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**REPORT ON ECA-MRAG ADVISORY SERVICE  
MISSION TO THE LEGON CENTRE FOR  
INTERNATIONAL AFFAIRS (LECIA)  
UNIVERSITY OF GHANA, LEGON**

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ADDIS ABABA

**UNITED NATIONS ECONOMIC COMMISSION FOR AFRICA  
MULTI-DISCIPLINARY REGIONAL ADVISORY GROUP**

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**By:**

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**Addis Ababa  
March, 1996**

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**REPORT ON ECA-MRAG ADVISORY SERVICE MISSION TO THE LEGON  
CENTRE FOR INTERNATIONAL AFFAIRS [LECIA],  
UNIVERSITY OF GHANA, LEGON**

**I. EXECUTIVE SUMMARY**

1. The purpose of the ECA advisory service mission was to collaborate with the staff of the Legon Centre for International Affairs [LECIA] in reviewing the programmes and the course structure of the Centre as well as the scope of its activities.
2. Established in 1989 by the University of Ghana, in collaboration with the Ghana Ministry of Foreign Affairs, LECIA has a three-fold mission: Offering an interdisciplinary postgraduate academic training; organising seminars and short courses; and undertaking research and publication activities. So far a total of 85 students out of 86 have graduated from the Centre's International Affairs programme.
3. Since its establishment, LECIA has focused attention almost exclusively on the first of its three-fold mandate - the 12-month MA Programme in International Affairs. Hence organisation of workshops, research and publication have received scanty attention.
4. The mission considers the MA Programme in International Affairs not quite adequate compared to similar programmes elsewhere, in terms of course coverage-core and electives - and course duration, no matter the high level of training and the rigour applied.
5. The mission therefore recommends for serious consideration the need for a critical review of the current academic programme and for the Centre to offer the following two teaching programmes: (i) Postgraduate Diploma in International Affairs/Relations [duration of 2 semesters] to cater for professional training requirements for foreign service officers and interested individuals to effectively meet the interlocking challenges of present-day diplomacy

in a rapidly changing world; and (ii) Masters of Arts in International Affairs [4 semesters] designed as an academic course with emphasis on substantial number of subject areas of practical use and importance in the conduct of international affairs. A course for Certificate in Diplomatic Studies and a Diploma in Diplomatic Studies have also been recommended for consideration. Also recommended is the establishment of Diplomacy and Information Technology Unit.

6. Although LECIA has a highly qualified, competent and dedicated academic staff, the staffing position would need to be strengthened as a matter of urgency to enable the Centre to respond adequately to its three-fold mission and to the demand of the two teaching programmes.

7. LECIA would need to review the composition of its Advisory Committee to include representatives of such international organisations as the World Bank, ECA, OAU, ADB, European Union to reflect the international character of the Centre.

8. LECIA should seek consultative and regional status as well as partnership with Africa's major intergovernmental organisations to enable the Centre to embark on programmes which could be supported from regional funds, for example, under the European Union - ACP Lomé Convention, UNDP, African Capacity Building Foundation, and to benefit, among other things, from the fellowships offered to senior faculty by the various African regional institutions.

9. LECIA should design a long-term strategy towards reduction of its present total dependence on government subsidy.

10. On the whole, LECIA has a promising future and has laid a sound foundation for the study of International Affairs in the University of Ghana, despite the obvious constraints and limitations. It would need the support of the international community to enable the Centre to deliver its academic programmes and provide the necessary services to the general public.

## II. PURPOSE OF MISSION

11. At the request of the Director of the Legon Centre for International Affairs (LECIA), University of Ghana, S.K.B. Asante, Senior Regional Adviser in Economic Cooperation and Integration of the ECA-Multidisciplinary Regional Advisory Group (ECA-MRAG) at the Cabinet Office of the Executive Secretary of ECA, undertook an advisory service mission to LECIA from February 21 to March 1, 1996. The purpose of the mission was two-fold:

**First**, to collaborate with the staff of LECIA in (a) reviewing the structure, scope of activities and status of the Centre, its principal programme and the course structure with a view to enabling LECIA to respond effectively to the emerging new world order and the transformations taking place in almost all regions of the world; and (b) identifying common areas of interest which could serve as basis for ECA-LECIA future collaboration and cooperation.

**Second**, to provide a course of training, through a series of short-term workshops, on the theme Regionalism and Africa's Development with particular reference to the following:

- The world of regionalism: old and new - contrasting features
- Regionalism versus multilateralism
- Regionalism: Europe, Americas, the Pacific Rim and the developing world
- Review of theoretical issues of economic integration
- Contending approaches to regionalism in Africa
- Critical appraisal of African regionalism: The regional economic communities
- Economic integration and structural adjustment programmes: "Plus" or "Risk"?
- The Lomé Convention and African economic integration: Eur-African or African Cooperation?
- The African Economic Community: a new hope for Africa?
- Democracy, regionalism and Africa's development
- Towards meeting the challenges of regionalism in the 1990s and beyond.

12. As the University of Ghana was still closed following the restructuring of the academic year, attention was specifically focused only on the first purpose of the mission, while the second would constitute the subject of a subsequent mission scheduled for September 1996.

### **III. BACKGROUND**

13. The Legon Centre for International Affairs (LECIA), was established by the University of Ghana, in December 1989, in collaboration with Ghana's Ministry of Foreign Affairs. LECIA has a three-fold mission:

- (i) to offer an inter-disciplinary postgraduate academic training to qualified applicants and Ghana's Foreign Service personnel;
- (ii) to organize seminars, workshops, and short courses on specified subjects of current international interest; and
- (iii) to research and publish in the areas of International Affairs, International Law and Practice.

