



ORGANIZATION OF  
AFRICAN UNITY

Secretariat  
P. O. Box 3243

منظمة الوحدة الأفريقية

السكرتارية  
ب. ب. 3243

ORGANISATION DE L'UNITE  
AFRICAINNE

Secretariat  
B. P. 3243

Addis Ababa - أديس أبابا

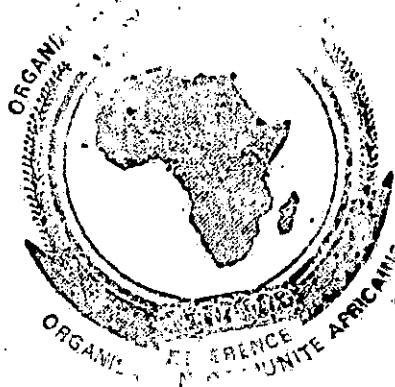
COUNCIL OF MINISTERS

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Addis Ababa - February 1975

CM/620 (XXIV)

Consideration of Applications for Subventions Submitted by  
The Association of African Universities



REQUEST FOR SUBVENTION BY THE ASSOCIATION OF  
AFRICAN UNIVERSITIES

ASSOCIATION OF AFRICAN UNIVERSITIES

Accra  
22nd November 1974

The Administrative Secretary-General  
Organisation of African Unity  
P.O. Box 3243  
ADDIS ABABA

Dear Sir,

I am writing once again to apply for a subvention to support the work of the Association of African Universities. In April this year the OAU approved a subvention of US \$ 100,000 to the Association for the current financial year. This sum is being spent on international seminars and workshops (US\$ 42,189), staff exchanges, documentation and general administration. It is too early yet to produce to you the detailed audited accounts of the expenditure but they will be sent to you at the end of our financial year.

The objectives and programmes of the Association are set out clearly in the Secretary-General's paper attached herewith but I wish to make special mention of some programmes on which most of the funds requested from OAU will be spent.

A. Seminars, Workshops and Conferences

These Meetings are intended for a joint study of important educational matters. The first workshop organised by the Association was held in Accra in July 1972 and resulted in a publication entitled: "Creating the African University - Emerging Issues in the 1970s". This workshop identified a number of problems and issues which require further study in depth in separate seminars and workshops. These include:

- (i) The need to strengthen and increase the efficiency of the administrative machinery of the university.
- (ii) The proper selection, training and orientation of the African teachers tomorrow.
- (iii) The need to evolve and develop a new curriculum and content relevant to the needs, culture and condition of Africa today.
- (iv) The need to make a detailed survey of teaching and research facilities, innovations and significant developments in member universities.

Action is being taken on (iv) with a grant from the Canadian International Development Agency, and a start is being made on (iii) through seminars and workshops projected for the next two years in the following fields of study: (a) History, (b) Pathology, (c) African languages and Linguistics, (d) Mathematics, (e) Technology, (f) the Physical Sciences and (g) Agriculture.

University education in Africa has been criticised as being too European and unrelated to the needs and circumstances of African countries.

The purpose of these workshops is to make a detailed and critical analysis and study of the content of university education, subject by subject, and help to evolve a content and methodology best suited to the circumstances of today. It is anticipated that each workshop will come out with recommendations for a suitable structure and content of each subject together with suggestions on teaching materials including text books and an improved methodology. It is proposed to hold two to three such workshops per year. Each workshop is to be preceded by a meeting of a preparatory committee of about 8 professors representing the different regions, language groups and university systems. The preparatory committee would meet for about two days to determine the structure and scope of the workshop, commission working papers and draw up the agenda.

The preparatory committee for the projected History and Pathology workshops have already met and we have been able to determine the cost of such committees. It will be in the region of US \$ 6,000 each. The cost of the workshop itself is estimated at US \$ 30,000. This makes a total of US\$ 36,000 per workshop. These estimates are based on the assumption that the Association will bear the full cost of the preparatory committees as well as the passages and maintenance of these (about 10) selected to prepare and present working papers at the workshop itself. Details of these estimates will be forwarded shortly.

