

**Proceedings of the African Partnerships
USAID UDLP Higher Education Conference**

***Factors that Contribute to Successful
International Partnerships:
Results of Higher Education Linkages***

**Sponsored by
Eastern Washington University
and the
University of Cape Coast**

February 8-11, 1999

**Coconut Grove Conference Center
Elmina, Ghana, West Africa**

HNE O-00-98-00211-00



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Conference Proceedings web site
[http //cehd ewu edu/cehd/faculty/ntodd/GhanaUDLP/conference/Proceedings.html](http://cehd.ewu.edu/cehd/faculty/ntodd/GhanaUDLP/conference/Proceedings.html)

Listserve for African UDLP partners
[http //www.egroups.com/list/afncanudlp/](http://www.egroups.com/list/afncanudlp/)

To subscribe, send an e-mail to
afncanudlp-subscribe@egroups.com

TABLE OF CONTENTS

INTRODUCTION	1
Summary	3
Call for Participation Conference Announcement by USAID	10
Agenda	13
Conference Participants	14
OPENING SESSION ADDRESSES	
Welcome Professor Y S Boafo, UCC	18
Gary Bittner, USAID	20
Peter Kresge, USAID	23
Keynote The Honorable Ekow Spio Garbrah, Ministry of Education	24
INVITED PRESENTATIONS	
Education <i>University Institutional Structures for Sustainability</i> , Professor Dominic Fobih and Professor Jophus Anamuah-Mensah	26
Health and Population <i>Factors Influencing Linkages and Collaborative Projects</i> Professor J S Nabila and <i>Population Issues</i> , Professor Kofi Awusabo-Asan	33
Environment and Natural Resources <i>Bridging the Knowledge Gap Between the North and South through University Partnerships</i> , Professor George Benneh	41
Economic Growth and Agncultural Development <i>Partnership for Rural Development in Sub-Saharan Afrca</i> Dr S K Dappah	47
Women in Development Professor Florence Dolphyne	53
Association Liaison Office for University Cooperation in Development Jennifer Munro	65
GROUP DISCUSSION NOTES	
Education	67
Health and Population	69
Environment and Natural Resources	71
Economic Growth and Agncultural Development	73
Democracy and Governance	74
CLOSING	77
MARKETING STRATEGIES	83
LINKAGE PROFILES	84

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INTRODUCTION NOTES ABOUT THIS GUIDEBOOK

This guidebook is a result of the University Development Linkages Project (UDLP) African Partnerships Conference, entitled 'Results of Higher Education Partnerships Lessons Learned, held from February 8 through 11, 1999, at the Coconut Grove Conference Center in Elmina, Ghana. Sponsored by the United States Agency for International Development, the conference was organized by Eastern Washington University and the University of Cape Coast linkage.

A total of forty-three persons attended as delegates. Twenty-nine faculty representatives from thirteen of the fifteen African USAID University Development Linkages Projects were present. Eight representatives from South African Tertiary Education Linkage Projects also attended. Several of the University of Cape Coast faculty who had participated in the EWU/UCC linkage also participated in sessions from time to time.

Conference Purpose

One of the major purposes of the conference was to present results of UDLP experiences, to document results, best practices, and next planning steps, and to determine ways that higher education partnerships can facilitate local in-country USAID Mission objectives. As Dr. Mark Shelly aptly stated about the partnership between his university and Mali:

"One of the greatest accomplishments of this project was facilitating an exchange and cooperation between the Ministry of Health and the Ministry of Higher Education [in Mali]. The inclusion of decision makers with the persons who carry out the day-to-day work of child immunization is important for finding practical, long term, sustainable solutions to improve the health of the children. Including medical students in this project will influence the thinking of the next generation of physicians in Mali."

During this conference, noted government and university officials in Ghana, as examples for generalizability, were invited to speak about their experiences with issues of sustainability for international partnerships. These were organized around strategic objectives of USAID related to education, health and population, agriculture and economic development, democracy and governance, and environment and natural resources. After each of the talks, representatives from linkages were asked to respond to the talks by sharing relevant insights from their own linkages. For example, after the presentation on agricultural development, project directors from linkages that focused on agriculture provided additional comments.

Discussion groups of project directors were clustered around project/mission objectives. Discussions centered on "what works" and "what doesn't work" with recommendations for new linkages. Issues that arose during the planning, implementation, and evaluation stages were addressed, along with suggestions for sustainability of linkages.

Another purpose of the conference was to provide updated UDLP and HEPD partnership profiles with an assessment of initial impact of partnerships by partners. These are included with this report. See <http://cehd.ewu.edu/cehd/faculty/ntodd/GhanaUDLP/ConfContacts.html>

An additional objective was to establish a web site on partnerships for each region. This web site address is <http://cehd.ewu.edu/cehd/faculty/ntodd/GhanaUDLP/conference/Proceedings.html>. This site has been used to develop and disseminate proceedings to stakeholders. An outgrowth of the conference was to establish a listserv for conference participants, which anyone may join. The web address is <http://www.egroups.com/list/africanudlp/>. In order to subscribe, individuals should send an email message to africanudlp-subscribe@egroups.com. This site is being monitored by Dr. Nancy Todd.

Conference Reporting

Most of the conference sessions (not all) were videotaped and subsequently transcribed. Some of the invited speakers submitted papers of their presentations. Transcripts and papers submitted by invited speakers are included. Notes from discussion groups were also collected. Apologies are extended to those whose lucid comments were not recorded. Including the transcripts provides a richness that could not be captured in any other manner. We are indebted to Dr. Joseph Tufuor for videotaping the proceedings.

Content in this handbook reflects observations of faculty participants and should not be construed as representing policies of U.S. government agencies. The flags on the cover of this report represent those countries which have African UDLP linkages and countries of delegates.

Acknowledgments

Many people contributed to the success of the conference. Gary Bittner, Higher Education Specialist of the Human Capacity Development division of USAID, was the chief organizer. At Eastern Washington University, Mrs. Anna Rose, Program Specialist, organized many conference details, including travel and conference web pages. In Cape Coast, Ms. Catherine Boison organized the ground arrangements in Ghana and typed many of the conference papers and notes. She was assisted by a conference organizing committee composed mostly of previous UCC UDLP participants: Professor Samuel K. Adjepong, Vice Chancellor, Professor Y. S. Bofo, Pro Vice Chancellor, Dr. John Addai-Sundiata, Ms. Ekuia Tekyiwa Amua-Sekyi, Mr. K. K. Antu, Ms. Nana Amma Anokye, Dr. Daniel Dwarko, Dr. Joseph Essuman, Mr. Isaac Galyuon, Dr. Ekuia Mansa Prah, Dr. Eric Quaye, Dr. Francis Saighoe, and Dr. Joseph K. Tufuor. Dr. Naana Opoku-Agyemang acted as conference hostess chair. All of the attending linkage Project Directors thoughtfully and articulately shared experiences and recommendations. Many thanks, too, for submitting the linkage profile updates.

Dr. Nancy Todd
Conference Organizer & Guidebook Editor

SUMMARY

Themes

Many recurring thoughts were stated throughout the conference. These include

- *Commitment and caring* Commitment by individuals and institutions was a continual theme. Commitment to project objectives regardless of personal benefit or impingement on one's time. Most importantly, commitment to facilitating long term sustainability—to furthering objectives beyond the funding period. Going beyond 'what's in it for me' to a self-less caring enough to do such thankless tasks as documenting budget expenditures, arranging for water delivery in times of emergency, offering unreimbursed transportation, providing fans or blankets, and numerous small, thoughtful and hospitable gestures that mean so much to visitors, etc., at times when it is, frankly, inconvenient.
- *Candidness and communication* Transparency and openness in tracking and sharing of information was continually re-stated as an essential ingredient of successful, sustainable linkages. Providing equipment, and means for maintenance, to communicate by email and fax are essential. Formulation of advisory groups that have participatory decision-making capacity at respective university has been successful in spreading the word around universities. Communication needs also to occur not just between partner universities, but also with other universities involved in partnerships. Communication between African universities needs to be fostered.
- *Cooperation and Collaboration* Collegiality among equals based on mutual respect as they work together to address commonly determined objectives and needs.
- *Change* Anticipate and adapt to change. Willing to promote changes that will benefit the linkage in the long range, rather than being tied to set patterns. Refocus budget as needed in line with objectives. Engender 'expertise'.
- *Continuation of project objectives* Participants continually need to determine how contributions can be extended and enhanced. "Yes, people traveled abroad. They taught a class/workshop. They had a good time. The locals enjoyed meeting them. They brought back lots of nice pictures and souvenirs. They returned to business as usual." Find ways to capitalize on transforming experiences. For many, participation in a UDLP exchange has been a life-transforming experience that needs to be nurtured. Participants should expect to engage in continuing linkage objectives and productivity beyond official exchange trips i.e., joint research projects and continued collaboration, consulting and sharing of information and expertise.
- *Context* Need adaptability to contexts. What works at one place and time may not work at another.

Project Profiles

Fourteen of the fifteen linkages submitted updated project profiles. (See the web pages for full reports. <http://cehd.ewu.edu/cehd/faculty/ntodd/GhanaUDLP/ConfContacts.html>)

- Eleven UDLP partnerships reported financial data. These eleven were recipients of \$7,408,168 USAID funds and generated reported matching of \$9,281,756, for a total reported investment of \$1,517,266. (Pennsylvania State University of University of Nairobi had the largest match.)
- Twelve of these linkages produced 360 papers, dissertations and other publications, for an average of thirty publications for the linkages reporting publication data.
- An average of 25 faculty per linkage participated in exchanges at each others universities. (Iowa State University and the University of Ibadan, Nigeria, had 52.)

Accomplishments of projects can be seen in the project profiles included with this report. Some project highlights include:

- Provided training for University of Asmara faculty and four Eritrean doctoral students to become new faculty
- Facilitated masters and doctoral programs for African students
- Considerable donations of materials for the various partnership African university libraries
- Established literacy programs
- Established and equipped a biotechnology laboratory at the University of Cape Coast, Ghana, and provided training to faculty in its use
- Provided consultation to establish a student counseling center at the University of Cape Coast
- Sponsored masters program for teacher training faculty at the University College of Education at Winneba, Ghana
- Established Environmental Analysis Laboratory in Kumasi, Ghana
- Established Center of Excellence in Design and Manufacturing at the University of Science and Technology, Kumasi, Ghana
- Established Nutribusiness cooperatives for rural women in Kenya to develop and market weaning foods
- Established English Language Training Center at the University of Toamasina
- Due to library graduate training in the U.S., established and equipped a Multimedia Center at the University of Toamasina library
- Established an Institute for Science and Technology of the Environment (ISTE), dedicated to environmental sciences in Madagascar
- Malagasy professors have noted an increased environmental awareness in Madagascar, largely attributable to linkage-related activities, and become an international center for research, attracting international scientists and scientific societies
- Developed a data base on the production and biological characteristics of small ruminants, with special emphasis on goats, improving animal production and availability of high quality milk and meat
- Implemented demonstration and extension programs for goat husbandry, focusing on improvement of milk and meat production for small holders, which resulted in an organized program for the education of small holders and development of their management skills and animal husbandry practices. There was a special emphasis on extending this program to more women with young children
- A significant increase in the vaccination coverage in the urban areas of Bamako, Mali
- Strengthened the ability of the FMPOS to study local barriers to improved vaccination, and by incorporating problems of childhood immunization into the medical school curriculum, provided for future advances in the area of maternal child health
- Cooperation between the Ministry of Health and the Ministry of Higher Education improved the quality of both, which is part of improving the infrastructure and governance in Mali
- Research conducted by Harvard University in collaboration with the World Bank, and World Health Organization colleagues in Mozambique developed a new technology for analyzing health statistics to identify the National Burden of Disease
- A major accomplishment of the UDLP was the establishment of an Environmental Monitoring and Geographic Information System Laboratory in the Department of Geography at the University of Ibadan
- Extensive literacy training programs in Tunisia, Botswana and Nigeria
- A Manual for District Health Management in Uganda was written, published, and put into use in Uganda
- An information retrieval system was established at the Albert Cook Memorial Library at the Makerere University School of Medicine
- A district health surveillance research and education program was instituted in the Busiro North District of Uganda
- Established a Human Rights and Peace Center at Makerere (HURIPEC)

Next Steps

Several practices were identified to engender continued and expanded support from various sectors in efforts to sustain and further higher education international partnerships

- Develop marketing strategies to gain support for funding
- Intended audience USAID agencies, local USAID Mission Directors, NGOs, members of US Congress, taxpayers
- Lobbying by faculty as individuals with congressional leaders as government employees (i e , USAID agencies) cannot lobby
- Use university public relations offices All professors here should contact the political liaison officers in their universities and talk to them about the successes and the possibility of getting more funding
- Establish listserv discussion group for African linkage partnerships to continue dialog
- Use partnership profiles and conference results to engage missions with a needs-based approach Demonstrate results and institutions in Africa that can work on these problems and evolve and change things
- Determine when relevant bills run through Congress and then people can use these lists as a way of informing people that bills are going through Congress and we can identify as we see fit
- Educate local USAID mission personnel about what higher education can offer in terms of supporting mission and country objectives Encourage them to be open to visits by UDLP higher education faculty exchange participants Many participants shared frustrations while participating in exchanges when attempting to communicate with local USAID mission personnel

What Works

- Advisory teams/committees at respective universities with the power of true input, keeping in mind project, country and mission objectives
- Openness, transparency and sharing of all information
- Participation open to those interested, not a select group
- Generating interest and support through campus newsletters and various notices
- Commitment to sustaining objectives by all parties involved
- Interpersonal communication facilitated with fax, email and internet access
- Both campuses need to communicate, not only with each other, but accomplishments at each others' and respective institutions
- Needs-based addressing of objectives
- Administrative support for sustainability
- Initial dispersal of funds to African partners, then basing later dispersments on the reimbursement basis

Not work or hampered facilitation

- The budget cuts of USAID funding of projects that occurred in the 1996-1997 cycle presented setbacks in work toward objectives US government needs to be sensitive to patterns of broken promises to developing countries
- While administrator support is important, participation of administrators as exchange participants did not significantly contribute to furtherance and sustainability of projects
- Selection of participants due to campus politics, rather than potential for contributing and sustaining, can hamper progress
- Closed, exclusive channels of communication If communication is only through official channels, too often information is not passed down from deans or department chairs to faculty
- Turnover of key personnel can be detrimental unless there has been openness and sharing of information with other committed people
- Transfer of funds--inflation from time of planning to implementation over the years of grant
- Sometimes relationships with USAID missions were adversarial

Discussion groups shared experiences and recommendations relating to planning of linkage projects, implementation of projects, assessment and evaluation of project impacts, and sustainability after the funding period ends

Planning

- Examine host-country objectives as well as USAID local mission objectives to align project objectives
- Obtain broad-based input when planning
- Develop long range time-lines
- Plan evaluation criteria
- Plan for data collection and documentation to present results over the long term
- State importance of funding for research
- Link project objectives with developing country national policy and research priorities

Implementation

- Develop a web site to enhance communication and publicity Include trip reports and participants' individual plans for sustaining the linkage beyond their exchanges Include reports of research and presentation papers while on exchanges Will provide a publication outlet Rather than be buried in file cabinets, progress and trip reports can be kept transparent and immediate, lending greater accountability
- Campus-wide sharing of linkage accomplishments through newsletters by using desktop publishing, web pages, etc , so that individual faculty can gain information
- Understanding of USAID budget reporting requirements
- Facilitate research and publication by participants from developing countries beyond web publications
- Provide resources for communication e-mail, fax, internet connections Include maintenance and replacements as needed
- Gather input from exchange participants regarding ways to improve aspects of the projects
- Help with library resources

Assessment and Evaluation

The continual questions need to be asked

- How did each activity/participant contribute the sustainability of objectives of the grant, USAID local mission objectives and local country objectives?
- Once each participant concluded an exchange trip, what did he/she do to further these objectives?