Central to this mission is the goal to promote knowledge, values and practices that advance international cooperation, peace, and security.

14. LECIA fulfils its mission by offering a rigorous one-year MA degree programme in International Affairs, in accordance with the existing University of Ghana regulations.

15. Presently, the academic programme requires LECIA students to take 3 core courses [International Relations, International and Diplomatic Law and International Economic Relations] and 4 electives from a broad range of courses. They are also required to pass a proficiency test

in a foreign language and to submit a 20,000-word dissertation not earlier than 9 months, and not later than 12 months from the date of enrolment. The MA course structure is attached as Appendix I.

16. Since its establishment in 1989, a total of 85 students have graduated from the Centre's MA International Affairs programme. So far only one student has failed in the programme. The breakdown of student results is herewith attached as Appendix II, while a list of students who have successfully completed the course and submitted their dissertations is attached as Appendix III.

17. While LECIA's students intake has been predominantly Ghanaian, however, since 1992, there has been at least one foreign student. The number of foreign students somewhat increased during the 1994/95 academic year when two American students, one Japanese and two Ghanaians based in America and Germany respectively enrolled for the MA programme.

18. Although, in accordance with the 1991 decision of the LECIA Management Committee, half of the total enrolment has been reserved for the staff of the Ghana's Ministry of Foreign Affairs, the number of students from the Ministry has been comparatively small as, for example, 3 out of a total of 14 students during the 1991/92 academic year, and 1 out of 19 in 1994/5. Generally, the LECIA intake has been predominantly applicants from the University of Ghana.

19. LECIA has an establishment of 1 director, 1 Diplomat in Residence, 4 Research/Senior Research Fellows, 1 Administrative Secretary and provision for part-time lecturers and visiting scholars. Currently, there are four full-time faculty, including an acting Director, who is officially retired from the University, and one Fulbright Scholar.

20. The support staff of the Centre includes a Principal Accounting Assistant, Senior Research Assistant, two clerk/typists, a library assistant, messenger/cleaner and a driver.



21. In terms of management, LECIA has both a Management Committee and an Advisory Committee. The membership and functions of the two Committees are detailed in Appendix IV.

22. The Centre has a reference Library that serves the research, teaching and learning needs of users. Generally, the Library's collection covers the field of International Affairs and related subject areas. Although the stock impressively stands at 1,077 volumes of books, periodicals and publications, it is still inadequate to meet the requirements of students and faculty.

23. The Centre publishes an in-house annual journal, The LECIA Bulletin, which provides avenue for both the faculty and the public at large to address some of the pressing international issues. So far three volumes have been published - Volume I (January 1991), Volume II March 1992 and Volume III March 1995 -. The Bulletin generally covers, among other things, the establishment and the central purposes of LECIA, its MA degree programme, entry requirements and duration of course, courses of the MA degree programme dissertations submitted over the years, visiting scholars, LECIA workshops, research fellowships, administration of the Centre, and the edited version of some papers presented under the guest seminar series.

24. As part of its programme, LECIA has run a very successful Guest Seminar Series on contemporary international issues. These have been conducted by persons, drawn from widest possible circle, who have expert knowledge and experience in various areas of international life, thus usefully complementing the teaching done within the Centre and ensuring that the curriculum is keenly relevant to the needs of students and sponsoring organizations.

25. The Centre is semi-autonomous and self-accounting. Funds for its operations have been provided by the Ghana Ministry of Foreign Affairs under a separate vote from that of the main University. Funds made available to LECIA are utilised, in accordance with existing University financial regulations, including, among other things, a mandatory submission of annual audited accounts to the Finance Committee of the University. The Budget of LECIA is prepared by the

Director and approved by the Management Committee for submission to the Ministry of Foreign Affairs.

26. LECIA is considered part of the Faculty of Social Studies of the University, which is critically involved in the Centre's academic matters and appointment of senior faculty members.

27. In terms of future prospects, the Centre has established a special Link Arrangement with Denver University College of International Education in the United States aimed at fostering staff and student exchange. Under this arrangement, a Visiting Lecturer from Denver would soon be attached to LECIA for teaching of a course in Comparative Politics.

28. The United States Institute of Peace (USIP) has approved funding for a project for production of the database on conflict in the West African subregion and the acquisition of library materials related to conflict and peacekeeping.

29. On-going research projects of the Centre include (a) Africa and International Affairs; (b) Refugee Problems in Africa; and (c) US-Ghana Relations.

### **Acknowledgements**

30. The mission would wish to acknowledge the warm welcome accorded it by both the junior and senior staff of LECIA, who gave willingly and unstintingly of their time, often interrupting busy schedules and making an extra effort to provide the mission with the much-needed information and relevant documentation. Substantial acknowledgement is due to the Director of the Centre who, not only initiated the mission but also closely cooperated with it throughout the period. Special thanks are also due to the Assistant Registrar at the Centre for the secretarial services, including typing, photocopying, etc., of mission materials. She was extremely helpful indeed.

#### **IV. MISSION OBSERVATIONS**

31. The mission held a series of meetings first, with the Director and the teaching staff and, subsequently, with each member of the faculty, including the Director. Discussions centred on such substantive issues as (a) the establishment of the Centre by the Ghana Ministry of Foreign Affairs, and the decision by the Ministry to release junior diplomats for the LECIA programme for only one year; (b) the structure of the existing MA programme; (c) introduction of a new semester/course credit system; (d) the need for regional status of the Centre; (e) advisory service on the LECIA documentation unit; and finally (f), means of strengthening the teaching staff position.

