UNESCO'S COMMITMENT TO THE SUCCESS OF HIGHER EDUCATION IN AFRICA

by Honorat AGUESSY
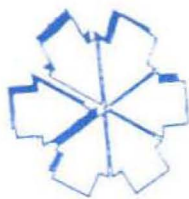
UNESCO REGIONAL OFFICE FOR EDUCATION
IN AFRICA

UNESCO'S COMMITMENT

TO THE SUCCESS

OF HIGHER EDUCATION

IN AFRICA

DAKAR, 1994

Preface

This publication is the "mission report" of Prof. Honorat Aguessy who retires at the end of this month, after twelve years as Programme Specialist in Higher Education at the UNESCO Regional Office for Education in Africa.

Prof. Aguessy's main thesis is that UNESCO has over the years been solidly committed to the developement of higher education in Africa. All the activities carried out before and during his period of service in UNESCO testify to this.

That several other institutions are now interested in the development of higher education in the continent is, for Aguessy, a welcome development. It is however necessary that all current and future efforts in this field take due cognisance of the work of UNESCO over the years.

Prof. Aguessy has illustrated how his good work in UNESCO can be continued and improved upon, (a) by making proper use of the recommendations by various bodies mobilised by UNESCO on the development of higher education in Africa over the years, and (b) by the creation of a UNESCO Regional Centre for Higher Education in Africa.

The entire staff of UNESCO-BREDA would like to wish Prof. Aguessy a happy retirement, which is expected to be another busy period of active devotion to the course of Education.

UNESCO-BREDA, May 1994

Contents

"Be thee like the promontory
Hit incessantly by the waves
keeping firm inspite of it all
and overcoming the furor of the high seas"
                                        Seneca

«Through its twin functions of research and
training, the university is, by definition, the focal point of
intellectual activities which keep society on its roots and
also ensure its regeneration»

Harare, UNESCO, 28 June 1982

The Setting

UNESCO has been promoting the development of higher
education in Africa, with dynamism, efficiency and permanent
optimism, as it is convinced that "Africa's future is predicated to a large
extent in universities and research and higher education institutions".
It has been relentlessly stressing "the importance of strengthening
research and development capacities and continually increasing the
number of researchers".

To meet the needs identified over the last thirty years,
UNESCO has undertaken a wide variety of activities (encouragement
to prepare doctorate degrees in Africa, support to African scientists to
participate in international research programmes, creation of academic
associations, strengthening resources pools, teacher training, various
meetings, setting up higher training institutions, etc.) without ever
causing indebtedness among African states, or causing despair and
anguish among African peoples benefiting from its services.

It seems however that regional and international organisations
involved in the promotion of higher education in Africa are not fully
aware of the achievements, activities, programmes and projects by the
UN Agency whose areas of competence cover Education, Science,
Culture and Communication. How could cooperation be organised so
as to build upon UNESCO's achievements in the area of higher
education to the benefit of Africa ?

What strategies should be used to avoid unproductive
competition[1] which is harmful to the cause of Africa, and which is
denounced by the competent African authorities, most of whom have
now adopted Graham Hancock's analysis as expounded in the book

---

[1] P 49· part of Hancock's analysis reads· "it is a hardly known fact that there are at
least sixteen specialised United Nations agencies that can be involved in relief
activities in case of disaster; frequently, they are all present at the same time Thus,
they get into each other's way, quarrelling violently and competing sometimes through
indecent means for supremacy..."

Les Nababs de la Pauvreté (1991) ?

UNESCO's activities on higher education in the Africa region since the independence of African States, do not fall within the framework of "the aid Industry" which produces its own data, controls and defines them, and identifies "most of the ways which we may follow" and which are denounced by Graham Hancock. The latter draws our attention on the fact that, on the one hand "this (competition at all costs) inevitably causes a nightmare in coordination and many wasted efforts due to overlapping", on the other hand, "donors tend not to believe what happens, they must see people collapse before acting"[2] . Finally, the author, criticising aid, notes that "from time to time, extravagant assaults of domination and ostentation slowly mix with an empty rhetoric devoid of any meaning on the harsh situation of the poor"[3]

As these ideas are starting to gain ground among political authorities, it is indispensable to show another image of international cooperation by setting the background of higher education in the way UNESCO patiently and constantly identified it, showing how potent a means it is against overwhelming pessimism born of the anguish of social representation of the eternal assisted who have become the permanent indebted. It is timely to show that the determined commitment of human resources, of men to the service of an ideal, is of vital importance, if not more, at least as important as any other resources.

In that sense, nothing would be better than a retrospective study which, in the case at hand, can generate an efficient and sustainable prospective.

To achieve this, it is necessary to recall the recommendations, decisions and resolutions taken after thoroughly discussing the activities of the past thirty years : studies, surveys, enquiries, research, conferences, colloquiums, seminars, congresses, round table talks, scientific study days, fora, workshops, etc. These varied recommendations, decisions and resolutions resulted from thorough research, analysis, discussions and negotiations, amendments, addenda, corrigenda, face enormous obstacles before becoming reality and taking shape. Despite their relevance, it may be necessary to analyse more deeply the nature of obstacles which reduce to nothing the best findings from meetings and studies, by rethinking

---

[2] . Ibid P. 69.

[3] . Ibid p. 76.

the existing international cooperation. It may be convenient to list recommendations relating to every kind of problem and examine the appropriate cooperation mechanism for their implementation.

Let us consider the likely results of an efficient prospective review based on a careful analysis of UNESCO's actions in retrospect..

I

From the Antananarivo Conference (September 1962) to the Alexandria Seminar (April 1993)

Overview

For UNESCO, higher education has always been and still is a priority for the development of African societies. In the last three decades, UNESCO has upheld this priority in its programme, starting from the early sixties when most African States became independent.

To give a comprehensive overview of its activities, we must recall that UNESCO held a Conference of African States on the development of Education in Africa for the first time in May 1961 in Addis Ababa. But this first meeting did not pay special attention to higher education. For this section of Education, the Conference limited itself to recommending the increase of the number of students in higher education in Africa, an increase which was to reach the rate of 2 % of the school age population for 1980-1981.

As the discussions on higher education were limited at the Conference of African States, UNESCO organised in 1962, in cooperation with ECA (Economic Commission for Africa), a conference completely devoted to *The Future of Higher Education in Africa.*

Over twenty-five years later, the important conference still appears as a landmark prospective for higher education in Africa. The sub-themes treated, the mode of exchange (between teachers, researchers, higher education administrators, policy makers, international cooperation agencies in the field of higher education, etc) as well as the quality of recommendations sanctioning the proceedings made of the Antananarivo conference a reference meeting. Any specialist who does not know its substance will always be lacking and obsessed to overcome their limitations in the field of history. In fact, all of today's major concerns were expressed at that conference which stressed, among other things, the need for higher education to integrate in its mission of production, transmission and utilisation of knowledge, the promotion of the knowledge of African cultural heritage and contribute to the strengthening of African

independence and unity. Finally, the Antananarivo conference identified the non-existence of an association of universities and worked towards the creation of the AAU by preparing the terms of reference of its statutes.

Twenty-one years after Antananarivo, the fifth Conference of Education Ministers and those Responsible for Economic Planning in African Member States (MINEDAF V), held in 1982 in Harare, re-affirmed the importance attached to higher education, contrary to the previous Conferences in the same category (Addis Ababa 1961, Abidjan 1964, Nairobi 1968, Lagos 1976).

In fact, it reserved a special place on its agenda to the issue of higher education dealing with "the role of higher education in national development, especially in the training of local executives, in scientific and technical research geared towards development, in the safeguard of educational systems". The recommendations of MINEDAF V, which had the merit of trying to clarify the mission of higher education institutions, allowed the timely setting up of a number of cooperation mechanisms as well as the elaboration of the special Programme for the improvement of higher education in Africa.

A quarter of a century after the Antananarivo Conference, the regional Colloquium held in Dakar in 1987 on "the Improvement and Renovation of Higher Education in Africa" renewed the Antananarivo option for the limitation to thirty-two (32) of the number of universities on the continent, not by fixing a new figure but by putting particular emphasis on the need to pool resources on the one hand, the creation of Centers of excellence on the other hand. The elaboration of the special programme for the improvement of higher education in Africa is a result of the Dakar regional Colloquium.

The three seminars on the management of higher education held in Accra (1991), Dakar (1992) and Alexandria (1993) for managers of higher education in Africa were part of efforts to improve the quality and relevance of higher education, as was the pedagogic training programme for higher education teachers.

These meetings, whose recommendations influenced but did not determine UNESCO programmes, were a precious and important mediation to allow UNESCO to test, at grassroots level, the situation of higher education so as to better serve African societies. The fruitful recommendations from representatives and delegates of African countries, have led to the networking of the Africa region with vital mechanisms indispensable for the good operation of higher education :

14

- Regional Consultative Committee on higher education in Africa whose three sessions allowed a thorough identification of priorities for the improvement of higher education (1987);
- Regional Convention on the recognition of studies and certificates, diplomas, grades and other higher education titles in African member states (1985);
- Regional Committee for promoting the implementation of the Convention on the recognition of studies and certificates, diplomas, grades and other higher education titles in African member states (1985);
- Cooperation Network for pedagogic training of higher education teaching staff in Africa (1987, 1990, 1992).

The studies, researches and their publications on higher education constitute another vital organic mechanism of the development process of higher education in Africa.

These mechanisms are essentially found in the education sector, but also in exact and natural sciences, in social and human sciences, in culture and communication, sectors which develop important programmes on higher education subjects and syllabuses.

Major Ideas in the Report of the Meetings

Conference on the Future of Higher Education in Africa, Antananarivo 3-12 September 1962

It is the reference Conference on higher education in Africa, given the relevance of its themes and the recommendations it adopted.
Themes discussed in plenary sessions:
i) Role of higher education in the cultural, social and economic development of African countries;
ii) Cooperation among African countries to develop higher education throughout the continent.

Themes discussed in working groups:
i) Need for more teaching staff in higher education in Africa;
ii) Funding higher education in Africa;
iii) Choosing higher education syllabi, and adapting the syllabi to African life styles and evolution, especially in the following areas :
   - Economic development;
   - Public administration;

- Natural resources;
- African studies.

Findings and recommendations :

       The chapter relating to findings and recommendations is entitled *Programme for the development of higher education in Africa under the development Plan for Education in Africa* (1961-1980). It was already an *Action Programme* which the various institutions were to implement to reach the long term objective that was set. International cooperation was strongly recommended in the programme.

       The findings and recommendations appearing in the programme, giving an accurate account of the orientation of debates in plenary sessions as well as in commission, are focused on the particular contribution higher education can make in the development of Africa. Following are some key ideas raised in the various chapters :

- "Gearing the training of the human being towards nation building;
- "Gradually setting up truly African institutions of higher education devoted to serving Africa and its people, while prodding the feeling of membership of the broader human family"; (about the *Role of higher education in the economic, social and cultural development of African countries*).
- "To foster the development of higher education, interested countries should set up a mechanism covering all aspects of this sector, so as to plan its development, to recommend adequate financial measures and coordinate its activities" (about *Development planning for higher education*).
- "The conditions of employment and the status of the teaching staff should be at least comparable but not inferior to those of management staff in the civil service";
- "The working and teaching conditions of African higher education staff should allow them to devote the maximum time to teaching, while allowing them time for research, which is of vital importance in view of the africanisation of syllabi" (*about the Personnel needs in African higher education*).
- Using "fully the available resources in teaching staff, facilities and material through the admission of a larger number of students, the holding of evening classes, and finally through awarding grades to external students;
- Using in the best way available teaching staff and facilities through the implementation, at the earliest time possible, of recommendation

87 on inter-African cooperation.[1]
- "African higher education institutions should implement at the earliest time possible the programmes of outdoor periuniversity activities and take measures for a larger participation in the economic and social development of the community..."
- "To evaluate the cost of higher education, it would be convenient to apply the following standards, under reserve of deeper studies and future revision in the light of more comprehensive and detailed information (see tables II, III, IV)[2] " (on the Funding of higher education).
- "There should not be any question of lowering university standards or isolating African universities from the international community. African universities should identify themselves with the societies they serve and contribute actively to solving the problems facing these societies, in the short or long term".
- "We should acknowledge the need to use African material in the teaching of all subjects and at all levels of education, as well as introduce carefully organised courses on African studies which would be taken by all students"
- "Adapting the content of syllabi and teaching methods requires the development of new manuals, which could well be carried out by university staff in cooperation with external specialists..."
- "For African countries to find the qualified staff they need to develop their administration, African universities must be prepared to accept a broader range of vocational training courses, whether or not these courses belong to the European university system" (about the Choice and adaptation of programmes;
- "African studies must play an important part in outdoor activities and the success of universities".
- "African studies will allow a better appreciation of the role of socio-cultural factors in the implementation of social and economic development plans".
- "All students should receive a general Africanist training in the form of courses taught in the first year of higher studies or in the so-called

---

[1] Recommendation n° 87 provides for the reduction to thirty-two of the number of higher education institutions in the Region.

[2] The above-mentioned tables are respectively related to II Evaluation of approximate capital expenditure per student in middle Africa.
III Evaluation of renewable expenditure in Higher Education middle Africa and northern Africa 61-80.
VI Evaluation of capital expenditure, renewable expenditure, and total annual expenditure...

"foundation course" where applicable".

- "Adequate attention should be paid, among Africanist studies, to linguistic studies" (about *African Studies*).

- "The University must take part in the training and the perfection of intermediate staff in the social and economic field".

- "The University should encourage social promotion and integration by organising development training - for future and acting staff - and by participating in adult education, especially in rural areas".

- "It would be convenient to strengthen the links between the University, government, the public sector and private enterprises, so as to facilitate the integration of higher education in the economic and social life of African countries; such an integration would probably be encouraged by the creation and development of institutes and services attached to the University" (about *Economic Development*).

- "African states should strive to reach the figure of 60 % of students in scientific and technical branches of education. To achieve this, adequate measures must be taken by the relevant government agencies"

- "The teaching of fundamental sciences should start as early as possible in primary and secondary education, whereas specialisation should only take place relatively late in higher education".

- "Applied research programmes must be elaborated on the basis of the country's economic and social development and must therefore be subject to detailed planning".

- "The elaboration of manuals adapted to local conditions should be encouraged by government authorities and priority should be given to books on sciences with a particular local application. Regional centers should be set up for the printing of such manuals".

- "Research programmes must be coordinated at national and regional levels. In some cases, the setting up of inter-State research centers on a regional basis should be envisaged".

- "Notions of nature and natural resources conservation should be introduced in syllabi as well as in the spirit of higher education" (about *Natural Resources*).

- "Adapting syllabi to Africa's needs should be particular encouraged in the field of specialised education, more than in basic training : it is dependent on an effort towards pedagogic adaptation".

- "Higher education of the civil service in Africa must be essentially concrete, aimed at training civil servants who are directly employable" (about *Civil Service*).

18

- "During the twenty-year period set for the implementation of the Addis Ababa Plan, the needs of middle Africa in university Institutions should be covered by the following 32 institutions...".
- "It would be convenient to study the conditions for the creation of a permanent mechanism which could be set up in the coming years to allow African university leaders to be informed about common interest issues and study them regularly".
- "It would be worth examining in priority certain issues and carry out studies in the following areas :
a) Study of the conditions and possibilities of linguistic communication between all African countries, so as to seek the means of extending and generalising the use of a second - or even a third - teaching language;
b) Comparative studies on a certain number of issues related to the development of higher education in Africa, such as :
i) definition of inter-African university standards and problems of diploma recognition in the international community;
ii) conditions of student admission to universities;
iii) harmonisation and recognition of grades, diplomas and "credits" awarded by different African universities. These studies could be carried out with the help of UNESCO and the International Association of Universities".
c) Adoption of a concerted programme aimed at fostering free exchange of teachers and students between African higher education institutions;
d) Study of conditions for the creation of regional or sub-regional institutions or centers in charge of elaborating and implementing comparative research programmes and encouraging the exchange of researchers and research materials;
e) Organising cooperation between university libraries and documentation centers;
f) Study of the problems of long term planning of the needs of African universities in infrastructure, equipment and material facilities (about *Inter-African Cooperation*).

MINEDAF V (Harare, 28 June-3 July 1982)

This conference marked a relaunching of activities and the assignment of tasks, as well as an attempt to define the mission of higher education in Africa.

