

APPENDIX 1 (CAP/77/WP1)

EXTRACT FROM THE REPORT OF THE SEVENTH COMMONWEALTH EDUCATION CONFERENCE

43. Many polytechnics, and their principals or directors personally, are far from clear about the curricula, organization and administration needed to attain their objectives successfully, and feel somewhat isolated, especially where they are unique in their countries. Several have suggested some form of association, and it is considered that a viable and useful association can best be achieved in Africa in the first place. An important role might be played by Nigeria, and the relevant authorities in that country are thought likely to welcome Nigerian participation.

44. An Association is proposed for this region in the first place because the ground appears to be ready for it, but without prejudice to the formation of associations in other regions or on a pan-Commonwealth basis. It is noted that during the 1960s and 1970s at least a dozen polytechnics and a number of comparable institutions operating under other titles have been established or developed out of smaller technical institutions in Commonwealth African countries, mainly to provide post-secondary courses for technicians and other middle-level personnel. Most of these institutions confine themselves to traditional diploma courses in mechanical and electrical engineering and building. However, new and more specialized needs are constantly emerging which cannot be met economically without co-operation between countries and between institutions; and there are many problems inherent in the education and training of technicians, who in many countries are a "new breed".

45. Such an Association would help to remove any sense of isolation of individual institutions, particularly in small countries, by enabling them to compare notes and sometimes co-operate actively over their programmes, to effect exchanges of staff and students, and to work together on many other aspects of their educational provision, their organizational and administrative development, and their corporate life. At the same time, it is recognized that the stage has not been reached where the constitution of such an Association could go ahead without further consultation. Moreover, the Conference has been informed of the interest of l'Agence de Coopération Culturelle et Technique and of the Economic Commission for Africa both in this project and in the staff college project, and the possibility should therefore be considered of inviting francophone and other non-Commonwealth institutions to consider involvement in one way or another; the link that already exists between the Commonwealth Secretariat and those agencies can be utilized to this end. There should also be consultation with relevant teachers associations which have a legitimate interest.

46. The Conference warmly welcomes the proposal that an Association of Polytechnics in Commonwealth Africa be established, and recommends:

- (a) That as a preliminary to any decision to adopt a constitution and proceed with the practical work of setting up an Association of Polytechnics in Commonwealth Africa, the Commonwealth Secretariat in consultation with the governments concerned convene a meeting in Kenya

or Nigeria of the directors or principals of the polytechnics and comparable institutions which might suitably become founder members.

(b) That the Commonwealth Secretariat proceed with consultations with the appropriate authorities about the inclusion of institutions in non-Commonwealth countries.

APPENDIX 2 (CAP/77/WP2)

NOTES ON AIMS AND OBJECTS OF SOME EXISTING ASSOCIATIONS

1. Throughout the world, educational institutions have formed themselves into associations for a variety of different purposes: to enable them to fulfil their functions better; to project a better public image; to protect themselves against attacks; and to improve the education they provide through better teaching, better courses, better management, better examinations, better external relations and so on. The following paragraphs constitute a summary of the aims and objects of nine associations that have something in common with a possible association of polytechnics and colleges in Commonwealth African countries. They are:

Britain: Committee of Directors of Polytechnics (CDP).

Britain: Association of Colleges for Further and Higher Education (ACFHE).

Britain: Association of Principals of Colleges (APC).

Commonwealth: Association of Commonwealth Universities (ACU).

Africa: Association of African Universities (AAU).

Caribbean: Association of Caribbean Universities and Research Institutes (UNICA).

Australia: Australian Conference of Principals of Colleges of Advanced Education (ACPCAE).

Canada: Association of Canadian Community Colleges (ACCC).

Nigeria: Council of Heads of Technological Institutions (CHTI).

2. This does not purport to include all relevant associations in Commonwealth countries. Some associations of universities are conspicuously missing, as it was thought best to concentrate on the non-university sector. The only international associations are associations of universities (though the ACFHE and APC have "overseas" members), and they differ in important respects from national associations, from non-university associations, and from each other - the ACU relates, geographically, only to Commonwealth countries, and the AAU and UNICA only to countries in particular regions. Another important difference among those listed is that some are associations of institutions and others associations of heads of institutions.