Ways to document accomplishments based on goals, objectives and action plans, include

- Plan for the presentation of results
- Clearly establish evaluation criteria in the beginning and adjust criteria as needed
- Include curricula--course syllabi
- Staff development and training records
- Documentation (include numbers of participants and people trained and enrolled in courses, objectives, content, etc
- Spin-off grants documentation
- Research findings, publications, presentations
- Sustainability plans by individuals and groups
- How country objectives are addressed
- How USAID mission objectives are addressed
- Include both quantitative and qualitative data

Jennifer Munro from the Association Liaison Office provided an excellent summary of evaluation criteria expected in new USAID/ALO grants. See the transcript of her presentation in this report and also the ALO web site call for participation <http://www.aascu.nche.edu/alo/proposals.htm>

- Activities that demonstrate a link with improved development knowledge, research, and outreach
- Collaborations with business, government, and US institutions
- Development results that host country universities contribute to
- Special capacities that the partner institutions seek to develop for themselves
- What is the project to accomplish for the partnering institutions and for international development?
- What evidence will indicate that the project has accomplished those goals? What activities will the project undertake to accomplish the goals?
- What factors help or hinder the project's ability to accomplish those goals?
- What should others learn about the project and any of its spin-offs or unforeseen outcomes
- USAID strategic objective(s) partnership is addressing
- Development impacts, both intended and unintended
- Results, both intended and unintended, that have accrued to the partner institution(s)
- Activities conducted to accomplish objectives
- Activities intended that were not accomplished and why
- Activities not intended that were accomplished
- Other information about context and implementation
- Number and quality of courses and other institutional activities that demonstrate a link with improved development knowledge, research, and outreach to address national and local needs
- Number and quality of collaborations with business, government, US higher education institutions, and others
- Development results contributed to by the partner higher education institutions

Overall, we were interested in what practices contribute to sustainability of linkage projects after the official funding period is over

Sustainability

- Identify people who are committed and nurture them
- Ability and capacity to develop collaborative relationships within the host university, e.g., multidisciplinary approaches creating a wider group of stakeholders
- Broadening of the knowledge base of partnership activities
- Ability to innovate and to expand scope of institutional involvement
- Capacity to stimulate internal university investment and to continue such investments over the long-term
- Ability for both institutions to share in the management of the linkage
- Anticipate maintenance
- Availability of bridges to next steps
- Engaging students as stakeholders on a continuing basis. Several of the linkages assisted students in obtaining graduate degrees. Students can be involved in decision-making and reformulations of mission goals and objectives
- Capacity to involve private sector—creating private sector involvement and identity with the project, cultivating active business community involvement in board meetings and all public and quasi-public events
- Capacity to market ideas (products) to private sector and other universities in the region or globally. This includes
 - Recruiting foundation funding
 - Developing consultancies for faculty
 - Developing contracts to provide services to businesses, NGOs, and other universities
 - Developing training of students (and faculty) from other regions on the continent

- Creating products for which there are demands—be they products such as new millet hybrids or new and effective approaches to human rights education
- Need a vision of higher education in Africa that incorporated intra African links
- From the beginning, there needs to be an expectation of sustaining the linkage after the official funding period is over
- Considering how one personally is going to continue relationships after exchange trips
- Need to relate projects to country and mission goals
- External evaluation with clear criteria stated in the beginning
- Local ownership, multidisciplinary approaches tempered by goals
- Use standards of equity for participation, both age and gender, select for potential contributions
- Inclusion of graduate students who have benefited from participation in these grants

Recommendations from Guest Speakers

Professor Boafo emphasized

- Joint definition of objectives
- Building mutual trust with sharing of information and responsibility by creating transparency in the operations of collaborative enterprises
- Universities can help to provide keys to pressing problems in the world

The Minister of Education in Ghana, Ekow Garbrah recommended focusing on

- Assistance for developing and strengthening institutional programs and human resources
- Promoting relationships between institutions and individuals that stimulate interest, sustainability and long-term commitment
- Providing opportunities for training and professional enhancement for faculty staff
- Providing scientific stimulation and encouragement as colleagues and peers
- Developing strategies, approaches, plans, and the creation of models for institutional development to respond to changing conditions
- Promoting collaborative research, teaching and other activities
- Indicating potential sources of additional resources
- Assisting developing country institutions to harness and maintain political support
- Addressing the role of women in higher education, especially in developing countries
- Address environmental needs at the local, national and global levels

Professor Fobih, Dean of the Faculty of Education at the University of Cape Coast, recommended

- Examining institutional structures to facilitate accomplishing linkage objectives
- Recommended each department have an individual or committee charged with determining ways to link departmental needs with international partnerships
- Emphasized the need for intra African university communication

Professor Anamuah-Mensah, Principal, University College of Education at Winneba suggested

- In-country partnerships of universities could involve attracting resources from beneficiaries of university education, i.e., business communities, parents, students, instead of perceiving university education as the responsibility of the government
- The need for African governments to maintain a strong commitment to university /industry partnership is urgent. Such linkages could revolve around human resource development, research and development studies relevant to industry, financial related linkages, formation of coordinating committees and membership of industrialist in university-based professional associations

- Enable African universities to share expertise and collaborate in research
- Link higher education partnerships in Africa to national education priority needs, however low the level may be, so as to strengthen the African university's capacity to meet its national challenges

Professor Nabila of the Geography Department of the University of Ghana addressed needs for universities in developing countries

- Conform with university regulations,
- Joint planning of projects, partners' commitment,
- Mutual respect,
- Transparency and accountability with project funds,
- Joint management with coordinators at each end with formulating advisory groups,
- Well defined target beneficiaries of projects,
- Involvement with local agencies, ministries, NGOs in the developing countries with consideration of in-country needs, and
- Use of information technology for communication

Dr George Benneh, Ministry of the Environment, also addressed commitment of institutions and participants and

- Inadequate appreciation among policy makers, the private sector and society of importance of research in development
- Bridge gaps between the north and the south
- Need for consultation, dialogue and consensus building
- Need for financial accountability and transparency
- Ensuring each partner derives benefits from the partnership and acknowledgment made of benefits which each partner derives from working together
- Periodic review of progress and failures made to learn from experience
- Commitment of institutions
- Partnership between equals based on mutual respect Not one between "The horse and the rider

Dr S K Dappah, Chief Director, Ministry of Food and Agriculture, Ghana, urged taking note of country specific conditions and

- A strong partnership between higher educational institutions on one hand and ministries of agriculture on the other to evolve more appropriate rural development paradigms for African agriculture
- Stronger and more sustainable partnerships between the Ministry of Food and Agriculture and Institutions for Higher Education to improve the competitiveness of agriculture in particular and the economy in general
- Use this opportunity to lay a firm foundation for the establishment of more efficient, cost effective and sustainable higher education partnerships that will lead to unprecedented agricultural growth in Africa

Dr Florence Dolphyne, Professor at the University of Ghana, emphasized

- Needs for promoting the education of girls in public education, as well as women participating in university education
- Problems relating to capable women not being appointed to administrative positions Clearly there is a need for developing leadership skills among qualified women to promote their expertise

CALL FOR PARTICIPATION

Below is the announcement that was issued on the Agency Bulletin Board on December 11, 1998, to all USAID Missions and all of USAID/W

GENERAL NOTICE INFORMATION G/HCD ISSUE DATE DEC 11, 1998

SUBJECT CONFERENCES PARTNERSHIP RESULTS & PLANNING

INVITATION

The Center for Human Capacity Development (G/HCD) of the Global Bureau invites you to participate in the Regional Higher Education Partnership Conferences in Honduras, Ghana, and Jordan in January and February of 1999. One of the two objectives of USAID's goal of "Human Capacity Built Through Education and Training" declares "Increase the Contribution of Host-Country Institutions of Higher Education to Sustainable Development."

The World Bank, SIDA (Sweden) and other international organizations have made this same policy and programmatic shift. We have invited the World Bank, Carnegie, Soros and Kellogg foundations and other international organizations to join us at these conferences. Our experience has demonstrated that US higher education institutions have enormous experience and expertise. They leveraged \$2 for every USAID \$1 for institutional partnerships and \$13 for every \$1 for development networks.

New higher education partnerships will be developed to support Missions' strategic objectives, with negligible management burden to Missions. Note G/HCD expects to receive funds to form approximately 25 new partnerships in 1999, and we encourage Missions, Bureaus and other international organizations to also invest in these cost-effective partnerships.

PURPOSE OF CONFERENCES

The purposes of these three exciting conferences are to

- 1 share the results of partnerships in the region,
- 2 identify the traits, both strengths and shortcomings, of partnerships, and
- 3 inspire the development of new partnerships among institutions of higher education, NGOs, PVOs, business and industry that contribute to national and regional socio-economic development and Missions' strategic objectives

WHY PARTICIPATE?

- 1 To invest in a higher education partnership that saves a developing nation \$80 million per year in reduced pesticide purchases while improving water quality and health conditions
- 2 To support the design of a partnership to improve human rights, peace, and conflict resolution for the next generation of children, youth, and students for a nation or a region
- 3 To contribute funding to form a sustainable community-based education model that reduces unemployment and improves workforce skills that meet the demands of the productive sector
- 4 To finance a regional electronic network of 48 higher education institutions in five countries that changes policies to increase their contributions to sustainable development

The results and features of the above four partnerships and others will be reviewed at the conferences and are described as partnership profiles at the conference websites listed below. Please join us at any or all of these conferences to review the lessons learned by these partnerships and replicate the partnership model in ways that will support results of USAID Missions strategic objectives. Draft agendas for these regional conferences are found at the conference websites below.

WHO SHOULD PARTICIPATE?

Mission Directors, Deputies, Team Leaders, Program Officers, and Higher Education Leaders

BACKGROUND

USAID is drawing on the experience of two successful partnership programs to design these conferences: University Development Linkages Project (UDLP) and Higher Education Partnerships for Development (HEPD).

UDLP PARTNERSHIPS

USAID developed UDLP in 1991. It provided funding for 42 linkages in 29 countries and involved 112 host-country and US higher education institutions and their extended partners. The partnerships are cross-cutting and support the Agency's goals to

- 1) stabilize population growth and improve human health and nutrition,
- 2) promote economic growth and agricultural development,
- 3) build human capacity and enhance education and training,
- 4) protect the environment and manage natural resources, and
- 5) promote democracy and governance

Most of these linkage partnerships are coming to an orderly closure of USAID funding, but the institutions are sustaining activities with partner and extended partner resources. The linkage partnerships have had significant results and have impacted individuals, institutions, and societies.

HEPD PARTNERSHIPS

G/HCD, in cooperation with the Association Liaison Office for University Cooperation in Development (ALO), announced a new phase of higher education partnerships in the Agency's Bulletin Board, Notice 44, dated January 21, 1998. In the first round of this competitive partnership program, 26 higher education partnerships were awarded. We anticipate, approximately 25 new partnerships will be awarded through the ALO in 1999. Profiles of the 1998 partnerships can be seen at the following website: <http://www.aascu.org/alo>

The call for new competitive proposals is expected in early 1999. These must be designed to support Missions strategic objectives. Missions or Regional Bureaus may opt to augment G/HCD resources directly, support promising proposals, or fund qualified proposals focused on specific Agency and Mission objectives.

OBJECTIVES OF CONFERENCES

- 1 Invite host-country, international organization, USAID Mission and Regional Bureau officials to discuss partnerships,
- 2 Share results of higher education partnerships,
- 3 Highlight benefits and impacts for host-country and US higher education institutions and partners,
- 4 Identify lessons learned in forming linkage partnerships,
- 5 Determine features that make partnerships sustainable beyond initial USAID funding,
- 6 Quantify and qualify partnership and extended partnership in-kind and monetary investments, and
- 7 Help to plan new potential higher education partnerships

ANTICIPATED RESULTS/DELIVERABLES

- 1 Present results of UDLP experiences
- 2 Provide updated UDLP and HEPD partnership profiles
- 3 Document results, best practices, and next planning steps
- 4 Assess initial impact of partnerships by partners
- 5 Establish a website on partnerships for each region
- 6 Develop and disseminate proceedings to stakeholders

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AGENDA

Sunday, February 7 Participants arrive and overnight in Accra

Monday, February 8

7 00 AM Leave for El Mina from Accra

11 00 AM Opening Session

Introduction of Chair, Dr Naana Opoku-Agyemang by Dr J Adaa-Sundiata

Chair's Response Dr Naana Opoku-Agyemang

Welcome Address by Prof Y S Bofo UCC Pro Vice Chancellor

Introduction of Delegates

Short Addresses

•Gary Bittner—USAID, Washington DC

•Peter Kresge—USAID Mission, Accra, Ghana

•Nancy Todd—Eastern Washington University

Invited Keynote Speaker Hon Ekow Spio-Garbrah Minister of Education Ghana

Vote of Thanks by Mrs Nana Amma Anokye

1 00 PM LUNCH

2 30 PM Discussion Groups—Divide according to objective focus of UDLP To discuss examples of successful practices for planning and implementing sustainable linkages

4:00 PM Reports of Discussions

5 00 PM Tour of UCC Campus and Biotechnology Laboratory, Reception at Science Faculty Quadrangle on campus

8 PM DINNER at Coconut Grove

Tuesday, February 9

9 00 AM Presentations by Ministers/Directors/Officials in Ghana will address factors that contribute to sustaining international partnerships

Session 1 EDUCATION

Prof Dominic Fobih—Dean, Faculty of Education, University of Cape Coast

Prof Jophus Anamuah-Mensah, Principal, University College of Education at Winneba, Ghana