Whereas the Antananarivo Conference can be considered as the reference conference in clearly identifying problems of higher education in Africa, the fifth Conference of Education Ministers and Ministers in charge of economic planning in African member states, known as MINEDAF V or Harare Conference (1982), had the merit of relaunching and renewing attention paid to the problems of higher education in times of acute economic crisis. With this relaunching and renewal, MINEDAF V also assigned higher education specific areas of intervention. By so doing, MINEDAF V initiated efforts for the definition of the mission of higher education, which was to be more elaborated at the first of three seminars which constitute the series of Vice-Chancellors's meetings on the management of higher education institutions (Accra 1991; Dakar 1992; Alexandria 1993).

The relaunching function

The function of relaunching assumed by MINEDAF V is discernible from the summary but substantial document on a comprehensive study of attempts to develop higher education. These attempts are in pursuance of the principle of relevant innovations and focus on the setting up of higher education institutions aimed at bringing appropriate solutions to the development problems of African societies in the twenty years between the Antananarivo Conference (1962) and the Harare Conference (1982). The document dealt with "the contribution of higher education in the development of African societies", the rapid growth of the student population which "went from 142,000 in 1960 to 1,169,000 in 1980. This means numbers multiplied over eight times during the period, representing a school attendance rate of 3 % of the school age group".

The document also said that, as soon as 1980, the objective of a maximum thirty-two universities the Antananarivo Conference was aiming at for middle Africa was already passed, as the university is considered as a sign of national sovereignty and a space for better knowledge of national realities and revalorisation of the cultural heritage.

Thus, MINEDAF V gave increased attention to solving development problems in African societies, a task which higher education should concentrate on.

20

Specific areas assigned to higher education

Specifying the normal functions of higher education, the document identifies four areas.
a) Training of national managers
The first task assigned to higher education is to palliate the shortage of managerial staff in all sectors of normal and efficient life in society, i.e :
i) agriculture and modernisation of the rural sector;
ii) administration and improvement of management in vital sectors of the economy, banking, judiciary, communication;
iii) engineering and a more appropriate approach to development and the use of technologies;
iv) teacher training and changing mentalities to better tackle the problems inherited from colonisation etc.

In short, attention is renewed on the concrete problems facing most African countries at independence, by laying the emphasis on the interdisciplinary aspect of training. The following passage is an illustration of that fact : "Given that training is no longer seen as a transmission of academic knowledge. but as the preparation of the nation's managers to contribute efficiently to development, such training should allow the different categories of specialists to solve the practical problems facing the community, and thus requires an interdisciplinary organisation of teaching and studies".
b) Endogenous development of science and technology
It is the second area assigned to higher education given that science and technology "have become a direct production force". Science and technology, when studied, developed and promoted in higher education, "can contribute considerably to solving a large number of the major problems facing humanity, especially in developing countries", namely hunger, health, clothing, environmental protection.

Scientific and technological development is not only a major aspect of global development, but also "in fact, the condition for economic autonomy and, to a large extent, of any real independence". There are conditions to be met for the endogeneity of scientific and technological development :
i) the quality of science teaching,
ii) training the scientific mind,
iii) availability of an adequate level of research potential,
iv) the need for up-to-date information on recent acquisitions in

science and technology,
v) a willingness to promote research and the recognition of its special place,
vi) participation in agricultural and industrial production,
vii) improved knowledge of various fields of study integrating traditional forms of knowledge as much as possible,
viii) the development of exchange and the use of scientific inputs made available to higher education institutions by the international scientific community.
c) Safeguarding cultural identity and promoting African cultures.

The third area assigned to higher education refers to the cultural dimension which should serve as foundation to all other sectors. Here comes the issues of the use of African languages as teaching vehicles, as "carriers of values, modes of thinking and perception". Without minimising the pedagogic problems arising from the transition from the languages currently in use to African languages, without forgetting the problems arising from bilingualism, it would be convenient to start promoting the scientific practical teaching of African languages in and outside Africa. By so doing, as was the wish of eminent researcher Cheikh Anta Diop, the teaching of sciences in African languages should be facilitated.

Oral culture and cultural traditions should be accorded a pride of place. The result must be a scientific theorisation of activities undertaken by most African countries for a better knowledge of the rich African cultural heritage. It is urgent to adequately train high level specialists.

What is important in the tasks to be carried out in the area is not to conserve African cultures in a static way, but to endeavour to dynamise and promote them.

"In general, this is part of the African universities' mission to train specialists in the various means of artistic expression and develop in their syllabi creativity in the various areas of arts and literature so that living African cultures are prolonged and enrich the cultural heritage from the past".
d) The operation of educational systems in Africa

The fourth area assigned to higher education deals with the vital role which it should play in relation to all levels of teaching in the educational system as a whole. This task is to be set in a perspective of continuity of the educational process from preschool to higher education. To better fulfill this responsibility, higher education should give particular attention to:

i) teacher education in general;

ii) further education and continuous upgrading of teachers;

iii) the training of a whole range of managers;

iv) appropriate pedagogic preparation;

v) participation in communal service;

vi) the knowledge of the productive sector;

viii) the necessary preparation to the development and implementation of educational reforms;

ix) the development of educational programmes and teaching materials;

x) the identification of educational objectives.

Mission assigned to various areas of activity in higher education

Irrespective of the field given, the stress is put on the education of a complete man, capable of "living in continuation of his traditions in the World of Tomorrow and "fully playing his role in the international community". This means that the aim of higher education is to contribute in finding, through science and technology, solutions to problems faced by African societies, while opening up to worldwide validated achievements made by the scientific community.

Declaration and Recommendations of MINEDAF V

On the basis of this analysis of higher education, the recommendations No. 7,8 as well as essential passages of the Harare Declaration, draw the relevant lessons so as to better mark out the space of the future. From these texts, it is essentially the recommendation No. 8.2 which energized the activities for more than a decade. But, as follow are the main points of the three recommendations and the Harare declaration.

The Harare Declaration

Adopted at the end of the conference, it stresses the need for African member states to "direct the evolution of higher education as far as its organisation, programmes and activities are concerned, so that it can fully contribute to the development and improvement of the Education system".

The appeal launched at member states is related to the need to increase their cooperation in the field of higher Education. UNESCO has been asked to support this cooperation.

The following six major points directed Member States merit particular attention: i) surveys on available human resources, ii) diversification of fields of study, to meet the increasing needs, iii) promoting the mobility of teachers, researchers and students, iv) the brain drain problem , v) autonomy of higher institutions, vi) research and statutes of researchers, etc.

a) Doctorat-level training at the national level

"To take necessary steps to introduce progressively in their higher education institutions, the training of highly qualified doctoral degree holders, teachers and researchers in subjects and themes which are more relevant to development needs". This passage falls within the framework of the experiences carried out by UNESCO in Mali (1975), Zaire (1978) for the training of "Postgraduates" in mathematics, physics, chemistry, biology, geology etc...

b) Full autonomy of higher education

"Take the necessary measures so as to ensure the total autonomy of higher education vis a vis the outside world, while furthering cooperation between institutions of the different countries of the world".

c) Mutual recognition of degrees

"Speed up the processes of ratification of the regional convention on the recognition of studies and certificates, degrees and other title of higher education in African States adopted in Arusha, Tanzania in December 1981 and further the exchange of students in Africa.

d) The use of African Consultants for assessment purposes.

"The use of higher education teachers and researchers for the appraisal of development projects and for the conception and development of scientific equipment and educational materials including books, for the education in Africa".

e) Financing of Higher Education

"Reconsider the financing terms of higher education by turning to the contribution of the industrial sector".

f) Learning outcomes in Higher Education

"Request" higher educational institutions "to take into account the effective involvement of candidates to development activities before awarding them degrees".

24

The Recommendations directed at UNESCO emphasize the cooperation between universities as well as academic mobility and the mutual recognition of degrees, namely the following sentences :

"Contemplate the creation in Africa of specialized research centers at regional and sub-regional level" ;

"Help Africa States, on their request, enrol their students in other African higher education institutions, and to ensure the cooperation of the AAU".

Recommendation No.9 for the UNESCO Director General

"Contemplate the creation, as soon as possible, of a commission made responsible for studying the methods and the means to reach" the aim of making the most profitable and economic use of human and material resources of the universities.

Recommendation No.8 which formed the basis for a number of

"activities (meetings, studies and researches, setting up of cooperation mechanisms in the field of higher education)" :

"Launching of forward looking special programme for higher education in Africa, aiming at upgrading education, promoting the common use of competences and capacities and harmonising the higher education policies of African member states".

What are the Activities geared by Recommendation n° 8?

To address the concerns expressed the recommendation 8.2, UNESCO, after approval of the General Conference for different fiscal years (1984-1985, 1986-1987) 1989-1990, 1992-1993), undertook a series of specific actions focussed on the framing and the implementation of a special programme aiming at improving higher education in Africa.

Consultation meeting of experts (Dakar, 22-24 October 1984)

The ten participants/consultants with six members of the Secretariat of UNESCO drew up a draft programme aimed at :

- improving higher education in Africa,
- promoting the common use of competences and capacities,
- harmonising in this field the high education policies of Member

States of the region.

They made concrete suggestions and proposals on the nature of the envisaged programme: its aims and specific objectives as well as the general framework of the activities to be implemented to achieve these goals.

The meeting made two types of recommendations :

a) Actions to be carried out immediately:

- BREDA should collect information on novel experiences and available educational research;
- Ratification of the Arusha Convention;
- Setting up of an advisory committee on higher education;
- Organisation of a symposium to develop the outlines of a special programme;
- Relevant framework for the coordination of the network of the programme to be created in BREDA.

b) Focus of the programme

- programme to serve as a network of projects based on selected, priority objectives;
- awareness campaign on the: i) the impediments to the implementation of the recommendations, ii) the need to iron out all obstacles to the implementation of decisions;
- Upgrading of higher education;
- Regional cooperation.
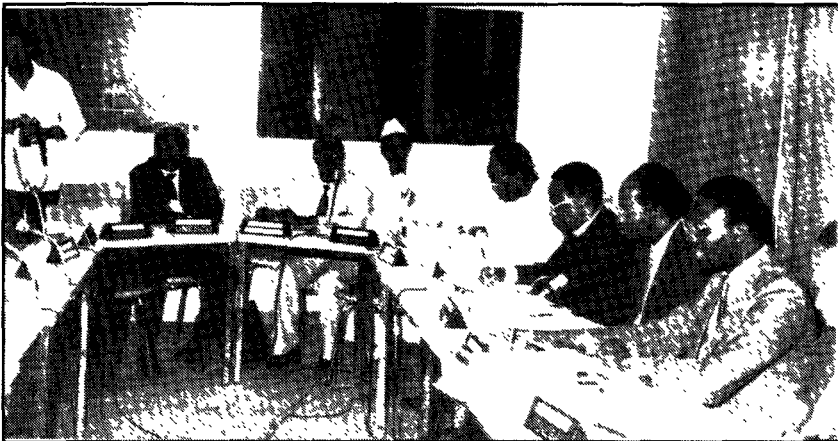
Consultation Meeting of Experts, Dakar 22-24 October 1984

c) Methods of implementation

i) Training: Short courses; regional workshops, in service training, innovations; research activities and interdisciplinary training; training and improvement of the managers of higher education;

ii) Documentation: Production of textbooks and other educational materials; updating of scientific and technical information; exchange of information and experiences between institutions and creation of a data bank; index on university potentials;

iii) Cooperation: Exchange of students, teachers and researchers; mobility of researchers, managers, technicians and teachers.

The follow-up measures to the expert meeting have been quickly undertaken by UNESCO. Not only the specific activities matching the suggestions and proposals of the expert meeting have been listed in the programmes and budgets for 1984-1985, 1986-1987 and 1988-1989, but *a regional advisory committee* has been set up to advise the Director general on the strategy to adopt so as to improve the quality and the relevance of higher education in the region and the setting up and implementation of a special programme of pedagogic and scientific training of trainers and the production of documents and books.

The committee held three sessions from 1987 to 1993, soon after the consideration of the draft statute and adoptation of the decision 124 EX/42 of 10 April 1986 approving the statutes of the regional advisory committee on higher education in Africa.

The good mix of experiences and competence of the twelve members of the committee, appointed for four year, by the Director General, facilitated the work of the three sessions. The group was composed of:

i) managers of higher education institutions (vice chancellors, deans, directors),

ii) specialists in various fields (the humanities, natural, social and human sciences),

iii) users of the main official languages of the region (English, French, Portuguese).

First session of the Committee: (Dakar, 10-12 February 1987). Apart from the formalities involving the adopting the draft rules of procedures, the eleven members who where present highly contributed to the appraisal of the following points:

- review of the situation of higher education in Africa so as to identify the strategy elements aiming at improving its quality and relevance.

• the pooling together of available competences and capa-cities;

• preparation of the regional Colloquium on the improvement and renovation of higher Education in Africa.

The recommendations of the session led to an in-depth study of the following issues:
- the objectives of Higher Education;
- the situation of higher education in Africa;
- the reasons for which the recommendations made by various conferences were not implemented;
- the strategies aiming at improving the quality and the relevance of higher education; Regional and or sub-regional cooperation between institutions as an essential factor for the improvement of higher education in Africa;
- improvement of South-South cooperation;
- establishment of "centres of Excellence" as Scientific think tanks reaching a "critical dimension" in a subject or a set of subjects. Conducive to the solution of the same type of problem (new energies, hydroagricultural planning, food technology, the cultural dimension of economic development, etc.).

Sub-theme : Higher Education and national development;
Sub-theme : Training
Sub-theme : Production of Textbooks and other education materials;
Sub-theme : Pooling of resources; Sub-theme : Renovation of programmes.

In addition to these three points as well as suggestions made by the regional Advisory Committee, it has been also reviewed during this first session the outline of priority orientations of the special programme for the improvement of higher Education in Africa, based on the two main chapters :
i) Pedagogic and academic training of higher Education Teachers.
ii) The production of materials and textbooks for higher Education.

The special Session of 9 May 1987 in Dakar, the regional advisory committee on Higher Education in Africa chose from the recommendations of the regional colloquium on the improvement and renovation of higher education in Africa (Dakar, 4-8 May 1987) those which are to be integrated to the draft special programme which was considered by the Colloquium.

The second Session (Dakar, 23-25 January 1989) The achievements of the second session of the advisory committee have been important.

After considering outcomes of the recommendations of the first session and the extraordinary one, as well as the regional colloquium, the committee made a thorough and relevant review of essential issues related to :

a) Ways and means to implement, in the framework of the regular programme of UNESCO, the special programme for the improvement of higher education in Africa.

b) Pedagogic and Scientific training of higher education teachers :

- Pedagogic training of personnel in higher education;
- Teaching of science and training in research.

The deliberations highlighted the importance of the regional cooperation mechanism which ought to be established promptly in the Regional bureau of Dakar in the form of two structures : "The computerized Documentation Centre" and "The Coordination Centre".

For participants, the "Coordination Centre" which ensures the linkage with sub-regional networks, with the Association of African University in Accra as well as centres of Excellence etc., so as to solve the problems, in collaboration with competences in various higher education institutions.

As for the "Computerized Documentation Centre", in addition to the exchanges of information and documentation on higher education in Africa, it should be able to carry out advisory tasks and supply information on didactic materials, textbooks and other teaching materials. The centre will join forces with other documentation centres and networks, in Africa and elsewhere in the world of education. It should be able to disseminate the abstracts of researches carried out, in the African Context and to guide the users.

In a spontaneous show of responsibility, members of the committee pledged projects to take care of the studies and research not only for the third session, but especially for the activities leading to the preparation of MINEDAF VI.

Third session (Dakar 25-27 February 1993). This was essentially a hard look at the crucial issues relating to the efforts made since the first session of the Committees on the improvement of the quality and the relevance of higher education in Africa. The committee considered the following specific subjects:

- The UNITWIN Programme, considered necessary for the coordination and rationalization of UNESCO programmes in the field of higher education. The programme is not only restricted to the education sector but also concerns: the natural sciences, social and human

sciences, culture and communication;
- New approaches to the financing of higher education in Africa, in particular in the following fields: research, specialized courses;, normal courses, vocational training.
- Promotion of the teaching of African languages;
- Internal and external efficiency of the higher education systems;
- Review of training activities in the various sub-regions;
- Harmonization of higher education programmes.

The Third session also gave an impetus to the promotion of the inter-university cooperation network for the pedagogic training of the higher education staff. The committee also prepared most of the papers of the Consultation Meeting of Experts on trends and challenges in higher education for the 21th Century.