The Promotion of Common Interests Through Collective Action

3. This is stated, in general terms, as an aim of the CDP and the ACPCAE. The APC "acts together with other educational, industrial, commercial, professional and other bodies on such occasions and in such matters as the Council of the Association shall approve". The ACFHE

exists partly "to facilitate concordant action amongst their governing bodies". The Heads of African Universities established the AAU in an awareness "that many of the problems encountered can be solved by developing a system under which there is effective co-operation and consultation among the institutions concerned".

Discussion of Matters of Common Interest

4. In the case of some associations this is stated as the function of providing a forum or, more specifically, arranging seminars and conferences. The CDP says one of its basic objects is: "To provide a forum for discussion of matters of common interest". CPCAE: "To provide a means whereby principals of colleges counsel together on matters of concern to colleges...." ACFHE: "To provide a forum for discussion...." With the more specific aim of providing seminars and conferences, the AAU is enjoined: "(g) To organize, encourage and support seminars and conferences between African university teachers, administrators and others dealing with problems of higher education in Africa". The ACU, in pursuance of its aim to promote contact and co-operation between the universities of the Commonwealth, "organizes conferences in many parts of the world".

Representation on Relevant Bodies

5. The CDP states that "representatives of the Committee maintain a dialogue with all relevant bodies, notably central and local government, the Committee of Vice-Chancellors and Principals, the Research Councils, relevant teacher organizations, and the student unions. CDP members serve in an individual or corporate capacity on a very wide range of national and international committees concerned with education itself or with educational aspects of industry and commerce". The APC "appoints members of the Association to serve upon such educational, professional or other bodies and the governing bodies and committees thereof as the Council of the Association shall by resolution determine". The ACFHE nominates representatives to serve on a very large number of advisory committees of the City and Guilds of London Institute, on the many joint committees for national certificates, and on associations or committees of professions, occupations and industries.

The Exchange of Information and Publications

6. This object includes information and publications about the member institutions and for the member institutions; it also includes, in the case of some associations, information and publications about particular areas of education or particular geographical areas (e.g. the Caribbean). The CDP "undertakes a range of corporate activities in the fields of publicity and produces reports and surveys on polytechnic developments". The ACPCAE has among its objects "to collect and disseminate to colleges information on matters of collective interest", and "to collect, compile, disseminate and distribute amongst members and the public, information of common concern to colleges". The APC has among its objects "to prepare, or cause to be prepared, and to make available to such persons and upon such terms as the Council ... shall determine, papers, pamphlets, reports and publications dealing with the work, interests or functions of the Association". UNICA produces a wide range of publications, including a directory of available resources in educational technology, "The Food Supply and the Caribbean Universities", and a Caribbean Educational Bulletin. The AAU has among its purposes "(b) To collect, classify and disseminate information on higher

education and research, particularly in Africa". The ACU "provides information about the universities of the Commonwealth, and about fellowships and scholarships for travel between them, through its publications (especially the Commonwealth Universities Yearbook and two awards guides) and a personal information service". The ACCC's International Office aims "to collect and disseminate information on the international interests and programme expertise of Canadian colleges".

The Provision of Common Services

7. The CDP "undertakes a wide variety of statistical surveys to furnish CDP members and outside bodies with comparative data on the 30 polytechnics". The ACU (helped by its location in London) provides a service for recruiting expatriate staff: "It promotes the movement of staff between Commonwealth universities by helping member institutions to fill vacant academic posts"; "in addition to acting as an agent in London for individual member universities on their direct instructions e.g. in relation to staff appointments, it provides general services such as those of its publications and information department". The ACU has a library of 7,000 volumes.

The Study of Problems and Needs of Member Institutions

8. The ACPCAE has among its objects "To study the problems and needs of Colleges of Advanced Education, their relations with other educational institutions, with governments, and with the community". The AAU's purposes include "To study and make known the educational and related needs of African university institutions and as far as practicable to co-ordinate the means whereby those needs may be met".