Session 2 HEALTH and POPULATION

Prof J S Nabila Lecturer, Dept of Geography and Resources, University of Ghana

Prof Awusabo-Asare Dept of Geography, University of Cape Coast

Session 3 ENVIRONMENT/NATURAL RESOURCES
Prof George Benneh Chairman of the National Council on Tertiary Education

NOON LUNCH

2 00 Continue Presentations

Session 4 AGRICULTURE/ECONOMY

Dr S K Dappah Chief Director Ministry of Food and Agriculture

Session 5 WOMEN IN DEVELOPMENT

Prof Florence Dolphyne, Lecturer, Department of Linguistics, University of Ghana

4 00PM Tour El Mina Castle

7 00 PM DINNER

Wednesday, February 10

9 00 AM Convene

•PANEL DISCUSSION Democracy and Governance—
Dr Peter Schmidt, Dr Winston Nagan, Dr Samuel Tindifa, Dr Rex Honey, Dr Ayenu Dr Ndiaye, Dr Ndour

•SPEAKERS Jennifer Munro Association Liaison Office for University Cooperation in Development

•TELP, South African Delegates

12 00 LUNCH

1 30 Small group discussions—focus on evaluation and sustainability of linkages

3 00 Kakum Rainforest Canopy Walk

6 00 Continue small group discussions

8 00 DINNER at Coconut Grove

Thursday, February 11

9 00 Closing Session Summaries of Results

11 30 Return to Accra for those with Thursday flights tour Cape Coast Castle on way

Return of others—Friday morning

USAID UDLP CONFERENCE PARTICIPANTS, ELMINA, GHANA, FEBRUARY 1999

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WELCOME ADDRESS PROFESSOR Y S BOAFO
PRO VICE CHANCELLOR, UNIVERSITY OF CAPE COAST
UDLP CONFERENCE ON HIGHER EDUCATION PARTNERSHIPS
FEBRUARY 8, 1999
ELMINA, GHANA

Mr Chairman, Honourable Deputy Minister of Education, Distinguished Guests, Distinguished Project Directors, Ladies and Gentlemen

About a year ago, the Project Director of the University Development Linkages Project, Eastern Washington University, Dr Nancy Todd, on a visit to Ghana, brainstormed with the officials of our university about the possibility of holding an International Conference on Higher Education Partnerships in Africa here in Cape Coast. Today, thanks to the efforts of Dr Todd and the United States Agency for International Development (USAID), the dream has become a reality.

Mr Chairman, I am proud to say that this is the first time ever that this kind of conference is taking place in Africa, south of the Sahara. Indeed, it is a historic occasion that ties in conveniently with the fact that the earliest university in recorded history was founded in Africa around 1076 A.D. in the city of Djene in ancient Ghana—a thousand years before the first university in Europe at Salamanca in Spain! It is therefore with absolute pride and honour that we host this august conference in modern Ghana.

Mr Chairman, that the university of Cape Coast is hosting this conference with the theme HIGHER EDUCATION PARTNERSHIPS IN AFRICA, has got its own historical essence. In 1991, Eastern Washington University secured a three-year grant of \$68,804 from the United States Information Agency (USIA) to fund a linkage project between Eastern Washington University and the University of Cape Coast. At the expiry of this grant in 1994, the linkage programme was kept alive by the timely intervention of USAID with a grant of \$497,835 to stretch over a 5-year period, beginning 1994. The primary objective of the UCC/EWU linkage programme was to employ a collaborative partnership to expand and upgrade staff and curricula at UCC while enhancing the inter-national dimension of the two universities. And I must say that the impact of the partnership has been profound. Not only has the linkage brought the two institutions closer together in terms of human capacity development, but also in terms of a cultural and materials "give and take," guided by a parity of esteem.

Mr Chairman, this success story owes its origins to an individual whose commitment, initiative, foresight and singular will-power and perspective against colossal odds managed to get the partnership off the ground. He is in the person of Dr Felix Boateng¹, professor of education and formerly Project Director, UDLP/EWU, and also Director of Black Education Program at Eastern Washington University, and currently at Vanderbilt University. I would have loved to see him here to-day.

Mr Chairman, taking cognizance of the complex and multifaceted interrelations on the global landscape, it comes as little wonder that the call for the creation and intensification of higher education partnerships and linkages has been greater than ever before. Indeed, the University of Cape Coast can boast of international partnerships with such institutions as the University of Dakar, University du Benin, Eastern Washington University, University of Bradford, University of Innsbruck (Austria), University of North Carolina, University of Maryland, Eastern Shore, etc and plans for a partnership with Central Washington University, Kennesaw University and

¹ Editor's note: Dr Boateng worked with Dr Bernard K. Hayford of the Faculty of Education at the University of Cape Coast in the early 1990s to establish the initial linkage between the two universities.

others are under discussion. All these instances of linkages are indications of a growing necessity to achieve internationalization of universities and broad participation in development cooperation.

There can be no question as to the fact that universities are long-standing institutions with a vested interest in their own survival. As such, they change slowly. However, internationalization is being recognized as a potentially powerful agent of change for reshaping and improving the organization and function of universities in our changing global environment. The need for change is being recognized both at the national and international levels.

A number of factors are influencing the acceptance on the part of the universities of the need for change and improvement. As a result, this is the time of dynamic evolution of the university community, and also of potential major changes in development cooperation.

Mr. Chairman, I believe the time has come for universities to extricate themselves from the ivory tower stigma and move ahead with the realities and challenges of the time. Indeed, it does not behoove on the universities to continue to present themselves as perpetuators of the status quo, but to be seen as agents of change and progress. Universities can only justify their *raison d'être* by waking up and refocusing their commitment to society. Today, the world is afflicted by ignorance, hunger, disease, violence and helplessness on a scale that has no parallel in human history. Why? Mr. Chairman, as institutions of learning, research and innovation, it would not be too demanding to expect the universities to find the answer. And I think that the answer can come only through constant and sustained international forces and interactions such as we are experiencing here in Cape Coast today.

In this regard, Mr. Chairman, we of the University of Cape Coast heartily congratulate the originators and organizers of the conference for their auspicious efforts, and, we pray that the outcome of your discussions will go a long way not only to help cement the cordial relations between Africa and the United States, but also contribute to finding answers to some of the teeming questions posed by events in the world today.

Finally, Mr. Chairman, it is customary, at the end of a partnership programme to ask the question: How successful has the cooperation between the two institutions been in terms of research, curriculum development, teaching and management of resources? How genuine or effective has been the partnership and what legacy has it left behind? Has the overall aim been achieved? In short, it is necessary to evaluate the partnership on the basis of the principles that underlie partnerships which include *inter alia*, the joint definition of objectives, the building of capacity, mutual trust, sharing of information and responsibility. An important area of critical study is the creation of transparency in the operations of the collaborative enterprise. If positive results have been obtained in these areas, then we should feel satisfied that we have done our work well.

Mr. Chairman, it is with the greatest pleasure that I welcome you all on behalf of our Vice-Chancellor, and on my own behalf, to the University of Cape Coast for this historic conference.

I wish you great success and a most pleasant stay. Thank you.

**OPENING REMARKS GARY BITTNER
HIGHER EDUCATION SPECIALIST**

**CENTER FOR HUMAN CAPACITY DEVELOPMENT
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, DC**

I work with the US Agency for International Development in Washington, DC. Specifically I help design, implement, manage, monitor, and evaluate higher education activities in the Center for Human Capacity Development, in the agency's the global bureau.

I'd like to take a few minutes to give an overview of USAID and also the Center for Human Capacity Development. The agency has six different strategic goals. The first strategic goal is stabilizing population growth and protecting human health. About 40% of the agency's budget goes into this area. The second goal area is encouraging broad-based growth and agricultural development. The third area we work in is called protecting the environment. A relatively new area the agency is working in is building democracy and governance, something that higher education institutions do very well. The fifth area is providing humanitarian assistance and aiding in post-crisis conditions and transitions. This is a case where there may have been an earthquake or hurricane and the agency is called upon to provide assistance. About a year and a half ago the agency identified another goal which is very strategic to what we do in higher education. That is, human capacity development through education and training. That's what higher education is all about—building human capacity.

Now out of all these six different goal areas that the agency has, we have what we call objectives in human capacity built through education and training, we have two specific objectives that we want to try to achieve world-wide. The first one is to expand access to quality basic education for under-served populations, especially for girls and women. We have found over the years that investing in young girls, helping them to be retained in school, really helps to elevate the education level and literacy level of a country. They pass on their knowledge to the next generation and the following generation. It's a very good investment of AID's dollars. The second objective is to increase the contribution of host country institutions of higher education to sustainable development. That's really what UDLP is about. By combining our resources, our services, and teaching and research, all together for the benefit of society.

All of the six goal areas have objectives underneath that. Now these goal areas are really broad in nature. Yet they embrace the comparative advantage of higher education and what it has to offer to our friends, our neighbors, our partners, our communities, our institutions, our nations, and regions around the world. Higher education institutions are really change agents to help countries, nations, and communities to expand to the opportunities of the future.

USAID operates in approximately 90 countries around the world. Each mission develops its own set of strategic objectives that are relevant to the country in which we are operating. Let me give you an example from Ecuador. The Ecuador mission in South America has four strategic objectives. The first strategic objective is to increase the sustainable economic growth for a broad base of the population. The second one is to reduce mortality and fertility to levels commensurate with sustainable development. The third is to increase responsiveness of selected democratic institutions with greater citizen participation. The fourth objective is to promote a sustainable use of natural resources with conservation of biological diversity and a control of pollution. You can see that these strategic objectives of one country fit easily with the six goal areas. These are more fine-tuned for the specific country. USAID Ghana also has a set of strategic objectives.

One of the things I would like to say, is that the agency is going through a re-organization and we're trying to be more strategic in our activities and produce results that we can take to Congress.

and to the citizens of the United States and say that the investment dollar you have paid out of your pocket are going a long way and have a big impact here in Ghana. We are working with AID missions around the world. It is very important when we start a new partnership in higher education, in universities both here and abroad, that we line up activities that reflect that mission statement and objectives. Look at the advantages, what are things you can bring to the table, as partners at the universities and see what kind of product they can promote to sustain natural resources or conserve biological diversity. Our universities play an important part, so it is really important to take a look at those strategic objectives of the AID missions.

Now, a lot of universities around the world have web sites and information can be gotten easily using web sites. You can get information on the 97 countries USAID is working in. This is the USAID home page overview of the agency. This other web-site is the country information page. This is where you can get the strategic objectives. We also had a higher education policy paper from two years ago that explains how the agency works with higher education institutions in the US as well as overseas. The last web site is where there are opportunities to establish new grants, contracts, or cooperative agreements that we have as an agency or as a mission that are open competition where you can bid for those contracts or grants. See <http://www.usaid.gov>

I'd like to speak about our Center for Human Capacity Development. We work in five different teams. The brochure gives a description of the Center for Human Capacity Development. We have teams working in the area of basic education. That's probably one of our best investments. We have a team working in higher education. I'm a team leader for the higher education team. We have a team working in the area of training. When I talk about training it could be training in the United States, we train here in Ghana, or it could be in another neighboring country. We have a relatively new area dealing with skills for employment. It's looking at nations around the world where they have people who are early dropouts and people who have changed jobs, and need skills to go into the productive sector. Our last area is a team in telecommunications. Information and knowledge--we are in that age now, where it's being passed to and fro around the world. This particular team is looking at policies of nations as it relates to information exchange with nations. That is the overview of the Center.

Now, getting back to why are we here. We want to talk about partnerships of higher education results and planning. I'm really excited to be here to hear about the results of your partnerships. And we're going to have an opportunity for us to do that. Some of them are quite significant. I just want to share with you a few of them that I have heard about over the last year. Higher education cuts across all these important goal areas that the agency has. We have a partnership between Makerere University and University of Florida that established a Human Rights Peace Center at Makerere University. That's quite significant when you think about it. There are only two human rights centers in all of Africa, one in South Africa and the other at Makerere University. It's very significant and I think it's going to draw a lot more people to Makerere for further training. I'd like to mention a partnership we have for the environment with a university in Indonesia and Clemson University. They are working with integrated pest management. They found a system to reduce attacks of the cutworm on shallots and of a moth on cabbage. They introduced it to the farmers in the country. What happened is the economic impact on this country of Indonesia is worth 80 million dollars a year in reduced pesticide agents. At the same time it improves the water quality and health care of individuals working the vegetable crop. That's a very interesting partnership.

We have another one that I want to mention that is a vocational center in Madras working with Sinclair Community College and Eastern Iowa Community College. Community colleges are a unique segment of American higher education. They are often a conduit to a lot of different things. This particular partnership was working in Madras and they went into an analysis of the community and found out there were a lot of unskilled people in the community and there also was a large demand from the productive sector for skilled people. They were able to match up the skills

need with the demand and provide skills to those people. They established a self-sustaining community college in Madras within four years. That's very significant. That's the kind of role higher education can play. The government of India and the states around Madras were so excited about this particular model that other states around it went to establish similar types of community colleges.

I want to mention too, is in Honduras. As you know, there are a lot of tragedies around the world and Hurricane Mitch slammed into Honduras and just sat over that country for quite some time and in Nicaragua and Guatemala. As a result there was a lot of damage done to the country. I went down there to another conference on higher education partnerships, and they estimated that there were over a million mud slides in that country alone. What the partnership was doing is looking at the role of higher education and now they are going to be working with the mayors and the communities in trying to help rebuild, and reconstruction activities in the mid term.

These are some examples of what higher education partnerships can do. I am really looking forward over the next couple of days to hearing about your partnership and what kind of results you will have. Also, we will spend the latter part of the conference looking at what I would call visiting, looking at where do we go from here in the continent of Africa. What kind of partnerships can we evolve to? We have partnerships here in Africa under UDLP. We have fifteen across the continent. We have good contacts, we have good relationships with people, we have trust built up, and we've got expertise we can draw upon from the universities. Where do we go from here? That's the big question. How can we hook up with one another to make a bigger impact within the continent of Africa? At this time I would like to say it is my honor and a privilege to be here and I am really looking forward to working with you in the next three or four days. Thank you very much.

OPENING REMARKS PETER KRESGE
USAID MISSION, ACCRA, GHANA

Let me be the first to give a round of congratulations to the organizers of the conference. These things are not easy to put on and it looks like you've done a terrific job. To those involved at the University of Cape Coast and Eastern Washington University, I think you've done a great job.

I was thinking on the ride over from Accra this morning, how having conferences could be a yardstick of improvement and development of a country. It seems like Ghana is more and more becoming a preferred site for this sort of gathering, which makes some of us feel pretty good about the direction in which things are going in Ghana. I think that programs like the university linkage programs have a lot of relevance to development in general. The breadth of what's being done—education, health, agricultural, environment—is truly astounding. I think that these methods of research, cooperation, and partnership often translate themselves into tremendous economic savings in countries or change in direction and change of thinking which has a profound ripple effect. It's something that I'm very pleased to see continuing, and certainly would hope that by the end of the week we will all have more lasting partnerships and have expanded the network that will go beyond what we have already, including a lot of south-south networks, which are an important thing, as well.