Through the achievements of the three ordinary sessions and the Special Session, and style of work of the committee where competence, experiences of the members perfectly matched their spirit of responsibility and their commitment to the improvement of the quality and the relevance of higher education in Africa, the committee proved that it represented a useful and even essential mechanism for the harmonization of the initiatives, innovations and programmes. Members proved that, if the coordination centre was set, the committee would, according to the modalities to be set, advise and direct.

Regional Advisory Committee on Higher Education in Africa

In brief, the setting up of the committee has been much welcomed by University scholars and political decision makers involved in the improvement and renovation process of higher education in Africa, and since its work promoted fruitful exchanges which enabled each session to come up with concrete point of views, the question is to know how to strengthen such an efficient mechanism, without a regional centre for higher education in Africa.

Regional colloquium on the improvement and renovation
of higher education in Africa (Dakar, 4-8 May 1987)

UNESCO did not decide ex-nihilo to organize this colloquium. It was a follow up of the suggestions and proposals of the Consultation Meeting of Experts (22-24 October 1984). After the setting up of the advisory committee, UNESCO organized a successful regional colloquium held from 4 to 8 May with the participation of 60 people (47 delegates including vice chancellors, national managers of higher education and 12 observers representing regional, international, intergovernmental and non governmental organizations, the World Bank, WHO, HCR, ICA, AAU, AUC, AUPELF, etc.).

It was not another meeting; it was rather an essential meeting whose relevance and necessity have been stressed by the Consultation Meeting of Experts (22-24 October 1984), and conceived within the framework of regional cooperation activities related to "development and improvement of higher education for the progress of the society".

Under the general theme of the improvement and renovation of higher education in Africa, the colloquium analyzed and delimited the main trends of this education and reviewed the special programme aiming at upgrading higher education, exchanging educational literature, at increasing the mobility of researchers, managers and experts of higher education in the region and at exchanging students".

The five sub-themes of the regional colloquium have been set by tackling, from all the activities which preceded the colloquium, the priority problems faced by higher education and whose solution needed the experiences of experts of the African scientific community in the field of education.

The following five sub-themes were analysed by the collo-quium :
- Education and national development;
- Training;

- Production of books and other educational materials
- Renovation of curricula.

One of the characteristics of the colloquium, is that almost all the main participants and an observer (WHO), made substantial and high level contributions. The papers presented (some of which in forms of case studies published in the second volume of the special issue of Educafrica 1988), enriched the work of the colloquium. Decision makers and academics highly appreciated the proceedings of the colloquium which were promptly published and circulated to all higher education institutions and organisations interested in regional cooperation in the field of higher education.

The recommendations adopted by the colloquium and complemented by the Advisory Committee for higher education in Africa whose members took part in the colloquium and which held an extraordinary session soon after the winding up of the colloquium (9 May 1987), offered to the States, UNESCO and to all cooperation organisations, concrete solutions on urgent and priority problems.

The proposal relating to the project of a special programme of improvement of higher education in Africa is a key element of the recommendations directed to UNESCO which was asked the following :

i) take the necessary steps to reinforce the scientific and technological potential of some african universities so as to enable them to fully play the role of centres of excellence and to cooperate to national development efforts;

ii) identify pedagogic training centres for personnel in higher education institutions in the region and create a network linking these centres for the implementation of activities in the field of initial and in service training of the higher education staff;

iii) study the issue of the production of textbooks and educational materials and help reinforce existing printing houses for the production of books and other didactic documents for higher education.

iv) Organize a seminar on the data processing needs of higher educational institutions in Africa;

v) to stimulate and favour the common use of resources of higher education institutions of the region and for that :

- to make an inventory of conventions signed by African countries and bring out the clauses furthering the cooperation in the fields of higher education and research;

- create a computerized documentation centre in BREDA, encourage

university exchanges of publications, work on the publication of a directory of african universities;
- study ways and means of financing inter-African cooperation in the field of higher education;
- encourage vocational associations and cooperation network in the field of high education as the one contemplated envisaged since 1986 between Cape Verde, Guinea Bissau and Sao Tome and Principe.

The lesson to be drawn from the regional colloquium is the emphasis laid by vice chancellors, deans, managers of higher education and other participants, on the importance of higher education for the development of african societies. A very clear analysis of the ins and outs of the crisis that is ruining african economies brought them to find efficient solutions to new problems faced by Africa. All these medium and long term solutions would be achieved through the training of human resources in fields appropriate to the economic and development recovery of Africa and high education has an essential contribution to make.

In brief, the works of the regional colloquium are in the follow up prospect of the relaunching of the problems of higher education provided by MINEDAF V, and worked on by Consultation Meeting of Experts.

Consultation Meeting of Experts on Trends and Challenges
in Higher Education in Africa.

This type of meeting has been very well used method in Africa and had yielded positive results. Like the Consultation Meeting of Experts held from 22 to 24 October 1984 to draw up an outline of a programme aimed at improving higher education in Africa and whose proposals led to a series of activities, the Consultation meeting of Experts of February-March 1991 has been very important. Not only it gave results which served for the publication of an important book of UNESCO : *Higher Education in Africa : Trends and Challenges for the 21st Century,* but it resulted into a 1992-2002 Plan of Action of Higher education institutions in Africa.

What is the place of this Consultation Meeting in the series of meetings of the 1980's ? Its main characteristic as regards the regional colloquium which conceived the special programme oriented by the long term.

The special programme for the improvement of higher education in Africa insisted on the immediate, concerns caused by the

economic crisis to which were linked many other crisis: of identity, relevance, management etc.

The task of the Consultation Meeting of Experts of February-March 1991 was to look at the long term by focussing on the main development orientations which should not prevent from analysing duly, the essential questions of policies in general, and policies in Education in particular. The works took into account the studies carried out by institutions which analysed the main orientations and the economic management so as to better define the role of higher education whose main objective is to solve problems of the african societies.

To this end, the Consultation Meeting of Experts has on one hand deepened the study of the development indicators system, and on the other, sharply analysed the diagnostic of the situation and the setting of priorities.

It is by focusing on this long term approach, the consideration of the major development orientations, the evolution of policy, mastery of development indicators, that the works of the Consultation Meeting enabled to come up with a coherent Plan of action for 1992-2002 decade whose priorities and flexible strategies were clearly defined to enhance the operational character of the retained activities.

UNESCO/BREDA publication emanating from this consultation, *Higher Education in Africa : trends and challenges for the 21th century, dealing with*::
- crucial issues;
- relations between higher education and employers of future graduates;
- innovations and reforms;
- pooling of resources;
- prospects.
is now very well known

Furthermore, the concrete measures of the Plan of Action proposed by top officials of higher education in Africa as well as the schedule of the stages of the action to be carried out in the 90's, make the Plan of Action 1992-2002, a guide for any reform in higher education.

So the Consultation Meeting of Experts (Dakar, 28 February-1 March 1991) endowed the Africa region with precious reference texts, useful to all the countries reviewing their education system in general and the higher education policy in particular.

Are its results widely known ? If yes, what was carried out in the field of cooperation to enable for example, the implementation of the Plan of Action to be started ?. Are we not tempted to undertake other analysis, surveys, studies and researches on the same subjects, with the same participants who are compelled from one meeting to another, to contribute any thread to this real "Penelope carpet" ?

What happened to the recommendations of the other meetings ?

Three Seminars for Managers of Higher Education in Africa

The Accra Seminar (26-30 November 1991): The Mission of African Universities

Before defining the mission of the Universities, the Accra Seminar reviewed first the following themes :
a) Higher Education in Africa : Background/Philosophical Aspects and Environment - Possible work schedule for the institutional development of higher Education.
The review led to the awareness of the need to energize and reform institutions namely by furthering inter-university cooperation involving the participation of the international community, governments and african training institutions.
b) The Organisation and Management of Higher Education whose review revealed:
i) the management qualities of a head of a higher education institution;
ii) the need to consider universities as companies;
iii) the prejudices of aid given to ill-thought projects not to higher education systems and institutions;
iv) the usefulness of the strengthening of the management capacities, the issue of funding universities, equipment, building and maintenance which could prevent wastes and make good use of facilities;
v) the relevance of the improvement of the staff to whom more favourable conditions should be given.
c) Resource Planning/Allocation and cost-effectiveness. The opportunity was seized to recall the principles of a sound return on investment and rationalization of human, financial and material assets, with a strong emphasis on the need to "do more with less". Moreover, managing increasingly depleting resources requires " good planning,

an equitable system of allocation and prudent management".

Defining the mission of the University: first of all, whatever the considerations to be added to its basic nature "the African University is a learned institution. Its fundamental mission is to generate and to disseminate knowledge, to increase it and apply it for the benefit of society at the local as well as regional and international levels"; this mission is accomplished through teaching/training, research and services provided to society. These functions can be divided into seven categories :

i) training, acquisition and dissemination of knowledge;

ii) research;

iii) provision of intellectual leadership;

iv) training of high-level staff, i.e. the capacity to be the human resources engine of development;

v)promoting economic and social modernization, i.e. paving the way for a science-oriented society and taking part in the advancement and application of science and technology;

vi) promoting culture and African languages, i.e. contributing to the advancement of the entire national society through the creation of links between culture and socio-economic development;

vii) promoting unity and international understanding (mutual understanding between peoples).

After having listed these functions relating to the mission of the University, the seminar went on to identify the basic services and materials to be provided by university leaders in order to carry out this mission. These are :

- university level books and journals;

- equipment and maintenance, especially regarding the use of new information and communication technologies;

- library facilities;

- funding, especially for R&D projects;

- appropriate post-graduate training;

- regional and sub-regional programmes capable of pooling available skills;

- mechanisms for international inter-university cooperation to facilitate access to the skills required .

The Dakar Seminar (19-24 November 1992):
Streamlining Higher Education

Although the main theme of the Seminar was the streamlining of higher education institutions, the participants have tackled four sub-themes that are intricately related to streamlining, namely :
- admission policy and student orientation;
- resources planning and allocation;
- post-secondary school teaching facilities;
- new technologies and inter-university cooperation.
All these sub-themes gave rise to the necessary scrutiny which helped identify the modalities of an urgent streamlining.
Let us start with the admission policy and student orientation. The most fundamental idea is the target of Higher Education: excellence. Hence the following implications:
i) regulating the number of students
ii) selecting the meritorious students;
iii) guiding the students towards a wide range of paths, taking into account the developmental needs and the labour market opportunities;
iv) getting ready for occupational mobility and self-employment;
v) applying the principle of equal opportunity, by enhancing girls' access to school, as well as for the youth from deprived areas and refugees;
vi) setting up of centres of excellence and regional paths;
vii) using new information and communication technologies for the development of distance learning and "Open University".
As far as resource allocation and planning are concerned, the basic idea which was singled out from an in-depth analysis of the subject hinges on the following excerpt from the Dakar Declaration : "a financial autonomy grounded on actually available resources is the most coherent management method, as well as the most conducive way to diversify funding sources".
The other noteworthy ideas are:
i) the need to fit funding into long term rigorous plans;
ii) striking a new balance in resource allocation for documentation, research, training of trainers, maintenance of equipment;
iii) clean management;
iv) timeliness of setting up qualitative private universities.
These ideas were analysed in greater depth during the Alexandria Seminar.

On new technologies and inter-university cooperation the discussions went along the same lines as the speech of the Director General who, already in Accra, called upon the African leaders in institutions of higher education to leave no stone unturned in order to make the most of the new technologies that are useful for education, whatever their prohibitive price which must prompt a new form of international cooperation. The ideas which emerged are related to :
i) using new technologies for distance education, data processing and communication;
ii) judicious selection of new technologies supported by "qualitative teaching aids designed for major regional groupings by multi-disciplinary quality teams including researcher-teachers from the South";
iii) networking of training and research institutions as is outlined in the Special Programme, with reference to "the UNITWIN Programme with its key component, the UNESCO chairs;
iv) mobilization of the international community : the specialized bodies of the UN system (UNESCO, UNDP not to mention ECA ...), the funding donor agencies (WORLD BANK, ADB) and the various groupings (Commonwealth, French-speaking communities, Portuguese-speaking communities).

As for streamlining itself it was devoted a special sub-theme which brought the participants to emphasize the following points :
i) renovation of university facilities;
ii) modernization of teaching strategies;
iii) creation of new vocational streams;
iv) setting up of appropriate research and development facilities;
v) creation of participatory consultation frameworks;
vi) restoration of the cultural role of university campuses.

The Alexandria Seminar (26-30 April 1993): Resource Management in Higher Education

The last of the three series of seminars on the management of higher education institutions in Africa hinged on the administration and resources of African universities.

Although the main theme was as stated above, the seminar tackled four sub-themes as was the case with the previous ones:
- privatization : creating the prerequisites for the diversification of funding sources;
- University and entrepreneurship;

- the financial institutions policies for African universities;
- regionalization and networking among African universities.

What are the outstanding ideas emanating from these sub-themes ?

It is not going too far to say that they hinge on the necessary creation of the prerequisites for the diversification of funding sources.

The privatization sub-theme recalled the conclusions of the Dakar Seminar relating to this point : planning and allocation of resources, as well as the mobilization of the international community. The review of the sub-theme led in particular to the following ideas :

i) supporting initiatives from universities which have managed to generate income from non-governmental sources;
ii) the need to have concrete results yielded by operations related to research and mobilization of non-governmental funds;
iii) setting up a legal framework to recognize the contributions from the private sector on the one hand, and to create new universities entirely funded from private sources on the other;
iv) promoting strategies that will see universities linking up with private economic operators;
v) pilot case studies on university-industry/enterprise cooperation to be undertaken for publication and dissemination;
vi) collection of methodologies aiming at improving the internal efficiency of universities for non academic operations (transportation, security, etc..);
vii) steady promotion of operational techniques and advanced management capacities for the improvement of the administrative management and the organizational performance of universities.

On the *entrepreneurship* sub-theme, the seminar raised the following paramount ideas:

i) the need to define clear objectives for entrepreneurial ventures, taking into account the development of the spirit of entrepreneurship and community weal;
ii) the involvement of universities in entrepreneurial ventures while safeguarding at all costs the excellence and basic attributes of their mission as was defined by the first seminar;
iii) intensified efforts "to improve efficiency, the cost-effectiveness ratio as well as the management of entrepreneurial activities;
iv) "value addition" to university assets (knowledge, expertise and skills for research and development);
v) the regulation and promotion of consultancy for the mutual benefit of consultants and universities;

vi) the exploration and exploitation of the avenues opened by the private sector;

vii) canvassing for entrepreneurial activities likely to be of interest to the private sector.

Discussions on the sub-theme "The policy of the international financial institutions *vis-à-vis* African universities" gave rise to the following :

i) privatization, to be seen as a contribution from the private sector to governmental actions;

ii) the consideration of the social and political background of each university when dealing with the public cost recovery of higher education;

iii) the discernment and the sense of moderation which must govern the application of the user-payer principle;

iv) the prerequisites for promoting consultancy, research and in-service training contracts : collaboration between economic sectors, appropriate logistics, unit of promotion and management of these activities;

v) the reform of the legal framework of universities with a view to creating "a greater flexibility in terms of allocation of resources generated by the universities";

vi) considering the promotion of higher education as a national priority;

vii) the importance of the contract-programmes linking the streamlining of the system of higher education with the identification of the reforms to be undertaken, the objectives to be reached, the resources to be allocated by the State.

Finally, the review of the sub-theme "Regionalization and, networking between African universities" yielded the following:

i) the need for regionalization in order to reach objectives which, from now on are common;

ii) the paramount role of regionalization and cooperation in facilitating the transfer of knowledge, the wide-scale information exchange needed for socio-economic development, the preservation of creative relationships with the international scientific community;

iii) the role of the political will of African States;

iv) full support of the entire international community for the development of higher education;

iv) taking full account of the UNITWIN Programme and UNESCO Chairs which can be the framework for the identification and development of institutions and centres of excellence for use by all African

40

universities, and which embraces the possibility of creating a Pan-African university of science and technology through satellite.

After examining these meetings, the results are highly valuable, the question arises as to how an appropriate mechanism for cooperation could be set in motion for the implementation of the highly relevant and commendable recommendations, suggestions and proposals.

Towards More Effective Cooperation Between Regional and International Bodies Involved in the Development of Higher Education in Africa

Genuine cooperation must, first and foremost, aim at developing African societies through research and teaching institutions, rather than being an experimental or propaganda field with guinea pigs blinded by the available funds and taking the African countries into another cycle of indebtedness.

