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COSMO PIETERSE: With two reports this week covering double contrasts of vast importance, let me quickly sketch the outlines. From West Africa we hear of work in Ghana to produce nutritious food for young children; from East Africa, a report on developments in Kenya's programme of adult education.

First then, nutrition and undernourishment. In Accra, Christine Oppong spoke for 'University Report' to Dr. Oracca Tetteh, a biochemist at the University of Ghana, Legon. Dr. Tetteh is currently working mainly in nutrition, and especially to help produce health giving foods for children. Christine first asked Dr. Tetteh whether infantile malnutrition was, in fact, a real problem in Ghana.

DR. O. TETTEH: Yes, this is a big problem. You would possibly have heard of the word bwashiorkor which is, in fact, protein calorie malnutrition. This disease afflicts children who are not properly fed, who do not have enough protein, they may have more calories and less protein. Occasionally you may also find a child who is completely starved. But this protein deficiency leads to poor body development, and the disease which comes about is a very killing disease, in fact, it kills quite a number of children in this country.

COSMO PIETERSE: Dr. Oracca Tetteh, nutrition expert working especially on providing wholesome foods for children, outlining the extent of this problem of malnutrition amongst children in Ghana. Now Dr. Tetteh said there are a few children who simply don't get enough to eat - but for most who suffer from malnutrition the cause is that the foods they eat don't give them the vital ingredients for healthy growth. So Christine went on to ask Dr. Tetteh which are the local foods in most common use.

DR. O. TETTEH: In the two regions which you can divide the country into, the northern sections and the forest and the coastal areas, we do find the use of maize in the southern areas made into porridge. In the northern sections we find the millet or sorghum made into gruel. These are the main foods on which children are fed at the beginning of the weaning period, just about six months, when the children have in addition some breast milk. These foods are not very good in protein, because the preparation of these foods leads to extracting most of the material as chaff which is thrown away, and maize itself is not a very good protein source. So that the foods used for feeding these children at about six months of age, or possibly nine months of age, are poor in protein, and this, therefore, leads to poor body development. In addition we find that some children, possibly at the age of one, are fed on the adult diet which is not good enough for the growing child.

MRS. C. OPPONG: How have you set about trying to solve this problem?

DR. O. TETTEH: Well from the out-set we know that the child, or the infant, is fed on breast milk. This is nature's own food, and during weaning we must be able to find food which would approximate to the breastmilk. In developed countries or places where milk, cows milk, is available, this is used in feeding, but we find this is quite expensive in this country and, therefore, we cannot afford milk for feeding most of the children here as there are only a few people who can afford it. This, therefore, means we must look at our own foods and find those which are suitable for infant feeding, those rich in protein which we can modify into forms which the children can take. It is very important first to realise that the importation, or bringing in of foods which are not familiar to the child or mother will create problems, so I have been trying to use the local foods, mainly beans, peas, cowpeas and all the groups of legumes which we have, trying to mix them with the maize and the sorghum to form foods which are higher in protein than the original maize or sorghum gruel. I have made quite a lot of these foods - mixtures like cowpeas and rice, which are themselves normally eaten by children and have high protein values. Mixtures of maize, cowpea and bambara beans which have been ground and strained also have high protein values. These are being used for making various mixtures which do compare favourably with some of the proprietary infant foods found in this country.

COSMO PIETERSE: The problem of infantile malnutrition is, of course, very widespread all over Africa. In many places now interim solutions are being sought in reinforcing local foods with other quite cheap but protein-rich foods. Groundnuts, or peanuts, chickpeas and other legumes are mixed with wheat products to balance the weaning diet. North Africa, Ethiopia, Nigeria and South Africa have produced simple,

COSMO PIETERSE: cheap, nutritious foods in this way. And as we've heard Dr. Tetteh's work is also in this direction. In what way then, and how soon, will this work take effect.

DR. O. TETTEH: Normally such work takes a long time to perfect, because one has to make sure there are no toxicity problems with it, and acceptability is good. Therefore, it is difficult to give a time limit, but we hope soon, after the clinical trials of these foods, to have these being used by the mothers as soon as possible.

MRS. C. OPPONG: In what kind of form do you expect to put them on the market

DR. O. TETTEH: Well these foods, we hope, possibly could be made into package foods which can be bought by those who can afford to buy them, or, we can advise the mothers to make these mixtures in the home. If, for instance, we find that a mixture of cowpeas and maize is good, and can be used in the Volta Region, we could then say that mothers in this area can mix so much of the maize plus so much of the legume themselves. Therefore, we do not intend to give it out as a big manufacturing concern which possibly would bring the price so high that it would be out of reach of the average mother. We think apart from small packaging of these foods, we should also instruct mothers on how to make these foods in the home.

COSMO PIETERSE: Dr. Oracca Tetteh, biochemist at the University of Ghana, on some aspects of his work in nutrition. We'll be reporting next week or two other aspects of Dr. Tetteh's work raised in his talk with Christine Oppong.

COSMO PIETERSE: But now, from the physical health of children to the educational hunger of adults specifically in Kenya, where Ahmed Salim spoke for 'University Report' to Mr. David Macharia, Acting Director of the Institute of Adult Studies at the University of Nairobi. First, why was the Institute of Adult Studies established?

