WAI and ZEI have invited academic representatives from all RECs to Praia, Cabo Verde, from 25-26 March 2015 in order to initiate a debate on how this existing gap could be bridged. Bringing together engaged researchers and practitioners from different fields of study for an intensive brainstorming, the meeting analyzed and discussed how regional integration research across the continent could be linked in a more formal and structured way.

Preface

The WAI-ZEI Paper at hand summarizes the results of this fruitful exchange and serves as a resource for the continuation of discussions during the next WAI-ZEI Workshop in Bonn, Germany, from 10-11 November 2015. More specifically, it elaborates the possible benefits, objectives, priorities and instruments of a Pan-African Network in Regional Integration Studies as well as comparative perspectives from the European experience, summarized in form of short “Food for Thought” sections. Last but not least, it provides a profound overview of higher education research in Africa, as well as possible governance structures and prospects for the establishment of such a network, concluding with the Praia Call for Action, the founding document for future cooperation this field.

The WAI-ZEI project is financed by the German Ministry for Education and Research (BMBF) from 2012 until 2016 and has been identified as a beacon project in the thematic areas of Education and Transformation in the framework of the Ministry’s Africa Strategy.

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Organizing Transnational Research on Regional Integration - The European Experience

Transnational research on regional integration in Europe is organised in different networks. There are networks focused on academic research and there are networks that focus more on policy-oriented research. In this paper I will provide a brief overview of the different transnational research networks on European integration and will focus on the network I represent, the Trans European Policy Studies Association, highlighting the rational and more practical aspects of the network. During my presentation at the Study Group Meeting in Praia on 25 March 2015, I aim to draw lessons from the EU experiences that could be relevant when designing a Pan-African Network of Regional Integration Studies.

Transnational Research Networks on European Integration

European integration studies is an interdisciplinary field of study and has its roots in political science, law, economics, sociology and history. As the competences of the European Communities (later the European Union) evolved in the second half of the 20th century, and its impact on national policy choices and citizen's lives increased, the subject became more popular with students and scholars. As the discipline developed in the second half of the 20th century, so did the transnational research networks focused on it. Nowadays there are several of these networks, varying in focus (academic or policy oriented), their structure (based on individual, group, or country membership) and the subject area (covering EU integration as a whole or focussing on specific policy areas). Within the category academic transnational research networks that focus on European integration at large, the following three networks are the most prominent:

Organizing Transnational Research on Regional Integration in Europe

- University Association for Contemporary European Studies (UACES)
- European Union Studies Association (EUSA)
- European Community Study Association (ECSA)

UACES is a UK based membership organisation for academics, students and practitioners who are interested in all aspects of Europe and the European Union. UACES was established in 1969 and its main activities include: organising events and conferences; providing funding for members' research activities; collaborating on the publication of books and journals; supporting collaborative research networks of its members. It has over a thousand members: individuals, students and groups.

EUSA is scholarly and professional association focusing on the European Union, the ongoing integration process, and transatlantic relations. The association is US based, founded in 1988 and has almost a thousand members: individuals, students and institutions. The association has an annual conference and annual prize.

ECSA on the other hand is a network of sixty national and regional European Studies associations around the world, founded in 1987. Its members are associations from the university environment dealing with the goal to reinforce teaching and research on European integration. The network organises international scientific conferences, remits several annual awards and spreads information about EU studies to the general public.

Transnational research networks on European integration with a focus on policy oriented research tend to have a smaller number of members. The Trans European Policy Studies Association is the association I know best, established in 1974 with 34 institutional members in all EU member states and candidate countries. The European Policy Studies Network (EPIN) is another notable example with 41 institutional members from across Europe.

Besides these networks that cover EU integration in the broadest sense, there are also many transnational research networks focused on a specific EU policy field. These networks are often the result of a particular funding scheme at EU level to provide the EU with research outputs (e.g. the research framework programmes FP7 and Horizon2020) or to foster pan-European exchanges between scholars (for instance Jean Monnet networks and associations).

Trans-European Policy Studies Association (TEPSA)

TEPSA is an interdisciplinary network consisting of leading policy research institutes in the field of European affairs throughout Europe, with an office in Brussels. TEPSA's aim is to provide high quality research on European integration based on a triple "A" approach: Analysis, Assessment and Advice in order to stimulate discussion on policies and political options for Europe. The network was established in 1974 as an international non-profit association under Belgian law. Ever since 1974 it has steadily increased its membership to include institutes all throughout Europe in response to the enlargement rounds of the European Union. The work of TEPSA is policy-oriented and addresses both the EU level policy-making and policy-makers at member state level.

An important factor in the sustainability and intensity of the network are the personal contacts among researchers combined with a formalized structure. One of the strong points of TEPSA is that there is one member institute per EU member state. While this limits the number of members, it does create a clear structure where each member is responsible for delivering input on their host country. The member institutes together make up the association, the management organ is the General Assembly. The General Assembly convenes twice a year, an event combined with a conference on the incoming Council of the EU Presidency. There is a Board, made up of representatives of the different institutes, elected by the General Assembly. The Board meets several times a year and supervises the TEPSA Secretariat in Brussels.

The agenda and work plan of the association is deeply influenced by the funding opportunities present at EU level. While there are also examples of bottom-up agenda-setting within the network that take place outside established EU funding structures, but these are less common. For many of TEPSA's members funding from the EU level is an increasingly large share of their budget and the cooperation within the network fosters the successful attraction of these funds. Another rationale for cooperation is the intellectual stimulus of exchanging ideas on EU integration from the perspectives of other EU member states.

Wanyama Masinde

Benefits of Connecting Researchers and Formalizing Research and Educational Structures in the Field of Regional Integration on a Pan-African Level

There is general consensus in Africa today that regional integration is the sine qua non for meaningful progress. Thus it is that the Continent has, as a whole, or in parts, followed the new wave of regionalism that has swept across the globe in the last few decades. Currently, every African country is a signatory to at least one regional integration agreement. African countries have rushed into regional agreements with objectives ranging from the reduction of trade barriers - including the removal of tariffs and non-tariff barriers on intra-bloc trade in goods - to the extension of investment liberalization, economic union and even full political integration. Yet, the enthusiasm with which Africa has pursued regional integration has not always resulted in the achievement of the expected goals. Indeed, as many theorists of regional integration have observed, the African regional integration project is, at best, a work in progress. Several factors, including the burden of a tragic colonial history, the legacy of the Cold War, cultural, religious and linguistic diversity, and challenges of under-development, have conspired to slow down the process. There is, above all, a strong view that African integration has stuttered because the zeal for integration has not been tempered with sufficient knowledge, or grounded on sound theoretical frameworks - the impact of the Haasian epistemic community is minimal or almost absent. Research on regional integration has been scanty and the approach isolationist, with the few researchers operating independently and far apart. Here, I briefly argue for a more coherent and formally coordinated approach - a pan-African approach - to research on regional integration in Africa.

Benefits of a Pan-African Network in Regional Integration Studies

In the last few years there has been a growing recognition of research as an important component of regional integration in Africa. Regionalism can only happen when the integration processes and projects are based on empirical evidence of their effectiveness. Research targeting policies, programs and institutions of integration, and all other factors relevant to regionalism, would lead to knowledge necessary to advance integration. This way, research would also determine the best models of regional integration relevant to particular contexts.

As observed above, researchers on regional integration in Africa have been few, and have operated in isolation. This is partly because research requires funding which has not always been available. Most of the research on African integration has been carried out by institutions affiliated to universities across the Continent, or to research institutions outside Africa . But a large part of regional integration research has been done by individual researchers within less-formal structures. The results of these researches are rarely recognized.

In the recent past, there have been calls for networking of regional integration research at a Pan-African level. This view has been inspired in part by the recent launching of the Pan-African University, charged with stimulating 'fundamental and applied research of the highest quality in areas critical to African technical, economic and social development'. Regional Integration within PAU is taught at the Institute of Governance, Humanities and Social Sciences (PAUGHSS) which is at the University of Yaoundé II in Cameroon.

There are several advantages for initiating connection between researchers of African regional integration, and for formalizing and harmonizing exiting educational (institutional) research structures on integration at a continental level. These include: reduction of overlapping research; comprehensive research coverage of integration initiatives across the Continent; guarantee of sufficient resources for continent-wide research on integration; and, information sharing and support for one another.

A coherently coordinated mode of research where researchers are connected through formalized research networks, and educational institutions involved in integration research are connected at a continental level would lead to reduce cases of overlapping research. Thus far, because researchers and research institutions have operated in isolation, research on integration has been characterized by a lack of awareness the work of other researchers. Often,

this has led to researchers working on similar/overlapping research subjects. Awareness and recognition of each other's work will ensure that researchers do not waste resources on similar subjects. A Pan-African research network would make it easier to identify gaps in regional integration research, thus ensuring that the scarce resources are deployed appropriately while also connecting like-minded researchers to offer support to one another.

Secondly, it has been the case that when research is uncoordinated at a higher level that certain areas are over researched and others are neglected. For instance, some Regional Economic Communities have attracted more researchers and research funds while others have received only minimal attention. A Pan-African approach would guarantee a comprehensive coverage of integration initiatives, ensuring that research resources are distributed 'equitably' across the regional blocs. Every regional integration project requires an epistemic community to drive the very necessary thinking element of the process(es). Networking the various thinking communities across Africa's Regional Communities will help to ensure that they are more relevant and have greater impact.

Lastly, as already observed, regional integration researchers have operated on hamstrung budgets. While there is no guarantee that a Pan-African approach to regional integration research would attract funding, there is no doubt that such an approach would ensure that whatever little there is reaches a wider research field.

A 'consortium' of all research initiatives, programs and institutions relevant to regional integration in Africa, merged at a Pan-African level, while difficult to achieve, is, from the foregoing, necessary. As argued, effective regional integration can only happen if integration is backed up by strong relevant research.

Annex - Regional Integration-linked Institutions in Africa

Degree Programmes in Regional Integration

- Masters in Governance and Regional Integration - Institute of Governance, Humanities and Social Sciences (PAUGHSS), Pan-African University (PAU) at the University of Yaoundé II, Cameroun
- Masters in Regional Integration - Institute for Regional Integration and Development (IRID), Catholic University of East Africa (CUEA), Nairobi, Kenya

Course Units in Regional Integration

- Trade Policy Training Centre in Africa (TRAPCA), Eastern and Southern African Management Institute (ESAMI), Arusha, Tanzania
- Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI), Harare, Zimbabwe
- UN - African Institute for Economic Development and Planning (IDEP), Dakar, Senegal
- Faculty of Law, University of Cape Town, South Africa
- Centre for the Study of Governance Innovation, University of Pretoria, South Africa
- Department of International Relations, University of Witwatersrand, South Africa
- Legon Centre for International Affairs and Diplomacy, University of Ghana
- The Center for Studies on the SADC Regional Integration Law (CEDIR), Eduardo Mondlane University, Maputo, Mozambique
- Department of History and International Studies, University of Ilorin, Nigeria
- Center for Trade, Policy and Development, Lusaka, University of Zambia

Think Tanks, Research and Training Centres

- Centre for Regional Integration (CefRI), The East Africa Resource House, Nairobi, Kenya
- The Centre for Regional Integration in Africa (CRIA), Accra, Ghana
- Trade Law Centre (TRALAC), Stellenbosch, South Africa
- Center for Research on Political Economy (CREPOL), Dakar, Senegal

Ahmed Driss

Which Objectives Should a Research Network in Regional Integration Pursue Strategically and Content-wise?

