

Editor's note

This volume of NJAS contains eight articles by authors of different fields of African studies. The articles by A. Bodomo, A. Amidu and N. Burssens are on linguistics, by L. Efana on the interuniversity cooperation between African countries and Finland, and by R. Harjula on how metaphoric expressions are reflected in Meru proverbs. P. Mtuze writes about how African culture needs to be, and is being, 'decolonized' from its position as a stagnated and disappearing phenomenon, while E. Obeng reflects upon problems related to the faith-healing ministry in Africa, and A. Hurskainen describes the plant taxonomy of the Maa-speaking Parakuyo of Tanzania. There are also two book reviews in this volume.

Particularly should be noted that the ADDRESS of the *Nordic Association of African Studies* has CHANGED. It is now: P.O. Box 513, S-75120 Uppsala, Sweden.

Helsinki, 8.11. 1994

Arvi Hurskainen
Editor

Layout: Raija Hurskainen

ISSN 1235-4481

Helsinki 1994
Helsinki University Press

**POLITICS AND THE PLIGHTS OF MOBILE STUDENTS,
SCHOLARS AND SCIENTISTS:
A Pip at Finnish-African Interuniversity
Co-operation**

LAWRENCE U.B. EFANA
Tampere University, Finland

1. INTRODUCTION

It cannot be successfully argued that there is no politics in higher education and science. That would almost mean refuting the knowledge that contemporary higher education, technology and science are not much different today compared to the 12th and 13th centuries. The Renaissance and dominance of ecclesiastical interests even then at its semi primitive demonstrative level boarded stongly on what to many could be analogised with political interests today. More dramatically we are finding today that international relations and politics play key parts in higher education, science and technology. This is witnessed by the more or less dominating role of formal agreements. Education, science and technolgy have expanded in scope as national states become more and more self and development centered. These constelations make the study of interuniversity co-operation useful.

UNESCO (1981:7) said that co-operation is an integral part of the very definition of the university, since its principal function is to institute, organise and support a systematic collaboration among the men who elaborate, transmit and seek knowledge. It added that because of internal organisational structures of co-operation, universities also branch out into the world of knowledge since they must synthesise its doctrines from every point in time and from all places, or place them in confrontation one with the other. That is why it has been concluded that universities live on borrowings, which makes the idea that they elaborate incidentally the common property of all. It is this that makes the university international. That is also why the libraries show authors from every epoch and from every country side by side. Interuniversity co-operation itself as a field of study is not a theoretically stimulating field. But it can be interdisciplinarily very informative¹. More exactly, Lazar

¹ See, for example: "Deppeler, D. (1976) Interuniversity Co-ordination and National Regulations on University Admission." *Journal of West European Education*. Vol. 7. No. 1-2; De Salvo, R.J. (1985) "An interdisciplinary - Interuniversity Health-Care Team Management Decision-making

Vlasceanu (1987:41), looks at it more practically and explains that research on interuniversity co-operation is not only desirable, but also necessary. He argues that it is a matter of evidence that university co-operation could be better achieved and greatly improved if more research on the matter were available. Mutual understanding would increase for both common and particular problems and induce solutions that would be beneficial to all. Although, the beliefs and actions of scientists are continually in flux as explained by Gilbert and Mulkey (1982:383-384), it would be unfair to argue that the predispositions about interuniversity co-operation are not correct.

2. STATE OF THE ART

Guided by these beliefs, when Finnish-African interuniversity co-operation commenced as a research project topic, I was captivated by the happenings in the field of internationalization, higher education, and science and technology. Much of the impulse came from a previous research project funded by the Ministry of Education in Helsinki on a topic relating to the problems of foreign students in Finland.² In that study, the practices of internationalization, particularly, in Finnish higher education and the experiences of Finnish universities, which seem to be growing with the help of state and private organizations' supports were central. These experiences are witnessed by the active participations of institutions of higher learning in Finland in the international programmes: ERASMUS, COMETT, NORDPLUS, YES, ISEP, FUSEEC, TEMPUS, and many other educational exchange programmes in different regions and countries of the world (Efana 1993:353 and 356).

The formalization of mobility practices of students and researchers in higher education has turned relatively very momentous. UNESCO (1982) made this rather clear when it issued the book: "Guide in Higher Education".

Case Study Course." American Journal of Pharmaceutical Education. Vol. 4b. No. 2; Donovan, G.F. (1965) "College and University Institutional Cooperation." Catholic Press; Dew, J.E. (1988) "Computer Assisted Teaching Materials Preparations in the Interuniversity Programme. Journal of Chinese Language Teachers Association. Vol. 23. No. 1; Dohner, C. et al (1972) "Evaluation of an Interuniversity Programme in Medical Education." Paper presented at Annual Meeting of American Educational Research Association. New Orleans, Louisiana: National Institute of Health.

² Efana L.U.B. (1988) Pilot Information towards helping the management of foreign students and scholars at Tampere University (unpublished reference material). Opintotoimisto, Tampere University. For more information see especially: Efana L.U.B. (1989) Contemporary Internationalization in Higher Education: A study of its management challenges vis-a-vis the problems of foreign students in Finland. (Report No. 101) Department of Political Science and International Relations. Tampere University.

As I researched for the Opintotoimisto (Academic Department) of Tampere university, and came closer to understanding the problems of African students not benefiting directly from Finnish foreign aid schemes to African countries, I somewhat felt that for them, the formalization induced by internationalization during these later decades surely means that the days are gone when foreign students from any parts of the world would pack their bags and head for overseas countries to receive higher education³.

