The 10th General Conference of the Association of African Universities was held in Nairobi, Kenya from 5-9th February, 2001. As the hosts we felt most honoured to have been entrusted with the responsibility to look after the delegates during their stay in Kenya. On behalf of my colleagues here in Kenya and on behalf of all the staff and students of Kenyatta University, I want to thank the Board and Members most sincerely for choosing to come to Nairobi. I hope that in a small way we made your short stay comfortable.

I wish to extend my gratitude to the Secretary General of AAU, Prof. Rajaoson and all the members of his team for appreciating our efforts and complimenting them fully. This would not have been possible without the dedicated team, at The Secretariat (at Kenyatta University) headed by Dr. Akidiva and at the AAU Office co-ordinated by Dr. Tarpeh. To them all, I say: Thank You.

I wish to thank the outgoing President of the Association of African Universities, Prof. Andrew Siwela. Prof. Siwela is a skillful negotiator whether in meetings or outside meetings. In this regard, he has been a great asset to the AAU executive Board, especially when we went through turbulent moments. We thank him for steering AAU thus far and wish him God’s blessings in his future endeavours.

Dear colleagues, you have bestowed upon me the highest honour in the Association of African Universities by electing me to lead the Association for the next four years. It is with great humility that I accept the honour. I promise to serve you with dedication and commitment and to keep the flame of our organization burning. With all the co-operation, I am sure you will accord, not only to my office but to the entire Executive Board and the Secretariat, AAU should move into the 21st century with greater confidence. In order to respond to the new challenges that face us as universities, or as African nations, we must create a new vision for our Association for vision is the indispensable key to the leadership of any enterprise.

During the Conference we were challenged to be responsive and proactive to the socioeconomic ills that afflict our continent; to rethink on our curricula so as to make it relevant to our clientele and to the global demands; to leapfrog in the area of information and Communication Technologies so as not to be rendered irrelevant in the new world order; to ensure equity in our...
participants of the General Conference adopted a collective vision by launching the Declaration on The African Universities in the Third Millennium.

In this regard, and to give optimum help to African Universities, in fulfilling their mission, the following was recommended: “Through the promotion of research and free enquiry, the open contestation of ideas, and the appreciation and tolerance of difference, African universities must generate and disseminate knowledge and understanding, foster the values of openness and respect for merit, and enrich the general quality of the social life of their communities”. We fervently expect that this vision of the Nairobi Declaration, recalled in the lead article by the President of AAU will serve as a lever for the future actions of our Associations.

Prof. François RAJAOSON
Secretary-General

The special significance of this conference should be to look at issues prevailing in curriculum and pedagogy in education in Africa. It is necessary for instance, to ensure that education curricula, not only impart knowledge, but also equip learners with relevant attitudes and skills that can facilitate the process of self-reliance in Africa. “The social function of education is to help each individual citizen to become a more effective member of society by passing along the collective experience of the past and present to future generations.”

President of the Republic of Kenya at the opening ceremony of the 10th General Conference

“Should we fail, we would have forgotten what we have learned in hardship; that success rests on our ability to do things for ourselves.”

Hon. Stephen Kalonzo Musyoka, Minister of Education, Kenya, at the opening ceremony of the 56th Executive Board Meeting.

“Addressing these challenges requires strengthening of partnerships between Governments, the private sector and the universities. We humbly ask you to raise these issues with your colleagues within the OAU and other regional groupings for the benefits of our universities and the communities they serve.”

Prof. Andrew Siwela, immediate past President of the AAU addressing the President of Kenya at the opening ceremony of the 10th General Conference of the AAU.

The 10th General Conference of the AAU enjoyed participation from various bodies involved in higher education in Africa, notably, the university Community, Higher Education organisations, and donor organisations. In particular there were participants from African and non-African tertiary education institutions, regional and international organisations and donor institutions. Below is the participation at a glance.

African Tertiary Institutions
Administrative Heads/Deputies (VCs, Rectors, Presidents etc) 94
Others (Deans, heads of departments, lecturers, librarians etc) 74

Foreign Universities
There were participants from the following five universities: The Cornell University, USA, the University of Albany, USA, the University of Florida, USA the University of Tampere, Finland, and the Université de la Réunion, France.