Regional integration has many aspects which are important; however, certain aspects deserve further reflection. The following questions can be considered as targets for a network that aims to work on the theme of regional integration.

These aspects can be classified into two categories: firstly political and security aspects, and secondly economics.

Furthermore it should be noted that Africa is a continent that has large inconsistencies between the different sub-regions particularly between the North and South; and thus the theme of integration could be treated under the sub-regional aspect.

Political and Security Aspects

This is to focus on security cooperation, which is today, with the terrorist threat, a top priority. The network can promote the study of the following questions:

The Pan-African institutions of cooperation: How to reinforce the role of these institutions in regional integration? How to evolve these institutions towards an instrument of regional integration?

Consolidation of democracy: regional integration within an environment that is not democratic, cannot be effective; our research could focus on democratic consolidation as a tool for better integration.

Objectives of a Pan-African Network in Regional Integration Studies

On security issues, several aspects are important; we can focus on:

- The Role of each country in Regional Security Policy
- Changing Dynamics of Regional Security Challenges
- Sub-Regional Security Architecture
- From Defence to Security Policy
- Engagement in Regional Security
- The Fight Against Cross Border Criminal Activities
- Counter-Terrorism
- Strategic Training for Military Personnel
- Perception of Neighbours
- Extra-African Security Interests in Africa

Economic Aspects

Improve competitiveness: Competitiveness of Africa as a whole is lagging behind compared to other emerging regions, especially with regard to the quality of institutions, infrastructure, macroeconomic policies, the education and the adoption of technology, and wide differences remain among the top-ranked economies and those who arrive last.

Facilitate exchange: African exports remain too heavily focused on commodities and the continent's share in world trade remains low, despite the existence of many Regional Economic Communities and the liberalization of domestic markets. Intra-African trade is particularly limited. Heavy, opaque border administration, especially for export-import procedures, the limited use of information technology and communication (ICT) and persistent deficits in infrastructure have been identified as the main obstacles to more advanced levels of regional integration

Establish better infrastructure: The African deficit in infrastructure constitutes a serious obstacle to regional integration, and this problem is further accentuated

by the growth of consumer markets and urbanization. The establishment of adequate and efficient infrastructure will help African economies to increase productivity in the manufacture of goods and provision of services will help to improve health and education and help to ensure a more equitable distribution of national wealth.

Invest in growth centers: Investments defined as perennial, generally public-private, to strengthen sectors with export and their supporting infrastructure, growth centers are important vectors to strengthen the productive capacity and stimulate regional integration by attracting investment.

Kocra Lossina Assoua

Which Objectives Should a Research Network in the Field of Regional Integration Pursue Strategically and Content-wise?

Promoting research networking among research communities as a way of organizing and integrating scientific production processes has gained momentum over the last decades. Research communities as organizational mechanisms for sharing knowledge, information and working together, are increasingly regarded as important development tools and policy instrument to close the research gap between the North and the South (Engelhard, R. & L., Box 1999).

Especially in Africa, many initiatives have been undertaken by industrialized countries and donors institutions over the last decades with the objective of strengthening research capacities and improving global access to the scientific research information that is available in the North for African scholars and research institutions. While this dynamics is welcome and instrumental in promoting and strengthening research in Africa, it is worth noting that it presents the danger of developing North-South research partnership at the cost of South-South dynamics of research collaboration.

Indeed, there is a need to promote more scientific and academic collaboration among research communities in Africa so as to optimize their contribution to regional integration in different policy sectors.

Which kind of objectives should a research network in the field of regional integration pursue strategically and content-wise? This is one of the guiding question to be discusses among scholars. The question constitutes a good start for reflecting on the rationale behind networking regional integration scholars in an interdisciplinary, well-structured and formalized framework.

Objectives of a Pan-African Network in Regional Integration Studies

Addressing this question however, requires first clarifications on the type of research to be pursued in the field of regional integration. There are four types of research networks that can be distinguished (Ayuk & Marouani 2007: 27-78) and be applied in the field of regional integration:

1. Surveillance/monitoring research
2. Evaluative research
3. Prognostic research
4. Prospective research

While the first one (surveillance/monitoring research), is designed to observe regional economic and social development dynamic and to identify challenges and potential opportunities that should be considered by regional stakeholders and policy makers, the second one (evaluative research) focuses rather on evaluating ex-post or ex-ante impact of regional policies. The third type (prognostic research) is designed to conduct research on regional socio-economic and political development in order to predict possible scenarios and assess risks that may occur under evolving or prevailing regional political framework and situation. Like the prognostic research, the last type of research (prospective research) is also designed to predict possible scenarios or directions regional socio-economic and political dynamics may take under plausible circumstances that are driven by external factors and are outside the control of policy makers.

All four types of research can be pursued by a regional research network. However, knowing that information and knowledge generated in, both prognostic and prospective research are crucial in creating and shaping regional policies and discourses, it appears more than important, from a strategic perspective, that a regional research network community devote more attention these two types of research as they have the potential of assisting regional policy makers in formulating responses to challenging regional public policy questions.

Indeed, the overall goal of the regional research network is to create a formal governance structure which would take on a permanent institutional form and provide a range of regular services to its members as well as to regional policy makers and development practitioners.

For a regional research network to reach its goals, it need to works with the following immediate objectives:

- Fostering and strengthening network leadership by providing the necessary information channels, mechanisms, tools and facilitating community building, interaction and collaboration among research network members;
- Promoting, production, exchange, sharing and dissemination of research-based knowledge and information by facilitating thematic platforms, research partnerships and publications on regional integration;
- Facilitating cross-network knowledge learning between research communities with established research focus on regional integration
- Stimulating theoretical and methodological reflection and initiating joint works
- Assisting research network members with capacity building to adapt to outcomes-driven research system performance
- Promoting evidence-based policy research that aims at providing policymakers with policy advice and pragmatic, action-oriented recommendations for addressing fundamental regional societal problems, issues and challenges.

Based on that catalog of objectives, it is clear that the scope of intervention of a West African regional research network is wide and may include policy research, academic research and policy analysis (Majchrzak 1975: 9-11). While the core function of policy research is the inquiry into the nature and origins of integration-related problems that regional policy aims to solve; policy analysis generally goes beyond identifying the causes of problems and informs regional policy decision making processes by providing specific recommendations to policymakers. As for academic research, its function is or should be limited to seeking solely theoretical knowledge.

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Emmanuel Dieudonné Kam Yogo

Priorities for a Pan-African Network in Regional Integration Studies

Research works and studies on regional integration in Africa are few in the African academic milieu in spite of the political will shown by some political leaders to reinforce the integration of the continent. However everyone recognizes the role played by academic institutions in Europe in favour of the European integration.

The creation of an African research network on regional integration could certainly make it possible for university institutions in Africa to effectively play an important role in the execution of policies by helping political leaders to decide each time, in an enlightened way, in favour of regional integration.

We think that a Pan-African research network on regional integration should have, beyond simple justifications, clear objectives, adapted set of themes, and a simple operational system which enables its perpetuation.

Justifications

Modern University systems are characterized, among other things, by exchanges. These exchanges usually take place both at the level of students and at the level of professors. While exchanges at the level of students concern especially initial training, those involving professors concern scientific research and capacity building.

A Pan-African network concerning researchers on regional integration is first of all a network of scientific exchanges. Thus, this network can be an excellent framework for collective reflections on topics chosen through mutual agreements, as teamwork is always more productive than the work done in isolation.

Objectives

The objective of this network ought to be that of scientifically supporting the process of regional integration in Africa. This support should consist in clearly explaining the current trends of regional integration across the continent through lectures, publications and scientific meetings. It will also be a question of identifying the weaknesses of policies on integration and of proposing solutions to correct these shortcomings.

Set of Themes

The network can direct its research to specific themes. These themes may be in accordance with the current concerns of states, either with urgent situations in the process of regional integration in Africa in general or in a specific sub-region. For example, at the University of Douala, the Research Group on the Regional Integration in Africa (GRIRA) has chosen as its theme this year (2015) «Fighting Terrorist Threats through Regional Integration in Central Africa «.

This theme was chosen with reference to current events in this sub-region. Other themes concerning governance, environmental protection, natural resources, human rights, security, or monetary questions in relation to regional integration can be the subject of deeper reflections within the framework of the network. All these themes can give the opportunity to make a comparison between African and the European Union experiences.

Functioning and Sustainability of the Network

The network will have to have a functioning system that is not heavy but rather effective and efficient. This therefore requires an anchor for coordination which will help to maintain alive the interaction among the members. An electronic mailing list will be essential for a start, and later eventually a website.

To begin a network can be easy, but to perpetuate it can turn out to be difficult if the members are not active. Sustainability can be easier if we make a common scientific platform for reflections and the productions all and in which each member finds an interest for their academic activities. The sustainability

also depends on the capacity of the members to initiate scientific activities in a permanent way. This durability is important because any little interruption can lead to a definitive breakdown. The sustainability can also depend on the capacity of the network to enlist, each time, new members who can bring in a supplement to previous activities.

In a nutshell, a good scientific production, the renewal of themes and problems, the dissemination of scientific research findings, and also the recruitment of young researchers are factors which can contribute to the perpetuation of a network. The dynamism of a network can be maintained only if there is a permanent renewal of themes and actors.

Solomon Gebreyohans Gebru

Instrument of a Pan-African Network in Regional Integration Studies

The following example from my personal experience illustrates how necessary and timely it is to establish a Pan-African Network of Regional Integration Studies (PANeRIS): At the end of 2012, the African Union awarded me a scholarship to study a Master's program in Governance and Regional Integration, in one of its branch universities hosted at the University of Yaoundé II, Cameroon. To our disappointment, the hosting institute (Institute of Governance, Humanities and Social Sciences) at the University of Yaoundé-II was not ready to run the program. There was no library (physically or virtually) equipped with reference materials relevant to the program. Nor did the Institute have specialists on regional integration. Nevertheless, as the Program is interdisciplinary in nature, it was possible to bring professors, from all over Cameroon, to teach the different courses. However, none of them had a specialization in regional integration.

As the Program is continental in nature, students were expecting scholars and practitioners from across Africa, the African Diaspora and beyond. Students were also expecting to get lessons from comparative analysis perspective on the nature and degree of Africa's integration vis-à-vis other integration schemes, particularly from the relatively successful integration scheme of the European Union. Unfortunately, all courses of the Program were delivered by Cameroonians and students were not exposed to practical attempts of regional integration in Africa, let alone other regional integration schemes beyond the African Continent. I trust that the above experience clearly communicates how important and timely the initiative we are dealing with is.

Which kind of instruments/measures should such a research network offer to its members in order to implement its agenda? And, how do they have to be designed in practice in order to create value?