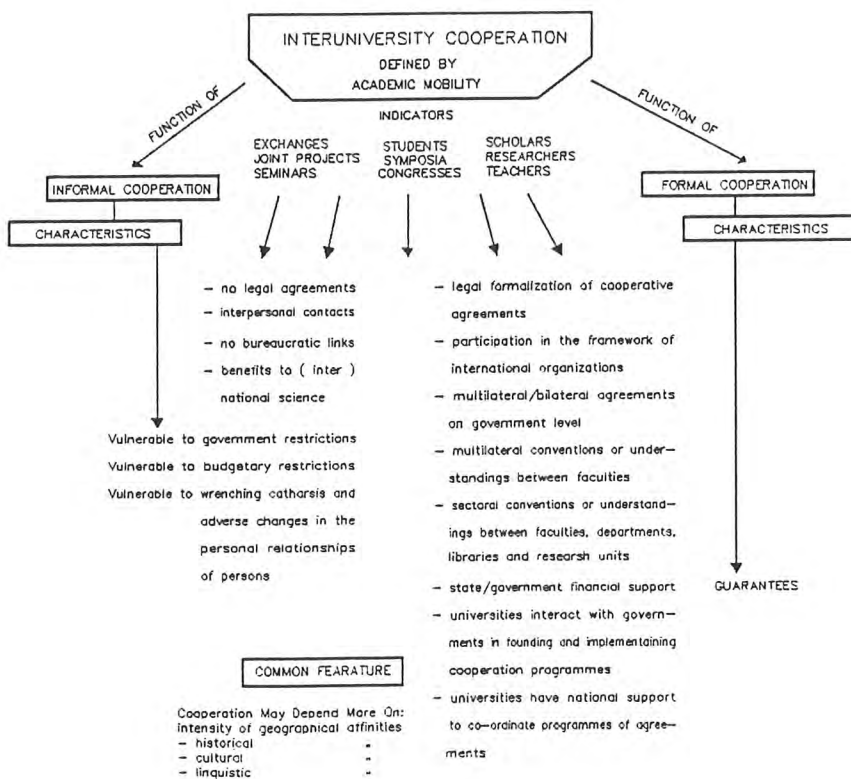
For interuniversity co-operation, the impact of formalization has seen constant developments in ways and contents of higher education (Vlasceanu, 1987:40). UNESCO as well as CEPES (1981) show that the ways and contents include a variety of modalities: formal and informal; institutional and individual; multilateral and bilateral; and governmental and non-governmental. As modalities they cover student exchanges; exchanges of teachers; research co-operation in many areas, including: university management and administration; exchanges of documentation, information, educational materials and so on. CEPES (1986) reaffirms that the increasing interests for interuniversity co-operation in the later years are a product of agreements which are parts of the former. These account for why the Unesco argues that:

"If we try to draw a few conclusions from the available information, we can perhaps advance the claim that a certain number of countries continue to see informal co-operation the most fruitful type of co-operation, but that co-operation carried out in the framework of agreements from university to university (capped or not by governmental agreements) tends to develop. It has the advantages of permitting a clear definition of objectives and means of attaining them, hence articulating a long term policy, or being guaranteed by a true institutional commitment, or being better able to be evaluated than more diffuse and elusive forms of co-operation, and finally of making lasting rapprochments between particular institutions."

The specification of these elements strengthens further attempts to explain them by sketching the relations between the two modalities of co-operative agreements in (figure I) to show the contemporary components in interuniversity co-operation. It is necessary not to oversight the geographical and regional advantages in international university co-operation.

³ See UNESCO - 1981. This is evident in many historical and philosophical studies in the area of research and science. The area reveals currently that co-operation across this spectrum of interests was spontaneous and unorganized in the beginning. Dabrowski, A (cf) Science Studies Journal (1990) also gives a full historical account of it.

Figure I. Modality and indicators of interuniversity co-operation



Understanding them is helpful in the Finland-Africa case, as it is clear that they do not share common regional and geo-political affinities. The figure captions therefore, only the outlines of informal and formal co-operation agreements in relation to their functions in interuniversity co-operation, which are defined by the indicators.

Available statistical data of Finnish higher educational establishments that shed light on the dimension of activities mentioned normally stem from three sources: higher educational institutions of the kind universities; a bit more superior institution which deals with academic and scientific policy matters too (the Academy of Finland); and the Central Office of Statistics. The first cover many institutions dealing with academic teaching and research, and include technical and other professionally oriented academic establishments. Information at this level shows that engagement of the institutions with international education has been a reality. Table I closely

explains their backgrounds and the number of foreign students they had individually during the past 10 years.

Table I: Finnish universities and their foreign student population for the period (1976-1986)

Institution of Higher Education	Year Established	Europe	Asia	Africa	North and Central America	South America	Australia in Sub-Continent	Stateless	Foreign Students in 1991
University of Helsinki	1640	-	-	-	-	-	-	-	699
University of Joensuu	1969	39	8	12	4	3	3	0	39
University of Jyväskylä	1934	214	51	127	56	4	3	0	126
University of Kuopio	1970	23	10	40	0	0	0	0	52
University of Lapland	1979	-	-	-	-	-	-	-	1
University of Oulu	1958	96	85	27	43	8	0	0	105
University of Tampere	1925	214	54	164	103	24	2	0	134
University of Turku	1920	121	15	28	43	28	5	0	93
University of Vaasa	1968	0	1	2	0	0	0	0	15
Åbo Akademi University	1917	316	22	62	27	0	1	0	159
Helsinki School of Economics and Business Administration	1911	5	10	0	4	0	0	27	7
Swedish School of Economics and Business Administration	1909	244	8	4	8	0	0	0	36
Turku School of Economics and Business Administration	1949	19	7	13	0	9	0	1	7
Helsinki University of Technology	1908	291	295	178	37	25	0	8	225
Lappeenranta University of Technology	1969	10	5	0	0	0	0	0	6
Tampere University of Technology	1965	46	16	120	14	0	0	0	87
College of Veterinary Medicine	1945	0	2	1	0	1	0	0	9
Sibelius Academy	1939	102	49	0	42	0	0	0	75
University of Industrial Arts	1973	93	6	8	14	22	0	1	19
Theater Academy	1979	5	0	0	0	0	0	0	5
Totals		4276	1502	1279	1089	306	53	64	1899

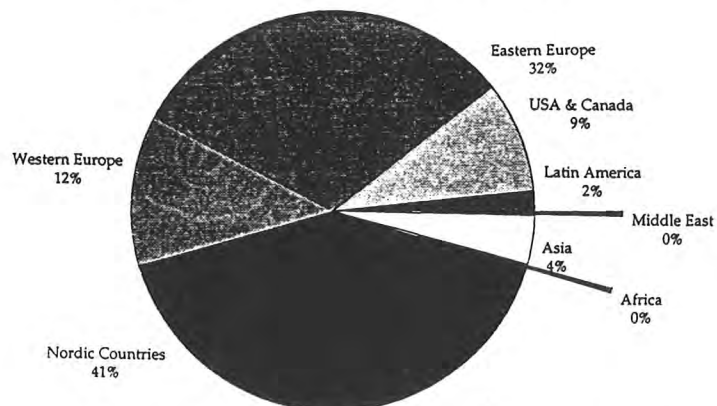
(Sources: Central Office of Statistics (1976-1986) for Continental Totals; but for year of establishment and the (1993) Totals of Foreign Students at each of the Universities, see (CIMO) Information Guide, 1993:43. For the former, many of them have been private foreign scholars, while others have been designated as stateless because of their unique "refugee histories and problems" while studying and waiting for the political asylum decision of the national authorities. They are in the most part, uncovered by the base programs of International Student Exchanges.)