The preparatory committee for Mathematics will be meeting in Kumasi from 7th to 10th January 1975 and the Executive Committee on Agricultural Education is due to meet in Accra next month.

In addition to these educational workshops, it is proposed to organise a series of scientific or professional meetings at which discussions of research papers and a general exchange of experience and information will take place.

## B. Staff Exchanges

This programme is described clearly in the Secretary-General's memorandum. A modest start has been made this year involving the movement of six professors and university administrators and it is proposed to step up this programme once funds requested are made available. The expenditure envisaged is US \$ 20,000 a year.

## C. Documentation

The establishment of a documentation centre for the collection, classification and dissemination of information about all African universities. We need hardly stress the importance of this service to our universities, research institutes and Governments. As you know, communication is a fundamental element of all university life and one of the obstacles to effective co-operation is lack of sufficient information on the teaching and research facilities and interests of other universities coupled with lack of satisfactory channels of communication. The documentation centre is designed to meet this need and an encouraging beginning has already been made. Basic information on member universities has now been collected, compiled and published in our first issue of the Directory of African Universities which is now being distributed. Material on current research in member universities is being collected for distribution to all universities and research institutes. The documentation centre also collects material for the bulletin of the Association which is to be published once every six months. The first issue of this bulletin came out in May this year. The bulletin will carry information and articles of interest to member universities and is to form a forum for the discussion of matters of topical interest to the university Community in Africa. The documentation centre has now produced the first draft of the Directory of African Universities. For the first two years, the work of the documentation centre has been supported by the grant from the Ford Foundation. Negotiations for the extension of this grant for a further two years have not yet produced results. The documentation centre is estimated to cost US \$ 54,000 a year.

## D. Language Training

One of the objectives of the Association of African Universities is to help break the language barrier by encouraging the teaching of the major languages: French, English and Arabic, in member universities. As a start, the Secretariat has initiated a project for intensive training in French at the Universities of Lome and Abidjan and for training in English at the Universities of Ghana and Cape Coast. A course for people from member universities in Nigeria, Ghana, Sierra Leone and Liberia was announced for July 1974 at Lome and 68 applications were received as follows:

University of Nsukka	10
University of Ife	10
University of Cape Coast	20
University of Sierra Leone	8
University of Liberia	20
	<hr/>
TOTAL	68
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From these, because of shortage of funds, only 13 people could be selected:

University of Nsukka	3
University of Cape Coast	4
University of Sierra Leone	3
University of Liberia	3
	<hr/>
TOTAL	13
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Funds for this particular course were granted by the French Government but we would like to expand this programme if we could obtain more funds. Furthermore, arrangements are now complete for the transfer, next academic year, of the final year of a class studying English at Lome to the University of Cape Coast for practical training in spoken English and methods of teaching it as a foreign language. We have now completed negotiations for the financing of this arrangement with the Inter-University Council of England. The Association would like to raise additional funds so that these programmes are expanded and intensified. The interest has been demonstrated by staff and students and the universities themselves have shown keenness on the programme.

Estimates for the 1975/76 are attached herewith together with the amended estimates for 1974/75 (excluding the Inter-African Scholarship programme which is financed with special grants from USAID, CIDA and British Government).

It will be seen that the estimated deficit for 1975/76 is US \$ 137,560 assuming that the OAU grant of US \$ 100,000 is continued. Our request is that this grant should now be raised to US \$ 230,000 to help the Association balance its budget and carry out its vital programmes.

(sd) Y.K. Lule  
Secretary-General

ASSOCIATION OF AFRICAN UNIVERSITIES1975/76 DRAFT SECRETARIAT ESTIMATES1974/75  
(AMENDED)

US\$

1975/76

US\$

INCOME

44,000	Membership Subscription	48,000
11,389	Interest Receivable	15,440
1,600	Sundry Income	1,600
100	Publication Sales	100
100,000	CAU Subvention	100,000
12,000	C.I.D.A. Grant	12,000
-	Documentation Centre Grant (Expected from Ford Foundation)	-