32. These meetings as well as the subsequent informal interactions with the academic staff were not only warm and stimulating but also extremely useful and informative. They provided the mission with the state of affairs of this highly promising Centre of the University of Ghana, which is pursuing quite commendable programmes, despite constraints in terms of staffing and, to some extent, resources.

33. The mission made the following few observations:

##### **(i) LECIA and Its Mandate**

34. Perhaps due to staff and financial resource constraint, attention of LECIA would seem to have been principally focused only on the first of its three-fold central purposes - offering of inter-disciplinary postgraduate training - almost to a total neglect of the Centre's two other main purposes. Hence organisation of seminars and workshops etc., as well as research and publication, would appear to be woefully inadequate.

**(ii) The Academic Programme**

35. LECIA provides higher studies leading to the award of MA degrees in International Affairs. Hence in terms of academic delivery, the Centre is not different from the academic departments of the University of Ghana which offer postgraduate programmes. It does not, unlike sister institutions elsewhere, cater for professional training requirements for foreign service officers in Africa, despite the general realisation that Africa's participation in international affairs demanded both diplomatic training and a sufficient grounding in relevant complimentary disciplines.

36. In other words, LECIA does not offer a well-structured professional training requirements for foreign service officers, as well as officials and the private sector executives engaged in, for example, negotiations with foreign organisations, bilateral and multilateral agencies to enhance their skills so as to enable them to effectively meet the interlocking challenges of present-day diplomacy in a rapidly changing world. Therefore the Centre's comparative advantage within the University of Ghana system and the special role it could play as "widow" to the international world through offering of professional training in the field of diplomacy would appear to be lost sight of.

**(iii) LECIA MA Course Requirements**

37. The mission observed that the LECIA MA course requirements in International Affairs - both core and electives - would appear to be generally inadequate, compared to similar programmes elsewhere, no matter the high level of academic training. Significantly, too, the programme, [which is only of 12-month duration], is being offered to candidates majority of whom have not had even a year's experience in relevant service - government or private. It is even possible that some of these fresh first degree holders have not had any grounding in the relevant disciplines in their respective undergraduate programmes.

**(IV) Duration of LECIA MA Course**

38. It was observed that the duration of the course [12 months] was not adequate for the MA programme in International Affairs, having regard, among other things, to the limitations of the African academic environment particularly in terms of crucial source material [research, documentation etc).

**(v) LECIA's Institutional Linkages**

39. Although LECIA has established a special Link Arrangement with Denver University College of International Education, a Centre which offers a higher programme in International Affairs, would seem, on the whole, to be purely a local institution with vertical links with the policy making bodies of the University of Ghana and horizontal links with the relevant departments and institutes of the University. It has not established sufficient links with similar institutions in and outside Africa, as for example, the Graduate Institute of International Studies in Geneva, the Royal Institute of International Affairs (St. James) in London, and those in Trinidad, Malta, and, in Africa, the Institute of Diplomacy and International Studies, University of Nairobi, Kenya, and the International Relations Institute of Cameroon.

40. Importantly, too, LECIA has not yet sought for regional status in Africa or established special partnership with, for example, Africa's major intergovernmental organizations - the United Nations Economic Commission for Africa, Organization of African Unity, and the African Development Bank.

**(vi) Sections of LECIA**

41. The mission observed that LECIA has not yet clearly established the three major sections of a Centre of this type:

- a Training Section
- a Research, Publications and Conferences Section, and
- a Library and documentation service Section.

**(vii) LECIA and Service to the Public**

42. The LECIA Guest Seminar Series on contemporary international issues is most welcome. However, not much has been done towards extending the activities of the Centre to serve the public and private sector executives.

**(viii) Staffing Position of LECIA**

43. The mission observed that qualitatively, the LECIA teaching staff, in terms of academic profiles, qualifications, experience and dedication, is admirably quite high indeed. Quantitatively, however, the staffing position of a Centre with such a highly demanding three-fold mandate is sadly inadequate.

**V. MISSION CONCLUSIONS AND RECOMMENDATIONS**

**(i) Implementation of the LECIA Mandate**

44. It is quite obvious that perhaps for various reasons - including staff constraint and limitation of financial resources - LECIA has not been able to respond to the following two

aspects of its mandate: research and publication in the areas of International Affairs, International Law and Practice; and organisation of seminars, workshops and short courses etc.

**(a) Research and Publication**

45. The mission recommends that LECIA should, as much as possible, make every effort to undertake research both for purely academic purposes and to satisfy the needs of African governments and African international organizations. Such research can be done by single individuals or a group of researchers. Research proposals must be approved by the Centre's academic staff. Funds that may be required to implement them should be provided either by the Centre or by the agency requesting the research or by interested donors. In other words, the teaching staff may submit grant proposals to funding agencies both within and outside Ghana. LECIA may also participate in joint research projects with other academic institutions.

46. LECIA research priorities may be defined at least every three years by the Advisory Committee. The choice(s) made must be based, as far as possible, on the changing African and global contexts.

47. On the whole, it is important for LECIA's public outlook to create a niche by developing expertise in one or two areas in international relations and hosting a project of international significance. Put differently, LECIA must be known for "something" in the area of funded research or accomplished projects.

48. Research results should be disseminated through a range of publications such as LECIA monograph series. Besides, LECIA should publish conference and seminar reports.

49. The mission recommends for consideration the following research topics:

- Conflict resolution and management in Africa
- ECOMOG and the Liberian Crisis
- Democracy and Regionalism
- Negotiating Patterns: A Case Study of the ACP-EU Negotiations
- The African Debt Problem
- Impact of the Single European Market on Africa
- Environmental Diplomacy
- Challenges of African Diplomacy on the eve of 21<sup>st</sup> Century
- Economic Diplomacy

Donors can be approached with a project document as appropriate for funding.