3. THE PROBLEM, QUESTION, AIM AND METHOD

Table (I) gives no hints about the problems of formalization and co-operative agreements as factors in the latest drives in academic mobility. It does, however, tell that Africa has been relatively represented statistically in Finnish higher education in comparison to the other continents and regions of

the world. On the part of the new drive Figure II appears to be more informative.

Figure II: Percentage distributions of formal agreements between Finnish and foreign universities in 1990



(Source: Unpublished report for Ministry of Education in Helsinki - Efan, L.U.B. (1989:46)

It shows clearly the advance state of engagements involving the modalities dictating the new drive among Finnish universities. Africa's 0% does not reflect the absolute situation especially if considerations are extended to the information in Table I. From the formalization perspective, one or two African institutions of higher learning have one form or the other of engagements with Finnish universities involving the modality: bilateral agreement. However, from strictly formal perspective the case of Finnish-African international academic co-operation attracts attention.

Figure II is not the only source prompting arguments and interests to raise questions. A couple of decades ago, the document "CASTAFRICA", (UNESCO 1974:164) argued that the option open to Africa in these matters is to optimize individual country and collective involvement in both intra-African and international co-operation efforts in science and technology. It went further to advise that unless such steps were seriously taken African development would suffer and stagnate. Interuniversity co-operation is the offspring of international science. The point is whether we explain science, technology, higher education, or growth and development, international co-operation remains a catalyst. It will be impossible to rule out the role of universities equally as that of other factors. There is no way to evade the truth that contemporary growth and technology stand on science, which in turn

stands on good (higher) education. Spaey et al (1971:193) give a full picture of the situation by subsequently explaining that the origin of international co-operation and its impact on the growth of science, higher education, technology and development has been traced to the nature of science itself. The interdependence shown is significant for the problem.

The explanations attract a number of questions about arguments surrounding Finnish and African interuniversity co-operation: (i) What does the study of interuniversity co-operation structured thus entail?; and (ii) What chances are there for interuniversity co-operation between the universities in Africa and those in Finland? It was quite interesting that the study co-incided with the 19th General Conference of the International Association of Universities (IAU), hosted 5-11 October, 1990 by the university of Helsinki to commemorate its 350th anniversary. Organized under the general theme "University, Diversity, Interdependence: The Mission of the Universities", the occasion was attended by many Rectors and Vice Chancellors of universities in Africa. Arrangement to go beyond library study recommended by the sponsor (Ministry of Education in Helsinki) materialized during the conference because the African participants I conducted short verbal interview with in-between the plenary session breaks showed great enthusiasm for the topic.

The decision to use interview method was reached thus. World of Learning (1989 and 1990) provided the source for picking all the names of African universities. Addresses of 133 universities in 41 African countries were picked to facilitate the mailing of interview questionnaire, see Table II. The table specifies the countries and universities. It also gives valuable statistical hints about the numerical structure of universities in Africa as a continent, and acts as an organized source of information systematically showing the groupings, patterns of distribution and overall individual national ownership of universities in the continent. The table is vital because it closes the gaps of knowledge about the particular African country that owns which particular university(ties), where and how many?

In otherwords, the countries with highest total numbers of universities are: Nigeria; South Africa; Egypt; Algeria; Morocco; Libya and Sudan; followed by Kenya; Zaire; Ethiopia and Ghana; before the countries having either two or one universities(ty) each. The nationality structure also reflects the characteristic patterns of African universities and higher educational cultures, which in the most part do not allow the exploitation of indigenous languages (Figure III). There is nothing intriguing to note that many of them depend on the use of either Arabic, Portuguese, French, English and Afrikaans, or function bi-lingually by combining French and Arabic, Arabic and English, or

Table II: African universities and the countries that own them

Numbers	Countries Of Ownership	Number of Universities Per Country
1	Algeria	8
2	Angola	1
3	Benin	1
4	Botswana	1
5	Burkina Faso	1
6	Burundi	1
7	Cameroon	1
8	Central African Republic	1
9	Chad	1
10	Congo	1
11	Cote D'Ivoire	1
12	Egypt	13
13	Ethiopia	3
14	Gabon	2
15	Ghana	3
16	Guinea	1
17	Kenya	4
18	Lesotho	1
19	Liberia	1
20	Libya	5
21	Madagascar	1
22	Malawi	1
23	Mauritania	1
24	Morocco	6
25	Mozambique	1
26	Niger	2
27	Nigeria	30
28	Rwanda	1
29	Senegal	1
30	Sierra Leone	1
31	Somalia	1
32	South Africa	17
33	Sudan	5
34	Swaziland	1
35	Tanzania	2
36	Togo	1
37	Tunisia	1
38	Uganda	1
39	Zaire	4
40	Zambia	2
41	Zimbabwe	1
		133

English and Afrikaan and so on. It would appear however, that with exception of Swahili and perhaps certain other local combinations of languages for the purpose of higher education elsewhere in the continent, indigenous African

languages on the whole have not been conceptually scientified⁴ beyond the limited scope of interests overridden by defined requirements of, e.g., the humanities and mass communications.