On behalf of the directors of AID and USIS, I want to thank you for coming and hope that you will also have time to do a little sight seeing. I want to mention that USAID in Ghana is involved in a four of these strategic objectives that Gary mentioned: We are involved in primary education, trade and investment, health and population, and democracy and governance. If that interests any of you and you are around next week, please come and stop by our offices and we'll be happy to talk with you. One of the elements we are involved in the trade and investment portfolio is increasing tourism in Ghana. And these bottles of water here are sort of a ripple effect of some of the work we have been doing at Kakum National Park. This I think is the best water in Ghana, and it's always nice to come to Cape Coast because there's not a wide circulation yet of Kakum water. Best of luck and good deliberations in your conference.

KEYNOTE ADDRESS

THE HONORABLE EKOW SPIO-GARBRAH
MINISTER OF EDUCATION, GHANA

AT THE INTERNATIONAL CONFERENCE ON HIGHER EDUCATION PARTNERSHIPS
IN AFRICA AT THE COCONUT GROVE
FEBRUARY 8, 1999

Mr Chairman, Distinguished Guests, Distinguished Participants, Ladies and Gentlemen,

I feel greatly honoured to have been invited to the University of Cape Coast as the Guest Speaker for this Conference. The theme of the Conference International Conference on Higher Education Partnerships in Africa, gave a clear indication to the fact that partnership in higher education has assumed a tremendous global significance over the past couple of decades.

Even at the home front, that is to say, here in Ghana, the issue of higher education has received momentous public concern and interest in recent times. This development is perhaps in recognition of the fact that the skills and capabilities of a nation's people are key factors in maintaining economic, social and political development. It is in this regard that I find this conference timely and most appropriate, and I congratulate the organizers and sponsors for their circumspection.

Ladies and Gentlemen, higher education is essential for building human capital and for sustaining all aspects of technological, social, cultural and economic development. In this respect, a mutually responsive and supportive international partnership between institutions of higher education such as exists between African universities and the U S higher education community is vital to achieve broad development objectives.

Mr Chairman, Ladies and Gentlemen, higher education makes important contributions to national and international development in many ways. We in Ghana have long recognized that the internationalization of education is currently accorded a high priority by many universities and will likely make a profound impact on university programmes, that the most effective utilization of university capabilities and expertise is likely to be based upon long-term, mutually beneficial relationships that promote funding as well as university resources, and that effective utilization of universities will promote mutually beneficial relationships between academic and mainstream society.

As dramatic changes occur throughout the world, universities need to respond to these global circumstances with an increased emphasis on globalization. Thus, more than ever before, it has become imperative to emphasize and effect internationally oriented collaborative research programmes and communication networks, faculty exchange and development, internationalization of departments, and participation in development cooperation.

It is precisely in this regard that I expect the conference to bring higher education expertise to bear the identification of key and emerging development problems, strategic approaches for their solutions, and effective models or partnership for development.

I also expect that the conference will predict and describe the future of development cooperation to advance human, economic and democratic development, and also to promote the constructive engagement of thinkers from the higher education community on topics of major societal concern.

Ladies and Gentlemen, I am personally aware of and also enthused by the existence of linkage projects between African institutions of higher education and their counterparts in the United States of America, thanks to the patronage of the United States Agency for International

Development (USAID) Indeed, the latter's role in promoting international development has been very well documented. However, we in the education sector have been particularly concerned and interested in USAID's involvement in higher education at the global level. It is gratifying to know that some of the key elements of the Agency's policy on higher education focus on facilitating the provision of assistance to host country institutions of higher education, strengthening their capacity to promote sustainable development in their own country, and enhancing their capacity to serve as development partners with government institutions, rural and urban enterprises, NGO's and U S institutions of higher learning.

Again, whereas, USAID is committed to encouraging the development of partnerships, linkages and networks among U S institutions of higher education and those in the developing world, as well as focusing directly on the revitalization and restructuring of host country higher education to increase its ability and contribution to development, there is also the interest to enhance the knowledge base, leadership, research capacity, teaching resources, management capacity, and community service of higher education institutions.

Mr Chairman, as Minister in charge of Education, I am the first to admit that all our tertiary institutions are currently facing major problems, some of which relate to funding, stunted growth of student numbers for want of facilities, shortage of faculty (staff), acute shortage of utilities, and near-obsolete communication networks.

Judging by USAID's policy in respect of higher education as has been outlined above, we in Ghana, and for that matter, in Africa, are optimistic that USAID and the U S higher education community will be able eventually, through mutual cooperation, to put measures in place that will assist us in Africa to overcome these problems and make progress.

I therefore entreat you to come out at the end of the conference with conclusions and proposals that will have a bearing on

- Assistance for developing and strengthening institutional programmes and human resources,
- The promotion of relationships between institutions and individuals that stimulate interest, sustainability and long-term commitment,
- The provision of opportunities for training and professional enhancement for faculty staff,
- The provision of scientific stimulation and encouragement as colleagues and peers,
- Assistance in development of strategies, approaches, plans, and the creation of models for institutional development to respond to changing conditions,
- The promotion of collaborative research, teaching and other activities,
- The provision of potential source of additional resources,
- Assistance to developing country institutions to harness and maintain political support,
- The role of women in higher education, especially in developing countries, and
- The environment at the local, national and global levels.

Mr Chairman, Ladies and Gentlemen, higher education today stands at the cross-roads of a complex web of global interdependence. No one country or nation can do it alone. We cannot do without partnerships and linkages. I wish you constructive and successful deliberations.

Thank you

EDUCATION

UNIVERSITY INSTITUTIONAL STRUCTURES FOR SUSTAINABILITY

PROFESSOR D K FOBIH
DEAN, FACULTY OF EDUCATION
UNIVERSITY OF CAPE COAST

Mr Chairman, distinguished guests, I would like to focus my talk on needed institutional structures that will ensure sustainability and the need to link higher education partnerships to national educational priorities

Higher education institutions in Africa are established to fulfill national aspirations. These are provision of higher education, promotion of research and solution to developmental problems. These missions in content and perspective may vary in some countries yet there are common grounds that do serve as nerve centres to connect. Indeed, the diversity of priority and approaches could serve as basis for reflection. Higher education partnerships therefore have a justifiable place in our institutional development.

The benefits derived from such linkages are many, some of which are well-known to you

- Capacity building
- Collaborative teaching and research
- Internationalization of curricula
- Undertaking of specialized projects, etc

Unfortunately, in spite of the problems that Africa's higher institutions face, cooperation among them is virtually non-existent. It is therefore my view that Africa's institutions of higher learning must have on their partnership agenda two levels of cooperation. The first is an intra Africa higher institutional partnership in which exchanges of faculty, students and collaborative research or projects are jointly undertaken. The benefits derived from cooperative efforts are enormous, particularly, in the use of our limited human and material resources.

Secondly, universities are international institutions and cannot lose their global character by being continentally isolated. The other level of partnership among African institutions of higher learning should therefore by necessity focus on inter-continent exchanges. When properly structured African institutions of higher learning would thus develop a network of linkages involving western and possibly Asian institutions. The cultural experience emanating from such a cooperation will be both exciting and fascinating especially for people of such diverse background to work together on common interests.

However, for such partnerships to be effectively developed and sustained, certain institutional structures and welfare services need to be established. For instance, institutions may set up their linkage offices but unless such a structure goes down to the faculty and departmental levels, the partnership may lose some of its impact at the implementation or operational level. Faculties and departments need to have affiliation committees or coordinators to handle linkage matters. These structures will help to identify departmental and faculty needs and priorities. When such structures are formed, departments and faculties get sensitization and the promotion of partnership objectives can be assured. Another aspect of concern is the welfare services rendered to staff on exchange and the general conduct of such personnel. Since their stay in the host institution is short-lived effort should be made to utilize their time to meet partnership objectives.

Mr Chairman, most African countries have embarked on reform of their basic education as a national priority. Unfortunately, higher education partnerships tend to be conceived from the

point of view of benefits to tertiary education. This is considered to be limited in scope especially when one considers institutions such as the University of Cape Coast whose challenge is to help improve the quality of basic education in Ghana. For such institutions, it should be possible, for instance, to extend staff exchanges to primary education, department's laboratory schools and adopted training colleges. Certainly, exchange of ideas of this nature will help to reform some practices in the schools and classrooms. This will also strengthen the capacity of the University to fulfill the national priority as prescribed for it under the free, compulsory, universal basic education (FCUBE) policy.

In conclusion, universities in Africa must not only focus on international affiliations but also intra-African linkages. Furthermore, they must ensure that the necessary structures that link faculties and departments are in place to ensure adequate sensitization and sustainability. Finally, higher education partnerships in Africa must be linked to national education priority needs, however, low the level may be, so as to strengthen the African university's capacity to meet its national challenge.

ISSUES IN EDUCATION AND PARTNERSHIP DEVELOPMENT

PROFESSOR JOPHUS ANAMUAH-MENSAH
PRINCIPAL, UNIVERSITY COLLEGE OF EDUCATION AT WINNEBA
GHANA

This talk was summarized by Ekuia Amua-Sekyi

In-Country Partnerships

In-country partnerships of universities could involve attracting resources from beneficiaries of university education, i.e., business communities, parents, students, instead of perceiving university education as the responsibility of the government.

The need for African governments to maintain a strong commitment to university-industry partnership is very urgent. Such linkages could revolve around human resource development, research and development studies relevant to industry, financial related linkages, formation of coordinating committees and membership of industrialist in University-based professional associations.

Intra-African Higher Institutional Linkages

The poor state of cooperation among universities in Africa, militates against the sharing of resources and the setting up of centres of excellence in different parts of the continent. How many exchanges take place between African universities except the use of faculty for external examinations? Attempts at regional cooperation end as soon as support from donor agencies is withdrawn. An example is the Science Education Programme for Africa (SEPA). It is obvious a lot needs to be done in this area to enable African Universities to share expertise and collaborate in research.

International Linkages

Universities are international institutions and the need for international exchanges cannot be overemphasized. Such partnerships have involved cooperation between an African university and a university in a developed country for students and staff study visits, post graduate teaching

including split-site Masters' and Ph D programmes, collaborative research and exchange of information

The Eastern Washington University partnership with University of Cape Coast to train about 20 academic staff of the University College of Education of Winneba at the Masters' level, has helped in upgrading the academic qualifications of staff and in the exchange of expertise among staff of the two institutions

The Laser Physics Centre of the University of Cape Coast set up with the support of the Institute for theoretical Physics in Trieste, Italy, is a Centre of excellence for the provision of Ph D programmes in Laser Physics for students from African countries

Higher Education Partnerships and Basic Education

Higher Education partnerships tend to be conceived from the point of view of benefits to tertiary education. It is necessary to link higher education partnerships in Africa to national education priority needs, however low the level may be, so as to strengthen the African university's capacity to meet its national challenges

Responses after Education Addresses

Dr John Addai-Sundiata, University of Cape Coast

Ladies and Gentlemen, in his presentation, Professor Fobih, made a point that is very interesting and very important and challenging and that is the idea of promoting intra-African higher education partnerships. I think this is vital and this is very important for Africa and Africans at this stage of development. So maybe not until recent times, a lot of Africans believed that formal education as we know it today, was something foreign introduced to us by Europeans, especially by the colonial masters. It is interesting to note that higher education has a very long historical representation on this continent. We know about some of the ancient universities in some of the African empires of western Sudan. He mentioned Djene in Ghana which was one of the earliest universities in the world. We also know about the university in Timbuktu. These were established at the height of the Mali Empire. These were higher institutions established long before a good many European higher education institutions came into existence.

Somehow, history had an about turn and Africa unfortunately turned to others in terms of education, to the extent that Africa registers a very high illiteracy rate compared to other places. This is ironic because Africans had known about education before and they had been precursors in education. You can also think about libraries—the famous library which was established in Cairo in the time of the Egyptians.

So, I think that the time has come for us to pool our resources together at the level of higher education, constitute partnerships and try to examine and to look back and examine the potential that they have in promoting their own education to this level. It is not a very healthy or a very good thing to be so dependent on others for one's educational strategies. The more you do that, the more you impoverish yourself and the more you open yourselves to risks of all types. I'm not suggesting that there should be something uniquely African in terms of education or the promotion of higher education. This may not be possible.

What we are advocating for is the institution of measures or mechanisms that will enable Africans to come together come to realize the potentials we have and especially the possibilities within their reach in order to be able to establish well developed higher

institutions that will enable them to match up and stand up to the challenges of today. The world has become very complex indeed. If we are not able to do this, but make ourselves dependent on somebody else, I'm afraid the ultimate result may not be very comfortable or very welcome for us. I think the time has come at this forum is a god-send, we are going to be able to harvest the resources we have to establish these partnerships in order to be able measure up to the challenges of today. Thank you.

Dr Nancy Todd, Eastern Washington University

I'd like to refer to what Mr Fobih said about the emphasis in Ghana on basic education and what Peter Kresge said yesterday about the emphasis of the missions on basic education. I know that they've worked closely together, but as to relating, one time I went into the mission in Accra and I was told, 'We don't have anything to do with higher education'. My field is teacher education and I feel that there is a relationship between higher education and basic education. One thing that Gary was saying is that we can try to bridge the gap so that the missions have a better understanding of how we can help with the national goals. I particularly value what Professor Fobih said about looking at the country's goals. We've talked somewhat about the mission goals, but we also need to find out about the connection between what might be perceived to be American interests and the host country's interests.

Dr Joseph Okedara, University of Ibadan

The whole essence of our activities in linkages focuses on development, especially on development of higher education in Africa, where we are developing countries. We are developing at a snail's pace compared to the rest of the world, especially the Western world where they are developing at jet speed. Now, the issue of partnerships, in this case in higher education, I would like to go straight to what Fobih said. I agree with you that higher education partnerships must be based on priority needs. I submit our priority number one should be in the area of technology, sharing partnership in technology, both western technology and indigenous technology. To see what works and how this can help grass roots development.

I would like to submit that our higher education partnership in Nigeria terms of literacy has been improved at the University of Ibadan but also the University of Iowa and Penn and University of Maryland. In our case, with Iowa, in seeing what is needed to promote communication. That is geographic information systems which opened a lot of communication. We got email and Internet. This has changed attitudes in how much we can work and how we can work. For this to revolutionize Africa, more needs to be done in the area of technology because technology is important for communication in education, agriculture, and in industry. Communication in Africa is limited a great deal because of language barriers, but our partnership in terms of language education has gone a long way to see activities that can promote our development. We started with a network within Nigeria in the area a literacy.