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177,140

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LESS EXPENDITURE

54,000	Salaries and Allowances	65,000
30,000	Transportation & Subsistence - Secretariat	30,000
10,000	Transportation & Subsistence - Board	10,000
5,000	Materials and Supplies	9,000
6,000	Entertainment Vote	5,000
3,000	Rent Subsidy	3,000
2,900	Miscellaneous	7,000
42,189	International Seminars/ Workshops	US\$ 108,000
	Staff Exchange	20,000

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US\$ 128,000

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3,000	Contingency Vote	3,000
8,000	Equipment	1,000
44,300	Documentation Centre	54,000

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315,000

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39,300 DEFICIT

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137,860

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UNIVERSITY CO-OPERATION IN AFRICAA POSITION PAPER BY MR. Y.K. LULE

(Secretary-General of the Association of African Universities)

Universities over the years have attempted to collect, preserve, reconstitute, extend and pass on to their students, knowledge and skills accumulated. This is indeed a formidable task and with the recent explosion of knowledge in all fields of human endeavour, the task has become even more formidable. Obviously no single university can alone reconstitute, preserve and add to all knowledge. The investment involved both in manpower and equipment would be beyond the means of a single institution. The university must therefore make extensive use of other work carried out in other universities, including those in other countries. A university is thus in essence an institution devoted to openness and co-operation.

When the Heads of African Universities decided to form an Association as an instrument of co-operation among themselves, they were in a sense following a well-established tradition, but in the African context, co-operation had a special urgency and significance. Many of the universities were small, isolated from each other and had a limited range of offerings. They were not as well staffed and equipped as universities in the more developed countries.

The Preamble to the Constitution of the Association of African Universities states:

"We, the Heads of Universities and University Institutions in Africa, mindful of the problems and challenges facing the Institutions of Higher Education throughout the African Continent;

Aware that many of the problems encountered can be solved by developing a system under which there is effective co-operation and consultation among the institutions concerned;

Conscious of the role of African Universities to maintain adherence and loyalty to world academic standards and to evolve over the years a pattern of higher education in the service of Africa and its peoples yet promoting a bond of kinship to the larger human society;

Have resolved to establish a corporate body to achieve our aims and objectives in harmony with the spirit of the Organisation of African Unity."

The aims and objectives of the Association were further spelt out in full in Article II of the Constitution as follows:

"The purpose of the Association of African Universities shall be:

- (a) To promote interchange, contact and co-operation among University Institutions in Africa;
- (b) To collect, classify and disseminate information on higher education and research, particularly in Africa;
- (c) To promote co-operation among African institutions in curriculum development, and in the determination of equivalence of degrees;
- (d) To encourage increased contact between its members and the international academic world;
- (e) To study and make known the education and related needs of African University Institutions and as far as practicable, to co-ordinate the means whereby those needs may be met;
- (f) To encourage the development and wider use of African languages;
- (g) To organise, encourage and support seminars and conferences between African University teachers, administrators and others dealing with problems of higher education in Africa."

Thus the African Universities set out to establish an Association whose main purpose was to encourage and facilitate co-operation among themselves. It was hoped that through a system of effective co-operation, their lean resources in manpower, equipment and teaching facilities could go much further than would be the case if they operated in isolation. Co-operation was thus to bring certain tangible benefits to the countries and Universities involved.

A number of programmes and activities have been planned to give practical expression to those aims and objectives.

#### 1. Documentation

One of the major obstacles to co-operation between African Universities is lack of sufficient information on the teaching and research facilities and programmes of other Universities, coupled with lack of satisfactory channels of communication. It was in order to contribute to the solution of this problem that the Association decided that a documentation centre be established in order to prepare a compendium of basic information on African Universities and circulate it to all member Universities. Basic information on most



Universities has now been collected, compiled and published in the first issue of the Directory of African Universities (July 1974) which is now being distributed.

The documentation centre has also been engaged in the collection of material on current research in African Universities and is in the process of compiling it for distribution to all member Universities and research institutions.