Figure III: Regional arrangement of African universities according to language orientations in 41 countries

Northern Africa (West) (French-Language Oriented)		Northern Africa (East) (English-Language Oriented)		
Algeria Tunisia Morocco		Egypt Libya Sudan		
Western Africa (English Language Oriented)	Western Africa (French Language Oriented)	Middle Africa (French Language Oriented)	Eastern Africa (French Language Oriented)	Eastern Africa (English Language Oriented)
Ghana Liberia Nigeria Sierra Leone	Benin Guinea Cote D'Ivoire Burkina Faso Mauritania Niger Senegal Togo	Cent. African Republic Chad Congo Gabon Zaire Cameroon	Burundi Rwanda Madagascar	Ethiopia Somalia Kenya Malawi Uganda Tanzania Zambia Zimbakwe
Middle Africa (Portuguese Language Oriented)		Southern Africa (English Language Oriented)		Eastern Africa (Portuguese Language Oriented)
Angola		Lesotho Swziland Botswana South Africa		Mozambique

4. QUESTIONNAIRE STRUCTURE

The possibilities offered by African universities for co-operation with universities in Finland are explored within the frames of available practices. Since formal co-operation depends more on bilateral and various other forms of agreements, the three coded and two open-ended interview questions structured to examine the possibilities dichotomize the modalities in conjunction with the other variable typologies discovered, and operationalize them to test the attitudes of the Vice Chancellors and Rectors at African universities towards co-operative agreements with Finnish universities, and in relation to: student exchanges; exchange of (superior) scholars and teaching personnel; exchange of library materials, language, information, documen-

⁴ For further explanations, see "Underdeveloped Science in Underdeveloped Countries in: Edward Shils, et al "Criteria for Scientific Development, Public Policy and National Goals." A selection of articles from Minerva. M.I.T. Press. Cambridge 1968. Page 151.

tation, and educational materials; research co-operation; participation in scientific congresses, seminars, and symposia; co-operation in university management and administration; development co-operation and exchange of experimental methods. The study was compact as the number of questions had to be limited to five - see table III. Distance and limited research funds did not permit more elaborate and systematic approach.

Table III: The structure of interview questions used

Question 1	Question 2	Question 3a	Question 3b	Question 4	Question 5
Is the university in which you are the Vice Chancellor or Rector having any form of Interuniversity co-operation agreements with universities in Finland?	With the knowledge accumulated about the usefulness of co-operation in higher education, science and general development, would you consider it important to broaden your interests for Interuniversity co-operation or be satisfied with the nets of contacts already established?	If the answer to question (1) above is "Yes": (a) specify the particular type of agreement, and (b) underline any of the Interuniversity co-operation indicators listed below that the particular agreement covers.	(i) Student Exchange of Scholars and Teaching Personnel (ii) Exchange of Library, Language, Information, Documentation and Educational Materials (iii) Co-operation In Research Programmes (iv) Participation in Scientific Congresses, Seminars and Symposia (v) Co-operation In University Management And Administration (vi) Development Co-operation And Exchange Of Experimental Methods	What are the scientific disciplines and areas of university management that you would like to encourage continuous activities of Interuniversity co-operation?	At your university, what major studies and research work have been done on the problems of interuniversity co-operation?

5. ANALYSIS OF RESPONSES

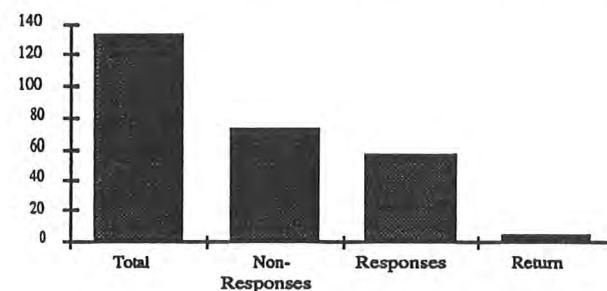
I chose an *unorthodox* method⁵ of presentation and completely oversimplified the arrangement of answers advanced for the questions. It became more expedient to rank some of the indicators and operationally test them by interview. The approach enables us (i) to explore what makes it probable that the chances of interuniversity co-operation between Finnish and African universities might after all be quite attractive, and (ii) to initiate a process by which the way might be paved for writing the contemporary history of

⁵ This method of presenting the interview information makes it easy to identify the names of those universities whose Vice Chancellors and or Rectors responded (in one way or the other) - i.e., including also those of them who returned the questionnaire with or without covering letters.

interuniversity/academic co-operation between the universities in Finland (and later in the other Scandinavian countries) and Africa. The interview partly represents the first step of attempt to organise and document African primary research materials statistically to serve the purpose under consideration.

The analysis of interview answers concentrates mainly on: i) the coded questions and the answers of respondents to them; and ii) their answers to the open-ended questions. To start with, from a total of (133) universities whose Vice Chancellors and Rectors were mailed questionnaires, 56 (42.11%) responded; 4 (3.01%) returned the questionnaires with and without covering letters; and 73 (54.89%) did not respond at all (figure IV).

Figure IV: Total Questionnaire, non-respondents, respondents and returns



This analysis will therefore concentrate mainly on the 56 respondents plus the returns. 3 of the latter were identified, while one could not be identified from which university it became. That explains why there are 59 names of universities in the list subsummed as respondents in this part of the explanation (Table IV).

Table IV: African universities that responded to the interview questionnaires

- University of Mauritius
- Sebha University in Libya
- Universidade Eduardo in Mozambique
- Université Nationale du Benin
- University of Liberia
- Université du Ruanda in Burundi
- Université Nationale de Cote D' Ivoire
- University of Zimbakwe
- Lesotho University
- Sokoine University of Agriculture in Tanzania
- Universidade Agostinho Neto in Angola

Université de Bangui in Central African Republic
 Egerton University in Kenya
 Kenyatta University
 University of Ghana
 University of Kumasi in Ghana
 University of Khartoum in Sudan
 University of Gezira in Sudan
 Université de Kisangani in Zaire
 Université de Kinshasha
 Université des Sciences et de la Technologie Houari Boumedienne in Algeria
 Centre Universitaire de Setif
 Adisababa University in Ethiopia
 University of Asmara
 Alemnya University of Agriculture
 Mansoura University in Egypt
 American University in Cairo
 Ain Shams University
 Université Hassan II (Faculte des Sciences d' el Jadida in Morocco
 Université Hassan II
 Université Mohammed I
 Potchefstroom University South Africa
 University of South Africa
 University of Orange Free State
 University of Stellenbosch
 University of Witswaterstrand
 University of Durban
 Medical University of South Africa
 Rand Afrikaans University
 University of Cape Town
 Grahamstown University
 University of Port Elizabeth
 University of Pretoria
 University of Abuja in Federal Republic of Nigeria
 Federal University of Technology Akure
 University of Agriculture Makurdi
 University of Cross River State (Akwa Ibom)
 University of Calabar
 University of Agriculture (Ogun State)
 University of Port Harcourt
 University of Ilorin (Kwara State)
 Ondo State University
 Federal University of Technology (Minna)
 Abubakar Tafawa Balewa University (Bauchi)
 Lagos State University
 Nsukka University
 Bayero University
 University of Ogun State
 Ibadan University