Donors
In attendance were representatives from the following donors organisations:

Regional / International Organisations
The following regional / International organisations were also present: Forum for African Women Educationalists (FAWE)

Dancers entertain participants at the opening ceremony.
The 10th General Conference of the Association of African Universities (AAU) was held in Nairobi, Kenya, from 5th to 9th February 2001. The General Conference which determines the general policies of the Association and approves its programmes and budget was hosted by the Kenyatta University.

The theme, **African Universities and the Challenge of Knowledge Creation and Application in the New Century** was chosen in view of the rapid growth in the global rate of knowledge creation, management, dissemination and application in the 20th century. As new technologies continually emerge around the world, the 21st century will witness even more phenomenal developments in the global knowledge industry, with the prospect of many societies transforming into knowledge societies. These developments and prognosis have implications for African higher education institutions.

The five day conference was opened by His Excellency Daniel T. Arap Moi, President of the Republic of Kenya. Prof. Ahmadou Lamine Ndiaye delivered the keynote address. Four panels of paper presentations by Prof. Jairam Reddy (South Africa), Dr. Mokhtar Annaki (Morocco), Prof. G. Olalere Ajayi (Nigeria) and Prof. Ruth Meena (Tanzania) addressed the four sub-themes of the conference namely: **Higher Education Management and Leadership in the Information Age; Quality of Training and Research: Towards a Dynamic Process of Curricular Reform and Innovation in African Tertiary Institutions; Information and Communication Technology: Building Capacity in African Universities; and Women in Tertiary Institutions, Equity, Empowerment and Advancement**.

The first day of the conference was devoted to the 12th Conference of Rectors, Vice-Chancellors and Presidents of African Universities (COREVIP), a bi-annual event of the Association. The paper on **Higher Education Management and Leadership in the Information Age** formed its theme.

At the end of the five days, the conference came up with several recommendations including the need for the Association to:

- encourage member institutions to develop innovative, democratic and effective administrative and academic structures
- explore ways of establishing regional centers of excellence in teaching and learning
- devise effective ways of disseminating research findings to all stakeholders in education
- recommend the need to reduce taxation on Information Technology equipment for use in institutions of higher learning to African governments
- encourage African governments to introduce the study of Information and Communication Technologies (ICT) at the lowest levels possible in order to foster knowledge
- encourage institutions of higher education to promote optimal use of ICT and adjust it to their specific needs
- encourage regional collaboration in the ICT development in order to share experiences and minimise cost
- encourage collaboration between public and private universities with a view to enhancing effective use of available human and financial resources
- set up regional university accreditation bodies to oversee standardisation of academic programmes in the five regions so as to facilitate student and staff exchange
- implement gender policies that have been agreed upon at national, regional, and international levels
- collect and disseminate data on opportunities available in the gender and education sector

A new Core Programme of Activities covering the four sub-themes of the Conference was adopted for the period 2001-2004 with a new addition on the issue of HIV/AIDS and Education for Peace and Conflict Avoidance. The challenge posed by the HIV/AIDS pandemic to human and economic resource development as well as teaching and research was discussed at the Conference and there was a recommendation that higher education institutions take a pro-active role in its presentation and management.

Institutions such as the African Virtual University, the International Association of University Presidents, the African Digital Library, the USAID/Knowledge Exchange and Learning Partnerships, the Agence Universitaire de la Francophonie and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) held parallel events to disseminate results of their activities. Also presented at one of the parallel sessions was a report of a workshop on the evaluation of on-line resources for African Universities, jointly organised by the International Network for the Availability of Scientific Publications (INASP) and the Project for Information Access and Connectivity (PIAC) and funded by the Working Group on Higher Education (WGHE). Goodwill messages were received from the Agence Universitaire de la Francophonie (AUF), Deutscher Akademischer Austauschdienst (DAAD), the Inter-University Council for East Africa and the International Association of University Presidents.

The General Conference at the end of its deliberations made a Declaration on the African University in the Third Millennium.

The conference attracted close to 250 delegates, comprising Vice Chancellors, policy makers, senior public administrators, eminent academics, representatives of non-governmental organisations, donor agencies, resource persons and observers from various countries.
The General Conference of the Association of African Universities (AAU) elected a new Board comprising a President, three Vice Presidents and eleven (11) members for a four-year period, 2001-2004 to implement the decisions of the General Conference and supervise the activities of the Secretariat in collaboration with the Secretary-General. Below are the new Board Members and their Alternates.