A consultation meeting bringing together cooperation agencies involved in higher education was held in Dakar in June-July 1983. Its objective was the satisfaction of the numerous needs of higher education institutions in Africa through the elimination of duplication in some areas and vacuum in some others. This can be given as a model of what should be done : all cooperation bodies involved in higher education get together in order to sort out the actual problems identified by Africans themselves. Participants have i) highlighted the major needs of higher education institutions known at the date of the meeting, ii) established a typological and geographical table, iii) assigned specific tasks to all interested parties, to reduce duplication of efforts and to distribute tasks equitably, iv) undertook to consult one another on the new needs and to consider in their interventions the dominant characteristic in every entity.

This was not aimed at restricting the freedom of collaborating partners to design and implement autonomous programmes of cooperation for higher education; on the contrary it was aiming at better serving the African countries by eliminating a number of bottlenecks.

Had this cooperation model been functioning, would the problem addressed by numerous recommendations calling for cooperation not have been solved, ten years after this meeting was held? Would they have been nothing but wishful thinking? Some examples can be cited:

- the "Regional computerized documentation centre" to which will be connected the computerized documentation centres of national institutions of higher education, including chiefly the centres of

excellence;

- the "Coordination centre" for the promotion and follow up of the pooling and common utilization of the resources of higher education institutions using the centres of excellence as mainstays;

- the programmatic networks of scientific and pedagogical training, and of research;

- the inter-university cooperative network of pedagogical training for higher education staff in Africa;

- the support to the States which are parties to the Regional Convention on the recognition of studies and certificates, diplomas, grades and titles delivered by higher education institutions of African member States; a convention adopted in Arusha on 5 December 1981, for the functioning of the Committee in charge of its application, and whose deliberations are very little interesting and useful for the recognition of studies and academic mobility in the fifty one countries of Africa.

- the project related to the production of manuals and other teaching aids.

In a nutshell, the areas of activity and modalities of implementation highlighted in the Special Programme designed on the request of the African States themselves still remain topical.

A second model : the Seminar on distance education held in Arusha (24-28 September 1990)

Apart from the paradigm which is the Consultation meeting held by the cooperation bodies involved in higher education, it is relevant to note the exemplary nature of the Arusha Seminar on distance education viewed from the angle of what can be done effectively by a pool of cooperation bodies to the satisfaction of African States.

The following are interested in cooperating (under the auspices of UNESCO)in higher education :

Member States
Forty-one experts from 33 African countries

Educational institutions
Three experts from the International Council for Distance Education
Two experts from the International Extension College
One expert from the Commonwealth of Learning
One expert from Walton Hall Open University
One expert from the Donogh O'Malley Regional Technical College, Letterkeney

One expert from Florida State University, Talahassee
One expert from the South African Extension Unit
Bilateral aid agencies
One representative expert from the French Ministry of Aid and Cooperation
One representative of the United States Agency for International Development (USAID)
Inter-governmental Organizations
One expert from the Commonwealth Secretariat
One expert from the Cultural and Technical Cooperation Agency (ACCT) (French-speaking International Consortium of Distance Education)
One expert from the African Development Bank
UN institutions
One expert from the United Nations Development Programme
One expert from UNICEF

This second model of cooperation paves the way for the necessary mobilization, not only of African experts but also of bilateral, regional and multilateral cooperation bodies in order that together they get to grips with the crucial problems and underscore them, knowing that their sorting out is vital to the development and success of higher education in Africa.

Together their representatives have worked to :
a) identify distance learning projects
b) promote sub-regional, regional and international cooperation in distance learning.

In its conclusions the Seminar placed a particular emphasis on "the need for bilateral and multilateral coordination in this field". This conclusion is reformulated in the Director General's message to African universities, regarding the high cost of new information and communications high technologies which are indispensable for distance learning : either higher education in Africa is bound to be always lagging behind that in the industrialized world, or Africa will bail itself out through cooperation. "This is a field in which the international community can prove to be very helpful and in which university solidarity must play. There are tremendous opportunities", the Director General declares[1] . This message is a call for the cooperation bodies.

---

[1] Opening speech, Accra Seminar, November 1991

There are other on-going inter-african programmes:
- programme for the involvement of women academics in the management of higher education institutions;
- training programme in higher education institutions management;
- pedagogic training programme of higher education institutions staff;
- programme for the mutual recognition of studies and academic mobility;
- the UNESCO Chairs and UNITWIN programme;
- the publication: New Orientations for Higher Education in Africa by UNESCO-BREDA

Cooperation on Problems Related to Women Academics (Round Table on Women, Dakar, 25 June 1990)

The Round Table chaired by Professor Ndioro NDIAYE on "How to attain female-specific objectives on human resources in higher education in Africa" made recommendations whose follow up requires international cooperation. The recommendations are :
- to evolve measures to improve and guarantee girls' access to all levels and to all types of education, and to see to the availability of the necessary material and psychological conditions to this end;
- to work for the change of mentality through right from early childhood using sensitization campaigns in the media with a view to eliminating the gender bias stereotypes at all levels;
- to carry out sociological studies on the current situation of women in higher education in Africa, whether they are students, researchers, teachers or managers;
- to create special educational systems whereby girls and women can undertake studies going their own pace;
- to promote accross-the-board sexual education to fight against the still very high "pregnancy" drop out rate;
- to provide all the necessary conditions to enable women students, teachers and researchers, managers to reconcile maternity and family responsibilities with their jobs;
- to urgently define promotion criteria of university teachers and administrators, and ensure that women are fairly given the chances of these promotions;
- to encourage the creation of special commissions on women issues in every university;
- to encourage women to organize networks which can bring together the students, teachers, researchers, managers, at the national as

46

well as international levels; this for mutual help and the awareness of their tremendous potentialities.

Are all cooperation partners involved in higher education not concerned with the major problems raised in these recommendations? Are they not bound together to take into account the problems raised for an effective, efficient and qualitative follow up?

Cooperation through a Training Programme on Institutional Management in Higher Education
(Workshop on the Management of Higher Education Institutions in Africa, Dakar, 25-30 June 1990)

This training programme has been hailed, in several recommendations, as a way to ensure quality and relevance of higher education in Africa, it proved indispensable to set up networks of national frameworks to cater for in-service training of higher education managers and planners. Thus, several steps are to be envisaged before the crucial problem of the need for capacity building in planning and in administration of the programmes and the institutions can be properly elucidated. These are: the active involvement of people in charge of the design and evaluation of planning and administration policies in higher education; the broadening of training in scientific management for higher education top personnel; the introduction of the training programme in management, the organization of a greater cooperation between higher education institutions in Africa and the other bodies in charge of management education; increased exchanges and greater collaboration between decision makers and higher education managers in the Region.

Would it not be possible for the bodies concerned with the enhancement of higher education in Africa through greater management to agree on a joint training programme to be implemented and evaluated commonly with inputs from all the parties involved ?

Based on the experience of the Dakar Regional Office in this field we are proposing a provisional programme to be amended, supplemented, corrected, adapted to circumstances.

Identifying the issues that cannot be ignored if we are to provide a good training to higher education managers must take into account not only the long term, considering that time moves on, but also the major orientations of development, the political progress, the systemic understanding of development indicators, so as to have a

47

better grasp of the priorities.

Following the two successive monolingual pilot workshops, Dakar (25-30 June 1990 in French), Harare (4-11 January 1991 in English) jointly organized with the Association of African Universities, it is possible to suggest the following central themes, taking into account the identified management training needs :

General Principles of Management

Objectives :
- to reflect on management and take into account the uniqueness of higher education institutions;
- to examine the problems of higher education in a management perspective for more efficient solutions;
- to review the organizational specificities of higher education institutions which require particular management;
- to provide a full grasp of the profile of the efficient leader of a higher education institution;
- to identify the specific areas of higher education which require modern management;
Suggested Content:
- the qualities of a higher education institution leader;
- decision-making techniques : individual, institutional;
- evaluating individual and institutional efficiency;
- individual and institutional plan of action;
- a critical review of the functions of "Grandes Ecoles", "Polytechnics, any other post-secondary institution which can be upgraded through modern management.

Management and Development of Human Resources in Higher Education

Objectives :
- to analyze and to evaluate the current practices of human resource development in higher education;
- to determine priorities in human resources for higher education;
- to design suitable motivation strategy for higher education personnel;
- to design suitable training programmes for different categories of higher education personnel.

Suggested Content:
- staff development policies;
- development of staff and two of its main characteristics : multi-dimensionality and progressiveness;
- development of management skills;
- the qualities of the higher education leader;
- qualities of teachers, administrative executives and technicians;
- qualities and roles of different categories of university teachers;
- motivation and other methods of developing human resources in general, and teachers in particular.

Women - Specific issues in Human Resources Development for Higher Education

Objectives :
- to take stock of the level of women's participation in higher education activities;
- to define specific objectives relating to the upgrading and strengthening of the role of women in higher education;
- to propose concrete ways of achieving the objectives identified;
Suggested Content:
- methods of fostering the participation of women in the management of higher education institutions;
- methods of fostering the participation of women in research;
- strategies for enhancing the participation of women in higher education in general.

Planning the Development of Higher Education

Objectives :
- to examine the problems of the planning of higher education in Africa;
- to identify and discuss the environmental factors which have an influence on higher education planning and condition its development;
- to review the planning trends and methods and make proposals to upgrade the current practices.
Suggested Content:
- Planning: methods and trends;
- university admission policies, means of keeping student numbers under control;

- administration of higher education;
- university leadership;
- matching education/training with the needs of specific labour markets, reality or myth;

To increase the performance of higher education

Objectives :
- to question the concept of performance and efficiency in higher education;
- to ponder over the actions to be carried out in order to enhance the efficiency and performance of the output of higher education;
- to sketch the profile of the teacher promoter of development;
    Suggested Content:
- linkage between higher education and socio-economic development structures;
- participation of students in the management of higher education institutions;
- promotion of a new type of learning, laying emphasis on the status of learner, teachers as well as students.

Planning and Management of Academic Programmes

Objectives :
- to assess the scope and relevance of higher education programmes and curricula with regard to the missions and objectives of higher education;
- to review the problems and practices in the planning and management of academic programmes, and to make proposals for improvement;
- to see how to choose the training opportunities and to organize them so as to make sure that higher education leaders are actually in a position to carry out their duties at the satisfaction of society.
    Suggested Content:
- missions of higher education institutions;
- endogeneity of higher education;
- organizational models for academic planning;
- curricula : generalities, objectives;
- "denationalization" of curricula : moving toward a reference framework which goes beyond existing national boundaries;
- "decompartmentalization" of disciplines : integration of disciplines,

50

bearing in mind Africa's development;
- education of the degree holder who must be a professional, a leader, a development agent;
- education of the teacher who must be a learner and not a "self-sufficient" degree holder;
- .coherence between the curricula proposed by the different institutions working at national, sub-regional and regional levels;
- inter-university exchanges, evaluation;
- link between higher education and the other professions : multifunctionality and polyvalence.

Fostering the Mobility of Teachers, Researchers, Technicians and Students

Objectives :
- to identify the hurdles for the mobility of teachers, researchers, technicians and students;
- to suggest measures that can favour the mobility of teachers, researchers, technicians and students;
- to characterize the teacher, the researcher, the technician and the student likely to make themselves felt in several scientific work places.
Suggested Content:
- Practical arrangement for mutual recognition of studies and diplomas in higher education;
- comparison of academic curricula : trends, exchanges, international cooperation prospects;
- Academic mobility: an examination of the regional convention on the accredition of university course programmes, including certificates, diplomas, and other higher education degrees within the African member states (adopted in Arusha, December 5th, 1981);
- African tertiary institutions upgrading programme and UNESCO-UNITWIN Programme;
- Revitalization of research programme networks, inter-university cooperative networks.

Information Technology in Higher Education : The problem of interlinkages among African Universities through appropriate information systems

Objectives :
- to perceive information as a vital resource in the management of institutions of higher education;
- review to problems of both comparability and connection of the various informational networks and systems;
- to seek information on UNESCO cooperative mechanisms regarding educational information system and communication;
- to explore the possibilities of operating conditions for cooperation between institutions of higher education in the area of information and communication;
- to explore the ways and means of overcoming challenges and problems associated with the new technologies.
   Suggested Content:
- systematic organization of statutory provisions concerning the academic, administrative and financial aspects of the functioning of higher education institutions;
- use of new technologies in information flow;
- promotion of academic journals common to various institutions of higher learning;
- cooperation on statistical and documentary data base systems;
- setting up a computer-based documentation centre;
- in-the-job training of all staff in the use of new technologies;

Institutional Management in Higher Education

Objectives :
- to review funding patterns of higher education in Africa as well as .
problems encountered;
- to monitor accounting and financial management problems of higher education institutions in order to better address them;
- discuss the possibilities of simplifying and adapting practical accounting and financial rules in order to improve the management of higher education institutions.
   Suggested Content:
- public accounting: budget preparations;
- compatibility of the administrative and managerial rules with the pedagogical and scientific pace with which tertiary institutions

function;
- search for a more simplified management;
- evaluation of cost-effectiveness;
- cost-effectiveness of State provided funds;
- self generation of its own financial resources by tertiary institutions;
- new trends in the funding of tertiary institutions in Africa;
- Reflection on private university projects.

Making University Products and Services More Cost-Effective

Objectives :
- to look into the ways and means of making products generated by tertiary institutions more cost-effective;
- to tap new avenues where institutions of higher education may provide consultancy services.
Suggested Content:
- cost-effectiveness criteria for a university;
- internal and external factors involved in the search for such cost-effectiveness;
- mobilizing new resources;
- more rational use of existing resources.

Cooperation through a Staff Development Programme

Such a training programme is assigned to an Inter-university Collaborative Network. Its terms of reference were developed In the May 1987 Consultancy Report, and its structures improved during meetings successively held in Franceville (17-21 December, 1990), Dakar (February 1991) and Cotonou (14-19 December 1992).

Would it not possible to organize cooperation in this area, around a programme whose basic principles will certainly be mastered by the beneficiaries ?

What could such principles be ?

This essentially involves first, engaging both learners and teachers in an interactive process of learning based on the following considerations :
- differential pedagogy (whereby more attention is paid to the specific needs of particular student groups);
- techniques of teaching specific subjects (taking into account such

53

required skills as basic mathematics, basic drawing and language skills, as well as observation skills);

- project-based teaching (involving the resolution problems by a group or an individual, based on an analysis and a reasoned solution, with emphasis on the production process and the quality of the end product);

- linking teaching with active life (with creation of opportunities in order to see the relationship between what is taught in laboratories/class-rooms and what happens in other areas of national life);

- resourceful teaching (involving teachers in higher education along with learners creating, collecting, collating materials needed for teaching)[1];

- creative teaching (whereby academic staff explore more innovative approaches, such as, for example, student teaching, or the involvement of professionals from the labour community in the planning and organisation of academic courses);

- across-the-board change in the design of examinations(with a focus on learning skills through learning, mental process, cumulative relations and concrete action);

- student supervision and guidance (assist students in understanding one other, expressing their needs and taking appropriate and well-informed decisions on issues relative to student welfare;

- a comprehensive evaluation system (whereby students evaluate their teacher);

- emphasis on the characteristic features linked to the exercise of the teachers' profession who must not be cut off from students, as both of them must be regarded as learners;

- the teacher should have the following : a general background (that is, a wide range of knowledge);

  • specialised knowledge in a given area (i.e. social science, natural sciences, etc.).
  • an in-depth and critical knowledge of a special discipline;
  • more specifically, a sustained interest in a given specialized area, leading to an opening up of new vistas,
  • constraints due to fact that the educator must :

i) be a teacher;

ii) know the learner;

iii) know what the learner should know;

iv) help learners overcome obstacles between them and what they are

---

[1]. See "Future Prospects of Higher Education in Africa" Pai Obanya in *Higher Education in Africa: Trends and Challenges for the 21st Century,* BREDA 1992

expected to learn;

v) keep up with and constantly review everything so that teaching - learning activities are always adapted to the changing needs of specific groups of learners.

Such principles enabled to present to the young teachers participating in the Cotonou training workshop (14-19 December 1992) a coherent training programme on the theme : *Better Student Supervision and Guidance* whose main points were :

- Students Profile: yesterdays; today's and tomorrow's student

a) Societal Context

b) Intellectual capacity required : behaviours, attitudes, aspirations,

c) Working methods:

- trainer - trainee relationship

- trainee - trainee relationship

- trainee - society relationship

- how to address with the education problems of university students

- adaptation to university life (from passive to pro- active pedagogy);

- obstacles to be removed :

  • habits derived from traditional higher education
  • the unauspiscious administrative context
  • overcrowded classes
  • inadequate materials
  • cost
  • ill-designed examinations.