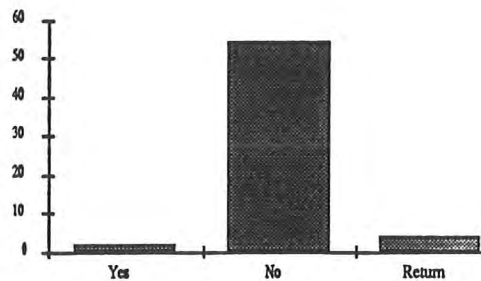
The responses suggest possibilities for Finnish-African interuniversity co-operation. It is unnecessary to seek to define such opportunities, still at the same time, the preliminary conclusion from the responses need not be interpreted solely as theoretical. The responses convey a sense of interests. The rationality of this information will show that the best way of assessing its importance is by increasing understanding for them beyond the conjecture that they represent simple expressions of "goodwill". Even where the questionnaires were returned, they were accompanied by positive covering letters. It is fair to argue that respondents' efforts represent the interest and willingness to inaugurate the type of academic contact that might in due course lead to active encouragement of formalised interuniversity co-operation between the universities in Finland and Africa.

The chances are objective and should invoke thoughts favourable to reciprocal co-operative *initiatives* and *gestures*, especially as the information shows in the following cases: (a) Ghana and Ethiopia; (b) Mauritius, Mozambique, Benin, Burundi, Ivory Coast, Zimbabwe, Lesotho, Angola, and Central African Republic; (c) Kenya, Morocco, Nigeria, South Africa, Tanzania and Zaire; and thereafter (d) Egypt, Algeria, Sudan, and Libya). That is to say that in the 1st and 2nd groups of countries the response was (100%); 3rd group (50%) and slightly over; and 4th group (10-30%).

5.1. QUESTION I

Further reasons to be positive about the results relate partly to the importance attached to the information in Figure I, which explains the low total percentage of bilateral cooperative agreements between African universities and their Finnish counterparts. This situation is no less vividly explained by the answers of respondents to question 1: *is the university in which you are the Vice Chancellor or Rector having any form of interuniversity co-operation agreements with universities in Finland?* Respondents answers show that 54 of them, i.e., nearly 96.4% do not have any form of co-operative agreement and contact with the institutions of higher learning in Finland (Figure IV). That is to say that generally the answer was "no" to this question. The probability is also that, the 73 non-respondents to the interview, i.e., almost 54.89%, would have added nothing substantially new to make the interpretation different. The interview results confirm the situation in Figure II.

Figure V: Responses to Question I



However, only 2 of the respondents, i.e., approximately (3.6%) answered "yes" to question I. The first specified: co-operation and linkage on projects, and the second, co-operation and departmental links. Both respondents to the question stated that their co-operation involves the indicators: student exchanges; exchange of scholars and teaching personnel; research co-operation; participation in scientific congresses, seminars and symposia; co-operation in university management and administration; and development co-operation and exchange of experimental methods.

A third respondent whose answer is "no" to question 1) and hence, coded in the overall "no" total, answered partly that there is an agreement of a general co-operation between them and a university in Finland, and that it covers only the item: exchange of students. These answers reveal a small margin of error in the available statistics for bilateral agreements on academic co-operation between Finnish and African universities, explained as a case of omission by universities while collating and updating their statistical information. The discovery is statistically insignificant for the conclusions reached about the total number of existing agreements between their universities. But it is noteworthy to state that the interview efforts and results enable us to find out that the number is slightly more than that in the records. It is, however, remarkable that non of the latter three respondents claiming that they have bilateral agreements with some universities in Finland actually gave the names of the particular universities in which the agreements were made.

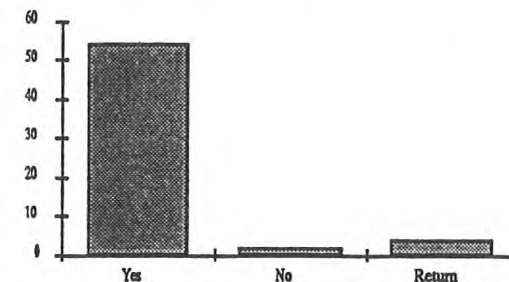
5.2. QUESTION II

In contrast to the first question therefore, the aggregate answers received for question 2: *with the knowledge accumulated about the usefulness of co-operation in*

higher education, science and general development, would you consider it important to broaden your interests for interuniversity co-operation or be satisfied with the nets of contacts already established?), highlight the positive attitudes of respondents towards co-operation with Finnish universities. Structurally the question derives primarily from the assumption: that African universities have one form, or the other of intra and international university co-operation history with several countries and regions within and outside the continent, which is also confirmed relatively by (i) the answers (to question 5), and (ii) the selected excerpts of their covering letters. Kolinsky (Minerva 1983:36-79) explains also that their contacts have been reinforced by *colonial* relics and *neo*-friendly ties. This investigation shows that the universities of countries in Africa that want academic co-operation with Finnish counterparts, do not think in terms of colonial ties, for they know that Finland did not directly have any colony in Africa.

In spite of the latter knowledge, it is appealingly unique to discover that 54 of the total respondents, i.e., nearly 96.4%) (Figure VI) answered "yes", and emphasize that they would be willing to broaden their interests to develop interuniversity co-operation with the universities in Finland.

Figure VI: Responses to Question II



No respondent answered "no" to this particular question, except the 2 respondents who had earlier indicated that they have some form of ongoing co-operative agreements with Finnish universities. The most amazing and remarkable result of the interview is that all 4 respondents who returned their questionnaires except one, also included nicely worded covering letters; i.e., to indicate that like the colleagues whose answers were directly "yes", they too would strongly wish to have interuniversity co-operation with Finnish universities if afforded the opportunity. The excerpts of covering letters selectively abstracted should further justify the arguments and conclusions reached (Table V).