At the 56th Executive Board Meeting

Members of the Executive Board (2001-2004)
**President**
1. Prof. George ESHIWANI, Vice-Chancellor, Kenyatta University, KENYA

**Vice Presidents**
2. Dr. Dorothy L. NJEUMA, Vice-Chancellor, University of Buea, CAMEROUN
3. Prof. Hamied SHALABY, President, Suez Canal University, EGYPT
4. Prof. J. OKOJIE, Vice Chancellor, University of Agriculture, Abeokuta, NIGERIA

**Members**
5. Prof. Abdulkabir Saed AL-FAHRY, University of Sebha, LIBYA
6. Prof. Peter KATJAVIVI, Vice Chancellor, University of Namibia, NAMIBIA
7. Prof. John MELAMU, University of Botswana, BOTSWANA
8. Prof. T. JONATHAN, Deputy Vice Chancellor, National University of Lesotho, LESOTHO
9. Prof. N. NDEBELE, Vice Chancellor, University of Cape Town, SOUTH AFRICA
10. Prof. M.L. LUHANGA, Vice-Chancellor, University of Dar-es-Salaam, TANZANIA
11. Prof. Matthew ADUOL, Vice-Chancellor, Bahr el Ghazal University, SUDAN
12. Prof. John S. AYIM, Vice Chancellor, Kwame Nkrumah University of Science & Technology, Kumasi, GHANA
13. Prof. Lamine NDIAYE, former Rector, Université Gaston Berger de Saint Louis, SENEGAL
14. Prof. Moussa OUATTARA, Rector, Université Polytechnique de Bobo Dioulasso, BURKINA FASO
15. Dr. Emil RWAMASIRABO, Vice-Chancellor, Université de Rwanda, RWANDA

**Alternate Members**
1. Prof. Amer MOHAMMED, President, Zagazig University, EGYPT
2. Prof. Mohammed ALAOUI, Vice Chancellor, Mohammed V University, MOROCCO
3. Prof. Mutale CHANDA, Vice Chancellor, University of Zambia, ZAMBIA
4. Prof. Mazula BRAZAO, Rector, Eduardo Mondlane University, MOZAMBIQUE
5. Prof. M. RAMASHALA, Vice Chancellor, University of Durban Westville, SOUTH AFRICA
6. Dr. M. TAKALO, Campus Principal, Vista University, SOUTH AFRICA
7. Prof. R. MICHLIEKA, Vice-Chancellor, Jomo Kenyatta University of Agriculture and Technology, KENYA
8. Prof. Mogessie ASHENAFI, Vice-Chancellor, Addis Ababa University, ETHIOPIA
9. Prof. Anselm B. LWOGA Vice-Chancellor, Sokoine University of Agriculture, TANZANIA
10. Prof. Raymond BENING, Vice Chancellor, University of Development Studies, Tamale, GHANA
11. Prof. Ginigeme MBANEFHOI, Vice Chancellor, University of Nigeria, Nsukka, NIGERIA
12. Prof. BoubaCARR CISSÉ, Rector, Université de Mali, MALI
13. Prof. Daouda AIDARA, President, Université d’Abobo Adjame, COTE D’IVOIRE
14. Prof. Silas IWAKABAMBA, Vice-Chancellor, Kigali Institute of Science and Technology, RWANDA
15. Prof. Jean Tabi MANGA, Rector, Université de Yaounde 1, CAMEROUN

The new Board is scheduled to hold its first meeting in Ghana, in June 2001.

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**Women participants at the conference**
New Four-Year Programme for the AAU

At the 10th General Conference of the Association of African Universities held from 5th to 9th February, 2001 in Nairobi, Kenya, a new Core Programme of Activities for the period 2001-2004 was approved for implementation by the Secretariat. The first two Core Programmes (1993-1997 and 1997-2000) were approved at the 8th and 9th General Conferences of the AAU, respectively. As in the past, the Core Programme for 2001 to 2004 aims broadly at assisting African universities to respond effectively both to specific needs expressed by their communities, and to the rapidly changing national and global environment within which they operate.