And secondly, we were talking of sustainability. How are you going to sustain your linkage program? Industry has been able to sustain this aspect. This has done a lot in bringing industry into our partnership. Another important area in our linkage for sustainability has been in literacy and in income generating activities. If we concentrate in education on income generating activities more people will come into this partnership at the grass roots and higher education will be the beneficiary. The universities can benefit by what we learn. I would like to take a look at this aspect as a way of sustaining our partnerships. Thank you.

Dr Bola Ayeni, University of Ibadan

I want to comment on the goals for higher education in Africa. Professors Fobih and Anamuah-Mensah mentioned two. They talked about intra-African cooperation and intercontinental

cooperation This would be participation in country development The time has come when we should move out of the ivory tower and get involved in the things the common man does I will say from all of us so far that there are many indications of this happening of moving from ivory towers to getting involved in democratic processes in planning for higher education in one form or another And I want to set this as a major item in the goals for higher education

I want to make the point that the issue of inter-African cooperation very important It is one that is easily glossed over without showing great understanding I'm saying all this in all sense of seriousness I want AID to take us seriously Much of what we have done so far, African countries have been pushed The inter-African of cooperation is really very, very small, even the one by our colleagues in Tunisia and Nigeria and Botswana I also know of another one that involved a couple of universities in Nigeria, who aren't here today--the Johns Hopkins one in health In all these, the African is being pulled along One has not been able to develop these linkages between African countries Most of the time, once the funding stops, the cooperation also stops One can deduce many reasons for this I do see this as a major thing we African countries must address I would say it is shameful to me to say I don't know the professor of geography, I am a professor of geography, we are less than 250 miles apart We've never had any contact thus far Thank you

Professor D K Fobih, UCC

concerning the excessive funding going into tertiary education and basic education and what can be done about it It is true that in Ghana a lot of the government expenditure goes into tertiary education and less goes into basic education This is by historical tradition in the past because certain privileges went with tertiary education and definitely those privileges had to be paid for The government took it upon itself to provide those particular facilities and benefits Presently, we know that enrollment in the preset programs in our schools has expanded But even then lot of children are still without school experience About a half-million are still not in school Those in school we also know are not getting quality basic education which is essential for any national development For a government to remain unconcerned and still perpetuate the old tradition of providing more amenities and facilities and funding at the tertiary level at the expense of basic education is an intolerable in this circumstance

So the balance should be tilted in favor of basic education so that more and more children will get into school and more children who get into school will get quality basic education We know that textbooks are in short supply We also know that buildings and classrooms are not in a good state and materials and other things are not forthcoming All these things are important for productive work in schools We think that the extra resources that could be saved at the tertiary level could be directed to solve some of these basic education problems As to how to deal with this is a matter, privileges once enjoyed are not easy to take away from the beneficiaries But in spite of that, efforts should be made to create a sense of awareness so that people know that it will only be selfishness to continue to enjoy these things when we know very well that national priorities are being displaced

The thinking is that of the forty percent government current expenditure from the national budget a greater percentage of it should go into solving basic education programs to ensure literacy that can promote our democracy A lot of money can be saved by government and passed on The suggestion is that there should be cost sharing at the tertiary level so that a lot of money could be saved by the government with money coming from individuals and organizations

There is also a feeling that there should be some sense of ownership in the school system both at the basic level and the secondary level, and even at the tertiary level because we know that

the beneficiaries of tertiary education enjoy many benefits so that they should be made to feel that they have a stake in getting that tertiary education. They need the ownership that whether the school is good or bad affects the future of your children. What happens in the school environment concerns you as a parent. You must care what sort of experiences the child is getting in school.

These are some of the structures being in place but I must also add we are getting into a situation that I call higher education syndrome. Right now, there is a feeling that if I get a second degree or a third degree, the Ph D, but what problem are you going to solve? These degrees are not obtained with nothing. Most of the students in these universities are mostly foreign students. They come when they have a need and they feel they can focus. But here we have the case that people who get a higher masters degree are not satisfied. They think that will solve the problem. They get the higher degree and think eventually progress will happen. There are suggestions that you need more people with initial degrees. They are essential for national priority needs. For second degrees we need to determine what Ph D programs should be funded by the government. So what are our priority needs? The masters and PhDs are in competition for funding. We are spreading our net wider without substantial outcomes from these ends. By setting priorities we can save more money that can be redirected to basic education. Thank you.

Professor F O Kwami, UST, Kumasi, Ghana

the point that Professor Fobih said concerning the structures that have to be put in place in these higher education partnerships. I think the main objective of these structures, as I see it, is a good project administration with structures. Putting in place these structures in place *per se*, does not guarantee effectiveness. If we don't take care, rather, we will put more bureaucracy in implementation of the project. These offices are expensive. They have to be manned. You have to have someone committed, to have a knowledge of least of what the projects are about, and to respond to requests between partners on both sides. This is very difficult. The point I want to make is that, structures are important, but if the structures are not efficient, then you will not be able to achieve what you want to with these structures. What we need is a good efficient, prompt project administration. It would depend upon the university culture to see how best these projects can be administered with greatest efficiency. I happen to be an assessor for linkages in some African countries funded by other organizations, what we have found with these structures is that sometimes the office is open and all communication is supposed to pass through this office, and the man is not very conscientious about his work. If you go, you find the office is closed and no business is transacted. In my university, what we did was to sure that the projects are administered through the departments. If they are inter-disciplinary partnerships involving many departments, then they are brought together through the dean, so may form some sort of umbrella for dealing with the administration of the project. So the point I want to make is, project administration must be efficient. If you want to add structures, fine. They must be efficient. There are other ways you can achieve an effective project administration.

The second point I want to address is the issue of intra-African cooperation. This has been on the agenda of most discussions about African cooperation, but so far nothing has happened. The situation of African universities is that they have tried. There used to be an association called African Network for Scientific and Technology Institutions. We heard the word network. It was supposed to move faculty members around from centers of excellence that were created through this network so they can achieve what hoped they would achieve. It does not function. There are many difficulties involving intra-African cooperation. If we see that it is a good thing, then we must find out why it doesn't achieve. There are many reasons why it does not function. There is something that is desirable and there is something which is not possible to achieve. It is desirable that we have intra-African cooperation. Why is it not working?

That is the issue. We must find that out. If we don't find that answer we can always say we want intra-African cooperation but we will not get it because we have not looked at the problem. We have not identified what are the problems that prevent this cooperation. Take our own country, Ghana. How many exchanges take place between or among occur between UST, the University of Ghana and UCC. It is very minimum. Why? There's virtually no cooperation. We saw yesterday, you have a department of biotechnology. There is one in Legon. What cooperation is there between the two? So, the point I want to make, something is desirable, it is fine, but maybe it is not achievable. Maybe it can be achieved. What are the bottlenecks? Why are these not being achieved? Until we get to the bottom of this, we cannot say this will or will not work.

There is one other thing. Fortunately the Chairman of National Tertiary Council is here. From the allocation of funds for education it is not as was said. A whole lot of money does not go to the tertiary level, it goes to the level below the tertiary level. The tertiary level has been deprived of funds. This is the point I want to make. The Chairman is here and he can tell you, himself, exactly what percentage of the allocation of funds for the educational sector goes to the tertiary level.

Professor Jophus Anamuah-Mensah, University College of Education at Winneba

I think the question is whether universities are there for the elite or the common person. It's only people with a certain standing in society who can enter. To a large extent it is those who are able to afford to get into the university, if they have the qualifications. I am saying this because universities in Africa are getting very expensive. If you go to Uganda, they are charging fees and so on. In Ghana, too. I believe that if we are to make universities accessible to everybody, some provisions should be put in place, like offering scholarships to people in rural areas, people whose income levels are so levels low. If you look at our income levels, very few people can afford even secondary school. Very few people can really afford that. We need to do more to open universities up for everyone to come. Thank you.

HEALTH AND POPULATION

FACTORS INFLUENCING LINKAGES AND COLLABORATIVE PROJECTS

PROFESSOR JOHN S NABILA
GEOGRAPHY AND RESOURCES DEVELOPMENT
UNIVERSITY OF GHANA

Introduction

Linkage arrangements between Higher Institutions in both advanced countries and developing countries are well established in many disciplines and common areas of concern

- Basis for technology transfer, skills, etc
- Complementary to national support for universities in developing countries
- Programmes of mutual interest and benefit
- An aspect of globalization--"global village" and "cultural fusion"
- Increased Graduate Programmes especially M Phil and Ph D
- Population and Health Agenda re-enforced by ICPD, Cairo 1994

- Population growth and structure
- Reproductive Rights and Reproductive Health including STIs and HIV/AIDS
- Health, Mobility and Mortality
- Population distribution urbanization and Internal/international migration

National Population (1969 and 1994) and Health Policies

Favourable Donor Environment--UNFPA, USAID, WHO, World Bank, CIDA

Linkages and Collaborative Projects In the Area of Health and Population

A Population Impact Project (PIP) sponsored by USAID Outreach programme of the University of Ghana, located in the Department of Geography and Resource Development Approaches Seminars, Computer based RAPID Presentations, Research, Multi-Media relations, Capacity Building

Programme Areas

- Adolescent Reproductive Health
- Population, Environment and Development
- Maternal child Health and Family Planning
- STDs especially HIV/AIDS
- Key Collaborating Institutions for PIP
- The Futures Groups International (Policy Project) Washington D C Research Triangle Institute, Chapel Hill, North Carolina, John Hopkins University, Centre for Communication Programmes, School of Hygiene and Public Health, Baltimore, Maryland Population Reference Bureau, Washington D C

B School of Public Health, Legon

- Liverpool School of Tropical Medicine with support from the British Council
- Rockefeller Foundation
- London School of Hygiene and Tropical Medicine to study health financing in Ghana and Burkina Faso
- Harvard School of Public Health--Funds for research in hospital administration in Ghana
- Role of private sector in health care

- University of Uganda
- University of Zimbabwe

C Department of Nutrition and Food Science

- University of Georgia--Study on improved processing technologies to increase cowpea utilization The project is being undertaken with support from USAID
- International Development Research Centre (IDRC), Ottawa, Canada,
- Micro-nutrient Initiative Project
- Norwegian University Fund--NUFU) research and capacity building in protein foods

Results of Collaboration or Partnerships

1 Population Impact Project (PIP)

- Capacity building for PIP staff
- Technical support/technology transfer including computers, internet, CD-ROM, etc , facilities
- Joint publications
- Joint seminars/policy analysis
- Technical assistance by PIP to National Population Council, Ministries
- Local collaborating NGOs
- Information and data networking
- Use of Geographic Information System technology (GIS) at the Remote Sensing Centre, University of Ghana for Family Planning Service Delivery Points Analysis

2 Other Departments in the University of Ghana

- Students and staff exchange programmes
- Capacity building
- Teaching of courses of mutual interest at both ends
- Equipment, books and at times means of transportation
- Joint research
- Joint publications
- Joint policy and applied science analysis
- Curriculum development

Some Factors for Success

- Conformity with university regulations at both ends but particularly in developing countries
- Joint formulation of linkage projects (North South or South-South)
- Commitment on the part of partners
- Mutual respect, transparency and accountability especially with project funds
- Joint programme/project management with coordinators or directors at each end Advisory groups may help where necessary
- Well defined target population or beneficiaries
- Involvement of local partners, agencies/ministries or NGOs
- Projects are not donor-driven
- Information technology--fax, e-mail, internet

Some Shortcoming / Constraints

- Problems Associated with mechanisms for transfer of funds
- Problem of rising inflation
- Weak publications environment although improved by Desk-Top publishing facilities
- Dwindling sources of funding for linkage programmes

Future Trends--21st Century

- Partnerships should be based on national policies and research priority areas
- Building more research capacities in universities
- Creation of publication series in population, health and related fields
- Refereed by scientists of international repute from inside and outside Africa
- More research and analysis into major health and population related issues e g
- HIV/AIDS and other STIs
- Buruli ulcer, ebola fever
- Reproductive health & rights (FGM, etc)
- Malaria and malnutrition
- Poverty and human development
- Sustainability is a must Provision of national counter-part funds

Conclusion

Partnerships in higher education between North-South and South-South is key if universities are to continue to be relevant in the next millennium In the area of Health and Population, co-operation should be based on national priority

Responses after Health and Population Addresses

Dr Mark Shelly, University of Rochester

This linkage is between the faculty involving Faculte de Medecine et Pharmacie du Mali and the faculty of the University of Rochester Medical School Basically the process that we went through was fairly simple We had meetings every year We talked about the issues of maternal child health We went through some training in applied research, took that training into an actual analysis of cluster survey of coverage The Malian team worked on what would be good interventions and then came back and reported what changes there were Over the course of a year of studying, when we first did the base line, the complete coverage for vaccination, all 5 vaccines, was really somewhere in the order of 30% to 40% I don't remember where, even in the city of Bamako We chose four areas, two in Bamako and two in the areas outside Bamako, and each area was divided into an intervention area where interventions were actively carried out and another area where they were not carried out In a city overall, there was an increase over the course of this time so it improved in general, but most notably the interventions in the rural areas between two different regions and confirmed between two different rural areas showed a significant improvement Basically doubling or almost tripling the rate of complete immunization by the age of 2 It's when I make up a graph like this I understand what some of this work in the health partnerships is about, in addition to the relationships that are involved It's the relationship to a population so very far from my own family It's very important to me

The other thing I would like to point out about this graph, apart from the work that's involved The date year is 1998 This follow up survey was done after the linkage project was done and that even though we are still kind of trying to keep the relationship alive, technically I am not sure where we stand in all of that But the point is that the first time a cluster survey was done it was part of the linkage project It was repeated just before the end of the linkage project but really too early to show any differences because the interventions had just been set at a place and now the Malian team on their own has been able to go out, do the cluster survey, evaluate their interventions and it's in a good position to take that out and go further with it

I'm here at this conference, at least in part, thinking that the relationships, when you think of all the different relationships there are with faculty and with the population, these must be sustained. Part of my reason for being here is thinking how am I going to sustain it. But I think I'm getting to the point here, that if this is a good thing, I need to even go beyond this with the relationships. These are just a couple of the areas around Bamako. Wouldn't it be nice to share these lessons much more broadly and to go beyond that. I think that the key thing is keeping the relationships together, and some things that have been mentioned at least 3 times, if not 4 times, is this issue that there are basic logistics to relationships as they relate across distances. Specifically email and fax, the ability to visit, to travel over to Africa or to the US, and the necessity of keeping those types of communication open is critically important.