The centre is regularly advised by member Universities of staff vacancies. This information is then compiled and sent to member Universities and other interested bodies. A number of enquiries about employment possibilities in member Universities are also sent to the documentation centre and are then directed to the appropriate Universities. The documentation centre also collects material for the bulletin of the Association which is to be published once every six months. The first issue of the bulletin came out in May, this year. The bulletin contains information and articles of interest to Universities and is a forum for the discussion of matters of topical interest to the University community.

The documentation centre is destined to play a very important role in the co-operative efforts of our Universities. Lines of communication must be kept open between scholars with common interest in research and study. This is essential in order to avoid duplication of effort and to enable research workers and others decide on the areas of co-operation which would be beneficial to all concerned.

## 2. Student Exchanges

### (a) The Inter-African Scholarship Programme

This was the first major co-operative activity of the Association and was intended to assist African countries and member Universities in sharing training facilities. In other words, the Inter-African scholarship programme provides opportunities for African students to study in member Universities outside their own countries in fields of study that are not available in their own countries. Thus African students who would have otherwise gone to overseas Universities for under-graduate courses are enabled to take these courses in conditions approximating more to the conditions under which they will work. This makes the training more relevant and easier to put into practice and reduces the dangers of the brain drain to developed countries. The Universities themselves are thereby encouraged to extend their international dimensions and make the most efficient use of their facilities for the human resources development of Africa. There are at the moment on the Inter-Af. Programme 743 students from 33 countries studying at 37 African Universities.

The selection and placement of these students are the responsibility of a Referral Committee consisting of University Registrars and Finance Officers from member Universities as well as Government representatives and officers of the Secretariat. This Committee meets annually in different regions of the continent and select from among hundreds of applications those who are to be awarded scholarships and at the same time place them in different Universities. The welfare of these students is now the responsibility of the Universities themselves which thus play an important role in the administration of the Programme.

This programme is not without problems. One such problem is the difficulty of keeping the students gainfully occupied during the long vacation as the labour laws in some countries forbid the employment of foreigners, including foreign students who would like to do something during vacation to gain experience and earn a little pocket money. The normal rate of scholarship allowance is insufficient to enable most of them to buy an air ticket to return home during these vacations or to tour the countries in which they are studying. This is a little frustrating but something is being done about it.

Some Universities have organised a variety of creative activities for these students in company with local students but this is not general and the problem remains with us and we will continue consultation with those concerned to see how this problem can best be dealt with.

The Inter-African Scholarship Programme is at the under-graduate level, but a small beginning with post-graduate training has been made. The post-graduate programme is contributing to the staff development programme of member Universities. Ten years ago, it was fashionable to stress the positive role of Universities in Africa as producers of high level manpower needed for economic development and true political independence. Today serious consideration is also given to the kind of training given at our Universities. The question of the relevance of this training now looms large in all discussions of University educators today. They are concerned that University training and research be geared to the conditions and needs of African countries. The post-graduate training programme we have just embarked upon is to enable African students preparing to take up teaching in African Universities to base their training and research on problems which are of immediate importance to the development of their environment. It is hoped that these future academics will be better able to understand the needs and problems of their countries and hopefully make better teachers in African Universities.

(b) Special Exchange Arrangement for Language Training

Africa has been divided by the factors of geography, history and language. The effects of geography have been largely overcome by the modern aeroplane, but in spite of the radio and telephone, language with its concomitant built-in sentiments and attitudes, remains today a major obstacle to effective co-operation. It was in recognition of this fact that the Second General Conference of the Association of African Universities held at Kinshasa, recommended that Universities should play an active role in the teaching of language in Africa, particularly the three principal languages - Arabic, English and French.

The Kinshasa recommendation has been given practical expressions in diverse ways by member Universities. There have been exchanges of students between the Universities of Zambia and Zaïre for the purpose of providing opportunity for students from one University to acquire a working knowledge of the language used at the other University. The University of Ibadan has also given intensive English language courses during the long vacation to students from the University of Zaïre. Recently, the University of Benin in Togo and the University of Cape Coast in Ghana have concluded an agreement by which third year students at each University destined to teach English or French as the case may be in the secondary schools of their respective countries are enabled to spend one academic year of intensive language training on reciprocal basis.