(b) Organization of Seminars/Workshops and Short Courses

50. The mission recommends the need for LECIA to serve public and private sector institutions through provision of core-competent skills-based in-service short-training courses for staff at various levels in various institutions. In other words, LECIA should offer special courses of short duration to cater for the training needs of government administrations and of African international organizations. Such courses may be organised on an ad-hoc basis whenever the need arises and hand-tailored for the specific requirements of each group of trainees. Similar courses can be organized for employees of the private sector engaged in international activities.

(ii) LECIA's Academic Training Programme

51. It is important for LECIA to have the necessary resources, both human and financial, to enable it to offer more than one academic programme as at present - the programme in International Affairs, which the mission considers to be inadequate for Masters degrees in terms



of course coverage and course duration, no matter the rigour of training applied. Therefore the mission recommends for serious consideration the need for a critical review of the present programme and for the Centre to offer the following two teaching programmes:

**(a) Postgraduate Diploma in International Affairs/Relations**

52. This programme should cater for professional training requirements for foreign service officers as well as public and private sector or individuals interested in this area of training. While giving due attention to the academic aspects of the study of International Affairs, the course should aim at increasing the candidates' ability to handle the practical aspects of their job. Ordinary teaching should be complemented by lectures and conferences/workshops given by both Ghanaian and foreign academics, individuals from the United Nations system, as well as foreign and Ghanaian practitioners of diplomacy. Trainees should also be requested to do practical exercises. Arrangements can be made for study tours either in Ghana or abroad subject to availability of funds.

53. This programme is intended to produce a new type of well trained and technically equipped career foreign service staff that would be able to meet the challenges of the rapidly changing international relations.

54. In terms of admission requirements, LECIA should insist on candidates with a first degree from a recognised University or equivalent merit; and more importantly too, the candidates must have at least one year's experience in relevant government or private service.

55. The duration of postgraduate diploma course should be two semesters only. It should offer a wide range of courses [perhaps 6 only], including Languages-French/English, Diplomacy/Diplomatic Methods. The remaining courses should be carefully selected from a broad range of courses. In terms of coursework, candidates may be required to write research

papers and reports, attend exercises and write tests for which they will be awarded marks. Details of the programme could be worked out later.

**(b) Masters of Arts in International Affairs**

56. LECIA should redesign the MA programme in International Affairs as an academic course with emphasis on substantial number of subject areas of practical use and importance in the conduct of international affairs [having regard to the dramatic and profound changes evolving on the international economic and political scene and the formidable challenges they pose to Africa and the developing world].

57. The programme should aim, among other things, at:

- (a) exposing students to major subject areas of International Affairs;
- (b) providing students with a firm theoretical and practical knowledge of key issues and approaches in International Affairs;
- (c) equipping students with research tools necessary in the conduct of International Affairs;
- (d) providing students with knowledge and skills to further their academic and/or career pursuits in the study and conduct of International Affairs; and
- (e) training students in languages and skills useful for the conduct of International Affairs.

58. The courses - both core and electives - should be expanded to 12 courses to enable LECIA students to develop adequate breadth and depth in a specified concentration (or specialised field

of interest). In other words, LECIA should begin to think seriously about providing students with concentrations (i.e., options within the field in their study of International Affairs).

59. The course duration of this programme should be two years from the date of registration. The first one and a half years [18 months] may be devoted to course work: 8 courses out of which six are core courses and two electives for the first year; and 4 courses for the first half of the second year. The remaining 6 months may then be devoted to the completion of research and writing of the dissertation [as the current 3-month requirement is too short a period for MA research project].

60. The mission recommends further that the LECIA Advisory Committee be requested to convince the Ghana Ministry of Foreign Affairs about the necessity for expanding the programme and the need for the additional 6 months course work to enable the Centre to strengthen the academic programme, bring the programme in line with similar institutions abroad and give it greater credibility. The programme could be worked out in such a way that after the 18 months course work, the Ministry's trainee diplomats could return to their desk while researching and writing their dissertation.

61. Entry requirements, examination regulations, course outline and course description can be worked out by LECIA, in consultation with the relevant departments of the University of Ghana and elsewhere.

(iii) **Other Courses for Consideration**

62. The mission recommends for consideration in the future the following two part-time evening courses, subject to availability of resources:

(a) **A Course for Certificate in Diplomatic Studies**

A one-year Certificate course concentrating on International Relations, International Economics and International Law. Candidates for this course must satisfy admission requirements of the University of Ghana.

(b) **Diploma in Diplomatic Studies**

Holders of the Certificate are entitled to pursue additional studies to obtain the Diploma in Diplomatic Studies during the second year, whereby they will attend seminars on scheduled topics of International Law, International Economics and International Relations. Candidates for the Diploma in Diplomatic Studies (second year) must be holders of the Certificate. Assessment for both courses will be based on coursework, a research paper and an end-of-year examination.

(iv) **Strengthening LECIA Staffing Position**

63. Although LECIA has a dedicated and competent academic staff, certain gaps need to be filled, and this if possible with senior academics. The mission, therefore, strongly recommends the need for strengthening the academic staff position to enable the Centre to effectively deliver (a) its programmes, especially the proposed two programmes (paras 41-50) and (b) research, publication, organisation of workshops etc., (paras 35-39).