The development of a coherent Core Programme gives a sharper focus to AAU activities and provides a framework for donors and others to contribute to the support of the Programme as a whole instead of supporting isolated activities, which has in the past tended to distort the balance of the programme as implemented. The strength of this approach is that it concentrates effort and resources within a determinate general theme, thereby improving the chances of making an impact, especially on the building of capacity within member universities in the areas identified under the general theme.

The Programme aims broadly at strengthening the capacity of AAU member universities to respond effectively to current and future needs as expressed by national communities in general and the university community in particular. In this exercise, the AAU has drawn on the outcome of the various workshops and seminars it has organised over the last four years, as well as its assessment of current global, regional and national developments relevant to higher education. Key among the latter were the strained economic circumstances of most member universities and the pressure for increased access to higher education. The globalization of the world economy and the rise of the “knowledge society” are also determining factors in the development of the Programme.

The AAU Core Programme 2001-2004 designed around the general theme: “African Universities And The Challenge of Knowledge Creation And Application in The New Century”, covers the following sub-themes:

- Leadership and Management
- Quality of Training and Research
- Information and Communication Technologies
- Women in African Tertiary Institutions
- Improving management and access to African scholarly work

In addition to the major components of the Core Programme as set out above, the AAU will, as in the past, formulate and seek funding for special projects that address major emerging issues of critical significance to African higher education or the demands of African development. Two of these might be singled out for urgent consideration:

- Education for Peace and Conflict Avoidance
- HIV/AIDS and the Student

The AAU will continue to provide the special services designed to promote academic mobility and quality enhancement among its members. These services, which currently include staff exchanges, scholarships and grants for thesis support, will continue to be supportive of the sub-themes indicated above.

A range of activities is planned to fit within these sub-themes. In addition, the AAU will continue to provide special membership services aimed at promoting academic mobility and quality enhancement. Currently these services cover:

- Staff exchanges
- Scholarships and other support grants

As before, the general strategy for the implementation of the Core Programme will have two main components: inter-university cooperation, and the encouragement of follow-up activities at the level of individual institutions and the sub-regional Conferences of Rectors, Vice Chancellors and Presidents of African Universities (COREVIP).

Funding for the Programme will be generated through member university subscriptions, grants from African countries, the Organisation of African Unity, and through donor assistance.
PREAMBLE

Education for change in the developing countries, particularly in Africa, has never been as critical as it is today. Besides the perennial issues of relevance, inadequacy of resources, explosion in enrolment and demand for access, African education confronts the challenge of the “knowledge revolution” and globalisation, phenomena fueled by the rapid advances in knowledge, most of which is produced outside Africa. These are matters in respect of which higher education, as the principal venue for knowledge creation and dissemination, occupies a very special place. Additionally, higher education has the function of fostering the capacity of individuals and communities to embrace democratic principles, to uphold human rights and to promote sustainable development. For these and other reasons, higher education must receive the most urgent and thoughtful attention from African governments and institutions, and all who support the sustainable development of the region.

When the Association of African Universities (AAU) was established in 1967, its membership was only 34. Today, the Association has grown into a body of more than 170 universities, drawn from 43 countries. The Association provides a platform for reflection, consultation, debate, co-operation and collaboration on issues and projects of interest and benefit to its membership and to African development. Over the years, this has contributed to the enhancement of the capacity of African universities for teaching, research and service to their communities and nations, and all who support the sustainable development of the region.

In the last quarter of the 20th Century, higher education in Africa experienced serious setbacks. Higher educational institutions suffered neglect as a result of reduced resources in most African countries and the low priority given to it by African governments. Under-funding, the deterioration of basic academic and research infrastructure, unsatisfactory terms and conditions of service for university staff and the persistent brain drain were the inevitable result. These problems have not only adversely affected the quality of higher education provided by the universities but have also had a negative effect on the overall development of African countries.

Thirty-four years after the establishment of the AAU, three years after the Dakar “Declaration and Action Plan on Higher Education in Africa”, two years after the “World Declaration on Higher Education for the 21st Century”, and at the beginning of the Third Millennium, African universities have had the opportunity to examine the emerging trends in higher education, especially the impact of information and communication technologies. They have reflected on the problems of their institutions, with a view to enhancing their contribution to the socio-economic development of the continent. The start of the Third Millennium provides African universities and the AAU an opportunity for redefining their vision, mission and role, as well as for re-examining the role of government, students and other stakeholders in the development of universities in Africa.