Dr Daniel Mukunya, University of Nairobi

Let me say that what Professor Awusabo-Asari said was very important and tickled me a little, because what he is saying about in countries, while not even talking about AIDS, they knew things were happening. We are next to Uganda, and Uganda has a very open policy about AIDS. Kenya was a little quiet until we were forced by what we were seeing to really come up with population policies and so now Kenya has a very strong research and policy team and AIDS is now well recognized as a very, very important thing to consider. We followed this recently because we had a very highly involved conference on AIDS. The same, I'll say about linkages. African universities without these external linkages, I think, are spinning their heads because all of you that work at the university know you hardly get research funding from our governments. In my department, almost none. If you want to do research, you want to keep up with new knowledge, you have to be funded.

If we look at my university, that is the University of Nairobi, we have about 45 linkages with universities in Europe and America, and also in Africa, intra-African linkages. In my college, that is the College of Agriculture and Veterinary Sciences, we have survived mainly because we have been able to link up with practically about 15 universities in US and Europe. And this is really pushed our awareness of wanted knowledge important to us and we have been able to sustain our research and development, in ways of knowledge achieved and also extension. Now for what we are here, on nutribusiness we have a program of linkages between Penn State University and the University of Nairobi, the Department of Food Science and Nutrition. And this has been there for some time. My counterpart will talk about it because she has been there right from the beginning. I think it has given us a lot of incentives to link with groups of farmers, women in particular, and this has given, also, an interest of the university, knowledge to trickle down or at least to move from the ivory tower mentality to come back to reality. I think Marezki is going to talk about our specific linkage.

Dr Audrey Marezki, Penn State University

While Dr Nabila and Dr Awusabo-Asari were speaking, I was thinking that we have a saying in the United States that problems exist in communities and that universities tends to be organized by the departments and that leaves two things don't just click. And as I was sitting here thinking about what was being said it hit me that so often the issues we are trying to deal with really fall often between the cracks of the existing programs within all of our universities, whether they are African universities or whether they are American universities. And that particularly from my point of view, the role that nutrition plays at the interface between health and agriculture. I was very fortunate in having a situation with the University of Nairobi where the people in the applied nutrition program in the department of Food Science had a excellent backgrounds in Schools of Public Health but many of them didn't have the connections to agriculture. So there was a very unique opportunity, I think we had, to see this program placed in the

linkage that was given to Agriculture and Veterinary Sciences. So we had that challenge of trying to figure out how we could bring some of these elements together and I think that was an important linkage that allowed us in land grant universities in the United States, Tuskegee University was also part of this program, to figure out how to link up with a lot of other groups.

The other thing I just wanted to add was how important the element of economic development is and Dr. Mukunya mentioned our part of the nutribusiness project. It was originally looked at within the USAID structure as being a nutrition project, but we knew that we couldn't get to the nutrition to children until we were able to address the problems of the economic development of rural women in these communities. So what we did was utilize a very participatory process to involve women in bringing feedback on what they've encountered in feeding their children and how they have used the product they've shown us to begin to engage in an economic process of developing a product for market and sale that was an improved product for children, but it was going to enhance their economic situation as well. Which of course would then enable them to pay the school fee, which enabled the children to go to school, and so all of these wonderful inter-relationships at an interdisciplinary level are the kinds of things I see coming out of these linkages and this is a wonderful experience for me to work with you all.

Dr. Leonard Kamwanja, Bunda College of Agriculture, Malawi

We are improving the health and nutrition of under-five children using goat milk. At Bunda College of Agriculture in Malawi, we are working with Lincoln University and the University of Minnesota. At Bunda College, there are three departments involved. Crop Science Department is involved in growing food for the goats. And the Human Nutrition Department is involved in the utilization of goat milk for the under-five children. We are working in three villages. We are breeding goats on station and taking the goats to the villages and working with women farmers. We are training women farmers in the three villages on goat husbandry and how to milk the goats, and then our colleagues in human nutrition are assisting women in using goat milk for improving the nutrition of weaning foods. Recently they are also going in for the use of soya beans. We have had this project since 1992. We have definitely increased child nutrition and reduced mortality in this particular area compared to the national average, so it is very exciting to us. I think the partnership has grown to where now we are like brothers and sisters within this particular linkage.

In terms of lessons that we have learned, definitely, we think our colleagues in Kenya, the nutribusiness project, is of very much interest to us. We should have linked with them. I think this is one of the things we pointed out yesterday in terms of intra-Africa linkages. This is something that we would like to pursue for sustainability of our projects. I just wanted to comment on the data that we looked at in the area of population. Definitely in Malawi, we felt that this problem of AIDS was quite high. It's on the increase, although we have reduced child mortality in the areas that we are working in. We also thought that maybe by this year we would have been twelve million or so, except that last week when the national census came out, it was reduced to 9.8 million. So I was just wondering, the figures you were showing us--there is always an increase over every 10 years or 30 years--how soon are we going to see a decline in the population across the continent? Thank you very much.

Dr. Iqbal Chowdhury, Lincoln University, Missouri

As far as this project overview is concerned, Leonard, you have done a marvelous job. I would like to share some comments and observations. Also in a few days time--the 12th

is my birthday—I am going to be sixty years old. So during my sixty years, I have had the privilege of lots of interesting observations. But before I begin, I must comment on the quality of the two presentations that this discussion group was headed by, Dr Awusabo-Asari and Dr Nabila. They were extremely scholarly. They put before the table and before this audience a whole plate of ideas that confront human life. I feel at a loss where to begin, because I have an urge within me to talk on so many subjects that they have covered. So I don't know where to begin. But, I will begin, anyway.

I am a product and beneficiary of a global vision of the world. Many of you see my accent and my look. I am not a native-born American. USA is my adopted country. My country, where I grew up, also came up in the discussion. It happens to be Bangladesh, one of the world's densest population countries. I travel a lot, so I observe people with my own eyes and with my education and upbringing. That has given me a lot of insight into people. I have been to Russia. I have been to Rwanda, the most populated country of the African continent, so I have something of my observations that I would like to share.

Population is a very interesting issue. Health is a very interesting issue. If there is one single index that reflects the quality of human life—sum total of human life—is longevity. How long people live in a country—average life span—that probably reflects sum total. There's no better index than that. I find out that in Dr Nabila's presentation, which was very comprehensive—I was very impressed with the way they are linked up with the London School of Hygiene and Johns Hopkins University—but Dr Nabila, did you know the country that you have missed? What is the longest living country in the world? Japan. I was surprised that you do not have a linkage. I would encourage [Nabila We do.] You do? I'm impressed, then. But you did not mention. Because we have to learn from Japan in terms of population and health. It's a country about the size of California, having 125 to 130 million people. Japan enjoys the longest living statistics. Average life span is about 87 years. So we have much to learn from that. In the population area and the development area, there are a lot of controversial subjects. I'd be tickled to bring those out so it can promote thinking among us. And what a beautiful group, really. The purpose of the linkage—it can have a long term.

I have been involved in long conversations and discussions involving development. Before the linkage notion was really launched by USAID, I participated in some of their discussions. And the discussion went somewhat like this. I'd like to share this with you. Many development projects done by various contractors did not have the sustainability the donor expected. We feel university community has the thinking class, cream of the thinking class of the nation. Somehow we feel if we can provide a little money so that we can rub shoulders with a counterpart in developing nations, more new ideas will flow. Obviously lots of new ideas are flowing this morning. Our shopping list is so big. I don't know whether we can find dollars to really support it. I am sad to hear or feel, that a beautiful idea which was launched by a major donor, that is USAID, from my adopted country, our politics, politicians and decision-makers are not providing support for that. So we will be groping with that notion also.

In the population area there are also some very controversial subjects. Longevity populations is an opposite curve, in the sense, if population goes up very high, longevity falls. Japan defies that. That it is a very highly populated country. It enjoys longevity. Sometimes I hear population longevity and public health relates to cold weather. And two states in the United States that creates controversy and leads the nation. Minnesota has the longest living population in the country. And do you know where the other state is? It's Hawaii. One is tropical and one is very cold. So if you say a cold country offers less health because of "xyz" factors, how do we define that? Many times we explain the longevity by the relative isolation of Hawaii. I am just sharing these thoughts with you.

Dr Nabila made another very interesting comment that I am very tempted to comment on. We human beings go through process of evolution. There was a time and where I come from, Bangladesh is a very poor country. It depends very much on aid. There was time in the fifties, when the donor seeks to dictate—you do this, you do that. They knew better, you don't know anything. Just receive it, accept it and be happy. Now I think donors do not or cannot, impose their will on the receiver. If they do, don't accept it. Because donor does not know what to do. Donor does not know what's good for Uganda. Donor does not know what's good for Ghana. You live in this country. You know your problem a lot better. However, a cooperating mode perhaps, is better. If there is already a will, there is no sense for donor nation to invent their own will. In this respect I would also like to share some of my observations how linkages have become more important and even though some donor may not like or support linkages, I can assure you linkages will continue. That's because of the necessity. If any mutually cooperative activity is not donor-driven, it has to be need-driven and let me make my point of why it is need driven.

When I arrived in the United States thirty-four years back as a student, I read statistics that of all the agricultural research—and I'm an agronomist—all the statistics with all the agricultural research that was going on in the world, 80% used to happen in the United States. So, if the United States was an island, if it was contained and if it was very happy, and it has reason to be happy, because 80% of the information that was generated from research happening in the United States. So we do not need to go outside of the country to learn much about agriculture and agronomy. Do you know what are the statistics now? 80% of the agricultural research happens outside of the United States. So it is in the best interest of the United States to be in link with the rest of the world, because much of the agricultural development break-through is happening outside.

So I think because there is no need for re-inventing the wheel, if one university, one research institute has already invented something, my university does not have to go and duplicate it. My university can link up with that university. And, what a beautiful technology that is evolving around us. Email does not cost. We can now communicate with our colleagues all over the world. There is a new initiative that is going on in the United States and I hope it takes roots in your community--GASEPA, Globalizing Agricultural Science Education Program for America. I add that in the context that because of our own need we will communicate with you. However, every communication will have some cost, some resources.

Hopefully, our national planners will have enough foresight to support us university people. I am much thrilled by what I have heard this morning. What a synergy, that can come out of this. And hopefully, we can build on this and can make a difference, to go from here being enriched. Thank you very much.

Dr Kofi Awusabo-Asari, University of Cape Coast

I did not want to go into all of the issues of population and development and so on. One thing is clear that with the globalization, any of these issues that we talking of--migration of HIV/AIDS--can move around within the shortest possible time. The first person known in the literature who has spread AIDS, who is known as 'patient zero' and who was working with Air Canada, is linked to 238 infections in the US alone by virtue of working with an airline and going into various cities in the US and Canada and Europe. So to some extent now, we have no choice of some of these issues of understanding human behavior. So we have to know that. For that matter, we really need collaboration in understanding human behavior at various levels.

The second aspect is that, human welfare, as Professor Chowdhury talked about, is in terms of, now, human indicators. He talked about longevity. There are now composite indices coming out. For instance, we have a human development index. We have a gender-based index and the poverty-linked indices. So all these things are things that some of us think can be used and improved with collaboration among various universities in terms of, at the end of the day, measuring the inputs that have gone in terms of human welfare. It's now very difficult to calculate, for example, gender-based index in Ghana because you don't have all these inputs. But together I think, we can figure out how some of these indices would be measured and then you will, within the context of academia and even in the context of development, be able to measure some of this in that what we are saying we are doing to either children or their mothers or whatever kind of population. Thank you.

ENVIRONMENT & NATURAL RESOURCES

BRIDGING THE KNOWLEDGE GAP BETWEEN THE NORTH AND SOUTH THROUGH UNIVERSITY PARTNERSHIPS

PROFESSOR GEORGE BENNEH
CHAIR OF THE NATIONAL POPULATION COUNCIL
CHAIR OF THE NATIONAL COUNCIL ON TERTIARY EDUCATION
ACCRA, GHANA

FORMER VICE CHANCELLOR OF THE UNIVERSITY OF GHANA

A Introduction

The functions of a university institution

- Teaching
- Research
- Service

B Reasons for the increasing gap between North and South

- Inadequate financial resources to ensure quality teaching and research
- Poor library facilities and difficulties in accessing the increasing stock of knowledge especially in the North
- Lack of critical mass of specialists in any academic or research field to facilitate research in any field
- Weak graduate programmes
- Inadequate appreciation among policy makers, the private sector and society of importance of research in development

C Opportunities that University Partnerships offer in bridging the gap

- Transfer of knowledge and skills from the North to the South and from South to the North
- Transfer of resources and skills
- Strengthening of research capacity in the institutions
- Training of graduates through split site programs
- Dissemination of research finding through workshops and publications

D The benefits that institutions in the north derive from partnerships

- Opportunity to undertake research in a developing country
- Building capacities in the north to address problems in the south in a global society
- Exposure of students and researchers to a markedly different environment from their own
- Promoting international understanding and developing friendships that can be of mutual benefit to our countries

E What kind of partnership should we build?

- In spite of the differences in endowments between the north and the south
 - It should be a partnership between equals Not one between 'The horse and the rider'
 - It should be based on mutual respect
- acknowledgment must be made of the benefits which each partner derives from working together

F How can we ensure this?

- Need for consultation, dialogue and consensus building
- Need for financial accountability and transparency
- Ensuring each partner derives benefits from the partnership
- Periodic review of Progress / Failures Made to Learn from experience
- Commitment of institutions

G How to promote the ideals in research partnerships

- Who sets the research agenda?
- Who manages the budget?
- What kind of contribution does each party bring to the partnership?
- Who controls the data?
- Who benefits from the findings? The North? The South? Or both?
- Basic / Applied Research / Consultancy
- The issue or relevance Addressing pressing problems in the south

H Setting the research agenda environment / natural resources the views from the south

- Data collection on the state of the environment using the latest technology satellite imagery--
GEO Information
- The changing development paradigm from single issues to consideration of nexus issues
Population, Environment and Agriculture and the implications for gender and the poor
- Multi-disciplinary research
 - National
 - Sub-Regional
 - Regional
 - Global
- Examples
 - SADAOC Sustainable Food Security in Central West Africa
 - PLEC People Land Environment Research Collaboration

Responses after Environment address

Dr Benjamin Andriamihaja

Eighty million years ago, Madagascar drifted from the main continent of Africa. The result of that evolution has produced a rich, unique biodiversity in fauna and flora. But the problem right now is degradation of that environment. Seventy percent of the forest originally existing is now gone. Then the degradation is mainly from human practices of logging, from slash and burn, from bad attitude and practice that have resulted in soil erosion. Then the government in 1991 decided to design an environmental plan in Madagascar to fix that degradation. The government started a new program and created a national association for the protected area. The objective was to protect the unique biodiversity of Madagascar. We have a participatory approach to deal with that degradation. We have a multi-disciplinary approach to solve that problem. We are running some conservation programs in the protected area, but outside the 5 to 10 kilometers of the protected area, we are having development activities including environment and education and health, and community-based programs including forestry management. Then for that aspect we need trained people, so we called for

specialists from the United States, from the university in Stony Brook, Duke University and the University of Eastern Michigan. We started the project by knowing the need for the protected area. We need trained people. We need to increase communication, increase the research capacity, and reinforce the institutional capacity for our own university, like recruitment, communication equipment and software, and so on. I will stop here and defer to my colleague for comments.