The Development of Post-Secondary Education and its Institutions

9. The CHTI has as one of its objectives "policy guidance on technological education". The ACFHE has, as one objective, "To promote the development of further and higher education"; "it is always asked to submit comments to committees and commissions appointed to consider matters which affect the further and higher education system". The ACPCAE is enjoined to consult and liaise with educational bodies within Australia and overseas in the interest of promoting the development of education and in particular post-secondary education. One of CDP's basic objectives is "to contribute to the evolution of policy for the development of the polytechnics within the higher education system".

The Development of Syllabuses, Curricula and Examinations

10. One major area of concern of the CHTI is "examinations moderation and certification". The AAU has, as one of its broad purposes, "To promote co-operation among African institutions in curriculum development and in the determination of equivalence of degrees".

Staff and Student Exchange

11. The AAU has as one of its purposes "to promote exchanges, contacts and co-operation between university institutions in Africa". The ACU "Promotes the movement of staff between Commonwealth universities...

by a programme of academic exchanges between member institutions in developing countries". The ACCC "facilitates faculty/student/administrative exchanges and travel/study programmes abroad through co-operation with existing programmes and the development on new ones". UNICA "encourages exchange of staff and students".

The Administration of Scholarship and Fellowship Schemes

12. The AAU sponsors and helps to administer a programme of awards called the Inter-African Universities Scholarship Programme (INTERAF), which provides opportunities for students to study at universities outside their own countries in fields of study that are not readily available at home. The ACU "assists the mobility of students between countries through its administration of a number of scholarship schemes, including the British part of the Commonwealth Scholarship & Fellowship Plan".

Protection and Promotion of the Professional Status of Members

13. This is applicable only where the members are heads of institutions and not the institutions themselves. The APC has as one of its main objectives, "To communicate with and to inform members of the Association upon all such matters concerning the duties and interests of Principals of Colleges as the Council of the Association may deem expedient, and to take all such action as may be necessary to protect the professional status or interests of any member or of all its members".

14. Other topics mentioned in various statements made by the Associations about aims, objects and major areas of concern include manpower studies, teaching methods, research, sport, student careers, industrial liaison, organization and management of institutions, and staff development.

APPENDIX 3 (CAP/77/WP3)

NOTES ON CONSTITUTION, MEMBERSHIP AND FINANCING OF SOME EXISTING ASSOCIATIONS

General

1. Of the associations studied for the purposes of this meeting (see CAP/77/WP2) some are national, others Commonwealth, and others regional (African and Caribbean); these last of course include institutions in non-Commonwealth countries. The nature of the associations and their constitutions varies greatly between the three categories; but some features of each may be relevant to our present purposes. National associations may be, in theory at least, the simplest to constitute and easiest to run, as their members will probably have a great deal in common. It is also to be expected that, as between Commonwealth countries in a given region, institutions will be fairly homogeneous, have common characteristics and problems, and find it natural to work together for the promotion of common interests. This may not be so easy if an association embraces either (a) the whole Commonwealth, or (b) a region that includes non-Commonwealth countries; since the institutions themselves are likely to vary widely in character, organization or educational purposes. This will need to be borne in mind when questions of an association covering Africa as a whole or the Commonwealth as a whole are considered.

Membership

2. Some of the associations studied are associations of heads of institutions and others are associations of institutions. An example of the former is the Association of Principals of Colleges (Britain). Its membership consists of ordinary members, life members and honorary members; an ordinary member must be a "full-time Principal of a College approved by the Association for this purpose and concerned primarily with students over the age of 16 years". A second example is the Australian Conference of Principals of Colleges of Advanced Education. For the purposes of this Conference, a Principal is defined as "the person who for the time being is the Chief Executive Officer of a College", and a College is defined as "an institution that is or is known as or is funded by the Government of Australia or of a State of Australia as a College of Advanced Education". The Committee of Directors of Polytechnics (Britain) states that "all the directors of the thirty polytechnics designated in England and Wales are in full membership. There are also two observer members, one from Ulster Polytechnic, the other representing a group of the major Central Institutions and Colleges of Technology in Scotland". The membership of the Council of Heads of Technological Institutions in Nigeria is self-explanatory, but the Council's definition of "technological institutions" is not available.