- review of a Differential Pedagogy and its Modalities

- Evaluation:

  • in terms of what it is not
  • in terms of what it seeks to be
  • formative evaluation
  • summative evaluation

Also essential reviews, corrections and amendments are made ater one country after another, one meeting after another, can't cooperation be expected to cover all initial pedagogical training, on-the-job training, and in-service training needs ?

Cooperation through the Programme of Mutual Recognition of Diplomas and the fostering of Academic Mobility

The regional convention on the accreditation of courses, and certificates, diplomas, and other academic degrees within the African member states adopted in Arusha (Tanzania) on December 5th, 1981, represents a legal instrument enabling to maintain high academic standards through the diversification of training places for Africans throughout the world.

The UNESCO[1] Comparative Statistical Study for 1980 and 1990 on overseas students "shows that African students are found in the tertiary institutions world-wide. Out of the 120,477 students from sub-Saharan Africa (in 1990), there were 12, 181 in the Arab countries; 2,750 in Latin America and in the Caribbeans; 1,468 in East Asia and in the South Pacific Islands; 5,820 in South Asia; 73,406 in Europe and Russia (and the Community of Independent States-CIS); 19,664 in North America; 369 in Asia and in the South Sea Islands. If, for example, we take Mauritania and Mali, we would also note an all-round distribution of students.

During the academic year 1988, the Mauritanian student population was divided among 32 countries : the USSR (968) ; Algeria (233); Morocco (184); France (125); Egypt (76); China (72); West Germany (52); Tunisia (46); Syria (37); Belgium (37); Senegal (36); Poland, Hungary and Sudan (27); Yugoslavia (26); East Germany (25); Tchecoslavaquia and Italy (22).

In light of these distributions which reflects a trend common to most African States at varying degrees, it is clear that in order to resolve the insertion problems caused by the multi-national education systems involved in oversea training and education; African States have to address a double need :

i) enhance exchanges while reinforcing cooperation on the enforcement of the Arusha Regional Convention.

ii) ensure that international cooperation, or the Universal Convention, calls for the total and not partial, resolution of rehabilitation problems.

Under such circumstances, it is necessary that all academic collaborative agencies joint their efforts and pool their resources, especially in periods of economic crisis. This would provide essential information for the rehabilitation of graduates from foreign universities

---

[1] Cf UNESCO-EDè92/CONF.208/Réf 2, Paris, October 1992

and the evaluation of the standard of both degrees and studies... with due respect paid to the international norms.

The (Arusha) Regional Convention has provided for a legal framework of such cooperation. Article 2, stipulates in its sub-paragraph 3 that, in order to meet the objectives set out in this article, contracting states agree to take the necessary measures at the national, bilateral, multi-lateral levels, namely through bilateral, sub-regional, regional and other agreements, as well as through inter universities/ tertiary institution agreements and via arrangements with national or international organizations and agencies,.

Similarly, Article 13 stipulates that : "The Regional Committee takes all the relevant provisions to associate relevant international, governmental and non-governmental bodies".to its efforts aimed at ensuring the best possible application of this Convention.

First Session of the Regional Committee on the Application of the Arusha Convention

As for Article 16, it enables non-African States to adhere to the Convention in the following terms : "other states belonging to the UN, to any one of the specialised institutions or to the International Agency for Atomic Energy, or parties to the statutes of the International Court of Justice, will be authorized to adhere to this Convention.

While sub-paragraph 4 of Article 16 provides that "this procedure will be applied only after the Convention has been ratified by a minimum of fifteen states referred to in Article 15", it should be

emphasized that the Arusha Regional Convention has already registered ratifications and that, as of now, (non-African) states involved in academic cooperation in Africa, may adhere to the said convention, to promote high academic standard within the Convention Enforcement Committee.

Cooperation through UNITWIN and UNESCO Chairs

What academic cooperative body does not share the objectives of the UNITWIN Collaborative Programme ? Let us recall some of the most important ones among these :
- to provide a new impetus to the twinning arrangements in the academic area and to other forms of association between the industrialized and developing countries tertiary institutions (North-South and East-West Cooperation), as well as among the developing countries tertiary institutions only (South-South Cooperation) and to contribute to the establishment of criteria and norms for such arrangements;
- to help reinforce existing sub-regional and regional collaborative networks among tertiary and research institutions and create new networks where necessary;
- to create or develop centres for specialized studies and advanced research through agreements among institutions in developing countries, and with an international support.

Clearly, the mode of funding of such a project which focuses on post-graduate studies is a reflection of the strong desire to see all partners brought together. As indicated in an information document, "by launching the UNITIWIN project, UNESCO intends to play a catalyst role in order to make the public opinion fully aware of the significance of an inter-university partnership and to raise up a large-scale funding for it. The following are called on to contribute to the realisation of the project : the universities themselves, other UN institutions, government funding agencies and the private sector".

Are there any obstacles at all preventing such agencies as concerned with higher education in Africa from cooperating on this programme focused on post-graduate studies, and from funding research" in those disciplines likely to contribute directly to a sustainable development ?

UNESCO Chairs are an efficient modality of cooperation. The nature of such chairs are each time determined by the partners. The

texts indicate that "the purpose of the Chairs will be to develop international programmes aimed at building the teaching and research capacities of tertiary institutions in given subjects, especially in the developing countries".

"The UNESCO Chairs system plans to set up Centres of Excellence in certain fields of study and in advanced research, which will traine a highly qualified staff at both national and sub-regional levels. The UNESCO Chairs Programme will be of an international nature. The choice and establishment of UNESCO Chairs, as well as the constitution of Centres of Excellence will be made in close cooperation with the UN University and with the relevant inter-governmental and non-governmental organisations.

Let us recall the themes around which some UNESCO Chairs in Africa established or to be established operate. In Kenya : Nutrition, Health and Child Development (Kenyatta University); in Uganda : Crop Technology (Makerere University); in Senegal : Teacher Training (Dakar University); in Zimbabwe : Bio-medical Sciences (Harare University, in collaboration with Utrecht University, Holland; and later, South African, Angolan, Mozambican and Namibian universities; in Egypt : Environmental Education (Ain-Shams University, Cairo); in Keny : Social Science (Maseno College); in Ethiopia : Draught (University of Addis Ababa; in Malawi : Hydrology; in Mauritius : i) Education, ii) Computer Science; In Uganda : i) Mechanical Engineering and Production Engineering, ii) The Teaching of Sciences, iii) Social Science and AIDS; in Sierra Leone : Computer Science (University of S.L.); in Sudan : Water Resources (the Islamic University of Ondurman); in Tanzania : i) Dermatology, ii) Distance Education, Open University.

Cooperation around the Theme of the Document entitled "Future Directions for Higher Education in Africa"

The need for a reference document on the current academic situation in a rapidly changing environment has been identified on several occasions.

A good starting point would be a common analytical framework with the following :
- a conceptualization of higher education within a historical and sociological framework. Such practices as the maintenance of high standard education inside African societies, makes this possible ;

- taking into account the long-history of higher education;
- the historical development of higher education;
- an analysis of the multi-faceted crisis of identity, administration, organization, resources, relevance, etc;
- suggested solutions to the crisis;
- the need for a Regional Cooperation Programme for the
  rehabilitation of Higher Education in Africa, along with its following components :
Policy Development:
  • Higher Education Management,
  • Pedagogical Training,
  • Production of Didactical material,
  • Renovation of Equipment
  • Creation of Centres of Excellence.

   Such a draft document has been circulated everywhere in Africa, (among members of the scientific and academic community), in order to obtain feedbacks from the higher education specialist readers. In its current version, such a document is the result of a cooperative effort than a UNESCO document.

   It can be further amended and revised. Nevertheless, this common reference document is essential to promote academic cooperation.

   One may establish the following topology in order to delineate the space of academic cooperation :
- United-Nations Educational,. Scientific and Cultural Organisation (UNESCO) with I.I.E.P (International Institute for Educational Planning), I.B.E (International Bureau of Education), UNU (UN University).
- Other UN agencies : UNECA (UN Economic Commission for Africa), WB (the World Bank), UNDP (UN Development Programme), WHO (World Health Organization).
- Non-Governmental Organisations AAU and other sub-regional associations.
- Governmental Organizations: France: AID and Cooperation Mission (Mission d'aide et de coopération), German (GTZ, DAAD, BMZ), Canadian : (IDRC), Dutch NUFFIC (Netherlands Universities Foundation For International Cooperation), Swedish (SAREC Swedish Agency for Research) Cooperation in developing countries), etc.
- Inter-Governmental Organizations CAMES, ACCT, Commonwealth-Secretariat, AUPELF-UREF, Association of Portuguese-Speaking

Universities;
- Professional Associations, Associations for Intellectual Cooperation, etc.

In light of this configuration, efficiency and effectiveness will depend on the appropriate methods of organizing the relations between these components operating in Africa, in the academic field, taking into account competences at the bilateral and multilateral levels. African institutes of high education cannot but wish for a well-balanced arrangement to help avoid duplications and inconsistences in the implementation of their programmes.

Whatever the mechanism to be defined or redefined, the key role of UNESCO as defined by the UN needs to be emphasized .

What should be emphasized is the leading part to be played by the Association of African Universities, as well as the capital role incumbent upon UNESCO.

To do so, let us recall the circumstances under which AAU was created on the hand one, and terms of references for its setting-up, on the other.

CREATION OF THE ASSOCIATION OF AFRICAN UNIVERSITIES :
SETTING UP A COOPERATION MECHANISM AS RECOMMENDED
BY THE TANANARIVO CONFERENCE

Among the most forwarding-looking recommendations for a revitalized cooperation among tertiary institutions, recommendation 91 should be mentioned. It stipulated : "the conditions for creating a permanent mechanism to be set up in the forthcoming years should be considered, so as to enable heads of African universities to share information about, and review on a regular basis, problems of common interests".

To know the ins and outs of such a recommendation, it is important to refer to some significant passages in the Conference paper on the Inter-African Cooperation. The following passages outline the terms of reference for the mechanism to be set up.

One of such passages indicates that the institutional purview will ensure coordination and convergence of efforts within universities in order to train men, and women prepare specialists and citizens". It will also seek and define "common means of action which will enable a more efficient use of available resources.

Another passage indicates that the mechanism will enable heads of Africa universities to meet regularly in order to :

a)review the new development and the higher education and research plans prepared as concerned with Africa;

b) to tap new avenues likely to increase contacts with the international academic and scientific community;

c) to see how to increase contacts, cooperation and exchanges at all levels;

d) prepare plans intended to improve the standard and reduce the cost of higher education and research in Africa, through concertation".

Other passages call for such tasks as the consideration of linguistic problems relative to inter-university communication, as well as inter-African academic norms, the problems degree equivalence, while bearing in mind the free exchange programme of staff and students, cooperation among documentation centers.[1]

The analysis of the conditions for cooperation, including the mechanism to be provided for, had planned for 1965, the Conference of Heads of Universities whose mandate would be "to explore the possibility of setting up a genuine association

as well as a permanent secretariat, with the collaboration of UNESCO and/or any international organization.

UNESCO collaboration has never failed. UNESCO rose up to the occasion, as a result, the Association of African University was born. Hence, it can be said that the relationships between UNESCO and the AAU dates back to the birth of the AAU.

Following on this recommendation a series of intense activities was set in motion.

First, the heads of tertiary institutions invited by UNESCO, decided to meet in Khartoum (Sudan) to discuss how to implement the recommendations relative to academic cooperation, namely the setting up of a collaborative mechanism, including the two suggested bodies. The Khartoum meeting took place in September 1963 under the aegis of UNESCO and the International Association of Universities, in collaboration with FORD Foundation and under the Chairmanship of Vice-Chancelor Dr. El Nazeer Daffola. At this meeting was proposed a tentative plan to establish an independent organization which would help the African universities to pool their

---

[1] One of the several versions of the tasks assigned to the mechanism to be set up as laid down under item "Conditions de la coopération et dispositif à prévoir", page 230, French Version The conception lof the two main bodies of the said mechanism is indicated, i e.:

i) the Conference of Heads of Universities,

ii) the Secretariat expected to have a permanent HQ.

resources.

But UNESCO did not stop there. It was involved in 1967, in the AAU Constitutive Conference held in Rabat under the chairmanship of Dr. Mohamed EL FASI.

The circumstances under which the Association of African was born have been recalled to show the nature of the cooperation which should exist between UNESCO and AAU or any other association aiming to bring heads of academic institutions together in order to inform one another about problems of common interest on a regular basis. The fact that all provisions had been made to create AAU means that an association to meet the terms of reference as outlined by the Tananarivo Conference is organically essential for a successful promotion of higher education in Africa. This was the major concern of the organizers of and participants in the Tananarivo Conference.

Here again, retrospects beds prospect as far as cooperation is concerned. Any cooperation in the field of higher education in Africa must pay due respect to the corner stone represented on the one handby the organisation acting on behalf of states : UNESCO, on the other, the Association set up by the tertiary institutions themselves. The Association of African Universities can symbolically represent all those associations related to tertiary institutions.

Twentieth Anniversary of the University of Ouagadougou

UNESCO cannot ignore AAU as the former was instrumental in the creation of the latter. Nor can AAU ignore UNESCO in its future strategy. Should the all-out search for financial resources - through

warranted - lead to any deviation, this would certainly affect the collaborative system.

Since the Harare Conference MINEDAF V, UNESCO, on several occasions, tried to adapt its regional structure to the new objectives relative to the development of tertiary institutions in Africa. It may be that the period of crisis did not allow to come up with one of the alternative solutions required, that is, the setting up of a Regional Centre for Higher Education in Africa related to BREDA. Such an initiative could build on the experience of existing centres i) European Centre for Higher Education - CEPES, ii) Regional Centre for Higher Education in Latin America and the Caribbeans - CRESALC.

The developmental significance of higher education, on the one hand, the modern demands on the coordination of multiple collaborative programmes, on the other, requires such initiative. Since the rationalization and harmonization of UNESCO Higher Education activities has often been subject to a number of resolutions[1] at the General Conference, such an initiative could increase the visibility of the many and productive activities related to social and human sciences, culture, communication, the exact and natural sciences, including ANSTI networks. Similarly, Africa Programme's valuable contributions will also be made more visible.

Finally, it will be an essential framework for the UNITWIN and UNESCO Chair Programmes, as the improvisations of off-campus entrepreneurs will hence be reduced.

Conclusion

Whatever its nature, the crisis - whether of identity, resources, administrative, organizational, etc. - can have a beneficial effect as it enables to reconsider the status quo which may, at times, be taken for granted.

As a result of this, higher education in Africa is often mimicking what is happening elsewhere, especially in the countries providing project funding.

As a result of the crisis, higher education will finally become an African higher education and not higher education in Africa. At least, if Africa capitalizes on the crisis, to the extent that when there is a crisis affecting an organisation, for example, some elements of this organisations which used to be organised in a certain become

---

[1] Resolution 5.7, 23rd Session of UNESCO General Conference Decision 5 2 3 of the 141st Session of the Executive Committee

inoperative, leading to shake-ups and mergers with consequent beneficial effects on the said organisation, disorganize and re-organize again. But one capitalize on this favourable moment only if cautious one is vigilant, cautious and committed to the ideal of good change. This is to say that all the higher education collaborative bodies should have, as a golden rule, to be concerned with the aspirations and development of Africa, avoiding sterile competitions that are detrimental to Africa.

Hence, after passing through a phase in which the university merely serves as a symbol of nationhood, a phase during which the university adapted to the specific needs of individual countries, and yet another phase which see the university as a product of the economic crisis, Africa may finally evolve a university system which pulls together every available regional and sub-regional resource, with its attendant, immense potentials.

Each and everyone will recognize the bounden duty of African tertiary institutions which can never be sacrificed without serious consequences on the future of Africa. Indeed, if Africa wants impeccably finished products at the primary school level, it is obvious that these must be trained by good supervisors trained in the Secondary School.

Yet, the good training of such supervisors requires a good supervision at the higher education level.

It is higher education, a level of education which addresses mature people whose collective will must imbibe a scientific, technological and culture animation everyday, which can make an efficient contribution to the priority programme for the training of human resources sensitive to the necessary inter-disciplinarity for development. It is incumbent upon it to serve as a basis for, guide, and enrich higher education.