Dr Patricia Wright

Thank you, Professor Benneh, for that extraordinary talk about environment. Environment is so important to all of us that without water to drink, without air to breathe, without the soil that grows our crops without our plants and animals, where would we be? It's only been pointed out within the last 10 years that we really seriously do have a problem with population and with environmental degradation. It was at the Earth Summit in Rio where everybody actually got together and came up with a plan. And it was an multi-disciplinary plan. That was such an extraordinary moment that everyone got together and talked about this problem with all of their different expertise and all their different prejudices and all their different vocabularies. They sat down to solve the greatest problem that humans have ever faced. And we're still working on that, of course.

In our little corner of the world, in Madagascar, we started with a problem that has been targeted because of the degradation of Madagascar and its valuable resources in biodiversity. And as Benjamin just explained, we realized right away that we couldn't attack this problem with just one approach. Simultaneously, we organized health teams, education teams, biodiversity researchers, all together, and little points of light within the tropical rain forests and dry forest areas in Madagascar. I think an important part of this linkage was not just linking all of these multi-disciplines together. An important part is we were linking—we were linking USAID goals and mission objectives. We were linking Madagascar's government goals and objectives. We were linking National Science Foundation in the States goals and objectives to target this biodiversity. There were many different agencies also working together on this problem. As Benjamin pointed out, we had problems because there were no trained people. You know the word "biodiversity" was just coined in the late 1980's. So we worked hard at this integrated program and I'd just like to mention some of the results in sustainability of our hard efforts.

We worked together with two universities in Madagascar and three in the United States. We brought experts that had been trained in the museums to come and teach a course. It was field. There wasn't anything like it in Madagascar at that time. The university professors chose the students who participated and the university professors and the US professors stood side by side teaching the course. Now Madagascar is a francophone country. This has created some problems when you are from an anglophone nation. But we had one of our partners the university of Fianarantsoa none of the students spoke English or French so very often we would have language translation going on in 3 different languages, but that didn't bother us. We continued on day to day we had classes in the morning and field work in the afternoon. We wanted to know the techniques were and how to use equipment. We also worked on problems with the health of the forest, monitoring the forest inside and monitoring outside to see the relationship between those two. We started by having these long courses in the field and then having a competition among the students and then choosing the best to go to the states for some added training in language and environment. So out of the courses came a few people that went to the states for training but they didn't go to the states to

get a Ph D or masters The funding for the masters came from the linkage and that was in Madagascar

The Malagasy students that went to the states used this opportunity to get funds from elsewhere so that we have these students now getting PhD's with foundation and other grant money so we used the linkage to link them to other organizations We also taught them how to write grants, so they could write their own grants, so they could link with their own fellow students and professors, but they could also sit down and write a grant to the foundations of the United States and that was part of the training We thought that was very important If those of us in the US could write these grants, they could too, and we thought it was a good technique So that is another item that is a sustainable aspect

We also established institutions along the road—some of them we didn't expect to One of these was at Fianarantsoa which established an institute to study the environment and includes environmental law It includes ecology courses, not just at university level the institute, but also trains people that are in the Department of Water and Forests and trains people in protected areas in very practical courses in addition to the kinds we are used to in universities

We also shared our information with government and with those in national protected areas management programs The Malagasy government established a new Ministry of the Environment, and that itself was a momentous occasion In fact, one of our participants was an advisor for administrative environment, isn't he Benjamin? It was a very exciting time, this last five years We feel that things will continue on because the institute that was created at the University of Fianarantsoa is at the process of writing grants for its continuation and I think USAID mission is going to buy into that one Our partners at university of Antananarivo has established a masters degree program in environment and environment research management I think that there are many spin offs from this linkage and I think we are very proud of what we have accomplished I think our partners will continue on as best as they can It would be nice to have some extra funds for the software We have email now We communicate by email There is so much that has gone on I think that is an example of multi-disciplinary programs that have worked very well Thank you very much

Dr Sonia Patten

The University of Minnesota has been in a collaborative relationship with Lincoln University in Missouri and Bunda College of Agriculture in Malawi As I heard our speaker explain the concept of Nexus issues to us, I now understand the linkage was indeed involved in addressing Nexus issues, although ostensibly our major focus was on finding a locally sustainable mechanism for alleviating childhood malnutrition From the very outset we have thought as comprehensively as we can about this, understanding that if mothers and fathers can have some assurance that their children would have a greater likelihood in surviving childhood, this is going to impact on birth spacing We also understood, to the extent that we were introducing a somewhat new resource, that is producing goats into these villages, we need to be very careful about the resources that have to be in place to support this new approach to small ruminant production And of course we were dealing very, very closely and explicitly with women, hence the connection to gender, and certainly these women were all very, very poor And so we have all of these Nexus issues are wrapped together and we were dealing with them definitely in microcosm or at a very, very localized level

Malawi has major environmental problems. They are well documented. The government is well aware of them. The university researchers are well aware of them. Deforestation and drought are some of the major issues. Now in putting these milk-producing animals into the villages one of the things we had to think about right away, of course, was the need for sufficient animal nutrition in order to get the milk production that we needed in order to have the complement of milk to enhance the nutrition of the children. Fortunately, we had crop scientist involved. We worked with them to think through this problem. Already there was a good base of research going on in two forage crops. We were able to put into place a system for establishing seedling nurseries in the villages themselves, managed by village committees who then take responsibility for the seedlings, for their growth, for their nurturing and dissemination. We have worked systematically and diligently to try to make this an all encompassing approach so that, in alleviating childhood malnutrition, we are not simultaneously exacerbating the problem of environmental degradation. I think it's clear that we have gone a far distance toward succeeding. A couple of indications of that -- I just learned that the Ministry of Agriculture is anxious to replicate our effort elsewhere in the country. I have also learned that the medical school is very interested in learning more about our project because they would like to replicate it in the southern part of the country. And so our vision is for Bunda College to become, if you will, a regional information and training center for this kind of locally sustainable, comprehensive approach to addressing problems of childhood malnutrition. I am going to hand this to my colleague from Bunda College. There has been a lot of talk of the need of intra-African university collaboration and there is collaboration in place in southern Africa that I think you would all be very, very interested in hearing about, so Dr. Kamwanja.

Dr. Kamwanja, Bunda College of Agriculture, Malawi

Thank you, Sonia. I thought that we should highlight the southern Africa development community initiative using southern African Center for Cooperation for Agricultural Research and Training as an example. There are several universities, the University of Malawi, University of Zambia, University of Zimbabwe, University of Botswana, and I think two other universities in south Africa now, that have embarked on a regional post graduate training program. The University of Zambia was considered as a center for excellence in Crop Science. All resources were put in to assist that university develop a regional program at the post graduate level for training in Agronomy. Then the University of Malawi took up Animal Science and the University of Zimbabwe took up Agricultural Economics, and Forestry is in the University of Botswana. These are regional centers, but that does not mean that they cannot have a post graduate program in another area. For example, the University of Malawi still has a post graduate program, apart from Animal Science, another one in Agronomy. But then the Agronomy program, which is not considered regional, links up with the program at the University of Zambia, which is a regional program that draws on external examiners from that area and also staff exchange in that area. Therefore the program in Malawi is still enriched by the regional program in Zambia. The Animal Science program in Malawi also enriches and is enriched by the post graduate program in Animal Science at the University of Zimbabwe. So there are all of these links and I think is a very successful program in intra-African linkages as far as all the universities are concerned. Thank you.

Dr. Bola Ayeni, University of Ibadan

Professor Benneh ended on the note, that if we cooperate, we may be able to catch up and be on the trip. And that is actually where I will start. I think that is a very, very correct observation by Professor Benneh. I would like to use our experience to buttress that point. I am director of a linkage program that cuts across many issues from democracy to technology transfer, etc., etc., and I hope I will be able to talk about that.

But the relevant portion now is that two of the themes we looked at our project was monitoring the environment and one was on geographic information systems. And there is a sense in which the two would be saying the same thing. That was the approach we took in the execution of our own UDLP. We agreed that there is a need to know the environment in our country. We can talk of deforestation and soil degradation, but how can we get substantive data of this? And so we agreed there is need and we thought one thing we should do is empower ourselves and I call it empowerment of the educational system.

What we then set out to do was to establish the geographic information systems [GIS] laboratory and with the help from the UDLP and this we did and having done that we discovered that there are very few people who knew what GIS was. So we set up a program to train people in geographic information systems. Now we are in our third year in that training and we have trained close to 100 people now we have taken these people into the planning process in Nigeria and I call that a big empowerment program. And to them we have also transferred this technology of geographic information systems. Now by doing all this, we have established the possibility to sustain this program, because I tell you the Geography Department at Ibadan is the sinecure of everybody in the university now just because we have geographic information system and just because this was a very high demand for this program and we have been able to link this program with other things like email services for which we were the first in the university to be on the Internet. All this is possible because of what I call the empowerment program.

Now in terms of sustaining this program, the university is very interested and has been very supportive in the recruitment of teachers and in subsidizing what they get from the UDLP and then we have moved beyond to that level to personally contacting software vendors and they have been very cooperative. So I think in the area of catching up with the north, there is a great need to keep on fostering these linkages and these partnerships, at least from our own ends which is very beneficial, so may I formally thank USAID for that support. Thank you.

AGRICULTURE AND THE ECONOMY

PARTNERSHIP FOR RURAL DEVELOPMENT IN SUB-SAHARAN AFRICA

DR S K DAPAAH

CHIEF DIRECTOR,
MINISTRY OF FOOD AND AGRICULTURE, ACCRA, GHANA

1 Mr Chairman, available information indicates that the part of the world referred to as Sub-Saharan Africa (SSA) occupies an area of approximately 24,271,000 sq Km representing about 18% of the total land area of the world. Indeed Sub-Saharan Africa covers a larger land area than the United States, China, Western Europe and India combined. Sub-Saharan Africa with a population of about 583 million represents about 10.3% of the world population. Unfortunately Sub-Saharan Africa has just about 1.1% of the world GDP. In other words, for SSA to achieve average world per capita income, it must achieve about 10-fold increase in its GDP. Any hope of bridging the gap between the population of SSA and her GDP must be based on accelerated rural development which boils down to accelerating agricultural growth in Africa through technology development, transfer and commercialization.

2 It is against this background of the huge gap between the population of SSA and the available financial and other means to adequately support the rapidly growing population that the theme for this timely workshop International Conference on Higher Education Partnerships in Africa to me is both timely and relevant as Education in general and Higher Education in particular holds the key to accelerated agricultural growth in Africa.

3 Available statistics further indicate that about 70% of the population of SSA live and earn their livelihood primarily through agriculture in the rural area. Unfortunately, value added in agriculture contributes only 20% to total Gross Domestic Product hence the widespread rural poverty in Sub-Saharan Africa, which can be attributed to low agricultural productivity traceable to limited higher educational partnerships with agriculture, industry and services.

4 Mr Chairman, with widespread poverty in the rural areas of Sub-Saharan Africa, the need for accelerating the rate of rural development in Africa through more effective partnerships cannot be stressed adequately. The problem is how to accelerate agricultural in Sub-Saharan Africa in efficient, cost effective, equitable and environmentally sustained way.

5 It is generally by experts in rural development that rapid agricultural growth holds the key to accelerated rural development in Sub-Saharan Africa where on average agriculture continues to account for about 70% of employment and 40% of exports earnings. The experts further inform us that the major elements of accelerating agricultural growth and hence rural development include access to knowledge (both formal and informal), access to inputs, access to markets (local, national and international) and empowerment of farmers with special focus on women. In view of the very close relationship between rural development and accelerated agricultural growth in Sub-Saharan Africa, I will use the two terms interchangeably in my address.

6 Mr Chairman, in discussing higher education partnerships in Africa as it affects agricultural growth, I want to recognize the State as a very important partner. The State as one of the most important partners must show its commitment to rapid agricultural growth through the creation of the macro-economic enabling conditions that adequately address the fiscal, financial, pricing, internal and external trade and land tenure policies. The state must also create conducive socio-political enabling conditions through good governance and the implementation of appropriate decentralization policies and encouraging stakeholders' participation in all agricultural growth strategies and conflict resolution. The State must as far as practicable transfer some of her self

imposed responsibilities to private actors in areas of education, health, environment,, transport, research and extension. The commitment of the State must be reflected not only in resource allocation through budgeting, but it must also be reflected through investment flows of private capital (both local and foreign) into agriculture.

7 Mr Chairman, at this juncture I wish to observe that in order for SSA to make progress in accelerating agricultural growth to address the twin issues of food security and rural poverty, agriculture must not be equated to farming that is best left to subsistence farmers, women or those unable to find jobs in industry or trading. Indeed, agriculture must be viewed as a multi-stage business whose scope covers among other things, input acquisition and distribution, on-farming production, research, agro-processing, marketing, market creation and market information and dissemination.

8 It is also important to keep in mind that good performance of the agricultural sector is influenced by forces that are both internal and external to the sector. These forces include the prevailing macro-economic environment, quality and quantity of agricultural support infrastructure such as roads (farm-to-village, feeder roads), communication and transportation systems, availability and quality of credit, perception and attitudes towards the sector. Good agricultural policies and strategies based on educated research results in production, processing and marketing and information flow as well as impact of other sectors of the economy strategies that reduce risks associated with the sector. While government actions are of crucial importance to the sector's performance, actions of other stakeholders are of even greater importance as partners in agricultural development. These stakeholders include farmers, researchers, distributors, financial institutions, bilateral and multilateral donors, academic and international development agencies, local agricultural specialists and local institutions.

9 I must admit that past agricultural policies in SSA may have been ad hoc, inadequate, inconsistent with macro-economic, fiscal, trade and commercial policies and tended to favor urban dwellers at the expense of rural dwellers. It is my view that agricultural policies must be integrated with macro-economic policies, must address long-term strategic issues taking into account village, district, regional, national, sub-regional and global influences and building mutually beneficial and sustainable partnerships as appropriate.