3. In the other category - associations of institutions - the Association of Commonwealth Universities is "a voluntary society, incorporated by Royal Charter whose members are institutions of university standing in the various countries of the Commonwealth" (186 in number, in 1972). The members of the Association of Colleges for Further and Higher Education (Britain) are "colleges which provide further and/or higher education in fields related to

the interests of the Association....Applications for membership are made on behalf of governing bodies of colleges; colleges in membership have three representatives of whom one shall be the principal and one is normally the chairman or a member of the governing body" (429 colleges in Britain and 25 overseas are members). The Association of African Universities consists of "universities and institutions of university rank in Africa".

Definitions

4. National associations should logically provide fewer problems of definition for the purpose of membership than international associations. Nevertheless, very broad definitions of institutions eligible for membership have sometimes had to be used, especially in federal countries whose individual states or provinces have produced "type" colleges of their own. In some cases, colleges of widely varying types belong to the same association; in spite of the variations, the colleges clearly believe that they have enough common interests to benefit from associating together. Thus, the Association of Canadian Community Colleges includes, for example, the "Colleges of Applied Arts and Technology" typical of Ontario but not of the other Provinces; Institutes of Technology; colleges of education; colleges of agriculture; and monotronics. Similarly, the Australian Conference of Principals of Colleges of Advanced Education brings together colleges of which some (in all States) are called Colleges of Advanced Education; one or more in each State are Institutes of Technology; several are teachers' colleges and agricultural colleges; and several, like the Victorian College of Pharmacy and the Cumberland College of Health Sciences are monotronics.

5. Polytechnics in Britain have a particular set of characteristics. Here is the full description of "what they are" by the Committee of Directors of Polytechnics:

The establishment of the Polytechnics in the late 1960s marked a new departure in higher education in this country. They have been created as a result of Government policy...which aims to provide, within Polytechnics, higher education opportunities which are alternative to and complementary with the Universities. In all, there will be 30 Polytechnics...formally designated by the Secretary of State for Education and Science. The name "Polytechnic" does not adequately describe the purpose of these new institutions of higher education. They are not technical institutions. Just as no two Universities are alike, so Polytechnics differ, but they all have certain characteristics in common. These are:

1. They are broadly based academically, offering a wide range of courses in arts, business and social studies, science and technology and art and design.
2. They are large institutions, with large numbers of full-time students, drawn from all over the country, together with some part-time students.
3. Courses offered by Polytechnics are at various levels, catering for different academic abilities: postgraduate; degree courses; diploma and certificate courses at a level lower than that of a degree.
4. They are devoted entirely to courses of higher education.

They are, then, broadly based, comprehensive institutions of higher education.

6. It will be seen that in Britain the term "polytechnic" has quite recently acquired a specialized meaning. In developing countries of the Commonwealth, the characteristic polytechnic often derived from a British colonial model some time before the British definition implied a high proportion of degree courses. Very few if any of the polytechnics to be represented at the meeting run any degree courses at all. Of the eight institutions whose heads are members of the Council of Heads of Technological Institutions in Nigeria, three are called Polytechnics, three are called Colleges of Technology, one is a College of Science and Technology and one an Institute of Management and Technology. All these have common characteristics in that their work is mainly post-secondary, mainly in the area of engineering and technology, and mainly at the technician level. The other African polytechnics and colleges represented at the meeting, some of them the one and only post-secondary institution in their own countries, do not all conform to this pattern; but most of them have as a long-term aim development into something like the characteristic Nigerian or Kenyan polytechnic.