Table V: Selected abstracts of respondents' covering letters

- (a) "I am pleased to have to deal with this concise questionnaire on interuniversity co-operation (Finland/Africa) soon after my return from Helsinki where I participated in the General Conference of Interuniversities Association, and where North/South, South/South linkages were deliberated upon at length. I found that, inspite of the highly developed technology of Finland, there is very little co-operation between your universities with those in Africa. A programme as you now propose will bring about the much needed change. It is my desire that linkages be established in disciplines of Natural Sciences, Agriculture, Medicine and Management Science."
- (b) "We appreciate the initiative of co-operation with Africa and inclusion of South Africa. This university has particularly strong feelings about the role which universities can play as developing agents in providing top level manpower and expertise not only in the interest of South Africa, but also that of Africa South of the Sahara. If we can extend it further on our university basis, we would like to make ourselves available in those relevant areas where we have the necessary expertise. Do feel at liberty to contact me once more, should it be necessary. My best wishes for the project which you have initiated."
- (c) "I was pleased to return from the Helsinki Conference of IAU to see your letter on the Finland/Africa co-operation recalling that international university co-operation and assistance was much discussed at the conference....I should add that I would be interested in co-operation arrangements with universities in Finland where I lived for 1 year on a fellowship from the Government of Finland at the university of Turku, during the 1975/76 session as visiting Associate Professor. It was a very fruitful and memorable period for me, so I naturally already have a strong attachment to Finland....I know that Finland is also very advanced in the area of Wood and Paper Industry. We would also be interested in co-operation arrangements in disciplines covering this area through our Department of Applied Chemistry which is developing strong research interest in this discipline....With aboveI believe we can work out something in the near future. Such co-operation and assistance stand a very good chance of making good inputs considering that our university is only in its formative years."
- (d) "We are very pleased to inform you that the university of Kinshasa has an active Programme of Co-operation with several universities in the world. Particular agreements have been signed with universities in Africa, Europe, America and Asia in the sectors: (i) Research, (ii) Exchange of Professors and Researchers, (iii) Exchange of scientific documentations and publications, and (iv) Exchange of students and administrative personnels. The university board encourages the interuniversity co-operation since it opens the university to the world and contributes to understanding of the people. Although we do not have any co-operation with Finnish universities, we look forward to establish some in the near future."
- (e) "It is with great delight that I write to inform you thatconsiders it desirable to establish a solid basis for bi/multilateral co-operation for academic advancement and research within Finland."
- (f) "Many thanks for yourIn my case, there is much else I want to say at this stage. Ever since I first met some Finnish Health care workers in 1974 in Malumfashi in Northern Nigeria, in a Mannerheim League sponsored programme on Maternal and

Child Health headed by Professor Luarila now of Kuopio university. I have always wondered why there have been so few ties between Nigerian and Finnish universities. The last time I was in Finland on a Finnish Government Ministry of Education Specialist Scholarship based on the Mehlanti Hospital Library in Helsinki, in Feb., 1989, the idea that I should do something about it crossed my mind. My present position as university Vice Chancellor should make such a task less difficult."

- (g) "Thank you for your letter.....While commending you for your efforts, I enclose herewith our special publication entitled.....If there are ways of entering into prompt collaboration please contact mewith my warmest regards and best wishes."
- (h) "Reference to your letter.....I would like to inform you that the Faculty of Law at Mansoura University agrees sharing in the project."
- (i) "Thank you for your letter dated 18-6-1990, regarding the introduction of your project on interuniversity co-operation.....We are also pleased to welcome the idea of Finland/Africa co-operation in the various fields of cultural and scientific activities. Our university is involved in a number of bilateral scientific and cultural agreements with several European, Asian, African and Arab universities, and we much appreciate the useful outcome of the research programmes connected with those agreements.....We therefore consider it very important to broaden our interests in interuniversity co-operation. In this respect, we would like to express our interest in drawing up a cultural and scientific link with your university and we do hope that you will be able to use your good office to achieve this goal. Such an agreement could tentatively cover the following outlines....."

6. RESPONDENTS' CHOICE OF ACADEMIC SUBJECTS AND FIELDS OF CO-OPERATION

The purpose of this section is two-fold: (i) to introduce the frame of operation to be considered in the event that future endeavour towards the type of academic co-operation articulated is realizable, and also (ii) to shed more light on the relationship between scientific disciplines listed and the choices of areas for co-operation made by African universities in view of what is generally the case nowadays.

Information accumulating from the answers of respondents to question 3(a) and (b) and the two *open-ended* questions: 4 and 5, accounts also for the relative importance and weight assigned to the assertions and optimism to follow. On the whole, question 4 (*what are the scientific disciplines and areas of university management that you would like to encourage the continuous activities of interuniversity co-operation?*) is the *pivot* among them. It was formulated purposely to identify the primary academic subjects and fields of co-operation, and amplify the operational variables: (i-vii) used to define the major themes of (question 3), and its relation to the explanation of the choice and fields of scholarly exchanges and academic co-operation.

Question 3: (if the answer to question (1) above is "yes" specify the particular type of agreement, and (b) underline any of the interuniversity co-operation indicators listed below that the particular agreement covers.....) was therefore, originally structured as a "follow-up" to question 1) as indicated already, but because: (a) the relative frequency of "no" answers was higher than "yes" answers for question 1), and (b) because only a few respondents ventured to specify the agreements requested, the significance of question 3) to the latter fizzles into marginalization instead by being left for rationalization alongside question 4. Thus, in the overall analysis, question 3) could only retain its substance, because all respondents to the former tend to accept and specify the indicators around which it was defined as the main force behind the structure of practices prevalent in the fields of international academic co-operation and formal agreements. The same indicators have been found to gear the choices made by those African Vice Chancellors and Rectors who responded to the interview.

Respondents to question 4) display exactly similar tastes for traditional academic orientations common-place at universities everywhere, and embrace disciplines traced (in)directly to the mother faculties: Science, Technology, Arts, Education, Humanities, Law and Social Sciences. In the event that the report succeeds to stimulate the interests leading to practical results, their information can sustain confidence in designing suitable agreements, see the table VI.