Accordingly, in the following section, I will present my take on the instruments that should be provided and the measures that should be taken by the PANeRIS.

Instruments/ Measures that Should be Provided/Taken by the PANeRIS

Developing a Webpage Devoted to the Network and Collecting Relevant Materials/Data on Regional Integration from Across Africa and Beyond

As mentioned in the introduction, one of the major problems in studying regional integration in Africa is related to the lack of up-to-date relevant materials. This can be solved by developing a webpage devoted to the network and the uploading such materials (books, articles, working papers, reports, newsletters, journals, key notes, other data, etc). Such materials can be collected from all African Regional Economic Communities, the African Union, the European Union and other relevant organizations as well as from individuals. If such materials are not available in soft copy, they could be uploaded in the form of a scanned copy. The PANeRIS may assign the responsibility of collecting and uploading such materials to its members. The PANeRIS may also request all relevant institutions/ organization and/or individuals to upload all relevant materials to the webpage. In this regard, the webpage will serve as a virtual library for researchers of regional integration in Africa. This is important because establishing physical libraries across the huge African continent will be too costly and it may not be as effective as virtual library.

Gathering/Consolidating Baseline Data

There have been some attempts in collecting base line data concerning the degree of regional integration in Africa, by various organizations. For example, data about the degree of Regional Integration in Africa could be found on the

websites of the World Bank, the United Nations Economic Commission for Africa, the African Union, the African RECs, and the Mo Ibrahim Foundation. However, such data needs to be systematically collected or consolidated. Thus, parallel with developing the webpage, it would be very helpful if the PANeRIS could engage in or facilitate the collection or consolidation of base line data about the status of regional integration in Africa. This would in turn help researchers to easily track the status of regional integration in Africa and to make comparative analysis with other regional integration schemes such as the European Union.

Establishing a Journal Devoted to Publishing Research Outputs Produced by Members of the Network and Others

So far, there is no Journal exclusively devoted to regional integration studies in Africa. Thus, establishing a reputable journal devoted to regional integration studies in Africa would definitely motivate members of the Network and other researchers to produce more research output on regional integration in Africa. This will in turn enhance the dissemination of knowledge on regional integration in Africa. For the purpose of accessibility, the journal may have to be designed in both printed and online version. The online version could be integrated with the webpage of the Network (mentioned above). The PANeRIS will have to establish an editorial board. Develop a document about the parameters to be used for selecting editorial board members, their composition (in terms of geography, educational level, specialization, age, gender, etc), their powers and duties, incentives, publication fee, etc. may be necessary.

Availing and Coordinating Research Funds and Tools

It is public knowledge that one of the main bottlenecks in conducting research in Africa, including on regional integration, is the lack of research funds. Research funds allocated to regional integration studies in Africa have not been sufficient enough to attract well-known scholars to the field. Similarly, researches on regional integration in Africa have not been supported by up-to-date research tools such as software and facilities. Moreover, research funds allocated by African States, African RECs, the African Union and other partners might not have been spent in a coordinated manner, to prioritized areas. Thus, availing research funding and working with African States, the AU, African RECs and

other partners in a coordinated manner would greatly help in realizing the objectives of the PANeRIS. Most importantly, as inland transport infrastructure in Africa is so limited, availing funding for air transport would help members of the network to more easily conduct their research in the various RECs of Africa and beyond. Developing/adopting software tools helpful for regional integration studies, providing facilities such as cameras, recorders, cars, laptops and key references books on regional integration, etc., to members of the Network could also be very helpful.

Providing Tailored Trainings

Young members (would be members) of the Network may not have the necessary knowledge and skill to undertake research and produce informative research output on regional integration. Thus, providing tailored training to members of the Network, on a regular basis, could be instrumental in meeting the objectives of the PANeRIS.

Organizing Forums Regularly

One of the main strategies to bring together researchers/academics/experts engaged in Regional Integration in African and beyond is to organize forums on regular basis. Depending on the availability of resources/funds, forums could be organized on annual or bi-annual basis. To ensure inclusiveness and to enhance awareness, the forums should be organized at the headquarters of the various African RECs and at the AU headquarters, on rotating basis. This may require assigning coordinators in the different African RECs recognized by the AU, from members of the Network. The PANeRIS will have to determine the task of the coordinators. Research papers presented during workshops shall be published in the form of proceeding in the Network's Journal and uploaded in the webpage of the Network. Here, engaging the mainstream and social media could be helpful in making public the discussions of the form, which in turn may contribute to enhancing the awareness of the academic community, policy makers and practitioners, concerning regional integration in Africa.

Connecting Academia with Policy Makers and Expanding the Cooperation Between Europe and Africa

All African RECs and the AU have research units/focal persons, and all African States have a unit (in some countries at Ministerial level while in others at Directorate level) mandated with facilitating and monitoring efforts of regional integration. Thus, when forums are organized at the headquarters of the RECs or any member state of a given REC, it would be instrumental in realizing the objectives of the Network if these units join as contributors and/or consumers to the discussion. This is important because coordinating ideas, initiatives, research outputs and connecting academia with policy makers and practitioners is one of the main challenges in Africa. Finally, involving other interested European and African institutions to participate in the Network would increase the availability of resources and strengthen the formalization of the PANeRIS.

To sum up, the ideas mentioned above are meant to initiate further discussions. What is important is that based on the points identified, we may be able to come up with some practical initiatives that can be put into practice in the coming days, weeks and months.

Gervasio Semedo

Higher Education Research, Governance and Prospect for a Network in the Field of Regional Integration in Africa

Governance refers to “all processes of governing, whether undertaken by a government, a market or network, whether over a family, tribe, formal or informal organization or territory and whether through laws, norms, power or language.” It relates to “the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions”¹. Institutions and their governance matter in the process of development. According to North (1981)², the social, economic, legal, and political organization of a society, i.e., its “institutions,” is a primary determinant of economic performance.

Good institutions are deeply dependent on human capital implicated in their organization.

In this sense, growth theorists have shown that the education of children and young people has a positive return. It helps in increasing the growth rate, per capita income, and the savings rate. It reduces the birth rate and affects the crime rate and nature of crimes. It reduces widespread corruption and contributes to efficiency (Juster, 1975)³.

Theorists of endogenous growth since Lucas (1988)⁴ deepened the link between human capital and growth. Human capital is the quality of general and technical knowledge accumulated by workers in a given country. Human capital is a source

1 Bevir, M., 2013. *Governance: A very short introduction*. Oxford, UK: Oxford University Press..

2 North, D., 1981. *Structure and Change in Economic History*. New York: Norton.

3 Juster, F., 1975. *Education, Income and Human Behaviour*. New York: Mc Graw Hill.

4 Lucas, R., 1988. On the Mechanics of Economic Development. *Journal of Monetary Economics*, 22(1).

of externalities and therefore is not measurable by given index prices. Economic theory holds that the private sector cannot produce the sets of knowledge required for sustained growth which is necessary to accelerate development. The assistance of the state or coordination between public institutions is necessary for optimal accumulation. In summary, the economic analysis initiated by Lucas considers human capital as a specific factor of production whose accumulation is necessary for growth. The supply of this public good has strong externalities and needs the attention of public institutions. Institutions must fulfill the decentralized decisions of the agents who partly finance their education.

Education and training expenses are productive expenditures. These expenses affect the stock of human capital. They allow firms and workers in a given country to choose the best practices of production globally, through the learning by doing effect. Through documentation and the accumulation of information, workers have higher productivity. The innovation process can improve domestic firms output through the diffusion of technical progress and technology transfer. This approach from Romer (1990)⁵, considers the efforts of spending in research, development and education, as explaining the high rate of growth. By measuring the effects of technological accumulation following the improvement of knowledge, Romer's contribution is in line with Schumpeter's thesis based on "creative destruction". Also, Romer highlights the effects of research on the development process.

Our meeting concerns governance in institutions of research in African universities, their capacity to build a strong community of exchange and how this preoccupation meets endogenous growth theory contributions. The terms of reference is clearly stated: "The purpose of this meeting is to initiate a deeper debate on how scholarly work in African regional integration could be strengthened and linked in a more formal and structured way as so far, there is no Pan-African platform that could facilitate a more regular exchange among senior and junior regional integration researchers and offer new opportunities to collect and streamline information and to publish research results. Therefore, we would like to discuss what could be improved in this sector. We could imagine that at the end of this process, we might eventually found together at new Africa-specific research network in this special field of study in a way to strengthen its institutional basis in the long-term".

5 Romer, P., 1990. Endogenous Technical Change. *Journal Political Economy*, 98, pp 71-101.

According to these terms of reference we have to improve existing institutions and contribute to better coordination of research in Africa, particularly on a regional basis, such as the ECOWAS area covering 15 countries.

In order to address this, we have to keep in mind that after independence, national universities usually did not have PhD programs. Students from many countries in Africa travelled abroad (Europe, United States...) although some countries, well supplied with infrastructure from the colonial heritage like Senegal, Nigeria⁶ and Kenya could provide students with the possibility to study at PhD level. In fact, governments provided opportunities to replace bureaucrats from formal colonizers (French Francophone areas) or to integrate administration and private offices, and from 1960 until the mid- 80s, higher education was seen as a luxury good in African countries. The goal was not to develop research but to train elites, mainly for the public sector employer. The bulk of the education budget of states was assigned to the first two levels of primary and secondary education or literacy. However, national universities continued to grow and developed specific research in the social, medical and pharmaceutical fields with the help of long-term foreign teacher missions. Additionally, African researchers in the diaspora, decided to return home to fill teaching positions with equivalent international standard wages, creating problems locally for finding adequate funding. National research communities in specific areas were created. In the 90s, with structural adjustment programs, governments were disengaging from education and health. In this unfavorable context, donors like the World Bank, called on African states to strengthen the research capabilities of their universities. But the paradox was that donors would provide consultancy studies and expertise to academics. Why this involvement? Donors considered that teaching and research in Africa were not adapted to labor market needs and that more competition in higher education was necessary. They provided incentives and proposed privatization in the education sector. Therefore, in social sciences economics, and management studies across Africa, researchers found markets for their expertise and consultancy better paid than teaching and research in universities. At the end of the 1990s, higher education in Africa was characterized by great instability, as indicated by numerous lost years

6 According to Ndri, Nigeria had in the beginning of 2000s, 212 higher education institutions and over 50 per cent of Africa's total number of universities and student enrolment. N'Dri-Lumumba, T.A., 2006. Higher Education in Africa. Crises, Reforms and Transformation. *CODESRIA Working Papers series*.

(“années blanches”), through strikes by both students and teachers. These confrontations often provoked university closures. With these crises affecting academic research, it appeared that the universities were not open to the labor market, despite an increasing demand for training and education. Also, they lacked the human, financial and physical infrastructure resources to cope with the growing demands for education. Reforms were implemented in 2005, with the implementation of License, Bachelor, Master and Doctorate programs, but the question raised in the above terms of reference is still a challenge.