The Secretariat of the Association has been in touch with other interested member Universities, particularly the Universities of Abidjan, Benin in Lome and Legon, to work out schemes for intensive teaching of French and English to various categories of people including University teachers, students, administrators and even businessmen. In this regard, a small beginning has been made at the University of Benin in Lome where a six-week intensive French language course is being offered during the long vacation to students and teachers of French from anglophone Universities. The ultimate objective is to provide intensive language courses at various centres during long-vacation to enable University teachers, researchers, students, administrators, etc... to become bilingual in any of these major languages. Fluency in these languages is indispensable particularly in the fields of academic research and more so if an effective co-operation is to be achieved by our Universities.

3. Staff Exchanges

Among the objectives of the Association is the promotion of interchange, contact and co-operation among University institutions and the Kinshasa Conference recommended that a start be made on this by working out and implementing a scheme of staff exchanges and visits.

The programme drawn up by the Secretariat, but which on the whole has yet to be implemented, includes visits by Professors and others to deliver a series of lectures, including public lectures about some research finding or experience which might be of wider interest throughout a region. Arrangements could also be made for a University teacher to cover the teaching of a particular part of a regular course which cannot be covered adequately by the existing staff in the department concerned, either as a result of a temporary shortage or as a regular arrangement between two or more Universities to make use of one specialist in the region to cover a particular section of a subject. This is a common arrangement among Egyptian Universities where it is not uncommon for one specialist to cover the teaching of his own speciality in two or more Universities. A similar movement of staff has also taken place among some Nigerian Universities. In both these cases the movement of staff is between Universities in the same country and does not involve foreign travel or the payment of services rendered.

The East African Universities operate a similar scheme of staff exchange and other forms of co-operation. These schemes have been drawn up by the East African University Committee made up of the Vice-Chancellors and representatives of the three governments and financed through the regular budget of the East African Community.

One form of University co-operation is the exchange of external examiners to regulate the degrees awarded by the different Universities. This practice has been inherited from British Universities and is practised mainly in anglophone Universities. Until quite recently external examiners in anglophone Universities were provided by British Universities under a scheme financed by the British Government and operated by the Inter-University Council. While the British scheme continues, increasingly nowadays African Universities appoint external examiners from African Universities. This form of co-operation is important not only in helping to regulate degree standards but it enables African scholars to establish contact with one another and to gain first-hand knowledge of the organisations and methods of teaching and research in the department in which they may be examining. These contacts have in some cases led to the establishment of joint research programmes and other forms of co-operation.

#### 4. Other Patterns of University Co-operation

Apart from the major co-operative activities of the Association of African Universities described above, there have been in recent years other patterns of co-operation and collaboration among African Universities. A number of specialised faculties, schools or departments have been organised into regional or Africa wide groupings or associations.

These Associations, most of which are affiliated to the Association of African Universities, are just beginning to explore their potential. Their activities so far have been focussed on periodic meetings or conferences on a regional or sub-regional level to exchange information, to discuss research results or priorities and to stimulate other forms of co-operation. Some of these associations have formed working groups concerned most exclusively with professional discussion or research methods, questionnaire design, comparability of definitions and data sources etc... From these activities, co-operative arrangements involving staff exchanges and joint research programmes are beginning to emerge.

The following organisations are now in existence:

- (i) The Association of Faculties and Colleges of Agriculture
- (ii) The Association of Medical Schools and Faculties
- (iii) The Association of Teachers of Education in Africa
- (iv) The Association of Teachers of Political Science
- (v) Standing Conference of African Universities Libraries
- (vi) The Conference of Engineering Education in Middle Africa.

The Association of Faculties of Agriculture was inaugurated in July last year at the University of Nairobi. Prior to this founding Conference, there have been two previous conferences involving only the Deans of Faculties. The founding conference was attended by 37 delegates from 39 institutions of higher Agricultural Education from 22 countries of Africa. The A.F.A.A. which is affiliated to the Association of African Universities has the following objectives: "To foster the development of agricultural education and research; to provide for the exchange between academic staff of the institutions of higher agricultural education in Africa, of experience and information on all aspects of agricultural education, research and management of the member institutions by means of periodic conferences, seminars and through the exchange of publications and other documentation; to evaluate and promote the contribution of member institutions to national and regional development, to promote the understanding and improvement of regulations and course structure in member institutions; and to encourage the exchange of staff and students between institutions of higher agricultural education in Africa."