To cooperate, there must be a goal to be achieved, with its objectives and modalities, a minimum of resources and personal effort to be complemented and consolidated by partners. To cooperate should not be taken to mean welcoming any improvised donor-driven project so true is it that rather than being developed, one is developing oneself.

Bibliography

ADEYEMI, B.(1989), Corporate performance in a recession: The University of Ibadan Experience - Faculty of Business Administration, University of Lagos, May 1989.

AGUESSY, Honorat
- Libérer l' initiative africaine :
    Tome 1 révisé: L'Education, Ouidah, Institut de Développement et d'échanges endogènes, l994
    Tome 2 : Cultures-Sciences-Sociétés (sous presse)
    Tome 3 : La logique de l' oralité (sous presse)
- Cultures Vodoun, Bénin, IDEE, 1993, 382 pages.
- "Evaluation du chemin parcouru par les Universités de la sous-région (Afrique de l'Ouest) à propos du 20e anniversaire de l' Université de Lomé, Togo"
- "L' Université considérée comme un moteur de la CEDEAO", IFE, 14e Conférence de l'Association scientifique Ouest-Africaine, 1980
- "Rôle et statut du chercheur scientifique en Afrique", in la Science et la Technologie dans les pays en développement, Dakar, ACS, 1992.

AMONOO, Reginald, "Higher Education in Ghana", in Educafrica, Etudes de cas sur l' enseignement supérieur en Afrique, 1987.

AUPELF - Le Bulletin de l' Université des réseaux d' expression française, n°25, 1994.

AYANDELE Emmanuel, Africa: "The Challenge of Higher Education", Daedalus Journal of the American Academy of Arts and Sciences, Spring 1982, pp 165-177.

Banque Mondiale:
- L' Education en Afrique sub-saharienne : pour une stratégie d'ajustement, de revitalisation et d' expansion (Washington DC, 1988);
- Afrique sub-saharienne : de la crise à une croissance durable. Etude de Prospective à long terme (Washington DC, 1989);
- L'initiative pour le renforcement des capacités en Afrique : pour une amélioration des grandes orientations et de la gestion du développement en Afrique sub-saharienne, Washington DC, 1991;

- Rapport sur le développement dans le monde, Washington DC, 1990.

Beard, R.and J.Hartley, Teaching and Learning in Higher Education, 4th ed. Harper and Row London 1984.

Beiroch, P., le Tiers monde dans l'impasse, IDEES, NRF, Ig7 1 .

Bloom, Martin, The Experience of Research, New York, Macmillan, 1986.

BIT (Bureau International du Travail), la Promotion de l'emploi des jeunes en Afrique, Rapport de l'Atelier régional de Buea (24-28 Novembre 1986)

Callaghy, T.M., "Debt and structural adjustment in Africa: Realities and Possibilities", Issue, Vol.17, n°2, 1988.

CEA (Commission Economique pour l'Afrique), AAF-SAP (African Alternative Framework to Structural Adjustment Programmes for Socio-Economic Recovery and Transportation), Addis Ababa, 1989.

CEA/AUA : Rapport de la deuxième Conférence des Vice Recteurs, Présidents et Recteurs des Etablissements d'enseignement supérieur en Afrique, Mbabane, Février 1985.

CRDI :
- La Recherche au service du Tiers Monde, Préface de Bradford Morse - Introduction de Hugh Wynne-Edwards.
- Façons d'aborder le perfectionnement des instituts de recherche, Ottawa, 1987.

DIARRASSOUBA, Valéry Charles : l'Université ivoirienne et le développement de la Nation, Abidjan, 1979.

EKONG, D., Potential and Constraints of Regional Interuniversity Cooperation in West and Central Africa: the Challenges of Francophone and Commonwealth - URC (CRDI), Dakar, April, 1990.

FADIGA, Kanvaly, "Problématique de la massification de l'enseignement en Côte d'ivoire", in le *Normalien,* Revue des Sciences de l'Education, Vol.2, Abidjan, mai 1988.

FAFUNWA, A.B., and AISIKU, J.U. (Editors) African Education, A comparative Survey, George Allen and Unwin, London, 1982.

FAFUNWA, A.B.: "Higher Education trends in West Africa", in *Educafrica*, December 1987, Vol.2

Ghana, Management Development and Productivity Institute, (1988) - Management Training Programme 1990, Accra.

GIORGIS, G.W. and M.E. ARMAH, University Consultancy Centres in Ghana: An Institutional Development study, Accra, 1990.

GIRI, J., l'Afrique en panne, vingt cinq ans de développement, Paris, Karthala, 1986.

GOLDSCHMIDT, Marcel L., Formation pédagogique des enseignants universitaires, in Actes de l'association Internationale de Pédagogie universitaire, Montreal, 1988.

.HCR, Enseignement Supérieur en Afrique, Manuel pour les Réfugiés, World University Service International, 1986.

.HERRERA, A.O. Un Monde pour tous, Paris, PUF, 1977.

Horabin, R. and M. Williams, "Active learning in field work and project work", in Effective teaching and learning in Higher Education by P. Cryer (ed). Sheffield: CVCP, USTDU, 1992.

Kahn, H., l'An 2.000, Paris, H. Laffont, 1967.

KI-ZERBO, Joseph, "quelle coopération universitaire pour quel développement"?, in Recherche, Formation, Développement : leurs interrelations - Conférence de Prélude à Dakar en Mars 1987, Presses Universitaires de Namur, 1988MATIRU, Barbara, Towards Academic and Professional Excellence in Higher Education, Part III - Report on the subregional Workshop in Kariba and Harare - Bonn: German Foundation for International Development (DSE), 1992.

MENDELSOHM, E. "The internationalization of Science in the social Implications of the Scientific and Technological Revolution, UNESCO Symposium 1981.

MOUMOUNI, A., L'Education en Afrique , Paris, Maspéro, 1964.

NWA, E.U. and H. Pascall - Graduate Education and R and D in African Universities, AAU, 1990.

OBANYA, Païi :
- "Le problème de la pertinence des programmes scolaires et universitaires africains" in quelle école pour l'Afrique de l'An 2.000 ? WCOTP (1984) pp. 144-170 ;
- "What University Students prefer in their lecturers", Universitas: 5/1 (1975) pp. 185-199;
- "Perspectives d'avenir", Consultation d'experts sur les tendances et enjeux futurs de l'enseignement supérieur en Afrique, UNESCO/BREDA, 1990.

OMARI, Issa M., Higher Education at the crossroads in Africa, Nairobi: Man Graphics Ltd, 1991.

PECTA (Programme d'Emploi des Cadres et Compétences techniques en Afrique) : le syndrôme du diplôme et le chômage des diplômés, Addis Abéba, 1982.

RATH, A., "Science, Technology and Policy in the Periphery: a Perspective from the Centre", World Development, Vol.18, n° II, Nov. 1990.

RAMSDEN, P., Learning to teach in Higher Education London: Routledge Co, 1992.

RISTUBEN, P.J. ed., Proceedings of the West African Conference on University outreach, New York, Empire State College.

SALIFOU, André: Perspectives du développement de l'enseignement supérieur en Afrique dans les prochaines décennies, UNESCO, 1983, ED-83/WS/76.

Sierra Leone 1986, University of Sierra Leone, March 1986, Report of the Board of the Institute of African Studies.

THIAM, Iba Der, Quelle Université pour l'Afrique" in le Mois en Afrique n° 201-202, Oct.Nov. 1982, p. 132.

UNESCO :
- Educafrica : Numéro spécial Vol. I et II - Etudes de cas sur l'enseignement supérieur en Afrique, Dakar, Décembre 1988 ;
- Conférence sur l'avenir de l'enseignement supérieur en Afrique, Tananarive, 3-12 septembre 1962, Rapport final ;

- L'Education au Mali, problèmes, perspectives et priorités, Bamako, Bureau des Projets Education, MEN-UNESCO
- Programme spécial d'amélioration de l'enseignement supérieur en Afrique, Dakar, BREDA,1988 ;
- Les politiques de l'Education et de la formation en Afrique sub-saharienne : problématique, orientations, perspectives, 1987 ;
- UNITWIN : Programme pour le renforcement de la Coopération interuniversitaire et la mobilité académique grâce à des accords de jumelage ;
- Amélioration et Rénovation de l'enseignement supérieur en Afrique, BREDA, 1988 ;
- Enseignement supérieur : problèmes, défis pour quel avenir ? (cahiers sur l'enseignement supérieur, n°31).
- La problématique de la pédagogie de l'enseignement supérieur et de la Recherche pédagogique dans la perspective de la réforme globale de l'éducation en Afrique francophone-enquête réalisée par Claude RAKOWSKA-JAILLARD, Université Lomé

Alain ROCHEGUDE et Henri ACOCA (AUPELF) ED-84/WS/85:
- Le développement de l'enseignement supérieur en Afrique (Rapports de trois séminaires + Récapitulation)
    * Séminaire d'Accra (25-29 novembre 1991) Rapport, CAB-92/WS-I, Paris, 1992, 72 pages ;
    * Séminaire de Dakar, (19-24 Novembre 1992) Rapport, CAB-93/WS-I, Paris, 1993, 63 pages ;
    * Séminaire d'Alexandrie (26-30 Avril 1993) Rapport CAB-93/WS-2;
- L'Université africaine à l'aube du nouveau millénaire, Paris, 1993, 64 pages;
- L'enseignement supérieur en Afrique: Tendances et enjeux pour le XiXe siècle, Dakar, BREDA, 1992, 372 pages ;
- Rapport mondial sur l'éducation 1993
- "Les Universités à l'heure de la récréation" in Sources, UNESCO, n° 32, Décembre, 1991;
- Eduquer ou périr (Impasses et perspectives africaines sous la direction de Joseph Ki-Zerbo).
- Futures Directions on Higher Education in Africa

VALLIN, Jacques, la population, Edit. La découverte, Paris, 1986.

YESUFU, T.M., ed. Creating the African University, Ibadan, Oxford University Press, 1973.

Annex I

HIGHER EDUCATION :
A PRIORITY AREA FOR REGIONAL
COOPERATION

RECAPITULATION OF ACTIVITIES
1982-1994

Priority in UNESCO's programmes through its activities such as:

- Consultancy missions
- Studies
- Inventory of resources
- Technical support
- Training Workshops
- Gathering with a view to exchanging experiences and information
- Preparation of a Special Programme
- Cooperative mechanisms
- Regional convention for the recognition of studies and diplomas
- Plan of action

ADMINISTRATION OF THE HIGHER EDUCATION PROGRAMME

A programme administrator in charge of:

- Contributing to the formulation within the framework of UNESCO's policies and activities of a programme related to the promotion in Africa of the role of higher education and research in the society;

- To promote activities, studies, research as well as exchanges of ideas and experience data between higher education African institutions in the development of the community and carried out in this connection the collection and dissemination of information;

- Provide the intellectual and material preparation of meetings, study courses related to higher education to be organized by BREDA within the framework of UNESCO's programmes;

- Coordinate BREDA's activities in the field of higher education and those of the Regional Office for science and technology for Africa;

- promote cooperation between universities namely by establishing working relations with AAU, AUPELF and other intergovernmental and non governmental organizations which are concerned with higher education and research in Africa;

- Provide at their request, ministries of education with technical advice on the revision and improvement of national higher education policies strategies and programmes and researchers' training policies in the framework of the general plans of educational development;

- Assist local research authorities in organizing at the national, sub-regional and regional levels, training courses for researchers, short duration courses and other meetings devoted to the improvement of activities related to researchers including the pre and in-service training of researchers, heads of institutions and researchers trainers in particular in the research centres of countries in the region, collect information and carry out studies on the training of researchers in the Region.

HIGHER EDUCATION FOR THE DEVELOPMENT AND PROGRESS OF AFRICAN SOCIETIES

ADVISORY MISSIONS AND SUPPORT
FOR DEVELOPMENT

African countries which benefited from it these past 10 years:

ANGOLA	:	1981, one week: Mr. Saraïva (Brazil) 1987, visit D.G.
BENIN	:	1986, one week: Mr. Salifou (Niger) 1990- 1992, Workshop on Pedagogy
BOTSWANA	:	1991 1993 member of Pedagogical Network
BURKINA FASO	:	1984, 1989, 1990 UNESCO Permanent Office Member of the Advisory Committee Participation in all meetings 1993 Seminar 1994 Twentieth Anniversary of the University of Ouagadougou
BURUNDI	:	1985, 2 weeks: Mr. Chapelle (Belgique) 1989 Training Workshop
CAMEROON	:	1986, visit D.G. 1988, one week : Mr. Aguessy Establishment of a Subregional Office
CAPE VERDE	:	1988 1994 International Conference on little island states

CENTRAL AFRICA REPUBLIC	:	1983, one week : The Director General's delegation among whom Mr. Aguessy 1985, Subregional Workshop
COMOROS	:	1987 1994, Participation in the International Conference of Praia
CONGO	:	1983, 1986, 1989 1990, Participation in a training Workshop on management
COTE D'IVOIRE	:	1985, 1986, 3 weeks : Mr. Thill 1988, visit D.G. 1987-94 Presidence of the Advisory Committee
ETHIOPIA	:	1986, 2 weeks : new curricula and development institutions 1987 + UNESCO Bureau 1988, visit D.G.
GABON	:	1984-1985 : Publication 1986 1988, visit D.G. 1993, Presidence of the Pedagogical Network
GHANA	:	1986-1987 for AAU 1990, one week : Mr. Dias 1991, Regional Seminar 1993, 1994 Regional Seminar
GUINEA	:	1984, 2 weeks: delegation among whom Aguessy, Kwende, S. Ndiaye 1987, 3 weeks : delegation among whom Aguessy, Lallez, Bangui 1988, 2 weeks : Mr. Bangui 1989, one week : Mr. Bangui

GUINEA BISSAU	:	1984, mission of 4 specialists
		1987
		1988, one week : Mr. Aguessy
		(Project with Cape Verde, Sao Tome
		and Principe)
		1994, Participation in the International
		Conference of Praia
EQUATORIAL GUINEA (Peru)	:	1985, 3 weeks : Manzue Babrios
MAURITIUS	:	1984, one week : Mr. Aguessy
		1989, visit D.G.
		1990, Member of the Advisory
		Committee
		1994, Two UNESCO Chairs
KENYA	:	1984, Moi University
		1985, UNESCO-Nairobi Regional
		Office
		1990 Member of the Advisory
		Committee
		1994, two UNESCO Chairs
LESOTHO	:	1982
LIBERIA	:	1986
MADAGASCAR	:	1984, Mr. Herman and
		multidisciplinary mission
		1987, Member of the Advisory
		Committee
MALAWI	:	1987
		1992, Symposium on Education
		Research
MALI	:	1983, 2 weeks : Mssrs. Aguessy,
		Kwende, Kolessov
		1988, 10 days : Mssrs. Aguessy,
		De Bosch Kemper, Herman

		1989, visit D.G.
		1991, UNESCO Representative: Diare
MAURITANIA	:	1984, 10 days, Mr. Aguessy
		1986, visits D.G.; BREDA's Director
		1988, visit D.G.
MOZAMBIQUE	:	1982, 2 weeks, Mr. Mendès (Brazil)
		1983-84, 2 weeks : Mr. Azum (Cuba)
		1984, 2 weeks : delegation among whom Mssrs. Aguessy, Boma, Cisse
		1987, 3 weeks : Mr. Bazin (France/Brazil)
		1988, visit D.G.
NAMIBIA	:	1990, 2 weeks
		1991, 2 weeks + UNESCO Bureau
NIGER	:	1986
the		1991, 1992, 1993, Participation in Seminars on management
NIGERIA	:	UNESCO Permanent Bureau
		1982-91 : numerous projects
		Cross River State NIR/83/030
		Sokoto NIR/83/032
		Borno NIR/83/036, etc
		1989, visit D.G.
		1991, visit D.G.
		Participation in all UNESCO's meetings Member of Advisory Committee
UGANDA	:	1985
		1991, visit D.G.
RWANDA	:	1982-85, University
		1985, 2 weeks : Mr. Le Thank Khoi (France)
		1986, 2 weeks : Mr. Rusmaski

(Suisse)
1987-88
1990, Project of Higher Education
management (Prof. Champagne)

SAO TOME AND PRINCIPE	:	1988
SENEGAL	:	1986, 2 weeks : delegation for Saint-Louis University among whom Mr. Aguessy + UNESCO Regional Office 1988, 1991, visit D.G. 1994, UNESCO Chair on Education
SIERRA LEONE	:	1985 1994, Special Project
SWAZILAND	:	1984, 1986-87
CHAD	:	1983 and 1986 1989, one week : Mr. Bangui 1990, one week : Mr. Bangui 1991, one week : Mr. Bangui
TANZANIA	:	1986, 1990 + UNESCO Office 1993, Two UNESCO Chairs
TOGO	:	1982-83, one week : Mr. Aguessy 1986, 1990 Participation in all UNESCO's meetings
ZAIRE	:	1982, 2 weeks : Mr. Aguessy + Project BEPUZA 1984, Presidence of the Experts'Consultation 1989, visit D.G. Member of the Advisory Committee
ZAMBIA	:	1986 1988, visit D.G.