Structure

7. The bigger associations studied operate through large structures normally consisting of a General Conference or Annual General Meeting, an Executive Board or Council, and a Secretariat. Of the big non-university associations, the ACFHE has a council controlling its affairs which consists of the President, the Chairman, the Vice-Chairman, the Immediate Past Chairman, the Hon. Treasurer, the Hon. Secretary, one representative of each (regional) branch, and six elected members. The APC also has a council, consisting of the officers - the President, the Past Presidents for the two preceding years, the Vice-President (who is also the President elect), the Hon. Treasurer, the Hon. Secretary and two Deputy Hon. Secretaries - plus sixteen Branch representatives (two elected by each Branch) and the representatives of the Association on the Burnham Committee (which determines teachers' salary scales). The smaller Australian CPCA has an executive consisting of nine members, which the executive itself may increase to not more than 11 members; not more than two members must be drawn from any one State or Territory of Australia; and they are elected at the Annual General Meeting of the Conference. "The executive shall meet at such times and places as may be determined from time to time by it, and in the absence of any such determination at such times and places as the secretary on the instructions of the Chairman or on the requisition of a member of the executive shall notify the members thereof". In the Committee of Directors of Polytechnics, three standing committees composed exclusively of CDP members advise and make recommendations on particular areas of polytechnic business. In addition there are a number of specialized sub-committees. "Much of the burden of detailed representation on a range of related bodies falls upon the Hon. Officers and Standing Committee Chairman, who also meet as a group".

Secretariats

8. Secretariats vary in size, depending mainly on the size of the membership; but the provision of special services also affects their size. The larger associations normally have a salaried Secretary-General and subordinate staff, and sometimes a post of Honorary Secretary as well, which appears to vary between an honorific appointment and one involving heavy responsibilities. The Secretariats of the larger associations do not necessarily have any physical connection with an educational institution; the affairs of the smaller associations are sometimes carried out from a room on the campus of one of the members, and little financial provision is needed for overheads. The ACU has a regular secretariat which is necessarily large; in addition to the Secretary-General it has a Senior Assistant

Secretary, two Assistant Secretaries, three Senior Administration Officers and a number of Administration Assistants and Executive Officers. But in addition, "one of the functions assumed by the Association is that of providing the secretariat for any special operation requested by its member universities or by a group of them, subject to the proviso that the cost of such an undertaking, if for the benefit of only part of the membership, should not be a charge on the general funds". The main special secretariat is the one provided for the Commonwealth Scholarship Commission in the UK.

9. The Committee of Directors of Polytechnics "has a small full-time Secretariat funded from a sub-section of the Advanced Further Education Pool whereby all Local Authorities contribute to the national cost of the AFE provision in England & Wales. Besides servicing various committees and working parties the Secretariat undertakes a wide variety of statistical surveys to furnish CDP members and outside bodies with comparative data on the 30 polytechnics, and information on the overall contribution of the polytechnics to the national provision of higher education. Among its other business the Secretariat also attends to collective activities on behalf of the polytechnics, e.g. the compilation of an annual Polytechnic Courses Handbook and a courses leaflet, the preparation and placing of corporate advertisements, the printing and distribution to schools and colleges of both a termly magazine and supplies of a standard application form acceptable to all polytechnics".

10. The AAU Secretariat also has a substantial administrative role, serving as a clearing house to match available places in the African universities with priority training requirements of the participating countries, raising and distributing funds through the universities, and providing a channel of communication between universities and governments. The AAU sponsors INTERAF, the Inter-African Universities Scholarship Programme.

Financing

11. Published information about the financing of the various associations is not very full. The AAU has an annual subscription "fixed in accordance with a scale determined by the General Conference"; and "donations may be accepted for purposes which are consistent with objects of the Association". Paragraph 30 of this Report provides some information about the financing of three UK associations - the Committee of Vice-Chancellors and Principals, the Committee of Directors of Polytechnics, and the Association of Colleges for Further and Higher Education. In the case of the Australian CPCAE, "the subscription payable by members shall be that fixed from time to time by the Executive". The Income of the ACU is "largely derived from the annual subscriptions (at rates related to their income) of members, Associate Members, and Additional Members, and from their contributions for special purposes. The Association receives no government grant but among the secretariats it provides (see above) are those of certain statutory bodies (e.g. Commonwealth Scholarship Commission) whose expenditure is reimbursed under contract with the relevant government department".