The foregoing reflects in a large measure the aims and objectives of the other organisations listed above.

The Secretariat of the Association of African Universities has been actively involved in bringing together other groups of University teachers in fields of study not covered by the organisations mentioned above, for the purpose of organising workshops or seminars in their specialist disciplines. It is envisaged that within the next twelve months, working groups in the following disciplines will have met to prepare for major conferences or workshops: History, Mathematics, Pathology and African Linguistics. It is intended that these workshops or conferences will consider questions of the curriculum, content as well as teaching materials in these subjects. These conferences will also work out schemes for regular consultation and co-operation among individuals, departments, institutes, faculties or schools of member universities in Africa.

## 5. Problems and Obstacles

### (a) Finance

All schemes of co-operation involving the movement of staff, students and material cost money and this is one of the limiting factors. Money is needed to pay for transportation and maintenance of both staff and students on exchange programmes.

The Inter-African Scholarship Programme is at the moment financed mostly from external sources and it is not easy to predict how long this assistance will last. The programme is financed on an annual basis and could be terminated as a result of events beyond our control. African Governments are already interested in the Programme but many of them face financial difficulties and are not yet able to make direct significant financial contribution to the Programme.

The documentation centre was started with a two-year grant from one of the Foundations. This grant has now expired and negotiations for its renewal have been going on since the beginning of last year and we are still waiting for the final decision.

We are, however, encouraged by the interest expressed by the Organisation of African Unity when in April this year they voted a sum of US \$ 100,000 for the support of the programmes of the Association. This is indeed a heartening gesture and we hope that this interest will continue to grow as our programmes show their value and usefulness to member countries.

(b) Language Obstacles

Language presents a real obstacle to a free movement of both staff and students and most of the exchanges today take place between Universities in the same language grouping. Most countries in Africa have adopted as a medium of instruction the language of their former metropolitan powers and there has been very little attempt to teach other major languages to facilitate communication. One of the objectives of the Association of African Universities is to break this language barrier and make it possible for a free movement of students among all member Universities. At the last General Conference of the Association held at Ibadan, the Association accepted the policy of including a second major language in the curriculum of all undergraduate courses. This objective will of course take many years to achieve.

In spite of these difficulties and obstacles, progress in the field of University co-operation is being made and it is hoped that with the support from African Governments and the Organisation of African Unity further progress can be made.

It is our conviction that all these forms of co-operation will enable African Universities to make a major contribution towards the development of this continent and in fostering African Unity.



ASSOCIATION OF AFRICAN UNIVERSITIES1975/76 DRAFT SECRETARIAT ESTIMATES1974/75

(AMENDED)

\$

INCOME:

44,000	Membership Subscription	
11,389	Interest Receivable	
1,600	Sundry Income	
100	Publication Sales	
100,000	OAU Subvention	
12,000	C.I.D.A. Grant	
-	Documentation Centre Grant (Expected from Ford Foundation )	

169,089LESS EXPENDITURE:

54,000	Salaries and Allowances	
30,000	Transportation and Subsistence - Secretariat	
10,000	Transportation and Subsistence - Board	
5,000	Materials and Supplies	
6,000	Entertainment Vote	
3,000	Rent Subsidy	
2,900	Miscellaneous	
42,189	International Seminars/Workshops	\$ 108,000
	Staff Exchange	20,000

128,000

3,000	Contingency Vote	
8,000	Equipment	
44,300	Documentation Centre	

208,389DEFICIT39,3001975/76

\$

48,000

15,440

1,600

100

100,000

12,000

177,140

65,000

30,000

10,000

9,000

5,000

3,000

7,000

128,000

3,000

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54,000

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# Consideration of applications for subventions submitted by the association of African Universities

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Organization of African Unity

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