ZIMBABWE   :   1987 + UNESCO Office
                                         1988, visit D.G.
                                         1993, UNESCO Chairs.

HIGHER EDUCATION SEEKING SOLUTIONS TO CONCRETE DAILY PROBLEMS...

STUDIES :
- Feasibility of an African University (with OAU), 1984-85

- Brain drain in African States
    * English-speaking countries (nigeria) 1985
    * French-seapking countries (Senegal) 1985

- Status of the personnel of higher education (Zaire) 1985- Role of higher education in cultural development and dissemination (1988)

- Participation of higher education institutions in the Region in the Regional Programme for the eradication of illiteracy (1988)

- Level of comparability of studies at the post graduate level between universities in the French and English speaking countries

- Internal and external efficiency of higher education system (1990)

- Innovative approaches to funding higher education in Africa (1990)

- Promotion of education in African languages 1990

- Relations between higher education institutions and firms and companies (employers for future graduates) 1990

- Future prospects for higher education (1990)

- Obstacles encountered in Africa in the application of the Convention on the recognition of studies and diplomas (1987)

- Links between higher education and the world of work (1987

- Definition of training stages and competence (1987)

- Main obstacles to women's access to higher education (1990)
- Strengthening of University research (1990)

- Guide for project evaluation (1985)

- Manuel for the pedagogic training of higher education teachers (1989)
- Special Programme for the improvement of higher education (1987-1988)

- Financing Higher Education in Africa, by Alice Lamptey (1993)

- Involvement of University women in the management of the institutions of higher education, teaching and research (1993)

- Future directions for higher education in Africa (1992, 94)

- UNESCO's Commitment to the success of higher education in Africa (1994)

INVENTORIES:
- Human, scientific and technological potential of higher education and research centres in Eastern Africa (Ethiopia, Kenya, Somalia, Tanzania, Uganda)
- Human, scientific and technological potential in Za_re, Rwanda, Burundi
- Human, scientific and technological potential in Nigeria
- Human, scientific and technological potential in Ghana

- Ways and means for an economic use of human and material resources of universities
    * from the Benin, Togo case
    * from the exclusive case of Nigeria
- Review of training activities in the various sub-regions (1990)
- Study cases on higher education institutions concerning 25 countries
  no.1: Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Côte d'Ivoire, Ethiopia, Gabon, Lesotho, Madagascar, Malawi, Mali, Niger, Senegal, Sierra Leone, Tanzania, Zaire.
  no. 2: Congo, Comoros, Ghana, kenya, Liberia, mauritania, Rwanda, Swaziland.

HIGHER EDUCATION ENSURING TO SOCIETY CONDITIONS FOR REAL VALORIZATION OF ITS MOST AUTHENTIC RESOURCES : THE HUMAN RESOURCES

Training Workshop

- Sub-regional French (1) and English-speaking (2) Workshops for the training of trainers (Dakar, 13-18 September 1982) (1) Benin, Cote d'Ivoire, Guinea-Bissau, Madagascar, Niger, Senegal, Togo (2) Botswana, lesohto, Malawi, Swaziland, Zambia.

- Sub-regional French speaking workshop on the management and utilization methods of computer science for higher education administrators (Bangui, 14-19 October 1985)

- (National) workshop on instructional technology and communication in higher education (Makerere, December 1985)

- Pedagogic training workshop... (Abidjan, 9-18 December 1985)

- Pedagogic training workshop (Bujumbura, 26 April - 6 May 1989) Contribution from UNESCO

- Pedagogic training workshop (Franceville, 17-21 December 1986)

- (National) Workshop on the introduction of computer science in scientific and technological information (Conakry, 28 May - 8 June 1988)

- Sub-regional workshop on computer science for educational development (Lome, 3-7 December 1990)

- (National) workshop on project evaluation (Lusaka, 10-14 December 1984)

- Post graduate training workshop on automatic data retrieval through microcomputer (Lome, 8-20 December 1986)

- French (1) and English-speaking (2) training workshops on the management of higher education institutions
  (1) Dakar, 25-30 June 1990 - 31 participants

(2) Harare, 4-11 January 1991 - 54 participants

- Pedagogic training workshop (Benin, 14-19 December 1992)

Symposia and seminars

- Regional Symposia on the improvement and renovation of higher education in Africa (Dakar, 4-8 May 1987) - 60 participants

- Regional seminar on the reorientation and reorganization of studies and research in higher education according to endogenous development requirements (Yaounde, 30 May-4 June 1983) - 20 participants

- Seminar on Distance Education (Arusha, 24-28 December 1990) - 41 participants from Member-States + 29 participants from institutions

- Consultation meeting of experts on future trends and challenges in Higher education in Africa (Dakar, 28 February - 1st March 1991) - 31 participants

- Concertation meeting of co-operation institutions in higher education in Africa (27 JUne - 1st July 1983)

- Seminar on the mission of the African Universities (Accra, 25-29 November 1991) - 56 principal participants + 29 observers + 12 UNESCO members + 7 members of the Ghanean committee of preparation of the Seminar

- Seminar on the restructuration of the Higher Education institutions (BREDA, 19-24 November 1992)

- Seminar on the resources and management of the African Univesity (Alexandria, 26-30 April 1993)

**HIGHER EDUCATION STRENGTHENING THE
CAPACITIES OF INSTITUTIONS TO COMMUNICATE
BETWEEN THEMSELVES : PROMOTION OF JOINT
ACTIVITIES, EXCHANGES OF TEACHING
PERSONNEL AND STUDENTS, PARTICIPATION
IN JOINT RESEARCH PROJECTS**

SPECIAL PROGRAMME FOR THE IMPROVEMENT OF
HIGHER EDUCATION

A serie of activities and projects aimed at :

- enhancing the quality of teaching

- promoting joint use of skills and capacities

- harmonizing higher education policies of African Member-States

Programme areas and modalities :

- Pedagogic and scientific training of higher education teachers
        * development of pedagogic skills
        * scientific improvement

- Pedagogic and scientific documentation
        * textbooks and other didactic materials
        * scientific documentation and general information

- Joint use of resources
        * setting up of centres of excellence and programme networks
        * inventory of skills, etc.

**ADVISORY COMMITTEE ON HIGHER
EDUCATION IN AFRICA**

Objective : "Advise the Director General on the strategies to be
              adopted to improve the quality and relevance of higher
              education in the region and on the setting-up and
              implementation of a special programme for the

pedagogic and scientific training of teachers and the production of documents and textbooks".

Composition: 12 members appointed by the Director General of UNESCO:
- Administrators (Vice-Chancellors, directors)
- Specialists in various fields

1st Session : Angola, Burkina Faso, C_te d'ivoire, Ethiopia, Ghana, Kenya, Madagascar, Nigeria, Senegal, Sierra Leone, Zambia.

2nd Session: Angola, Burkina Faso, Côte d'ivoire, Ghana, Kenya, Mauritius, Nigeria, Senegal, Sierra Leone, Tanzania, Za_re, Zambia.

3rd Session: Benin, Côte d'ivoire, Ghana, Kenya, Mauritius, Mozambique, Namibia, Nigeria, Senegal, Tanzania, Zaire, Zimbabwe.

HIGHER EDUCATION TAKING UP THE CHALLENGE OF ITS OWN DEVELOPMENT AND RELEVANCE TO CULTURAL VALUES AND EFFORTS FOR SOCIAL AND ECONOMIC PROGRESS OF AFRICAN SOCIETIES

THE REGIONAL CONVENTION ON THE RECOGNITION OF STUDIES, CERTIFICATES, DIPLOMAS, DEGREES AND OTHER ACADEMIC QUALIFICATIONS IN HIGHER EDUCATION IN THE AFRICAN STATES, ADOPTED IN ARUSHA ON 5 DECEMBER 1981

It is a convention of continental scope

First interafrican legal instrument in the field of higher education and research related to the mobility of teachers, researchers, technicians and students:

- Joint and optimnum utilization of education and training resources

- Integration into the structures of their countries of origin of people trained abroad

- Access to the various stages of higher education in a given education system

Countries which have retified the Convention:

- Lesotho	13/09/82	- Egypt	26/07/85
- Togo	01/12/82	- Burundi	21/01/86
- Sudan	13/01/83	- Senegal	4/03/86
- Zambia	25/04/83	- Burkina Faso	11/07/86
- Tanzania	12/07/83	- Rwanda	06/07/87
- Nigeria	02/11/84	- Gabon	30/12/88
- Niger	29/05/85	- Algeria	23/02/89
- Equatorial Guinea	24/10/93		

Sessions:

1st Session	:	Dakar, 26 February - 1st March 1985
2nd Session	:	Dakar, 12-16 October 1987
3rd Session	:	Lagos, 10-14 July 1989
4rd Session	:	Paris, 4 November 1992

INTERUNIVERSITY COOPERATIVE NETWORK FOR THE PEDAGOGIC TRAINING OF HIGHER EDUCATION PERSONNEL

- Identification of exchanges of experience data

- Organisation of joint activities in the field of training and retraining of higher education personnel and educational science researchers between all institutions in the Region

Coordinating Bureau:

- A Chairman

- A member of the Regional Advisory Committee

- A representative of any university known for having actively promoted pedagogic training of their personnel at the level of the various sub-regions:
    * University of Dakar (Senegal)
    * University of Abidjan (Côtete d'ivoire)
    * University of Ibadan (Nigeria)
    * University of Dar-es-Salaam (Tanzania)
    * University of Sierra Leone
    * University of Kinshasa (Zaire)
    * University of Botswana

        Each of these universities is represented by the member with the highest grade in the team directly responsible for promoting the pedagogic training of higher education personnel.

HIGHER EDUCATION PUTTING AND END TO THE ISOLATION OF INSTITUTIONS WHILE IT BRINGS THEM IN TOUCH WITH THE CULTURAL, SCIENTIFIC, TECHNOLOGICAL AND INDUSTRIAL COMMUNITIES IN OTHER REGIONS

1992 - 2001 PLAN OF ACTION

- Train graduates who are more adapted to the development context.

- Promote an orientation policy taking into account development needs.

- Encourage access and promotion of women in higher education through appropriate mesures.

- Develop pedagogic training and equip institutions with suitable educational materials and facilities: relations with the public and private development sectors.

- Create conditions for a real joint utilization of resources by ratifying the Arusha Convention while establishing structures for harmonizing programmes and intensifying exchanges of information on subjects, programmes and specialists.

- Launch the process for actual establishment of centre of excellence advocated by the Special Programme and the UNITWIN project.

- Strengthen innovations through the promotion of endogenous technologies and cultural heritage.

- Give the personnel a more motivating status.

- Ensure best developing conditions to scientific research.

- Ensure that:
    a) decisions makers include higher education among the development priorities;
    b) higher education institutions diversify their funding sources and engage into production activities and service industries.

PLAN OF ACTION TO BE LINKED TO:

1.   Special Programme for the improvement of higher education.

2.   UNITWIN Programme for the strengthening of interuniversity cooperation and mobility through twining arrangements.

3.   Management training programme for vice-chancellors, deans...

4.   Distance education programme

5.   Social and human science programme

6.   Regional Programme on culture

7.   ANSTI covering many scientific areas:
     * agricultural engineering and food processing technology
     * chemical engineering
     * civil engineering
     * electrical and electronic engineering
     * energy (solar and unconventional power sources)
     * mechanical engineering
     * metallurgical engineering
     * mining and geological engineering
     *water resources and environmental engineering etc.

8.   ABN : The African Biosciences Network

9.   COMARAF

10. CILSS

NOTES ON ANNEXES II - VI

Annexes II - VI serve to illustrate points made in different parts of the main text, as follows:

Annex II   :   Estimated costs of Higher Education 1962-1980 (page 17)

Annex III   :   Foreign Students in Higher Education (page 56)

Annex IV   :   Presentation of UNITWIN and UNESCO Chairs by the Director General of UNESCO (page 58)

Annex V   :   Role and Scope of the Inter-African Co-operation (pages 19 - 61 - 63)

Annex VI   :   International Co-operation (pages 60-61)

ANNEX II

Table II Estimation of capital expenditure per student: Middle Africa, 1961 and 1980

Item	Science and Technology		Others Subjects	
	1961	1980	1961	1980
	in thousands of dollars			
Buildings	2.5	5.0	0.7	0.6
Equipment	1.0	1.7	0.1	0.1
Library	1.0	0.8	1.0	0.8
Housing for students	2.8	2.0	2.8	2.0
Services	0.7	0.5	0.7	0.5
TOTAL	8.0	10.0	5.3	4.0

1 Fir 1961 based on table 3 9, part II, page 180, with an addition of $500 for books for 1980, based on table 4 2 and section 4 2 4 part two, II, pages 184-5

Table III. Estimate recurring expenditure for higher education: Middle and North Africa 1961-80

	1961	1965	1970	1975	1980
Per student in Middle Africa...	1.6	1.3	1.2	1.1	1.0
Per student in North Africa Africa	1/0	1.0	1.0	1.0	1.0
Per student abroad..............	2.0	2.0	2.0	2.0	2.0

Source: The Development of Higher Education in Africa (tables II & III)

TABLE IV. Estimated annual recurring capital and total expenditure for higher education: Middle and North Africa 1965-80

	1965	1970	1975	1980
	in thousands dollars			
Middle Africa				
Annual recurring expenditure	72 4	115 2	184 5	301 0
Averagfe annual capital expenditure	25 3	55 4	128 1	232 7
TOTAL annual expenditure	97.7	170.6	312 6	533 7
Estimated national income	17 600	91 800	27 800	36 800
Total annual expenditure for higher education				
as percentage of national income	0 56%	0 78%	1.12%	1 45%
North Africa				
Annual recurring expenditure	188	250	318	383
Average annual capital expenditure	71	79	92	113
TOTAL annual expenditure	259	329	410	496
Estimated annual income	13 000	15 200	18 000	23 200
Total annual expenditure for higher education				
as percentage of national income	2 0%	2 2%	2 3%	2 1%
Middle and North Africa				
TOTAL annual capital and				
recurring expenditure	356 7	499 6	722 6	1029 7

[1] For North Africa the figures per student have been taken to equal those for Middle Africa in 1980. Capital expenditure per non-degree student has been estimated equal to the average capital expenditure for degree students
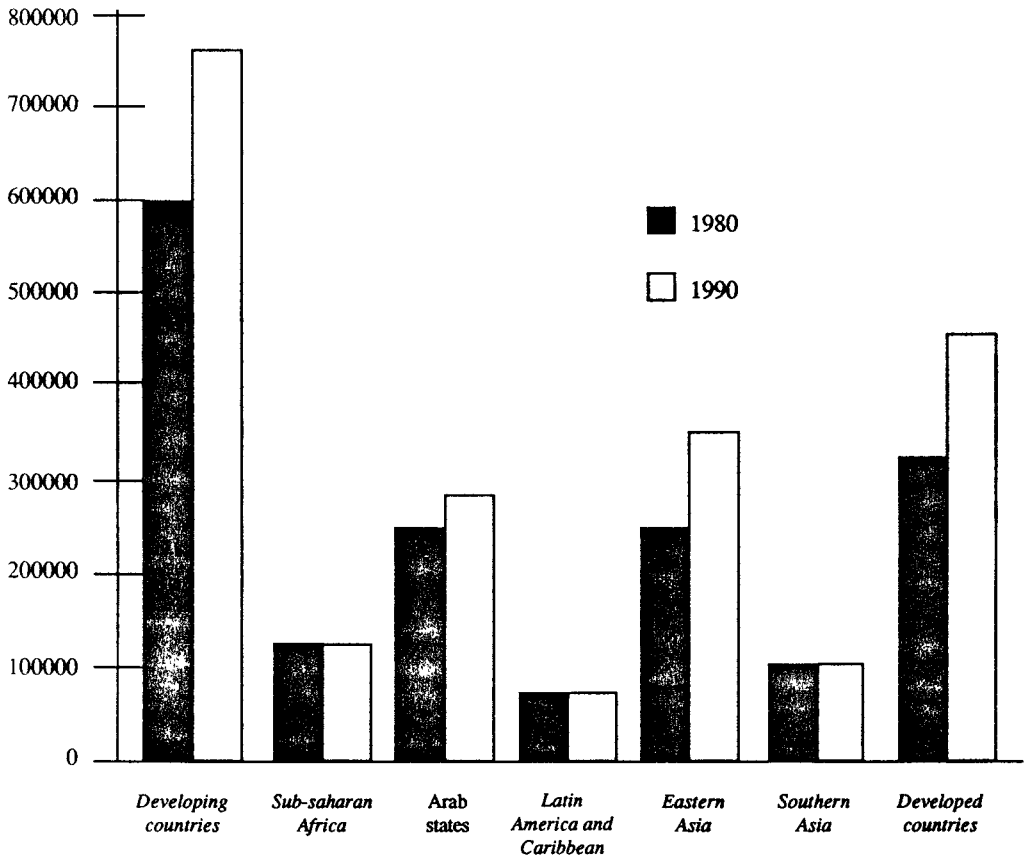
Source. The Development of Higher Education in Africa (table IV)