64. One way of doing this, besides normal recruitment by the Centre, is for LECIA to consider creating "chairs" funded by outside contributors to attract senior academics and researchers. This is of course not a permanent solution of the problem, as most donors will only accept to finance a "chair" for a limited number of years. The appointment should be done jointly by the University of Ghana and the donor. Holders should be Africans or persons with great experience of Africa. [This system is applied successfully at the Mediterranean Academy of Diplomatic Studies in Malta].

65. Chair holders would teach at regular courses and within special programmes. They would initiate and supervise research and handle the organisation of or participation in colloquia and workshops in their respective fields. They would supervise theses and be available for limited service activities in relevant University departments.

66. The African Development Bank or the European Union, for example, might be interested in financing an ADB or EU Chair of Economic Cooperation and Integration and Africa's Development. Similarly, there could be a World Bank Chair of African Development.

67. Furthermore, to enable the academic staff to enhance their expertise and resources, the mission recommends establishment of exchange programmes with similar institutions in and outside Africa.

**(v) LECIA's Institutional Linkages/Regional Status**

68. The mission recommends LECIA to seek consultative and, indeed, regional status as well as partnership with the UN Economic Commission for Africa (UNECA), Organization of African Unity (OAU) and The African Development Bank (ADB). A formal recognition of LECIA's regional status by these three major African intergovernmental organizations would enable the Centre to embark on programmes which could be supported from regional funds, particularly those available under the European Union - ACP Lomé Convention IV, UNDP and

African Capacity Building Foundation, and, also, benefit from the following sources:

- joint studies or programmes on uniquely topical issues;
- ECA fellowships to LECIA senior faculty for short-term assignments at the ECA headquarters, Addis ababa, Ethiopia;
- ECA use of LECIA experts for provision of short-term advisory services to member States of the Commission;
- accessibility to relevant reports and publications, library collection and research material from ECA, ADB and OAU;
- participation of annual meetings, conferences and workshops of ECA and OAU as observer.

69. It is further recommended that LECIA maintain close links with resident diplomatic and international community, which could be called upon to participate in the Centre's programmes either as guest lecturers, seminar resource persons/participants or advisers for some aspects of "practical" diplomacy.

70. The links with diplomatic community, including country or regional offices of the United Nations system, will also enable the Centre to associate with visiting personalities. This enriches both the academic and practical insight into issues of international importance.

71. It would also be rewarding for the Centre to establish cooperation with sister institutions all over the world, in particular African and Third World countries to enhance its programmes, joint research projects, visiting lectureships and seminar coordination. It should also develop a close network with governments, private sector community, international organizations, NGOs etc.

72. It is seriously recommended that LECIA seek close contact with the Graduate Institute of International Studies in Geneva, which was actively involved in the establishment of the Institute

of International Relations of the University of West Indies, Trinidad, International Relations Institute of Cameroon of the University of Yaoundé II, Institute of Diplomacy and International Studies of the University of Nairobi, Kenya, and Mediterranean Academy of Diplomatic Studies of the University of Malta. The Graduate Institute of International Studies in Geneva would be willing to provide LECIA with the necessary guidelines and resources and also involve LECIA in the activities of similar institutes.

73. As much as possible LECIA should remain an autonomous Centre within the framework of the University of Ghana, which awards the degrees for its courses.

**(vi) Composition of LECIA Advisory Committee**

74. As Centre with a sole programme on International Affairs, the composition of the LECIA Management Committee should be critically reviewed. The mission recommends that such a committee should include personalities selected from among top officials of such institutions as the World Bank, WTO, the OAU, ECA, ADB, European Union, Global Coalition for Africa, Commonwealth Secretariat, Graduate Institute of International Studies in Geneva etc. The annual meeting of the Committee should be combined with a one-day seminar for the students at which the Committee members would sit as one or several successive panel(s).

75. Members of the Committee would be expected to actively lobby for the Centre's programmes, including identification of donors and persuasion of the private sector executives that paying at least part of the costs for the participation of staff in the Centre's programmes is a worthwhile investment.

**(vii) Public Relations of LECIA**

76. The mission recommends that LECIA should publish, besides the present Bulletin, regular or occasional newsletters. The newsletter [along with the LECIA Bulletin] should be circulated

to all diplomatic missions, international organisations, top private sector executives based in Ghana, as well as Government departments and to media and individual media personalities. Major activities of the Centre should be properly publicised. Prominent visitors to Ghana should be invited to give a guest lecture, to which distinguished public, including high officials and members of the Diplomatic Corps and the media be invited. To ensure the latter's cooperation good personal relations should be cultivated with key personalities in the media world.

**(viii) Advisory Service on Establishment of Documentation Unit**

77. The mission recommends that LECIA should make a formal request to the Executive Secretary of ECA as early as practicable for a special advisory service on the establishment of the Centre's Documentation Unit.

**(ix) Diplomacy and Information Technology Unit**

78. The mission recommends establishment in LECIA of a special Unit for Information Technology and Diplomacy, the latest development in the field, which has the potential for making possible for the first time an active participation in international relations of even the smallest actors. Among the objectives of the unit are the following:

- to familiarize decision-makers and diplomats with the potential applications and implications of Information Technology in international relations;
- to support the creation of national and regional political, legal and economic structure that will ease the assimilation of Information Technology by African countries;
- to provide training and capacity building in Information Technology for students and academic staff of LECIA;
- to provide training for diplomatic community in Ghana (foreign missions, UN organizations);



- to initiate creation of regional IT-infrastructure for exchange of information about the regional political, economic and social issues etc., etc.

79. LECIA may establish contact on this subject with Head, Unit for Computer Application in Diplomacy, Mediterranean Academy of Diplomatic Studies, University of Malta, Msida MSD 06, Malta.