The first section of this contribution provides stylized facts to appreciate the problems around schooling and research generally in universities in Africa. The second section explores governance experiences and efforts on the way towards successful results in research governance in Africa. The final section is centered on governance schemes devoted to creating a network in the field of regional integration and expected externalities on developments goals.

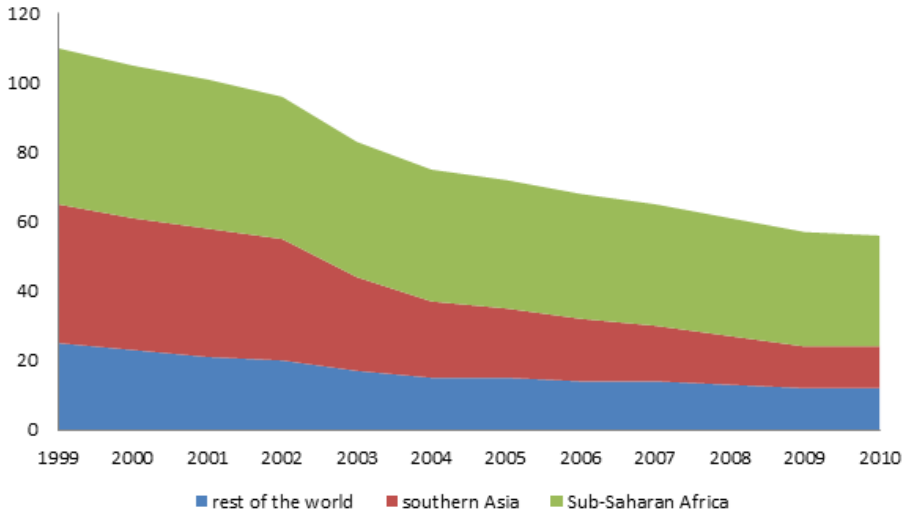
Stylized Facts and Constraints around Research and Schooling in Africa, particularly at Higher Levels

Today, nearly half of all children who die before the age of five and one third of all children who are malnourished are African. African children also have the least educated mothers in the world: 30% of African women from 15 to 24 years of age and 50% of those over 25 are illiterate. The children of these mothers are less likely to attend school, and when they do, they are less likely than their peers to perform well. In addition, Africa is the continent with the most primary-age children out of school⁷.

Also, According to UNESCO's 2012 global report on Education for All, half of all children out of school live in sub-Saharan Africa. Nearly one child in four (23%) of primary school age has never been to school or has dropped out without completing primary education. If we look at enrolment rates in primary education, Africa is well below average.

7 UNESCO, 2012. *Annual Report*. [pdf] Available at: <<http://unesdoc.unesco.org/images/0022/002204/220416e.pdf>> (Accessed on 19 May 2015).

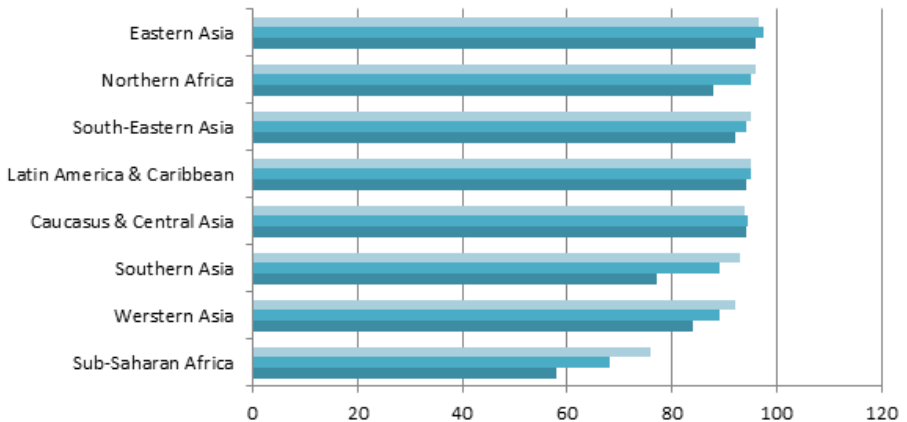
Figure 1: Primary School Age Children out of School, 1999-2010 (Millions)



Source: UNESCO's 2012 global report on Education for All

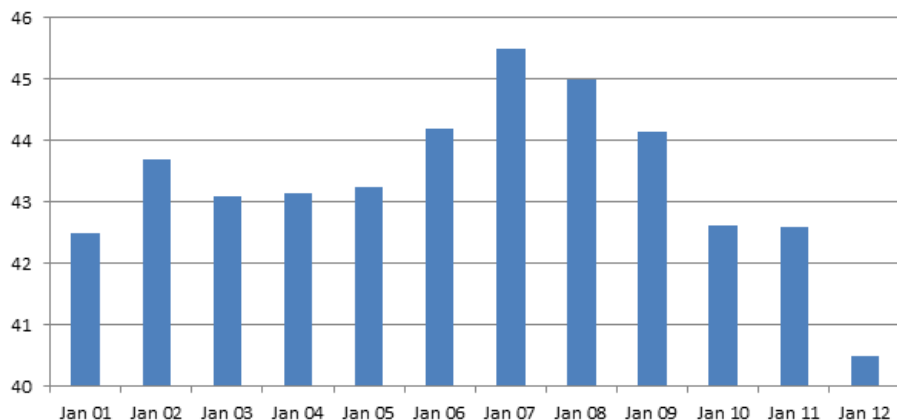
Figure 2: Adjusted Net Enrolment Rate in Primary Education, 1999, 2004 and 2010 (Percentage)

Developed Regions



Source: World Bank

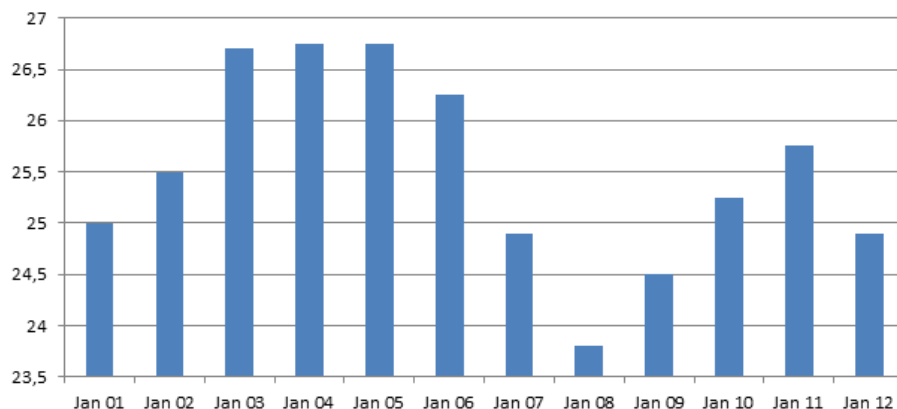
Figure 3: Primary School Teacher Ratio in Sub Saharan Africa, 2001-2012



Source: World Bank

The primary school teacher ratio is low, it is defined as the number of pupils enrolled in primary school divided by the number of primary school teachers (regardless of their teaching assignment), Sub Saharan Africa was last measured at 42.62 in 2010 and 40.5 in 2012, according to the World Bank.

Figure 4: Secondary School Teacher Ratio in Sub Saharan Africa, 2001-2012



Source: World Bank

The same picture is observed concerning the Pupil-teacher ratio at secondary level; Sub Saharan Africa was last measured at 25.21 in 2010, according to the World Bank.

Public expenditure in education according to GDP could also be mobilized as an indicator. We have to keep in mind that public spending on education (% of GDP) in Sub Saharan Africa was last measured to be 4.66 in 2010, according to the World Bank.

Table 1: Public Expenditures/GDP of Countries in Percentage: 1999 and 2011

	1999	2011
High income countries	5.6	5.3
High middle income countries	5.1	4.8
Middle income countries	5.1	4.6
Low income countries	4.1	3.1

Sources : BSI Economics, UNESCO (2014)

Figure 5: Public Expenditures/GDP Ratio in Sub Saharan Africa, 1985-2010

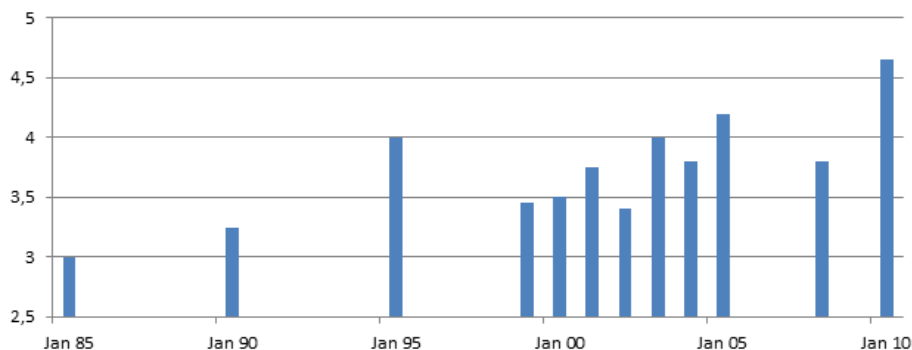


Table 2: Comparative Public Expenditure by Region: 1999-2011

	1999	2012
North America and Western Europe	6.2	5.6
Latin America and Caribbean countries	5.5	5.0
Central and Eastern Europa	5.2	4.8
Sub-Saharan Africa	5.0	4.0
Arabian	4.8	5.3
East Asia and Pacific	4.4	3.9
Central Asia	4.1	3.4

Sources: BSI Economics, UNESCO (2014)

What about higher education? It had previously been seen as expensive and inefficient, largely benefiting only the rich and privileged. However, rich families in Africa generally sent their children to Western universities. In a continent with limited resources, higher education has tended to be neglected in the competition for resource allocation and policy prioritization. Governments and donors centered their efforts on basic and vocational education, focusing available funds on expanding primary education. As a consequence, staff at universities faced poor working conditions. This assertion is supported by:

- Demographic trends in African universities do not favor good teaching and research. The increase in student numbers places constraints on physical, financial and personnel resources. The experience of Cheikh Anta Diop University (Dakar, Senegal), a well classified university amongst African universities and worldwide, illustrates these cumulative constraints:

Table 3: Senegal University Rankings 2011

University	National Rank	African Rank (Top 100)	World Rank (Top 12000)
Cheickh Anta Diop	1	30	3247
Gaston Berger	2	No classified	10143
CESAG (Centre Africain d'Etudes supérieures en Gestion)	3	No classified	10857

Source: webometrics.info

Between 2005 and 2010, most young Senegalese who obtained their high school diploma and who wished to continue their studies applied to enroll at the Cheikh Anta Diop University in Dakar, Senegal (see Table 4). The number of students increased from 28,586 in 2002 to 68,771 in 2011, representing a growth rate of 140% over ten years (see Table 5).

Table 4: Enrolment at Cheikh Anta Diop University as a Percentage of Young Senegalese Pupils Leaving High-School

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Enrolment	80	80	68	64	66

Source: Cheikh Anta Diop University (UCAD). Strategic Plan 2011-2016

Table 5: Evolution of the Number of Students at UCAD 2002-2011

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
28756	31167	37248	47286	49110	56191	59993	56721	56773	68771

Source: Cheikh Anta Diop University (UCAD). Strategic Plan 2011-2016

There is a high concentration of students enrolled at the Cheikh Anta Diop University in courses of humanities (literature, economics, management, political science, sociology, history and geography...). The humanities and social sciences represent 2/3 of the total student population. Scientific and technical studies are therefore neglected and doctoral level studies and research are not in high demand. This does not encourage state involvement in research-development funding.