DECLARATION

In consideration of the above, WE, REPRESENTATIVES OF AFRICAN UNIVERSITIES, ON THE OCCASION OF THE 10th GENERAL CONFERENCE OF THE ASSOCIATION OF AFRICAN UNIVERSITIES, meeting in Nairobi, Kenya, on 9th February 2001, call for the revitalisation of the African University, and for a renewed sense of urgency in acknowledging the crucial role it should play in solving the many problems facing our continent, and MAKE AND ANNOUNCE TO AFRICA AND THE WORLD, this

DECLARATION ON THE AFRICAN UNIVERSITY IN THE THIRD MILLENNIUM

In order that African universities should be in a position to fulfil their mission and fundamental obligation to the people of Africa and to the world community:

- African universities must strive to create an institutional environment that fosters the development of the mind and the ennobling of the spirit, inculcating responsible citizenship and the will to serve.
- Through the promotion of research and free enquiry, the open contestation of ideas, and the appreciation and tolerance of difference, African universities must generate and disseminate knowledge and understanding, foster the values of openness and respect for merit, and enrich the general quality of the social life of their communities.
- African universities must give priority to effective and positive participation in the global creation, exchange and application of knowledge. To this end, the
universities should exploit fully the potential of the information and communication revolution to enhance teaching, learning, research and management. Urgent consideration should be given to recent developments in teaching applications, networking, distance education and opportunities for life-long learning.

- Recognising the critical role of universities in national development, African governments must continue to assume the prime responsibility for sustaining their universities, in partnership with other stakeholders, including the private sector and cooperating partners. To ensure this, African universities must continue to engage their governments, communities and other stakeholders in a dialogue aimed at arriving at appropriate understandings on the issue of the diversification of sources of funding, including cost-sharing initiatives.

- While recognising the accountability of African universities to various stakeholders, including governments, we stress that a large measure of institutional autonomy is critical if they are to fulfil their historic mission.

- To a greater degree than ever before, African universities must renew their commitment to helping Africa find effective solutions to its perennial problems of poverty, hunger and disease. They must, by their research and teaching, strengthen their contribution to improvements in food production and distribution, disease control and health service delivery, and the general well-being of their people. In particular, the HIV/AIDS crisis poses a serious threat to African societies within which the universities are situated. We recognise that the solution to this problem might well lie in Africa. African universities must, in any event, be in the forefront of research, education and action in this matter.

- African universities must strengthen their linkages with the productive sector, private and public, in agriculture, industry and the services, in order to increase the relevance of their work and to ensure its easy infusion into production for the benefit of society and the economy.

- African universities must contribute more actively to the removal of incessant social conflict, civil war and sub-regional disputes and the displacement of human beings, by establishing research projects and courses on peace and conflict resolution, democracy and human rights, solidarity and good governance.

- The rapid expansion of university enrolment in a situation of inadequate resources raises major issues about the quality and effectiveness of all aspects of university life and work, including teaching and academic programmes, staff and students, research and facilities. African universities must encourage regular institutional evaluation, internal and external, to help improve their functioning and enhance their contribution to national life and development under these difficult circumstances.

- African universities need to develop and implement deliberate policies to address social and gender imbalances at all levels within their institutions. In this regard, greater access of women to university education, their employment as academics and management staff, and appointment to leadership positions, as well as the introduction or strengthening of curricula on gender studies, should be given special attention.

- A particularly troubling feature of African university life is the academic brain drain. To contain this, proper material and other conditions must be created to attract and to retain qualified young scholars in academic life, and to encourage experienced staff to remain at post and to serve as role models for younger staff. Raising participation rates in higher education on the continent is also a high priority. Responsibility for creating these positive conditions rests primarily with governments and the universities.

- African universities should take full advantage of their collective potential by pursuing with increased vigour opportunities for inter-institutional cooperation and academic mobility, directly and through supporting bodies such as the AAU and other regional and sub-regional associations. For the success of such initiatives, staff and students from other African universities should be welcomed as colleagues and made to feel at home in their host institutions.

**DONE IN NAIROBI, KENYA, THIS 9TH DAY OF FEBRUARY, 2001**