**(x) Reducing total Dependence on Subsidy**

80. The mission recommends that LECIA should design a long-term strategy towards reduction of its present total dependence on government subsidy. Strategies such as the following are worth considering:

- Attracting enrolment of foreign students (at least 20% of annual intake) and charging appropriate tuition fees etc.;
- organizing fee-paying special programmes, including short-term courses, training sessions and seminars;
- Creating linkages with similar institutions abroad through which funded joint projects can be pursued;
- Providing short-term consultancies and advisory services especially to donor and international agencies and the private sector institutions.

81. The conclusion towards which this report tends is that LECIA is undoubtedly a Centre with a promising future. The Director and his crop of highly dedicated staff have surely laid an enviable foundation for the study of International Affairs in the University of Ghana, despite obvious financial and other resource constraints. The Centre would need the necessary support and commitment not only of the University of Ghana and the Ministry of Foreign Affairs but also the international community. Such a support would enable LECIA to enhance its capacity, ensure a degree of self-sufficiency at least in the medium term, and to have a direct and

sometimes decisive impact on strengthening the capacity of African governments and the private sector executives to competently and professionally handle their external relations and participate in a meaningful manner in multilateral activities at the subregional, regional and global levels. The UN Economic Commission for Africa stands ready to collaborate with LECIA in the delivery of its programmes and the necessary services to the general public.

**Appendix I**

**M.A. Course in International Affairs**

1. The Legon Centre for International Affairs (LECIA) offers a course in International Affairs leading to the award of an M.A. Degree in accordance with the existing University regulations.
2. **Duration:** The course is full time for a period of 12 months.
3. **Entry Requirements:** A good first degree. Candidates would submit to a selection interview.
4. **Courses:**  
Core:
  1. International Relations
  2. International and Diplomatic Law
  3. International Economic Relationsand one of
  4. Science and Technology in the Modern World
  5. Public Administration
  6. Regionalism: Theory, History and practice
  7. International Institutions
  8. Topics in International Relations Theory
  9. Philosophy, Morality and International Affairs.

In addition candidates are required:

- (a) To pass a proficiency test in at least one foreign language (e.g., French, Spanish, German, Russian, Arabic, Swahili, Japanese and Portuguese), and

- (b) to participate in regular seminars on contemporary and African political, economic, cultural scientific and social problems. (Where a candidate has qualifications in one or more languages, he/she would be required to pass a proficiency test in a further language.

**5. Scheme of Examination**

Four 3-hour written papers to be taken normally in May/June and a dissertation of not more than 20,000 words to be submitted not earlier than 9 months and not later than 12 months from the date of registration. A candidate may also be examined orally on the substance of his/her thesis if the examiners so decide.

**6. Courses**

**Language Proficiency**

IAP 01 - French	IAP 04 - German
IAP 02 - Spanish	IAP 05 - Japanese
IAP 03 - Swahili	IAP 06 - Arabic

1. **Oral:** The Language laboratory practice and tutorial classes to achieve accuracy and eventual fluency.
2. **Grammar:** Basic grammar, i.e. The theory and use of language including the use of audio-visual aid, comprehension and language skills.
3. **Written:** Gradual development of the students' ability to write in the language, from sentence to short essay.
4. **Reading:** Gradual introduction of simple texts for intensive study, with extensive reading of graded materials in the more advanced units.
5. **Functional Grammar:**  
Development of communicative skills according to functions and contexts of language use.

**Appendix II**

**Legon Centre for International Affairs (LECIA):**  
**Breakdown of Examination Results and Students Intake [1991/2 and 1994/95]**

Year	Number of Students		Number of dissertations/Results		
	Admitted	Examined	Determined	Corrected/Pass	Fail
1989-90	9	9	9	8	1
1990-91	14	13	13	11	-
1991-92	14	12	9	7	-
1992-93	15	15	11	10	-
1993-94	15	15	10	2	-
1994-95	19	19	-	-	-
<b>Total</b>	<b>86</b>	<b>83</b>	<b>57</b>	<b>42</b>	<b>1</b>

Since 1992, each year at least one of the students in the course has been a foreigner from America. The number of foreign students reached the peak during the 1994/95 academic year. LECIA had two American students, one Japanese and two Ghanaians based in America and Germany.

At a meeting of the LECIA Management Committee in January, 1991, a decision was reached that half of the total enrolment into LECIA would be reserved for staff of the Ministry of foreign Affairs. In the years that the Ministry could not take up all the reserved places, applicants from other Government Departments have been admitted in their place. A sample of the admission breakdown is given below.

**1991/92 - Total 14**

Ministry of Foreign Affairs - 3  
American students - 1  
Other applicants - 11

Male - Female ratio 8:6

**1994/95 - Total 19**

Ministry of Foreign Affairs	- 1
Ministry of Trade	- 1
C S I R	- 1
C E P S	- 1
Attorney General's Office	- 1
General Application	- 11
Foreign Students	- 3

**Male - Female ratio 10:9**

**LECIA students who have successfully completed the course and submitted their dissertations are listed in Appendix I.**

**Appendix III**

**M.A. International Affairs - 1989-90**

Name of Candidate	Dissertation Title
1. Parker-Allotey, Sylvester J.K.	An Evaluation of Economic Integration in West Africa as a Graduate Approach to an African Common Market
2. Saame, Gogu Alfred Azumah	Approaches to Peace: A study of Non-Violent Methods for the Resolution of International Conflicts
3. Tsikata, Novisi Aku	Non-Alignment in a Multi-Power world: Prospect for the Non-alienate Movement
4. Allotey, Joseph Akwei	Africa's Debt Management and Recovery the Role of Japan
5. Awinador-Kanyirige, William Azumah	Conflict Management in Africa in the 1980s: Outlook for 1990s and Beyond.
6. Odoi-Anim, Eric	The Use of Force or the Threat of the Use of Force: As a Means of Achieving Political Objectives in International Affairs: Risks, Justifications, Limitations and Critique - 1945 to Present.
7. Adjei, Edwin Nii	Export Policies and Economic Development: A Comparative Study of S. Korea, Taiwan and Ghana.