The financial resources of the university increased from 9 billion CFA francs in 2000 to 21 billion in 2011. But for the most part, these scarce resources, in view of the increasing number of students, are used to pay salaries and benefits (92 % of total resources); resulting in a very low share of expenditure spent on research and pedagogy (Cheikh Anta Diop University, Strategic Plan).

- Mobility versus sedentariness shows a bias for the rapid exit of human resources. Therefore, capacity challenges are also hurdles to university teaching and research in Africa. Qualified researchers and or teachers are not numerous and they have opportunities to offer their services for other activities or internationally, which contributes to the brain-drain phenomena.

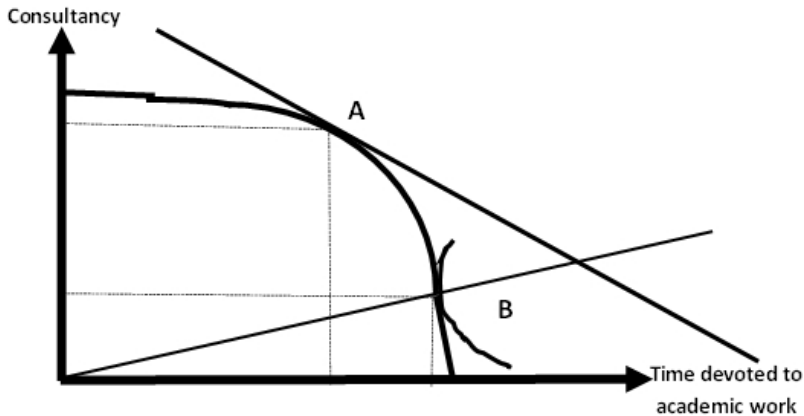
Therefore, it can happen that they live and work for some years outside of their home country or their area of specialization. This is caused by, among other things, the heavy teaching loads of academics, the low wages in universities combined with dwindling training, limited research funding and the attraction of greener pastures in external markets — nationally (in the private sector or government), in other African countries and internationally. For example, the Programme de Troisième Cycle Interafricaine, a collaborative post graduate inter-African program in Economics is a reference point for capacity building in the African academic area, but it is only one among many national and regional programs that suffer from a crucial problem. The consequence of the demand for expertise is a diversion of the capacities of the academic world to consulting and expertise (“crowding out effect”), i.e. the same paradox as the Dutch Disease that we refer to as the Intellectual Dutch Disease (Kern and Mahieu, 2002). The following figure illustrates this crucial problem as follows: hours devoted to offering guidance to students (‘framing’) diminishes and this benefits business expertise with the concave curve and the transition from point B to point A. The teachers make a tradeoff between revenues, expertise and consultancy at the expense of mentoring young researchers. However, students have a preference for more guidance with the second curve at the point of contact B corresponding to the social optimum. Professors choose their private optimum given the relative price of consultation versus ‘framing’ on the line since A with negative slope.

Few professors at universities in Africa have a secure income. In order to concentrate their activities on consultancy and expertise, they delegate teaching and abandon research tasks. PhD students should be patient and committed to one day presenting their thesis (sometimes 8 years after the MBA) and are often diverted from their goals, as professors may entrust them with activities that are not research. Professors then have a secure income known as “mandarinat privilege” in French.⁸ Human capacity and staffing concerns are the biggest issue for many African universities. This includes staff numbers in departments where the full complement of available posts is rarely filled; the level of training and experience is weak —few departments have more than one full-time professor (and sometimes none); and the subject specialization of

⁸ To do many things other than their jobs and there is no negative consequences on their revenues and positions, but it's not productive for students.

current staff, a problem for many departments which have a limited number of specialists in subjects that make up particular disciplines.

Figure 6: African Professors between Consultancy and Academic Work



- Succession plans are absent in many universities, and so-called 'academic incest' dominates. The work climate for teachers and researchers is not good without the capability to formulate forward expectations.
- The consequences of an "absence of future transparency" are weak management systems and limited scope for reforms. Obsolete and extremely centralized systems of university administration and management with regular bureaucratic and political practices are dominant. Access to resources (for research), career advancement and quality control are not easy, because most universities do not encourage initiative and tend to undervalue research and publication in favor of teaching. Politicians and government indirectly have universities under control. In the context of nations generally without a dynamic private sector in education, most of the public universities are either the only or the main institution of higher education in the country. Consequently, they occupy a particularly 'politicized' position in terms of national priorities and relations with government.
- The number of academics working in management science (business administration and management) was relatively small in general.

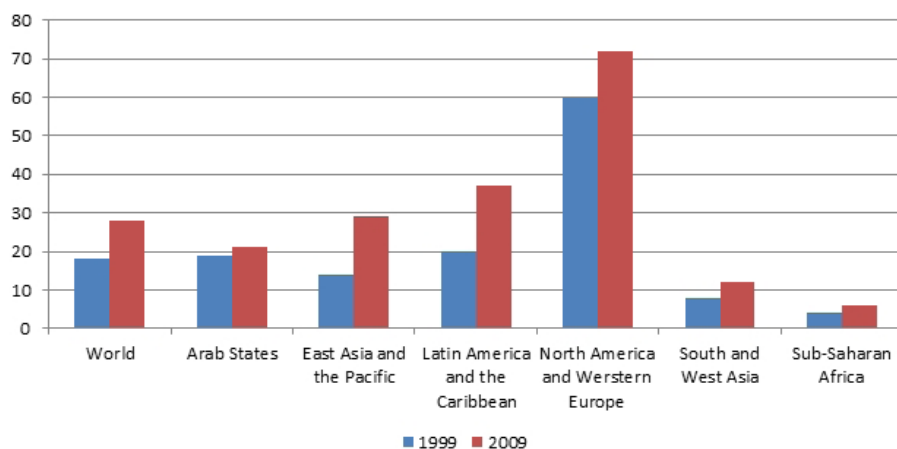
Governance and Prospects for an African Regional Integration Network

- Finally resources are scarce or not optimally distributed. The most prominent condition of work in African universities appears to be the unavailability of teaching material, particularly access to the most current publications provided by libraries, internet and or other electronic media. Such as: research funding, journals (hard copy), subscription-based electronic journals, up-to-date teaching, materials, books.

The quantity, nature, and sources of the financial resources for African higher education have major consequences on the learning and intellectual output, and can limit the production of knowledge and access to publications is captured by the term “book famine”.

African higher education is poorly endowed financially compared to the rest of the world and yet it is the heart of the research in Africa

Figure 7: Tertiary Education Gross Enrolment Ratios by Region (Percentage)



Source: UNESCO Institute for Statistics fact sheet, December 2012

Table 6: Investment in Research and Development, 2009

	Percentage of GDP devoted to R&D	Percentage of global R&D expenditure
Africa	0.4	0.9
Europe	1.8	28.5
Latin America and the Caribbean	0.7	3.1
North America	2.7	32.7
Asia	1.6	33.0
Oceania	2.2	1.8

Source: UNESCO Institute for Statistics fact sheet, December 2012.

African countries spent an average of 0.4% of their GDP in 2009 on research and development. Only a few African countries spent 1% of their GDP on research and development: South Africa, Uganda and Malawi. In addition, the continent represents only 0.6 % of patent deposits worldwide compared with 51% for Asia. The number of researchers compared to the world average is 164 researchers per million inhabitants, against a world average of 1081. Finally, with respect to this section, the logic of creating national universities and research institutes in each country without regional or continental coordination is still a problem. Yet the African Association of Universities (AAU) has recommended since 2002 the establishment cooperation among all countries of the continent (intercontinental vision). On a smaller scale, it is necessary to establish a regional policy of comparative advantage, division of labor and specialization, so universities promote research relevant to the basic needs of African populations with a regional view. Regional integration should be first applied to education and research policies.

Experiences and Successful Results of Human Capital and Research Governance: Reasons to Hope

Despite, the serious challenge of the lack of human capital stock⁹ and trends specific to research-developments, many well qualified observers like Carlos Lopez are optimistic to say that Africa could catch-up the technology revolution based on ICT. Reasons to hope regarding improving the state of research and human capital capacity building, which meets the goals of structural transformation of African economies, can be summarized as follows:

Some African countries (Kenya, Tunisia, Rwanda, Morocco, Nigeria, and South Africa) are locomotives for other countries. They have the means to be places of technological revolutions. These countries are already investing in sophisticated technology: electric cars or sports cars (Joule Kenya, Ethiopia Lifan-X), assembled and manufactured fighter aircraft (Arlhac). Innovative sectors of clean renewable energy, bio-agriculture, nanotechnology and aerospace already exist in Africa. Other African innovations include; the M-Pesa money transfer service through mobile phone invented in Kenya which is redefining banking practices in Africa, and the Square Kilometer Array, the largest and most powerful radio telescope in the world in South Africa.

Centers of excellence and research exist in Africa in all areas including the Social Sciences, fundamental Sciences or applied Science (see the following map, German Academic Exchange Service, DAAD, 2013). These centers of excellence are public or private. They can be created by NGOs and therefore managed by civil society. The funding for these centers is dependent on foundations, multilateral or bilateral agencies and the contribution of states. These research centers can have regional and continental vocations giving them more effectiveness and efficiency.

9 Lopes, C., 2013. Commissariat des Nations Unies pour l'Afrique Recherche-développement : un défi pour l'Afrique. *KongoTimes*, [online] Available at: <http://afrique.kongotimes.info/eco_tech/6612-recherche-developpement-defi-pour-afrique-peut-inventer-bruler-etapes-dans-domaines-inattendus.html> (Accessed on 19 May 2015).

Table 7: African Regional Networks or Centers of Excellence

Country	Center of Excellence
Senegal	CERAAS, CESAG
Burkina Faso	2IE, PTCI
Ghana	ICIPE
Benin	ISMP
Nigeria	CEPACS
Angola	PAIG
Kenya	ANSTI, CMAAE, ICIPE, ILRI, IWM, NAPRECA
Botswana	CESPAM
South Africa	AIMS, Human Rights, SAIA

Africa will soon have technological cities like Konzoau, now called the Silicon Savannah (Kenya). Large multinational companies in the digital economy and knowledge as IBM, Samsung, Google, PwC, Nokia / Siemens and Huawei have set up laboratories or have their African headquarters in Kenya. These technological cities are an understanding of the need for technological, scientific centers and incubators (such iLab Liberia, Co- Creation Hub Nigeria ICT incubators in Senegal). At least 90 projects in 20 African countries exist and aim to stimulate innovation, entrepreneurship and R & D infrastructure.