Table VI: Academic subjects enumerated in the responses of African vice chancellors and rectors to interuniversity co-operation interview questionnaire

<u>TECHNOLOGY</u>
Bio-Technology
Civil Engineering
Electrical Engineering
Mechanical Engineering
Agricultural Engineering
Environmental Engineering
Architecture
Industrial Design
Surveying
Computer Science
Geology
Geo-Physics
Meteorology
Forestry and Wood Technology
Chemical Engineering
Wood and Paper Technology
<u>SCIENCE</u>
Nuclear Magnetic Resonance of the Solid State
Theoretical Nuclear Physics
Infra-red Spectroscopy
Topology
Agronomy
Zoology
Veterinary medicine
Medicine

Mathematics
Physics
Earth Science
Biology
Odontology (Dentistry)
Pharmacology
Marine Science
Hydrology

SOCIAL SCIENCES

Economics
Political Science
Sociology
Social Studies
Development Studies
Rural Development
Business Administration
Urban and Regional Planning
History
Science of Religion

EDUCATION

Comparative Education
Educational Management
Adult Education
Distance Education
Education and Teacher Training

LAW

Comparative Law
Legal Philosophy
Constitutional Law
International Law

HUMANITIES

Languages
(Arabic)
(Finnish)

ARTS

Mythology
Folklore

The array of disciplines in table V should induce interest as the subjects listed also fit into the general concept of faculty arrangements. Although, the academic orientations chosen possess some micro peculiarities, traced either to the cultures, histories or environments of the countries, regions and, or the continent as a whole, e.g., "mythology" in the *folk* Arts; "ichthology" in Medicine and "missiology" and "pentecostalism" in Religion, the fact remains that they do not differ significantly in substance from what obtains generally. The choice of scientific fields of co-operation further emphasises that irrespective of whether African universities are traditional or technical they share the universal culture of universities and higher education common-place everywhere, i.e., to assert implicitly that the orthodoxy of departmental arrangements under faculties neither wanes nor seem too intense, which could further be interpreted partly to mean, e.g., that it cannot be totally expected that Farm and Agricultural Extension Management, would have to be taught

solely in the Natural Science Faculty where Agronomy or Agriculture as the mother subject is offered.

6.1. CONTEMPORARY RATIONALITY OF THE CHOICES

The same argument applies also to other fields of choice: Agricultural Economy, Health-Care, Social Studies, Development Studies, Aqua-Culture, Rural Development and Waste Management.⁶ Thematically, the major issue to explain is African universities are like most other contemporaries seeking and learning to become adepts in professionalization of academic interests. It is a turn of event increasingly suggesting that higher educational interests and organizational structures are gradually shifting from theory to favour applied knowledge offered by the faculty or departmental units and centers within and or outside the universities, e.g., for interrelated conjectures, see also: Bligh et.al., (1982) and Wilshire (1989). These arguments are substantiated by the world-wide stress on *results* and *relevance* in higher education induced by the constraints of resources and what many people would wish to characterize as: a *hard-to-define* national utility-interests measurable in terms of (immediate) consumable benefits. In many developing and developed countries the situation has already led to the proliferation of technological universities, the so-called "colleges of technology" and serious extraneous influences on the sacred areas of interests to traditional university education and concept of science.

At the same time, it is possible to argue that a reason not too distant from these may be advanced for the growing intensity of interdisciplinary orientations in the sciences. This is gradually making *monolithic* and professional academic knowledge, once based on single subject specialization as a mode of academic practice predominantly responsible for breeding the *fachidiot* unfashionable and increasingly difficult to defend in many instances in the programmes of higher education and science in the contemporary times. That might also account for the reason underlying the illuminating probe made by Becher (1989) in the book "Academic Tribes And Territories: intellectual enquiry and the cultures of disciplines". The pace set by these values is creating newer impacts on pedagogic practices and curricula developments, and also helping to break scientific paradigms in many fields of study, e.g., Computer Technology and Astro Physics open the way to

⁶ Waste Management, for example, already has led to the initiation of several post-graduate studies and exchanges of specialists between Finland and many African countries, especially countries in Eastern and Southern Africa. Much of the effort has been bilaterally sponsored by FINNIDA.

explain the origin of the universe as a scientific phenomenon with the result that we now have: "Chaos Theory".

6.2. RESPONDENTS' INTEREST FOR FINNISH KNOW-HOW

In addition to the academic subjects outlined, the other important result of the interview is seen in the answers advanced by the respondents to highlight the choice of general areas of other interests in co-operation. A majority of the Vice Chancellors and Rectors at the 54 universities that responded to the questionnaire, specifically express the willingness to have bilateral co-operation across the practical fields: 1) university management; 2) physical and academic planning for strategic management of university; 3) the management of teaching and research; 4) developing the strategy for student admission policy; 5) development of academic programmes, 6) administration and management of the university establishment; 7) computerization of university financial transactions; 8) computer application in secretarial; administrative management, and so on.

Most of them also emphasise strong preparedness to open bilateral agreements in order to foster: (i) student exchange; (ii) exchange of scholars and teaching personnel; (iii) exchange of library materials, language, information, documentation and educational materials; (iv) co-operative research programmes; (v) participation in scientific congresses, seminars, and symposia; (vi) co-operation in university management and administration; and (vii) development co-operation and exchange of experimental methods). These choices confirm the explanations made earlier that questions 3(a) and (b), and 4) relate to each other through the complementary role of the contributions made to bring about new insights and knowledge about African interests for academic co-operation with Finnish universities.

The interest to exchange administrative and management experiences across the other spectrum of university life is tied, e.g., to indicator (vi) - co-operation in university management and administration) in question 3. The letters emphasising the willingness to co-operate are formulated with a sense of admiration for Finnish universities, and seem to convey the impression that they are well rated internationally: e.g., that in spite of its small size (William Copeland et al 1983), the country is well-known to exploit the knowledge gained from computer technology effectively in national administration and other areas of interest in management. The answers of respondents to question 4) reveals the attraction of relatively many African universities for academically structured co-operative agreements between persons and institutions in the two regions. Such an open call to encourage the exchange

of university administrative and academic staff is a product of the willingness to acquire Finnish *know-how* shown by the respondents. It might also be argued generally that, irrespective of whether the willingness to co-operate relates to: the exchange of students, scholars and professors and or project co-operation (as in the case of the Finnish Academy) and exchange of teaching materials, and so on, the basic reason appears to be the same: the acquisition of Finnish *know-how*.

Generally, the preferences for academic subjects aggregated in the table summarising them, show that African universities are relatively much like their contemporaries elsewhere in the choice and arrangement of academic subjects to suit the prerequisites of: (i) faculties and departments, and (ii) the applied missions of units and centers within and outside the universities. The information stresses that African universities are able to organize their *basic* and *applied* areas of engagements in higher education and science in the event that co-operation with universities in Finland becomes a reality; and also that, generally their combinations of subjects, academic orientations and faculty preferences remain the same in Technology, Natural Sciences, Social Sciences, Education Arts and Law as in many of the advanced countries, e.g., as presented also in the World of Learning, 1989-90).