Foreign Students by region of origin 1980 and 1990 (62 host countries)

Host regions		World	Develo-ping Countries	Sub-saharan Africa	Arab States	Regions of origin Latin America Caraibean	Easter Asia and Oceania	Southern Asia	Developed Countries	Europe and Former USSR	Northern American	Asia Oceania	Unspeci-fed
World	1980	915859	599805	116713	152424	81681	141812	95964	234589	169541	37575	27473	81465
	1990	1177583	757040	120477	183927	79434	255943	93052	334036	237748	44328	51960	86507
Developing	1980	99837	81403	21943	45272	1920	7465	13398	5961	3537	1584	840	12473
Countries	1990	104854	90595	27038	53966	2974	6542	8709	10647	6921	1622	2104	3612
of which	1980	5375	4326	3871	667	22	13	25	382	366	14	2	667
Sub -Saharan Africa	1990	4682	4558	4053	737	5	59	43	103	84	19	-	21
Arab States	1980	52158	42761	11386	37048	10	1848	1536	403	321	77	5	8994
	1990	53374	50127	12181	43095	73	1471	1313	293	225	61	7	2954
Latin America	1980	3919	3166	928	261	1784	153	25	315	190	112	13	438
Caraibaean	1990	6335	5718	2750	180	2619	93	73	502	358	132	12	115
Easter Asia	1980	10547	7210	624	205	48	2409	3962	2985	1110	1158	717	352
Oceania	1990	13017	8822	1468	1887	220	3521	1876	4173	1134	1170	1869	22
Southern Asia	1980	17179	14999	4257	2756	3	3015	5182	500	291	157	52	1680
	1990	13108	12447	5820	4668	36	1357	2747	513	212	159	42	248
Developed	1980	815793	518195	94565	107152	79761	134347	82566	228606	165982	35991	26633	68992
countries	1990	1072729	666445	93439	129961	76460	249401	84349	323389	230827	42706	49856	82895
of which	1980	439978	231040	58410	62789	31185	37098	26275	152657	129201	165599	6857	56281
Europe former USSR	1990	573609	330705	73406	106099	31207	56432	37038	213585	181670	21643	10272	29319
Northern America	1980	357931	271933	35843	40541	48300	87133	55627	73979	36262	18461	19256	12019
	1990	442716	290310	19664	23647	44608	150169	45960	106136	48035	19397	38704	46270
Asia and Oceania	1980	17884	15222	312	3822	276	10116	664	1970	519	931	520	692
	1990	56404	45430	369	215	645	42800	1351	3668	1122	1666	880	7306

Source : Foreign Students inHigher Education, UNESCO/ED/92/Conf. 208 / Ref. 2 Paris, October 92

ANNEX III

94

Graphic   1 : Foreign students by region of origin, 1980 and 1990 (62 host countries)

ANNEX IV

For the Rapid Transfer of Knowledge: The UNITWIN Programme and the UNESCO Chairs Scheme

It is my privilege to present a new UNESCO initiative - Project UNITWIN and its associated UNESCO Chairs Scheme - and to invite the international academic community and our donor partner to pay an active part in promotion and implementation.

At the twenty-fifth session of the General Conference of UNESCO in 1989, Member States requested the Secretariat to launch an International Plan of Action aimed at strengthening inter-university cooperation, with particular emphasis on support for higher education in developing countries.

UNITWIN and the UNESCO Chairs Scheme represent an innovative response to this request.

The key objective of the plan is the development of a spirit of solidarity, based on twinning, networking and other linking arrangements among universities throughout the world. Hence, the acronym chosen for the programme: UNITWIN. More specifically, it is aimed at making full use of North-South and East-West co-operation in order to set in train

a process leading to strong and durable links between higher education and scientific institutions worldwide and more especially along the South-South axis.

UNITWIN will help establish subregional, regional and inter-regional co-operation networks of higher education and research institutions. Its principal component will be the UNESCO Chairs Scheme intended to provide postgraduate students from the developing countries with enhanced opportunities for advanced training and research at centres of excellence in key disciplines related to sustainable development.

Partnerships with United Nations agencies, inter-governmental organizations development aid, intergovernmental foundations, industry and higher education and scientific non-governmental organizations will be sought. UNESCO Chairs can also be established directly between UNESCO and a particular university.

Today more than ever before, universities and all other higher education institutions are called to play their role in society: they must respond to the pressing economic and educational problems of their communities; they must help safeguard the cultural heritage and identity of all peoples; they must inspire and train youth, providing them

96

with a global vision and forging an attitude of tolerance and sharing.

Together universities must cooperate to help shape the society of the third millennium - a better world where freedom, democracy, justice and equity are able to flourish. Access to knowledge is essential in this respect. UNITWIN and UNESCO Chairs can help to bring about the rapid transfer of knowledge by means of tailor-made programmes that correspond to specific needs and can be taught on the spot at the subregional level. It should thereby be possible to train a core of experts able to cope with the challenges of the development process.

Time is short and rapid action is called for. I therefore urge Member States, fellow organizations of the UN system inter governmental organiz-ations, multilateral and bilateral development aid agencies and foundations, industry, non-governmental academic organ-izations and, above all, the universities themselves to support UNESCO, in this bold venture. Its success depends on our close collaboration, and I count on all of you for your fullest support

Federico Mayor
Director-General
of UNESCO

·

* Presentation of UNITWIN and the UNESCO Chairs by the Director-General of UNESCO

97

ANNEX V

ROLE AND SCOPE OF INTER-AFRICAN CO-OPERATION[*]

Higher education should constitute a privileged and priority sector of the inter-African co-operation which is now developing in all of the political, economic, social and cultural life of the continent. Three distinct arguments may be advanced in favour of strengthening and speeding up by every available means, co-operation between the African countries in regard to higher education and scientific research.

1.   Because they are alive to the fact that education is the key to economic development, the African States assign or wish to assign a very large part of their resources to the development of education at all levels. However, the cost of higher education which is the final stage in the educational system means particularly high and it is doubtful whether all the countries of Africa possess the financial resources required to enable them to set up or develop the whole range of institutions of higher education and centres for research and popularization. It is therefore essential that the African States should jointly apply themselves to the exploration and definition of measures calculated to ensure that the most efficient use is made of the available resources.

2.   Because of the part it is called upon to play in social advancement and in providing leadership for the masses, higher education should form an organic part of African society, as it conditions its development to a considerable extent. It is therefore necessary that it be organized in the African context and be designed to meet the needs of the countries of the African continent as a whole. The building of African unity and the achievement of a balanced economic and social development depend on the co-ordination and concentration of the efforts made by universities to prepare their students for their role as human beings, as specialists and as citizens.

---

[*] The development of Higher Education in Africa.

3.   For a long time to come, African universities and institutions of higher education will have to rely for their development on assistance and support from countries, universities and private bodies outside Africa, as well as from the international organizations. The establishment by African universities of concerted programmes for development will make it possible to derive maximum benefit from this external and international assistance, and inter-African co-operation thus appears likely to increase the effectiveness of international co-operation.

FUTURE PROSPECTS AND AREA OF ACTIVITY

A good idea of the prospects open to inter-African co-operation in regard to higher education and scientific research may be formed here and now by seeing which fields might be accorded priority.

1.   Although inter-African co-operation is regarded essentially as the assertion of a desire to co-ordinate efforts and resources in the pursuit of common aims, it may be advisable to study the conditions governing the creation of institutional machinery which would provide for regular meetings of heads of African universities, for the purpose of: (a) discussing new developments and plans in the field of higher education and research in so far as they affect Africa; (b) exploring new areas for increased contact with the international academic and scientific world; (c) considering ways and means of increasing contact, co-operation and interchange at all levels among institutions of higher education and research in Africa; and (d) formulating plans for improving the quality and reducing the cost of higher education and research in Africa, through joint action.
        At a later stage, it will be advisable to define the kind of relationship and co-operation a body of this type should establish with the Conference of African Ministers of Education, set up under the Addis Ababa Plan for African Educational development, and with the International Association of Universities.

2.   To study the conditions and possibilities of linguistic communication between all African countries is one of the primary aims of inter-African co-operation. African unity would, indeed, be meaningless if the key personnel of each African country or region were unable to communicate with one another in one or more common languages. In the light of the recommendations put forward

during the various conferences and meetings concerned with this problem, it will therefore be advisable to seek means of extending and generalizing the use of a second, and possibly a third language as a medium of instruction. This might be one of the primary functions assigned to the body envisaged in paragraph 1 above, for purposes of co-operation.

3.   It would appear desirable to carry out thorough comparative studies on a number of questions affecting the development of higher education in Africa, such as: (a) definition of inter-African university standards and the problems involved in the equivalence of degrees in the international academic community; (b) university entrance requirements; (c) harmonization and equivalence of degrees, diplomas and "credits" awarded by the various African universities.

These studies and others could be conducted with the assistance and participation of UNESCO and of the International Association of Universities, whose attention is called to this matter.

4.   It would also appear desirable to work out a concerted programme to facilitate and generalize the free interchange of teachers and students between all African institutions of higher education. A study might equality be made of the prerequisites for the establishment of regional or sub-regional research institutions or centres which could draw up programmes for comparative research and promote the exchange of research workers and research material.

5.   Co-operation between university libraries should likewise be systematically organized and developed, the African universities co-operating in the establishment of university printing presses, to facilitate, on the basis of appropriate agreements, the preparation of programmes for the printing, publication and reproduction of reference works printed texts and other material used in teaching.

6.   Lastly, it would appear desirable to consider the problem raised by the institution of long-term planning with regard to the needs of African universities in building, equipment and material facilities.

PREREQUISITES AND MACHINERY
FOR CO-OPERATION

The following prerequisites and machinery for establishing and appropriate climate for inter-African co-operation for the development of higher education in Africa, are suggested:

1. Recognition of the barriers which exist and concerted efforts by institutions and governments, through affirmative action, to remove those barriers.
2. Intention of all concerned to co-ordinate their efforts and resources for the achievement of common objectives.
3. Initiative on part of the appropriate authorities of each institution of higher education to acquire all available first-hand information and maximum understanding of what is going on in the institutions of higher education and research in Africa.
4. Full and free dissemination of information in the form of bulletins, announcements, catalogues, reports, journals, and other printed material, from each of the various institutions to all others.
5. The creation of an effective machinery with responsibility for: a) furthering contact co-coordination, collaboration and exchange between institutions or higher education; b) assuring that decisions will be implemented; and c) publishing regularly an up-to-date handbook on higher education and research institutions which exist or are being planned in Africa

The organization proposed here may have two principal functioning bodies:

1. The Conference of Heads of African Universities, which would meet regularly each year, on a rotating basis, for the purpose of a) discussing new developments and plans in the area of higher education and research, especially as they relate to Africa; b) exploring new areas for increased contact with the international academic and scientific world; c) considering ways and means for increasing contact, co-operation and interchange at all levels among institutions of higher education and research in Africa; and d) formulating plans for improving the quality and minimizing the cost of higher education and research in Africa, through mutual action.
2. The Secretariat, which would be established with permanent headquarters and charged with the primary functions to: a) collect, classify and disseminate information on higher education and research institutions in Africa; b) assure that decisions of the Conference of Heads of African universities are duly implemented; and c) prepare and publish a handbook on African universities and research institutions and such other publications as the conference may from time to time direct.

The proposal for establishing the machinery suggested above as a means of furthering inter-African co-operation for the development of higher education in Africa does not necessarily imply that these organs should be established and commence functioning immediately. On the contrary, the idea of encouraging meetings of heads of African universities, which was initially broached at Khartoum in 1960 and which was subsequently favourably considered, although in a more limited sense, at Fourah Bay in 1961, may be implemented by discussing problems of common interest and for laying the foundation for the establishment of a more formal association later. About, 1965, the end of the first five years of the Addis Ababa Plan, the Conference of Heads of African universities may then consider the feasibility of establishing a formal association and a permanent secretariat, with the co-operation of UNESCO and/or another international organization.

INTER-AFRICAN CO-OPERATION

With a view to promoting African unity and encouraging and strengthening inter-African co-operation in the field of higher education and research, it is recommended that:

87. During the twenty-year period for the implementation of the Addis Ababa Plan, Middle Africa's needs in the matter of university institutions is covered by the following thirty-two institutions:

Basutoland: Pius XII College;
Burundi: Institut Facultaire et Faculté des Sciences de Bujumbura;
Cameroon: Université Fédérale du Cameroun
Congo (Brazzaville): Centre d'Enseignement supérieur de Brazzaville (with faculties or institutes in other countries served by the Centre);
Congo (Léopoldville): Université de l'Etat, Elisabethville; Université Lovanium, Léopoldville;
Ethiopia: Haïlé Sélassié I University;
Federation of Rhodesia and Nyasaland: University College of Rhodesia and Nyasaland;
Ghana: University of Ghana: Kwame Nkrumah University; University College of Cape Coast;
Guinea: Université de la Guinée et du Mali (Sciences);
Ivory Coast: Centre d'enseignement supérieur, Abidjan;
Kenya: Royal College, Nairobi;
Liberia; University of Liberia, Maryland College of Our Lady of Fatim; Cuttington College
Madagascar: Université de Madagascar;
Mali: Université de la Guinée et du Mali (Arts);
Mauritius: University College
Nigeria: University College, Ibadan, University of Ife; Ahmadu Bello University; University of Lagos, University of Nigeria;
Nyasaland: University College;
Senegal: Université de Dakar;
Sierra Leone: University College of Sierra leone;
Somalia: Intituto Universitario;
Sudan: University of Khartoum;
Tanganyika: University College, Dar-es-Salaam;
Uganda: Makerere College.

Eight of the university institutions listed above are grouped in five regional institutions in the sense that they are supported and financed by or serving a group of States. These are:

Centre d'Enseignement supérieur de Brazzaville (Congo, Brazzaville);
University College of Rhodesia and Nyasaland (Federation of Rhodesia and Nyasaland);
Université de la Guinée et du Mali (Guinea and Mali);
Centre d'Enseignement supérieur, Abidjan (ivory Coast, Dahomey, Niger, Upper Volta);
University of East Africa (Kenya, Tanganyika, Uganda).

ANNEX VI

INTERNATIONAL CO-OPERATION

It is recommended that in order to promote and expand the framework of international co-operation for the development of higher education in Africa:

93. The area of international co-operation include the planning of higher education, teaching and training in African institutions and research undertaken by them;

94. the form of international co-operation be concentrated on the provision on expatriate personnel, facilities for the training of African staff abroad and help for the training of such staff in Africa. This also includes provision of research fellowships and undergraduate scholarships for study abroad for countries where suitable facilities do not exist. The other urgent areas requiring co-operation are equipment and library facilities for African institutions and their building provisions;

95. Institutional co-operation conform to the following principles:
    a) All aid should be based on specific requests form countries and institutions;
    b) Aid, in all appropriate cases, should be based on mutual participation;
    c) Aid should meet the expressed needs of countries and institutions;

96. All international co-operative programmes form part of the national educational plans and the overall development of the recipient countries;

97. This call for international co-operation be addressed to UNESCO, the Economic Commission for Africa and other organs of the United Nations, including FAO, WHO, TAB, Special Fund and IDA, to Member States of UNESCO outside Africa and to the United Arab Republic within Africa, to international non-governmental organisations, regional organizations, private bodies and foundations.