Thus, the democratization of technology based on Information and Communication offers Africa the opportunity to leapfrog industrialization and bridge the technology gap. Africa has already bypassed the traditional stages through tools such as wireless, satellite bandwidth and low-cost mobile technologies that require relatively light and inexpensive physical infrastructure. Ecobank has built a platform for financial transactions, which currently covers thirty-five countries, while Airtel is the world leader for enforcement of common tariffs for the use of telephony and data, in 18 countries. Africa is currently the second largest mobile market in the world. The mobile penetration rate increased from 1% in 2000 to 54% in 2012, with more mobile phone users than the US, India and Europe . Africa has used its genius to expand the field of use of the mobile phone. We are witnessing continuous growth in custom applications developed by Africans, among which are innovations like Mafutago, Afritab and smartphone VMK Elikia.

Governance and Prospects for an African Regional Integration Network

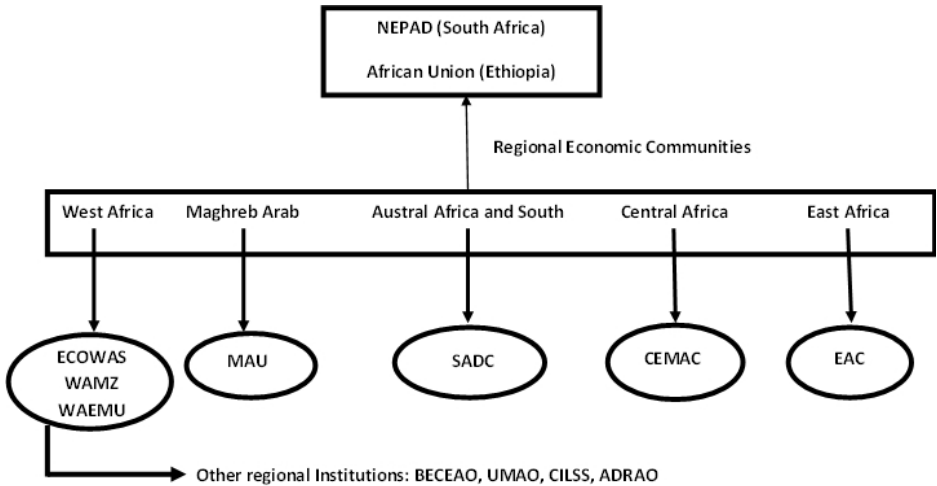
- Demographic trends in Africa including rapid urbanization, offer opportunities to make appropriate use of the demographic dividend for development strategies.
- According to UNDP forecasts, in less than three generations 41% of the world's youth will be African. In 2050, these young people will represent more than a quarter of the global workforce. African Youth engaged with the use of digital technologies, could help accelerate industrialization.
- The African informal sector is inventive and participates in the process of industrialization. This is fertile ground for incremental innovation by tenacious entrepreneurs who can literally transform trash into treasure: such as various instruments to lawnmowers.
- With its abundant resources and untapped renewable energy, Africa has the means to quickly switch to a new clean techno-economic model.

We must add to this optimistic outlook two further stipulations: At first, signs of progress in higher education are appearing in sub-Saharan Africa. The international development community has begun to recognize the importance of advanced schooling, while some African countries have introduced innovative policies to strengthen tertiary education systems, [although] this progress is small in comparison with the progress of other world regions, perhaps partly as a result of insufficient understanding of the positive effects that higher education can have on economic development (Bloom, Canning and Chan, 2006) Secondly, as stated by Tilak (2005), the rates of return in Africa are higher than world averages for both society and individuals (at 11.3% and 27.8% respectively — against world averages of 10.3% and 19%).

It is now possible to say African countries have recognized the importance of continental and regional cooperation in research and development. Within the New Economic Partnership for Africa's Development (NEPAD), African governments and the African Union have often identified ambitious visions through which they aim to have common approaches broadcasted to the Regional Economic Communities (RECs). These RECs are: Economic Community of West African States (ECOWAS), the Economic Community of East African Community (EAC), the Economic Community of the States of Central Africa (ECCAS), the development Community of Central Africa (ECCAS), the Southern African Development Community (SADC). These areas

have established specific institutions or work with other regional institutions and apply subsidiarity rules (see graph below).

Figure 8: Continental and Regional cooperation in Research and Development in Africa



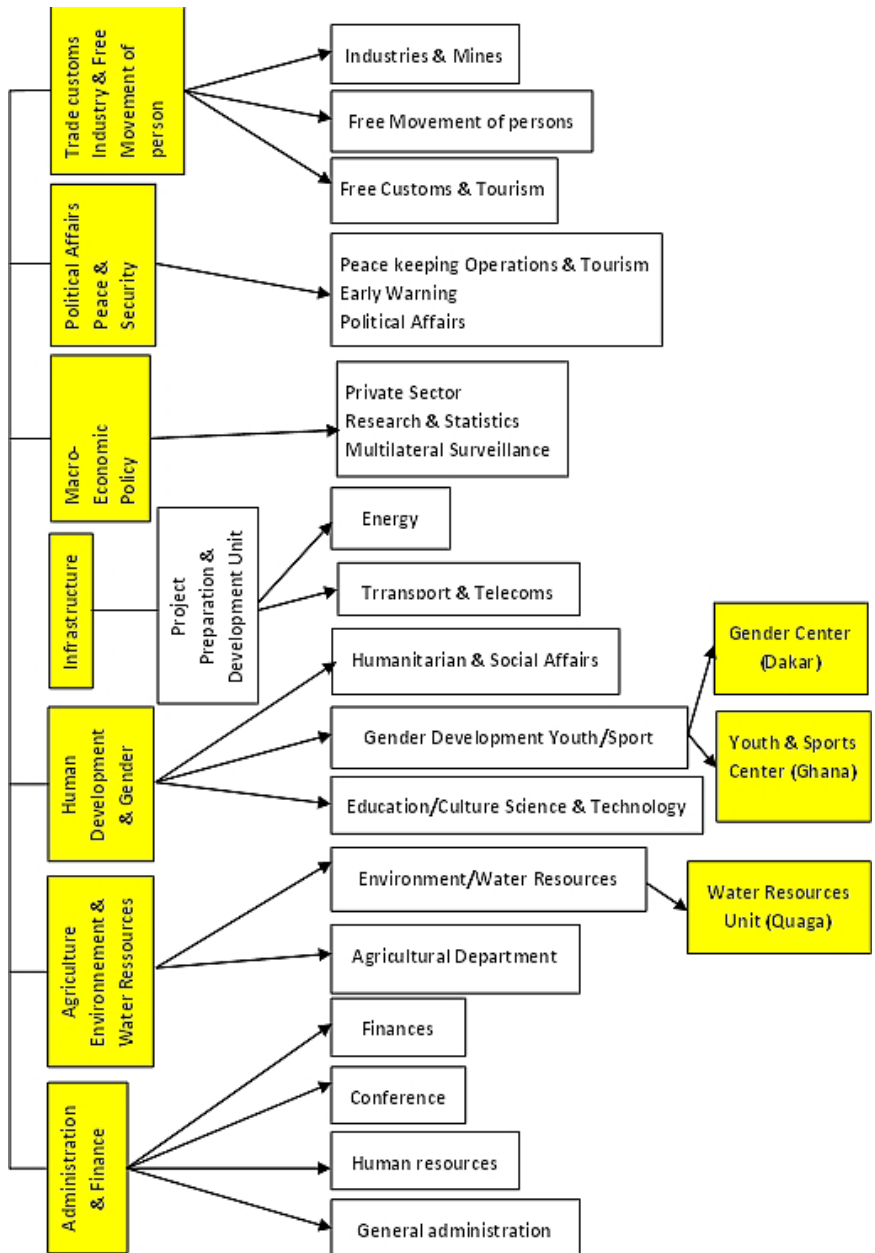
For example, ECOWAS is internally governed by three major institutions: ECOWAS Commission, ECOWAS Parliament and ECOWAS Court of Justice. ECOWAS also works with specialized institutions that meet specific objectives within the research network, such as convergence policies and the single currency objective (see table).

Table 8: ECOWAS Specialized Institutions

Name	Acronym	Location
West Africa Health Organization	WAHO	Bobo Dioulasso, Burkina Faso
West African Monetary Authority	WAMA	Freetown, Sierra Leone
ECOWAS Youth and Sports Development Centre	EYSDC	Ouagadougou, Burkina Faso
ECOWAS Gender Development Centre	EGDC	Dakar, Senegal
Water Resources Coordination Centre	WRCC	Ouagadougou, Burkina Faso
West African Power Pool	WAPP	Cotonou, Benin
Inter-governmental Action Group Against Money Laundering in West Africa	GIABA	Dakar, Senegal
ECOWAS Regional Centre for Renewable Energies and Energy Efficiency	ECREEE	Praia, Cabo Verde
ECOWAS Regional Electricity Regulatory Authority	ERERA	Accra, Ghana
West African Gas Pipeline Authority	WAGPA	Abuja, Nigeria
ECOWAS Bank for Investment and Development	EBID	Lome, Togo
West African Gas Pipeline Company	WAPCo	Accra, Ghana
The West African Monetary Institute	WAMI	Accra, Ghana

In spite of its “Vision 2020”, ECOWAS’ institutional architecture for steering projects is often heavily dependent on external funding, which is not suited to the desired structural transformation of the integration area. This architecture is as follows:

Figure 9: ECOWAS Institutional Architecture



Governance and Prospects for an African Regional Integration Network

Where coordination exists, it is at a minimum level in the regional centers of excellence (see previous map) often funded by international donors who do not have a mission to achieve a broader regional vision (maximum level desirable) when they decide to fund a project. For economic training and specialization PhD level include the PTCI, CESAG an example is the African Network on Scientific and Technological Information (ANTSI) that could work with the Higher Institute of Mathematics and Physics of Benin, for peace and security, the Faculty of Sciences of Ibadan (Nigeria), and regional problems concerning peace and safety are treated with the Center for Peace and Conflict Studies (CEFACS). In the field of agricultural research, the Regional Studies Center for the Improvement of Adaptation to Drought (CEERAS) in Senegal and its cooperation with the International Center of Insect Physiology and Ecology (ICIPI) and the International Institute of Engineers of Water and Environment (IIIEE) is an example of scientific collaboration in the parts of Africa marked by invasions of locusts.

At request of ECOWAS, the Community Development Programme (CDP or PRCD) was introduced. The main objective of PRCD is the development of applied research in the field of regional integration and cooperation in the various scientific, social and technical areas. Despite this desire to move in the right direction to coordinate research and development activities, it has proved difficult to set up a functional network of research. Authorized ECOWAS officials like General Touré involved in peace and security programs recognized in 2011 at the ECOWAS Summit the limitations of research networks and showed that even internally, ECOWAS has failures with the flows of information. He enjoined the management bodies to cooperate among themselves within the framework of this Committee, in the spirit of complementarity and partnership, rather than competition. He was of the view that a cooperative approach of “synergy” would guarantee the successful formulation and implementation of all ECOWAS regional programs. He therefore urged them to embrace synergism and called for their enhanced full commitment to the CDP process with a view to achieving an “ECOWAS of peoples”. In this meeting, he recommended among others;(i) the hosting of interdepartmental meetings at least twice a year within the framework of ECOWAS ICT for the CDP; (ii) a vast training program of the ECOWAS Commission Staff on ECOWAS for greater ownership and sustainability; and (iii) the involvement of the Communication Directorate and the Community Computer Centre in all departmental activities for better dissemination of information on the various programs.