7. CONSTRAINTS

Despite the possibility that conciseness of the interview questionnaire might precipitate interpretations and induce a few ambiguities in some of the conclusion made from respondents' answers, that outcome would, however, be latent. The enthusiasm expressed, e.g., by the selected excerpts of covering letters is relatively strong enough to lessen the impact of possible ambiguities introduced thus. The conclusions made from the empirical materials appear therefore, relatively unexaggerated. However, the absence of geo-political affinities between them might be a source of constraint. Despite that problem respondents to the questionnaire have been able to demonstrate that they would like to develop bilateral co-operation agreements with Finnish universities in the stipulated areas in-as-much-as academic interests could be primary. Secondly, in view of the poor history of academic contacts with this part of the world, some *teething* problems might be expected when initiatives for co-operation begin in practice. That is because with exception of a few universities, a majority of the responding universities are still alien to the modern challenges in the management of international academic co-operation with foreign countries, other than those with whom they have had some colonial ties. Other interrelated problems might include the likelihood of

inadequate experiences and exposure to academic co-operation cutting across some practical questions associating with, e.g., standards and provision of support services, infrastructures; counselling and other manpower demands; administrative techniques; nuclei for structured academic/research programmes; resources and accommodative attitudes towards exchanged graduate students and superior scholars. These are discussed in depth by Althen Garry, et.al. (1981) within the general frame of "Cross-cultural Studies". Interuniversity co-operation has cross-cultural dynamics.

8. CONCLUSIONS

These explanations highlight two relatively important arguments from the empirical findings: (i) that there is a proof for interuniversity co-operation chances between Finland and Africa; and (ii) that the constraints of geo-political conditions should not only be assumed because they are real. The expectation and conflict implied by them are political issues. Although the difference between them is enormous, there are rudiments of interests and activities which could be enlivened by stepping up commitments and further understanding.

Finally, two other interdependent conclusions are possible to make from both empirical sections of the paper: (i) that these efforts can make it possible for African universities to know more about different fields of science at Finnish universities, the volume of outgoing and incoming activities relating to bilateral the exchange practices involving academic mobility of short/long-term durations cum scholarly visits; and (ii) similarly, that it would have been extremely diffuse to discuss African universities in a study dealing mainly with the need to formalise international academic co-operation between them and their Finnish counterparts, i.e., it is realistic to state that with the exception of a few "scholars" who have either through limited activities of bilateral and multilateral (aid) co-operative agreements, or informal educationally oriented co-operation of a particular sort, had personal contacts with the universities in Africa, relatively sizeable number of the others would not claim to know most of the universities and countries or regions that they belong to or are situated in the continent.

LITERATURE

- Becker (1989) *Academic Tribes and Territories: Intellectual Enquiry and the cultures of Disciplines*. Great Britain. The Society for Research into Higher Education and Open University Press.
- Bligh, D. et al. (1982) *Professionalism and Flexibility in Learning*. The Council for Research into Higher Education. England.
- CEPES (1986) *Foreign Students in the Countries of the Europe Region: Basic Statistical Data in Higher Education in Europe*. Vol. XI. No. 1.
- Copeland, W. et al. (1983) *Finnish-American Academic and Professional Exchanges: Analysis and Reminiscences*. Espoo. Weilin & Göös.
- Efana, L.U.B. (1993) *Internationalisation of Academic and Scientific Contacts: aspects of Finnish Scholarly Exchanges*. *Science and Public Policy Journal*. Vol. 20, No. 5. England. pp. 351-359.
- Garry, A. et al. (1981) *Learning Across Culture*. *Intellectual Communication and International Educational Exchange (NAFSA) USA*.
- Gilbert and Mulkey (1982) *Social Studies of Science. An International Review in the Social Dimension of Science and Technology*. Vol. 12. No. 3 (SAGE) - London.
- Lazar Ulasceanu (1987) *Higher Education in Europe*. Vol. XII, No. 1. Pages 40-47.
- Minerva (1983) "The Demise of Interuniversity Council" in Edward Shils, et al "A Review of Science, Learning and Policy." Vol XXI, No. 1. Pages 36-79.
- Spacy, J. et al. (1971) 'Science for development' An Essay on the origin and organisation of national science policy. Paris.
- Unesco (1974) *National Science Policies in Africa. Situational and Future Outlook*. Paris.
- Unesco (1981) *Interuniversity Co-operation In the Europe Region*. CEPES. Bucharest.
- Unesco (1982) *World Guide to Higher Education*. 2nd ed. Paris.
- Unesco (1989) *World of Learning*. Paris.
- Unesco (1990) *World of Learning*. Paris.
- Wilshire (1989) *The Moral Collapse of the university. Professionalism, Purity and Alienation*. New York State University Press.

**LANGUAGE, HISTORY AND CULTURE
IN NORTHERN GHANA: AN INTRODUCTION TO THE
MABIA LINGUISTIC GROUP***
ADAMS BODOMO
University of Trondheim, Norway

INTRODUCTION

This paper offers an introduction to the geographical, historical and cultural environments in which a group of African languages find themselves. We first provide a geographical description of the area where these languages are spoken and show how the languages are distributed in it. Next, we give a linguistic classification and description of the languages of the region, both in terms of their genetic and typological features. The area under consideration is Northern Ghana and its adjoining regions of Burkina Faso, Togo and the Ivory Coast. There exist four main groups of languages in this area: the Mabia¹, the Grusi, the Gurma and the Guang languages. While making quite regular reference to the other groups, the concentration here will be on the Mabia languages; it is this group which is the most widespread in the region and as much as 80% of the population of Northern Ghana speak the Mabia languages. Following this classification and description, some historical and cultural affinities that exist between these people are discussed, making occasional comparisons with other groups of people at the national level. Finally, we give some sociolinguistic information pertaining to the area and especially to the major individual languages.

1.0 GEOGRAPHICAL DISTRIBUTION

The Mabia languages are spoken in an area which covers the greater part of Northern Ghana and almost the whole of the Republic of Burkina Faso. They

¹ The term 'Mabia' or any of its variants denotes a sibling relationship in languages such as Dagbane, Mampruli, Dagaare and Kusaal. It is built out of lexical items such as 'ma' = mother and 'bia', 'bie' or 'biiga' = child. It was first used in Bodomo (1993) as an indigenous classificatory term for these languages. It is meant to replace terms such as Western Oti-Volta which have also been used to refer to these languages. The use of the term is further explained in section 2.2.