**M.A. International Affairs - 1990-91**

Name of Candidate	Dissertation Title
1. Yahaya-Iddi Mohammed Sayuti	Investment Policies and the flow of Foreign direct Investment to the Third World: A Case Study of Ghana
2. Ofori, Perpetua Abena Pomaah	The "New Thinking" - Perestroika and Soviet Foreign Policy
3. Paintsil, Kweku Yamoah	Political Conditionality in Economic Assistance to Africa: Implications for International Relations
4. Addae, Christopher	Guarantee of Human Rights under the African Charter on Human and People's Rights
5. Gbedema, Fati	A Study of France-African Relations Recent Trends
6. Appreku, Ebenezer	"Lomé IV: A Case Study in North-South Negotiations"
7. Anson, Fred Charles	South-South Relations: A Case Study of Ghana's Experience
8. Bemile, Nibebale Stephen	Non-Intervention: The Case of Chad
9. Amponsa, Samuel Kwesi	The Impact of Bio-technology on the Economies of Third World Countries and the Evolution of a National Policy on Bio-technology in Ghana
10. Cleland, Ramses Josepe	A Study of Franco-African Relations Recent Trends
11. Agawu, Emmanuel Komla	"An Examination of the Concept of 'North-South' Within the Context of Multilateral trade Negotiations"



**M.A. International Affairs - 1991-92**

Name of Candidate	Dissertation Title
1. Sakai, Lillian Ann	International Dimensions of Environment and Industrial Development: Ghana's Dilemma
2. Benneh, Boakye Kwame	Individual Rights Guarantee in the African Charter of Human and People's and the 4th Republican Constitution
3. Graham, Josephine Awilbah	Ghana Ministry of Foreign Affairs in time of Turbulence: A Comparative Study of the Functions and Organization of the Ministry of Foreign Affairs under Successive Constitutional and Military Administration
4. Yankson, Elizabeth A.	Conflict Management in the International System: A Study of the Gulf Crisis 1990-91
5. Anang, Joseph NII Torgbor	Intra-Regional Trade: Problems and Prospects of the Anglophone West African Countries
6. Ayembillah, Bawah	Boundary Disputes in Africa: Pretexts for Achieving Other Levels
7. Fuseini, Inusah M.	Ghana's Africa Relations Under the Government of the PNDC (1981-1991)
8. Safo, Samuel Mahama	The Role of the US in the Arab-Israeli Conflict
9. Agbola, Ruby	An Examination of the Procedures Adopted by the African Commission for the Achievement of its Task of Promotion and Protection of Human Rights in Africa
10. Laryea, Richard Charles	The Southern African Refugee Crisis and prospects for Refugees in the Subregion
11. Bempong, Rudolph Yaw	The Politics of Economic Integration in West Africa
12. Nsiah, Cyril K.O.	External Resources and Economic Development: IMF/World Bank Structural Adjustment Programme in Ghana
13. Adogla, Worwornyo F.	The Role of International Non-Governmental Actors in Local Development in Ghana

**M.A. International Affairs - 1992-93**

Name of Candidate	Dissertation Title
1. Mercer, John	The United Nations' Response to the Somali Crisis: An Appraisal
2. Henewah, Addae Emma	Food Security in Ghana: International Economic and Political Aspects
3. Nyadzi, Confidence	Intra-ECOWAS Trade: A Study in South-South Cooperation
4. Coleman, Timothy	The OAU and the 1079 Tanzania-Uganda Armed Conflict
5. Andoh, Hannah	Japan-Ghana Relations Under the PNDC
6. Aryee, Ebenezer	Africa-European Economic Relations from Yaundé I to Lomé IV-1963-90: A Study in Dependency and Inter-Dependence
7. Aniagyei, Victoria	Conflict and Its Resolution: A Case Study of the Apartheid in The Republic of South Africa
8. Ansah-Obiri, Edgar	Human Rights: An Analysis of the African and Ghanaian Enforcement Processes
9. Minta, Iris O.	The Role of International Organizations in the Implementation of Ghana's Population Policy, 1969-1993
10. Antwi, Theodore L.	Human Rights Violations: The United Nations and the Occupied Arab Territories
11. Djoleto, Comfort Naa Densua	A Study of Relations Between Egypt and Israel
12. Blay, Joseph	Environmental Policies and Sustainable Development in Africa: Prospects and Challenges of 'Agenda 21'
13. Yebuah, Francis Albert	The United Nations Security Council: The Question of Enlargement
14. Akonor, Bernice Mabel Anima	The Effectiveness of UN Sanctions: A Case Study of the Gulf Conflict