It should be signaled that noticeable effort was initiated by Professor Lambert Bamba Ngaladjo and continued by Dr. Nzue for the coordination of research in economics and social sciences in the context of ECOWAS' Economic Policy Analysis Unit (EPAU). EPAU brought together: Center for Economic Policy in Ghana, Nigeria Institute for Social and Economic Research, CEPOD (Benin), CAPES (Burkina Faso), CIRES (Ivory Coast) and the West African Institute of Financial and Economic Management. EPAU has been able to establish the Journal of West African Integration, which stopped publishing after two volumes partly for financial reasons. A further reason is posed by Ebola. Senegalese institutions of research still use their national approach with *Revue de la FASEG* (ROASEG: *Revue Ouest-Africaine de Sciences Economiques et de Gestion*), started in 2010.

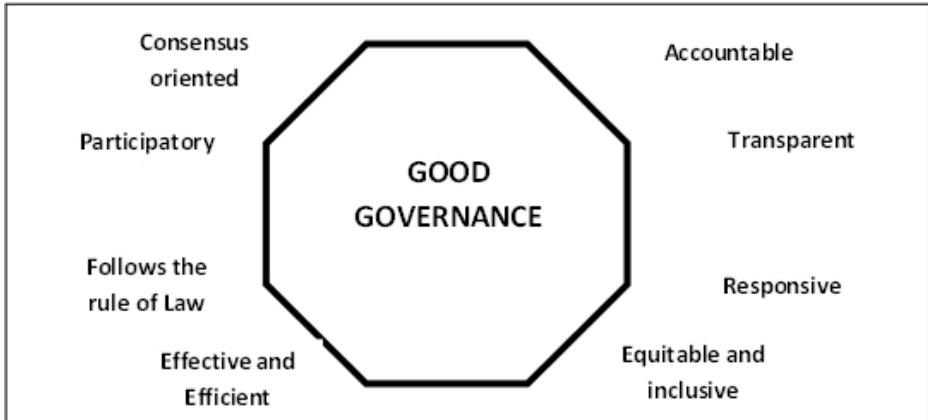
The CEMAC area and UMA are not as organized as West Africa and are behind on meeting the recommendations of the African Union. They are marked by the National Research Priority around universities and national research institutes. However, national programs in Maghreb are effective in relation to the breakthrough countries such as Morocco and Tunisia. As we have seen in East Africa, Kenya is emerging as an important center of research and development, dissemination and experimentation of technology and a large stock of human capital. It leads the prestigious African Economic Consortium (ARC) and it receives researchers in economics from all over the continent at the Jomo Kenyatta University. The ARC funding depends on the ACB, the World Bank, and the Swedish Agency for Cooperation.

However, ARC is dominated by the Anglo-Saxon approach to economics; with its links with the World Bank and Oxford University offering African youth publishing opportunities in highly rated journals internationally, such as *World Bank Review* and *Journal of African Economies*.

In fact, the much more assertive African Anglophone countries have taken the lead in recognizing higher education and research as a new priority with increasing globalization, the commodification of knowledge and the ascendancy of information and communication technology (ICT). This is evidenced by national institutional reforms in South Africa (since 1994); the expansion of the higher-education sector in Ethiopia, Ghana, Tanzania and Botswana in the 2000s; and the recent emergence of transnational universities (in Botswana, South Africa, Tanzania, Zimbabwe and Lesotho).

Now if we talk about governance of an institution in general, we must bear in mind the following diagram:

Figure 10: Good Institutional Governance



How to apply this diagram to the analysis of research institutions and to universities existing in Africa? Observers like Sawyerr A (2004)¹⁰ identify problems of governance in education in Africa as follows:

- Civic education, a crucial component of governance education, has been delayed in tribal identities in order to conform to the demands of the post-colonial nation-state. The consequence of such attitudes was the failure to inculcate values of proper management and accountability and an understanding of the relationship between governance and development for the citizen.
- Education about governance is often not viewed as a developmental subject and not given priority in terms of resource allocation by African countries, leading to an absence of equitable and inclusive rules, consensus on goals and participatory schemes.
- The field (especially the academic subject of political science) has often been seen in Africa as hostile or a threat to government. Teaching to obey to the central authority has been the result.

¹⁰ Sawyerr, A. 2004. Challenges facing African universities: Selected issues. *AfricanStudiesReview*, 47, 1. Accra: Association of AfricanUniversities.

- The teaching of governance has been truncated among disciplinary fields at most African universities, with no concerted effort to instill in graduates the need to understand how each of these subjects contribute to good governance as a human and national endeavor.
- African universities have not been good examples themselves of good governance: they have often been characterized by the same management ills that have plagued national administrations and other sectors of society. These have included the inability to contribute directly to policymaking, the development of a national vision, and to produce 'usable' output (whether in the form of research, knowledge generation or graduates); as well as corruption, patronage systems and power struggles. All things being equal: no transparency in management is the dominant practice. Here they have contributed to national governance, African universities have often limited their role to the production of functionaries who have little comprehension of their role as drivers of change and instruments of the common good, leaving both the projection and defense of these ideals to political operators. So they lack responsiveness to meet the needs of researchers. Research and publication facilities miss in this context. The allocated individual and team funds are often not sufficient to support proposed research studies, therefore leaving applicants with a shortfall and prospects of not completing their research. In an environment where equipment is either outdated or non-existent, the acquisition of new equipment is often not supported by the university, thus discouraging applications that require equipment or even university transport facilities.
- The processes of reviewing and approving applications for research funding are often inordinately time-consuming and non-transparent, leading to delays that undermine proposed research and often clash with departmental schedules.

Research consultancy work has also become a significant channel of gaining resources for many African academics. During research it emerged that some consultant academics use the opportunity to acquire equipment that they, and sometimes their departments and universities, need. Examples included laptops (often, universities only provide desktop computers, which are often not regularly upgraded) and software. This practice may, of course, motivate academics to prioritize 'moonlighting' consultancy work at the expense of their core teaching duties (Intellectual Dutch Disease) or to invest in political activities with high returns.

Governance and Prospects for an African Regional Integration Network

Aware of the difficulties related to the governance of universities and academic institutions, researchers and professors created a formal structure to discuss the better functioning of these institutions. The South African Institute of International Affairs (SAIIA), is a think tank based in Johannesburg. Since 2002, SAIIA's Governance and African Peer Review Mechanism Program (APRM Program) has promoted public debate and scholarship about critical governance and development questions in South Africa, and extended the debate to include 20 African countries. The program seeks to improve public policymaking in the context of globalization by linking governments, citizens and researchers through a variety of publications, training workshops and research fellowships. So, SAIIA an independent and non-government institution has experience in governance and proud record as South Africa's premier research institute on international issues.

The Pan-African Institute of Governance (PAIG), with a focus on universities, has existed since 2010. Its headquarters are in Yaoundé and it is led by the Rector Bonaventure Mvé-Ondo, as a continental state-owned institution, working in close partnership with the Association of African Universities, UNESCO and the African Union. The institute's mission is to in particular: identify and share good practice in university governance; strengthen the capacity of institutions and help strengthen the leadership in universities; develop tools for collecting and analyzing reliable and recent data on higher education; design and implement awareness raising and training on university governance, developing a professional culture of university governance, developing on a voluntary basis assessment tools for the governance of higher education institutions and, more generally, all stakeholders in higher education. Target audiences will be the leaders and participants of higher education institutions (rectors, vice-rectors, deans, and secretary-generals), leaders of para-academic organizations supporting the actors of public authorities and state organizations or inter-state support for higher education and research. PAIG is helped by ADEA, which is a pan-African network whose mission is to inform and facilitate the transformation of education and training in view of accelerating Africa's sustainable development. It is a partnership between African Ministers of Education and development agencies. Its programs focus on research, policy dialogue, advocacy and networking, as well as advisory services and capacity building. ADEA is hosted by the African Development Bank (AfDB).

Governance Scheme to Create a Network Centered on Specific Publications around Regional Integration in Africa

Many periodicals are available on African development and on the process of regional integration in different parts of the continent (see table 9). They use typically specialized language: an academic approach. These reviews have their production basis in Africa or have a worldwide source.

Table 9: Periodicals Specialized in African Subjects, particularly Regional Integration

Name & Location	Journal of Economic Classification by year of listing	Interest for economic integration
African Development Review and Integration/Revue Africaine de Developpement et d'intégration, Ethiopia	June 1992	yes
African Economic History, Oxford, Great Britain	1984	yes
African Finance Journal, Kenya	1999	yes
African Journal of Social Sciences, Ghana	2011	yes
Asian-African Journal of Economics and Econometrics, Nigeria	2011	no
Brussels Economic Review, Belgium	1996	yes
Cahiers du CEDIMES, France	1998	yes
Cahiers de Recherches sur l'éducation et les savoirs, Senegal		yes
Cahiers du CREAD, Algeria	2008	no
Development Southern Africa, South Africa	1995	yes
Economie appliquée, France	1960	yes
Economic Bulletin of Ghana	1974	no

Governance and Prospects for an African Regional Integration Network

Name & Location	Journal of Economic Classification by year of listing	Interest for economic integration
Ghana Policy Journal	2000	no
Journal of African Business	2000	yes
Journal of African Development (formerly Journal of African Finance and Economic Development), Nigeria	2006 start 1992	yes
Journal of African Economies, Kenya & Great Britain (Oxford)	1992	yes
Journal of African Trade, Ghana & Oxford	2014	yes
Journal of Economic Integration, Korea	1993	yes
Journal of development studies	1996	yes
L'Actualité Economique/Revue D'Analyse Economique, Canada	1997	yes
Mondes en développement, France	1967	yes
Nigerian Journal of Economic and Social Studies	1959	yes
Peace Science Society (International) Formerly: Peace Research Society International Papers	1979 start 1973	yes
Présence Africaine, Paris	1947	yes
Recherches africaines, Senegal	1997	yes
Regional Integration Observer (RIO), Germany and Cabo Verde	2013	yes
Review of Development Economics	1997	yes
Review of Regional Research (Formerly: Jahrbuch für Regionalwissenschaft; i.e. Review of Regional Research, Review of Regional Studies)	2014 start 1970	no
Review of Social Sciences	2002	no
Review of Urban and Regional Development Studies	1996	yes

Name & Location	Journal of Economic Classification by year of listing	Interest for economic integration
Review of World Economics/ Weltwirtschaftliches Archiv (Formerly: Weltwirtschaftliches Archiv,Germany)	2003	yes
Revue africaine de gestion, Senegal	2002	no
Revue économique et monétaire de la BCEAO, Senegal	1996	yes
Revue de la FASEG (ROASEG), Revue Ouest-Africaine de Sciences Economiques et de Gestion, Senegal	2010	yes
Revue Ivoirienne de Sociologie et d'Anthropologie	1990	no
Revue Africaine de Sociologie	1967	no
Revue AfriqueContemporaine, Paris	1962	yes
Revue Afrique ERIKA, lettres, sciences humaines et sociales	2013	no
Revue d'Economie du développement, France	1993	yes
Revue des sciences de gestion, Bénin	2008	no
REVUE CEDRES-ETUDES, Burkina Faso	2004	yes
Régions et développement, France	2001	yes
Revue Tiers-Monde, France	1962	yes
Savings and Development	2008	yes
South African Journal of Economic and Management Sciences	1999	yes
South African Journal of Economic	1993	yes
Oeconomia-CSE, Benin	2008	yes
The West African Integration Review, AMAO, Sierra-Leone	2000	yes
World Development, Canada	1975	yes

Governance and Prospects for an African Regional Integration Network

On this basis, we attempt to give insights concerning the creation of an original tool to promote regional integration in Africa in order to reach one day the last step of Economic Integration.