MR. D. MACHARIA: The University has been accused of being an ivory-tower, that is, it does not reach the community in which it is. The University of Nairobi has decided, and even the University of East Africa before it, that it is necessary that the University is seen to be with the people. In that case, or to that end, the Institute of Adult Studies was established so that it can give courses and programmes to the people, those people who are not lucky enough, or those people who have no time to come to the University's main campus, and this is meant that the Institute has sent the arm of the University right out in the rural areas, to the small towns where we don't normally have a campus of the University. I think this was the main reason why the Institute was started - so that the University can reach the people.

COSMO PIETERSE: Mr. David Macharia, Acting Director of the Institute of Adult Studies at the University of Nairobi. Today the Institute has three divisions, catering for different needs. First, there is the Extra-Mural division, the oldest, started in the fifties under Makerere University College as it then was. Now this division has four centres and plans two more so as to cover the whole of Kenya. Second, there is an Adult Studies Centre, a residential college started in 1960. Third is a Correspondence Course Unit, begun in 1968 and offering tuition in Kiswahili, English, History, Maths, Geography, General Science and Biology.

COSMO PIETERSE: Originally intended mainly for practising teachers the Correspondence programme has extended to cover Form III Writing, and, soon, Form IV. A considerable growth.

So Ahmed asked Mr. Macharia next about plans for further expansion of the activities organised from the Institute of Adult Studies.

MR. D. MACHARIA: We have even more ambitious programmes for the Correspondence Course Unit, which happens to be at this particular time, maybe the most important section we have because it is new and exciting. We are co-operating with the Co-operative College of Kenya in producing material for the co-operative officers and the workers who are spread all over the country. Material on mathematics, on book-keeping, all this kind of thing that co-operative people would want. We are producing that material in co-operation with the Co-operative College of Kenya. We hope that it is going to be through this Correspondence Course Unit that the University of Nairobi is going to start its first programme of degrees by external studies. In fact, now plans have gone far ahead, and they hope to start by September 1971, to give degrees in Arts, in Law, Commerce and Education for our very many citizens who are in the country who are qualified to enter the University but who cannot come, mainly because they are too busy doing the work they are doing, and also that we don't have the space at the University.

COSMO PIETERSE: But with such a policy of expansion at the Institute of Adult Studies in the University of Nairobi and given its restricted space, what about entry qualifications? This was the next question Ahmed put to Mr. Macharia.

MR. D. MACHARIA: We would want to open our Institute to any adult who cares to come in, because we feel that the Institute has been started for adults, any adult.

DR. A. SALIM: Regardless of what his educational background?

MR. D. MACHARIA: Yes. But this is not possible now, because you find that in the Extra-Mural division we have a lot of evening classes. People want to study a particular subject, a particular qualification, others want to study for the education's sake, but it is necessary that you have people in a class who have got the same kind of level of education, otherwise teaching would be very difficult. Therefore, we would ask that if somebody wants to go to Stage II lets say in French or in English Language, he must have done Stage I, so that we have people of the same level in the same class.

But you find in this Extra-Mural Division we have a lot of public lectures, where any member of the public is welcome. We have seminars set aside for particular groups of people. For example, now in the whole country we have seminars going on for traders, we are teaching them book-keeping, how to get loans and all sorts of things which a successful businessman should know. In fact, we are sending the whole of our Business Administration Department from the University out into the rural areas so that they can help to teach these traders - we've got courses for chiefs, courses for councillors.

DR. A. SALIM: Do you get exams for these courses?

MR. D. MACHARIA: No. They are just to pass on information. We want to avoid tests as much as possible and, in fact, we've got very very few courses where there are tests. I don't want to see tests, they have done enough of them. They would want to simply do the subject, get the knowledge and then to left alone.

As far as the Adult Studies Centre is concerned, which I call the Residential Centre, we are doing the same kind of thing as we're doing in the Extra-Mural Division, but people come and stay.. We got courses ranging from three weeks to three months. Students come for three weeks, maybe for shorter courses.

DR. A. SALIM: What is their level of education like when they come?

MR. D. MACHARIA: The courses at Kikuyu are mainly in English, we've not taught courses in Kiswahili or any local language at the Centre, but we have used Kiswahili and other local languages outside the Centre - in the provinces. You see the courses at Kikuyu are specialised, if we have a course for say councillors, for chiefs, or for adult educators, you have to have people who have a minimum educational standard otherwise they can't get the job they have, and also a minimum years of service, let's say two or three years. We tell the government departments concerned or the voluntary organisation that you would want your officers of this level because they are, more-or-less, of the same level as the officers in government, in particular fields, and these people come. We don't ask for the minimum standard of education here, even the particular government department feels that if an officer is good enough to come to that programme, he will have him in. But we have not had any problems of differences of standards at all.

COSMO PIETERSE: Mr. David Macharia, Acting Director of the Institute of Adult Studies at the University of Nairobi - well as you can imagine there's lots more to say about Kenya's adult studies programme, and in a couple of weeks time Ahmed Salim will be talking to Mr. Macharia about other aspects of it. But in the meantime don't forget to join us next week for more about nutrition from Ghana, and from Ibadan, Nigeria Professor V.A. Oyenuga on the role and place of science and technology in developing countries. But until next week from me, Cosmo Pieterse, it's goodbye for now.