**M.A. International Affairs - 1993-94**

Name of Candidate	Dissertation Title
1. Jovia Cassel Aikins	The Political Elements in Economic Integration: The African Case
2. Genevieve Edna Awkwetey	Population Explosion and Family Planning in Developing Countries
3. Joseph Anim	Nationalism and the Disintegration of Yugoslavia: Its International Implications
4. Adoluphus Kingsley Arthur	The Persistence of African Colonial Boundaries and the Future
5. Stanley Boye-Quaye	The Regime of Fiscal Administration under the Vienna Convention on Diplomatic Relations: A Case Study of Ghana
6. Vicentia Dorvlo	Gender Inequality in International Relations: A Case Study of Women in Ghana's Foreign Service
7. George Essegbey	Science and Technology as Imperative for Ghana's Foreign Policy
	Regional Peace Keeping: A Case Study of ECOMOG
9. Patrick Hayford	African States of the UN: A Case Study of Ghana 1957-1994
10. Philbert Johnson	The UNHCR and NGO's Assistance to Refugees in Ghana
11. Rukumi Ketosugbo	Humanitarian Intervention in the International Affairs of States: A Case Study of the US Intervention in Somalia
12. Ernest S. Lomotey	Euro-African Relations: Maastricht and After
13. Kwadwo Gyasi Anthony Osei	The Dissolution of the Soviet Union: Implication for the International System
14. La Cara Reddick	The IMF and World Bank Policies in the Era of African Economic Reform Programmes: Implication for Ghana
15. Solomon Tesfamariam	The European Union and the African, Caribbean and Pacific Countries - 1953

**M.A. International Affairs - 1994-95**  
**(Students have not as yet submitted their Dissertations)**

Name of Candidate	Dissertation Title
1. Anderson, Sonya	US Responses to Conflict in the Horn of Africa
2. Aoba, Hiroo	The UN Peace Keeping Operations: New Challenges and Prospects
3. Bollinger, Michele	United States Foreign Relations with West Africa Under the Carter and Reagan Administration (1975-1989)
4. Fynn-Williams, Barbara	Ghana's Relations with the US Since 1982: A Marriage of Convenience?
5. Illiasu, Abdul Majid	The Behaviour of States: Continuity and Change in Ghana's Foreign Policy
6. Inusah, Rasheed Seidu	The Disintegration of the Soviet Union: Russia and the Successor States
7. Kusorgbor, Mavis	The UN System and Conflict Management Since the 1990s
8. Ansah, Gwendolyn	Problems and Prospects of Democratization in Africa: A Case Study of Ghana (1989-1994)
9. Boateng, Ohemaa	Inter-Governmental Organizations (IGOs) and Non-Governmental Organizations (NGOs) and the Welfare of Children: The Case of Ghana
10. Danquah, Joseph B.	The Evolution of US Policy Towards Southern Africa. Before and After Apartheid Era (1980-1995)
11. Donyina, appiah	The Impact of Trade and Trade Liberalization on the Environment and Development in Ghana
12. Enos, Emmanuel	NGOs and Development in Ghana: A Case Study of World Vision International

**M.A. International Affairs - 1994-95**  
**(Students have not as yet submitted their Dissertations)**

Name of Candidate	Dissertation Title
13. Dua-Adonteng, Kofi	The Changing World Telecommunications Environment: What Prospects for African Telecommunications Development?
14. Gasu, Jane	Foreign Investment and Environmental Policies: Case Study of Ghana
15. Iddrisu, Khadija	The International Rights of Women in Africa: A Case Study of Ghana
16. Nerquaye-Tetteh, Samuel	The Promotion and Protection of Foreign Investment: A Case Study of Ghana
17. Ofori-Anyinam, Owusua	Some Problems of Children and Women in International Affairs: A Situation Analysis of Ghana
18. Quarcoo, Philip	Asylum - A Human Right Subject to Regional Interpretations

**Appendix IV**

**Management Committee**

The Legon Centre for International Affairs (LECIA) is run by the Management Committee whose membership includes the following:

- |                 |   |                                 |
|-----------------|---|---------------------------------|
| Acting Director | - | LECIA/Chairman                  |
| Representative  | - | Faculty of Law                  |
| of:             | - | Faculty of Social Studies       |
|                 | - | Faculty of Arts                 |
|                 | - | Faculty of Science              |
|                 | - | Faculty of Agriculture          |
|                 | - | School of Administration        |
|                 | - | Department of Economics         |
|                 | - | Department of Political Science |
|                 | - | Department of Modern Languages  |
|                 | - | Institute of African Studies    |
|                 | - | Ministry of Foreign Affairs     |
|                 | - | Finance Office                  |

The functions of the Management Committee are as follows:

- (a) to recommend for approval, courses and research programmes;
- (b) to recommend for the formulation of regulations on the development and promotion of research;
- (c) to supervise the financial regulations of the centre within the framework of the general financial regulations of the Finance Office;
- (d) to approve a yearly budget for the Centre, prepared by the Director, for endorsement by the Finance Committee of the University;
- (e) to prepare a yearly statement of accounts for the Centre to be audited and to be presented to the University Council;
- (f) to advise the Development Committee of the University on Physical Development;
- (g) to determine the establishment of the staff of the Centre;
- (h) to recommend candidates for appointment in the Centre on a full or part-time basis;

- (i) to receive periodic reports on the work of the Centre from the Director and to publish an annual report on the basis of the periodic reports.

The Management Committee meets at least once a term.

There is an Advisory Committee of the Centre with the following membership:

Pro-Vice Chancellor, University of Ghana, Legon, Chairman/Director;

Two members selected by the Senior Members of the Centre;

Dean, Faculty of Social Studies;

Dean, Faculty of Arts;

Dean, Faculty of Science;

Dean, Faculty of Agriculture;

Director, School of Administration

Chief Director, Ministry of Foreign Affairs

Four other persons appointed by the Vice-Chancellor on the recommendation of the Management Committee.

The functions of the Advisory Committee are:

- (a) to provide liaison with other agencies in respect of programmes of the Centre;
- (b) to advise and make recommendations to the Management Committee on matters relating to the work of the Centre.

the Advisory Committee meets at least once a year.