Background for a Research Network in the Field of Regional Integration

How to Justify this Contribution?

- At first, it appears from the sections above that there is a need for more coordinated research on regional integration, looking at the separate approaches and the scarcity of resources. For example, many universities and institutions deliver master degrees in Regional integration studies or course units on this subject. In the same Regional Economic Community, it's possible to observe competing bodies rather than a complementary approach to teaching and doing research.
- Secondly, the creation of a Pan African Association could avoid overlapping research and support a comprehensive coverage of integration initiatives in Africa at the level of different Regional Economic Communities and facilitate the exchanges of experiences.

The network needs to create an Association for Regional Integration and a patent deposit. This network should also function as a think tank.

Who are the Expected Members of this Association?

African citizens, Non-Africans, Diaspora communities, civil society' members, Non-governmental organizations, private sector, academicians, students, representatives of RECs, decisions-makers. Everybody interested by progress in regional integration in Africa is invited to participate. ECOWAS and its "Vision 2020 promote the same objective , but the problem is suitable policies conducted by politicians without big pressures on their decisions. An independent , could be decisive in influencing their decisions.

How to attract members? Many files on African researchers and on stakeholders interested by regional integration are available.

On this Basis, Main Stakeholders and Target Groups are:

- Professionals, academics, advanced students, social researchers and workers in REC Member States.
- NGOs, Diaspora and Civil Society in Africa.
- Foreigners interested in regional integration in Africa.
- Commission Staff of each REC.
- Representatives of National Coordinating Committees.
- Research centers in Africa and national think tanks, as ECOWAS has done with the creation of Journal of West Monetary Integration.

How to Finance this Network and Remain Independent?

- Own resources based on member contributions.
- Resources provide by donors like African (Mo Ibrahim, Pedro Pires Institute...) and Foreigners Foundations, AfDB, African Capacity Building, UNDP, etc.

Vision and Objectives

Existing competition is important. It involves diversifying the objectives of the new network, so that it can answer questions raised by the process of regional integration in Africa. This review should be multidisciplinary, open to economic concerns, political, historical, sociological, cultural etc. To clarify the meaning of objectives of this journal related to regional integration, we address to the assembly these objectives:

Governance and Prospects for an African Regional Integration Network

1. To promote networking between regional bodies, groups and institutions and to share experiences between Regional Economic Communities.
2. For each REC, making available a set of insights that could help decision-makers to develop feasible policies according to the level of development of each country and the effectiveness of heterogeneity between members of a REC.
3. To strengthen the institutional capacity of decision-makers to implement policies and procedures, taking into account the democratic, legal and regulatory framework.
4. To conduct academic, applied research and debate for policy analysis on: management of RECs, structural transformation of the REC for purposes of promoting regional integration and a continent with no restrictions on trade, capital and labor movements able to compete at the world wide level.

Mission, Strategy, Smart Goals

The main journal's mission is to democratize the process of decision making concerning regional integration with inclusive and participatory processes. In order to do this, a website should be created to receive questions, to propose publications, to publish electronic papers and to enhance debate. The website of the Journal of Regional Integration Studies in Africa is based on the use of electronic media to disseminate its results. The strategy is to create an open library, data sources and to identify contributors concerned by regional integration. In each REC, the strategy is to improve the existing schemes of research dissemination. Smart goals are to build and to elevate the capacity of researchers in association, while also encouraging them to exchange ideas. Therefore, resources are there to:

- Call for internal and external proposals of research in order to make a choice on annual subjects of interest in REC.
- Organization of workshops evaluations of results of workshops by reviewers and the virtual community.
- Publications in the Journal and or publications of working papers. Open free discussions and call for free discussions about regional integration.

- Virtual courses on regional integration given by qualified members coming from Civil Society, professionals and researchers. In this case, the journal meets the goal of dissemination of knowledge: the role of applied research development.

How to Manage this new Association?

After a meeting or a virtual consultative process, the members elect a Board of Directors and Committee including a Project Steering Committee (Scientific Committee), a Technical Committee and Project Management.

With this organizational hierarchy, the Steering Committee with the Board as the one responsible for overall policy direction, and procedures in a legal and regulatory framework. The Technical Committee approves planned activities of the project and the Project Manager serves as Secretary to the Technical Committee (Executive Editor). The Project Manager supervises implementation of project activities, fixing meetings of the staff and setting the agenda for full meetings. He is helped by a team of researchers specialized in different areas covered by the project. This editorial board needs the technical assistance of a computer scientist, a data manager, an open library manager, a financial supervisor of accounts responsible for community transparency and accountability.

Finally, what about Monitoring?

The Board, with the Project Manager and its team, helped by the Scientific Committee will set up a web-based discussion platform to monitor integration indicators in member countries, taking into account the level of integration and development of different RECs where countries are involved. At the end, an Annual Report on “Monitoring Regional Integration” could be published.

Figure 11: Corporate Governance



Conclusions

Concluding my work, I close with the fact that governance and institutions are matters where we must examine economic debates about these subjects. These debates posit a relationship between governance and development in general, often explaining the failure of development in terms of failures in governance, but they seldom advocate that good governance should be fundamental to economic development. After that we focused the discussion around higher education and research development governance in Africa, in light of the main conclusions of endogenous growth theory. Generally, the contribution of higher education to good governance is conceptualized in the following manner.

Firstly, higher education contributes to economic growth through the production of knowledge. Secondly, colleges and universities contribute to national growth through the diffusion of knowledge, which is the result of the community-service activities of their faculties, staff and students (including consultancies and policy advice). Thirdly, higher-education institutions contribute to the transmission of knowledge through their extensive and varied teaching activities and publications. Specifically, taking account of the place of universities in Africa in the field of organization of research, from independence until today, with the break provoked by SAPs, we state in Section 1: African higher education is poorly endowed financially compared to the rest of the world and yet it is the heart of research in Africa. With respect to this section, the logic of creating national universities and research institutes in each country without regional or continental coordination is still present. Yet the African Association of Universities (AAU) since 2002 has recommended the establishment of cooperation among all countries of the continent (intercontinental vision). On a smaller scale, it is necessary to establish a regional policy of comparative advantage, division of labor and specialization, so universities should promote research relevant to the basic needs of African populations with a regional view. Regional integration should be first applied to education and research policies.

Nevertheless, there is reason to hope for improvement in cooperation in research and the capacity building of human capital necessary to meet the goals of structural transformation of African economies exist in Africa, bearing on credible sources (Carlos Lopes with UNDP) and credible observations. Also, signs of progress for higher education are appearing in sub-Saharan Africa. The international development community has begun to recognize the importance of advanced schooling, while some African countries have introduced innovative policies to strengthen tertiary education systems. The rates of return in Africa are higher than world averages for both society and individuals (at 11.3% and 27.8% respectively - against world averages of 10.3% and 19%). So it is possible now to say African countries have perceived the value of continental and regional cooperation in research and development looking to SADEC, EAC and ECOWAS experiences (PCRD). But there are still many obstacles from externalities of research (tribal identities, political bias, mandarin at, Intellectual-Dutch disease....). In order to reduce these constraints, we highlight the need for coordinated research in the specific area of REI and a network-wide electronic journal issued by an emerging Pan-African Association, focused on regional integration studies and experiences.

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PRAIA CALL FOR ACTION
FOR AN
AFRICAN REGIONAL INTEGRATION STUDIES ASSOCIATION (ARISA)
(WORKING TITLE)

Over the past decade Africa has made significant progress in regional integration. Studying and connecting researchers and experts is a useful tool supporting this process. Better connecting the research community will contribute to better outcomes. An African Regional Integration Studies Association has enormous potential in this regard. On the initiative of WAI and ZEI, an intensive brainstorming on 25 and 26 March 2015 at the West Africa Institute (WAI) in Praia, Cabo Verde, has concluded with the desire of academics from all Regional Economic Communities (RECs) in Africa to engage in the development of such an association. WAI and ZEI were asked to follow-up with the coordination of an action plan to turn this idea into reality. Participants agreed on the need to design a detailed statute, strategic work plan and a roadmap to formally launch the studies association. The undersigned participants accept the invitation of WAI and ZEI to come together for a further planning meeting on 11 and 12 November 2015 in Bonn.

Charles Edward Minega, Centro de Estudos sobre o Direito da Integração Regional da SADC (CEDIR), Maputo, Mozambique.

Prof. Dr. Emmanuel Kam Yogo, Université de Douala, Cameroon.



Solomon Gebreyohans Gebru, Mekelle University, Ethiopia.



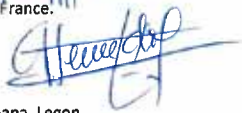
Prof. Dr. Ahmed Driss, Centre des Etudes Méditerranéennes et Internationales, Tunis, Tunisia.



Prof. Dr. Wanyama Masinde, Institute for Regional Integration and Development, Catholic University of Eastern Africa, Nairobi, Kenya.



Prof. Dr. Gervasio Semedo, Université de Tours, France.



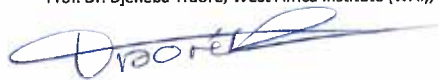
Prof. Dr. William Baah-Boateng, University of Ghana, Legon.

Prof. Dr. Kocra Lossina Assoua, Farafina-Institute, Abidjan, Côte d'Ivoire.



On behalf of WAI and ZEI:

Prof. Dr. Djénéba Traoré, West Africa Institute (WAI), Praia, Cabo Verde.



Prof. Dr. Ludger Kühnhardt, Center for European Integration Studies (ZEI), Bonn, Germany.



The **West Africa Institute (WAI)** is a research center offering research, capacity-development and social dialogue on regional integration in West Africa. WAI is promoted by the Economic Community of West African States (ECOWAS), the West African Economic and Monetary Union (WAEMU), ECOBANK and the Government of Cabo Verde. WAI is based in Praia Cabo Verde.

The **Center for European Integration Studies (ZEI)** is an interdisciplinary research and further education institute at the University of Bonn.

WAI-ZEI Papers are published in the framework of the research cooperation both institutes conduct on “Sustainable regional integration in West Africa and Europe” in the years 2013-2016. They are intended to stimulate discussion about regional integration processes in West Africa and Europe from a comparative perspective and about the development of European-West African relations in the political and economic sector. Papers express the personal opinions of the authors.

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