10 Mr Chairman, I wish to state that over the last 25 years or so, SSA policy makers have had to contend with a large number of conflicting advice on agricultural development strategies from increasing array of international development agencies. I agree with Christopher Delgado that this advice has been motivated by frequently divergent theoretical views of how agricultural development works and how it affects overall economic welfare. More than anywhere else in the world, most countries in Sub-Saharan Africa have been heavily influenced by a relatively small group of donor agencies and expatriate academics in the allocation of public goods investments (including those affecting agriculture) and in the elaboration of development strategies. During this time, the presence of local agricultural specialists had been limited, local higher educational capacity had been weak, and strong governments had often been absent. This has led to at least nine qualitatively different dominant agricultural paradigms since the 1960s, all heavily influenced by academics outside Africa. Generally, these paradigms have been applied evenly across the region, taking little note of country specific conditions and thus building several partnerships that are inappropriate and often not sustainable.

11 Among these paradigms are

- Commercialization via cash cropping (1910-1970),
- Regional integration with food first (1973-1989),
- Regional integration in industry, national self-sufficiency in food (1970-79),

- Community development, participatory development, integrated rural development (1955-73),
- Basic human needs (1970-79), Structural adjustment 1—demand management (1980-?),
- Structural adjustment 2—equity with growth (1985-?),
- Sustainable development (1990-?),

Most of the partnerships developed for rural development have in one way or the other been based on these paradigms. What is needed is a strong partnership between higher educational institutions on one hand and ministries of agriculture on the other to evolve more appropriate rural development paradigms for African agriculture.

12 Mr Chairman, turning specifically to the expectations of Ghana, I wish to state that Ghana has set itself the ambitious goal of attaining middle-income status by the year 2020. This will be achieved through higher economic growth, reduced fertility and improved human resource development. To reach this goal, Ghana will need to raise economic growth rates to well above 8 per cent a year. To do that, Ghana will have to improve productivity and increase the international competitiveness of its private sector.

- to produce and market more especially agricultural products at lower costs. As a result of the Economic Recovery Programme (ERP) which sponsored policy reforms, improved infrastructure and enterprise development activities, Ghana's non-traditional exports (NTEs)
- exports excluding gold, cocoa, timber and electricity - have increased in value from \$68 million in 1992 to \$378 million in 1997. NTEs expanded by 26% in 1996 alone, with strong growth in agricultural products (processed and semi-processed). This has been accomplished by improvements in trade and investment policies, upgraded infrastructure such as feeder roads and port facilities, expanded business association services, and improved management, technical and marketing capacities of private enterprises.

13 Important policy achievements have included legislation eliminating controls on foreign exchange, streamlining of export clearance requirements, and creation of bonded warehouses and duty-drawback mechanisms to exempt imported inputs from taxation when used in the production of products for exports.

14 Mr Chairman, my concern is not with the direction, but with the rate of economic progress in Ghana. The strong record of growth since 1983 in services, mining, construction, cocoa and timber is blemished by weaker performance in food production and manufacturing. Agriculture, which accounts for 45 per cent of GDP has increased at an average of 2.5 per cent per year since 1983. This rate has increased to about 6% by 2020 in order to have any hope of achieving middle income status by the year 2020. Manufacturing output increased rapidly in the early years of the ERP, as inputs became available and capacity utilization increased. However, growth in manufacturing has been only 2.3 per cent between 1989 and 1995. An investment rate of 25 per cent or more of GDP is needed to achieve GDP growth rates of 8 per cent and higher, requiring much greater mobilization and investment of domestic and international capital. Recorded investment was only 18.6 per cent of GDP in 1995, of which a mere 5.5 per cent was by the private sector. Investments, whether public or private, also need to be put more productive uses through better partnership between financial institutions and investors.

15 Ghana has so far identified four interrelated constraints to attaining higher rates of economic growth.

- (1) many economic policies and regulations can be improved more favorably upon Ghana's competitiveness,
- (2) mechanisms for carrying out policy change have not kept pace with the rapid progress of democratization,

- (3) resource mobilization through the financial system is weak,
- (4) the managerial and technical capacity of private enterprises of all sizes to produce and market their goods and services competitively tends to be weak due to limited education in the market place

16 Despite improvements over recent years, policy regulatory constraints continue to adversely affect investment, agricultural production and exports by raising the cost of doing business in Ghana. Large government budget deficits during the recent past have owed to high inflation, tight credit and high interest rates. State enterprises, particularly in the industrial, financial and agricultural support sectors, tend to limit productivity and competition, and sometimes create a financial burden on the government. In the context of its maturing democratic institutions, Ghana needs to continue to develop its policy-change process to make sure it includes adequate consultation and consensus-building. Parliament, business and labour interests, and civil society are now partners to policy formulation and implementation. Both the public and private sectors need that type of education that will improve their capacity to analyze policy questions and to participate in consensus-building, in developing mechanisms for public-private consultation and partnership and in the carrying-out and monitoring of policy changes for the mutual benefits of all stakeholders.

17 The private sector needs to attract new foreign investment. Except for the largest, best-established enterprises, few firms have access to formal credit. New financial instruments need to be developed to attract both international and domestic resources. Many firms need products from higher education capable of developing viable business plans to submit bankable financing proposals. While some financial institutions need to improve their capability to properly assess project proposals. The extensive funds at the disposal to finance long-term private investments that contribute towards export growth and enterprise development. Similarly, it is estimated that only five per cent of household incomes enter the formal financial system even though actual savings rates may be as high as 20 to 25 per cent.

18 To take advantage of the significant marketing opportunities available for non-traditional exports, especially in horticultural crops, fish and seafood, wood products, food crops and handicrafts, Ghana must improve the competitiveness of the private sector. In agriculture, the private sector is comprised of a few larger enterprises and a wide range of small and micro (five employees or less) enterprises. With few exceptions, the capacity and efficiency of these enterprises is weak, they lack a strong business orientation and knowledge of domestic and international markets. Better management, improved technology, wider access to credit and strengthened market linkages are required if the private sector is to achieve its potential. All these call for stronger and more sustainable partnerships between the Ministry of Food and Agriculture and Ghana's Institutions for Higher Education to improve the competitiveness of Ghanaian agriculture in particular and the Ghanaian economy in general.

19 Mr Chairman, one major feature of the Ghanaian economy over the immediate past has been relatively large negative annual resource balance which has average about \$680 million between 1991 and 1996. Over same period, official capital grants have averaged \$360 million thus resulting in annual current account balance of \$320 million. The interesting observation is that if Ghana were to achieve rapid agricultural growth so as to increase her exports earnings from agriculture by \$400 million per annum, the average official grant of \$360 million will turn Ghana's negative resource of \$320 million balance to a positive balance of \$80 million. The impact of such a turn around on the economic fortunes of Ghana cannot be overemphasized.

20 Since it is not realistic to expect significant increases in official capital grants and it will also be difficult to reduce merchandise imports significantly over the medium term, the most rational alternative is to significantly increase Ghana's merchandise exports from the current 18% (1996) of GDP to about 50% of GDP which at the projected GDP of \$15 billion by 2007. This will mean that merchandise export of \$7.5 billion compared to the \$1.6 billion achieved in 1996 (363% increase). In

order to achieve this spectacular increases in exports, especially from the agricultural sector, Ghana recently out-donored her accelerated growth and development strategy to donors and the Ghanaian community

21 One of the main focus of Ghana's accelerated agricultural growth and development strategy is to promote agricultural commodities for which Ghana has comparative advantage or can develop such advantage to satisfy domestic requirements for food and industrial raw materials and for exports into regional and international markets. The strategy, therefore, goes beyond merely placing emphasis on increased productivity and price competitive at the production and post-production levels to recognize that, in today's competitive world, the key to success also involves development of alternative products or finding advantageous ways of marketing existing products. In this regard, Ghana will be proactive rather than relative in developing improved access to the traditional domestic and export markets as well as supplying residents and tourists with well grown and selected products of local and exotic origins

22 The promotion of carefully selected agricultural commodities based on improved access to markets is to be tackled through mastering of targeted marketing research, export procedures, and import regulations of importing countries. This is to be supported by growing sufficient quantities of preferred varieties of the required even for products that other competitors may also provide during other seasons. The main aim is for Ghana to take advantage of niche opportunities for the range of agricultural commodities in which Ghana has comparative advantage. In this regard, Ghana must develop the capacity to acquire timely and accurate information on how to overcome tariff and non-tariff barriers to market access including phytosanitary barriers as well as pesticide residues and bacterial contamination in crops, fish and livestock products that hinder access to markets

23 To be successful in promoting carefully selected agricultural commodities through improved access to markets, all those involved in the agricultural production process, namely researchers, extension workers, input suppliers, farmers, processors, exports and the public sector responsible for the provision of support infrastructure must be determined to succeed and must recognize and respect their interdependent roles in making Ghana an efficient, competitive and reliable supplier of agricultural commodities in the domestic, regional and export markets

24 Available information indicate that world trade in 14 Africa's high value agricultural commodities which Ghana can competitively produce and market in the local, regional and international markets may reach \$330 billion in 2007 and about \$650 billion by 2020. Ghana is aiming at carving at least 2% of the value of the World Trade in these tropical commodities for her economy through devising effective strategies to address all known barriers and obstacles in the domestic as well as international markets that mitigate against gaining access to these lucrative markets

25 Mr Chairman, in conclusion, it is obvious that Ghana as a producer and exporter of primary commodities, can only win a bigger share of the domestic, regional and international markets than she has been able to achieve so far by becoming proactive in terms of taking extra pains to understand the needs of the market by anticipating and even helping to create demand for what Ghana produces

26 In this regard, Ghana and indeed Sub-Saharan Africa cannot afford to do business as usual by maintaining only traditional higher education partnerships. In the first place, only few Ghanaian farm enterprises as currently organized can undertake the development of niche markets even with specialist advice and assistance from donors and development partners. There is, therefore, the need to change the structure of agricultural production in Ghana in order to make it easier for groups to pool their resources together to enable them successfully exploit modern market demands. Secondly, Ghana must develop the capacity to supply the food and fiber needs of her growing

economy so that the export revenues can be invested in developing the productive capacity of the agricultural sector further instead of spending such earnings on food imports

27 In talking about higher education partnerships and agricultural especially as it applies to Ghana, I wish to observe that a middle income country with an agricultural base like Ghana requires an effective national agricultural support system with clear mandate and responsibilities to provide training, research, and outreach services required to support a dynamic and modern globally competitive food and agricultural system. Given that three separate and distinct ministries, Ministry of Food and Agriculture (MOFA), Ministry of Environment, Science and Technology (MEST), and Ministry of Education (MOE) are involved in Agricultural research, teaching and extension, it is imperative that more closer relationship is forged

28 A new partnership initiative among MOFA, MEST, and MOE with mandates and responsibilities to collaboratively provide higher education research and Extension Services to the agricultural sector, along the lines of the US Land Grant system, but modified to suit Ghanaian Situation is needed to transform the agricultural sector as the engine for economic growth

29 I have no doubt that this carefully thought out conference on higher education partnerships in Africa will in no small measure enable appropriate partnerships to be established to bridge existing and future gaps between new post-harvest systems to meet the demands of the 21st Century, attract international private sector investments through incentives to accelerate the development of the rural areas of Sub-Saharan Africa, strengthen extension agents to enable them address production, processing, marketing and distribution issues to meet modern market demands, empower educated and non-educated farmers to develop appropriate farm management skills through mutually beneficial associations, create more effective mobilization of credit to improve access to formal and informal financial resources, and the last but not the least to develop the internal and external markets for a large number of agricultural outputs from Sub-Saharan Africa to serve as incentive for the modernization of agricultural in Africa. The greatest legacy the distinguished participants here assembled can give Africa is to use this opportunity to lay a firm foundation for the establishment of more efficient, cost effective and sustainable higher education partnerships that will lead to unprecedented agricultural growth in Africa

30 Looking through the agenda for the conference and the rich array of issues to be discussed by a group of experts with rich experiences, I have no doubt that the outcome of this conference will help to permanently change the pace of rural development in Africa through the initiation and maintenance of stronger higher education partnerships in Africa with special emphasis on agricultural growth and development

Thank you

Editor's note Responses after the Agriculture address were not recorded

WOMEN IN DEVELOPMENT

DR FLORENCE DOLPHYNE

CHAIR, COUNCIL OF WOMEN IN DEVELOPMENT
LECTURER, DEPARTMENT OF LINGUISTICS
FORMER PRO VICECHANCELOER, UNIVERSITY OF GHANA

National development is important during this decade for women, but it's become clear to most countries that if women form the greater percent of the population then it must be brought into the mainstream of political and other productive activities in order that we can achieve national development. And during that period every member state of the United Nations was expected to form a committee that would deal with the issue of women. It's quite clear that at least all the emphasis on development and gender issues is to make it possible for people to do research work on the status of women in their countries so that the problems that women face can come to light and may be addressed.

Over the years researchers from the universities and other institutions have tried to identify the constraints that women face which have made it impossible for them to be as effective in national development as they should. One thing that has become very clear is the low level of women's education. Women's participation in development is low in spite of the energy that they put in because of their level of education.

It has become clear that one of the major constraints in women's effectiveness in development has been the problem of education, even though the laws in Ghana and other countries do not stop women from going to school. Schools are open to both boys and girls. We find that the participation of women in education is very low and the research work that has gone on shows there are many constraints. The major one being that society's perception of women's role in society. In Africa most societies look on women's major roles as being reproductive and bringing children into the world and nurture them. They are the ones who look after the sick and aged and everything else in the family. These functions do not need a very high level of education—at least that is how it is perceived. The women aren't encouraged to go to school, or if they do, not to stay in school for too long. This perception has really been the major hindrance to women's education.

It happens that one's level of education determines one's upward mobility in the society and in how effective you are in your job and so on. Therefore women's classification even in agriculture where women predominate is the chief agricultural production. One of the facts of life is that the women are the ones who produce a lot of the food that is consumed in this country, because the men consent to work on commercial farms or other things. The women do not have access to credit. They do not have access to knowledge that has been gotten from university research. What happens most of the time is that the agricultural extension officers go to the villages and talk to the men. The women are not there, so they don't know anything. The difficulty in translating what they know to people who have that low level of education is something that is quite clear, even at that level.

The dropout rates in our educational system in Ghana is something that I am going to mention. These figures are from 1992. At the Ghana primary school level 1, you can get 50% of girls in the class, but by the time they get to the end of primary school, which in Ghana is three years, it is 45%. By the time they get to junior secondary school it is 40.8%. By the time they get to senior secondary 35%. At the university level it is 18.6%. At the poly-technic level it is 26.7%. Now this shows you that there is very high dropout rate of girls as you go up the ladder in education. The one interesting reason that was found through the research that was done was that, while people think that pregnancy is a major reason why girls drop out of primary and secondary schools, in fact,

the highest dropout rate for primary school occurs between primary class three and four. Now this is when the girls are about nine, ten, or eleven years old and obviously none of them would be pregnant. So it became clear that it is parental attitude toward girls' education that is really keeping girls behind, because the parents don't really think it is very important for a girl to have a very high level of education, because she will get married and be looked after, supposedly, or she will make a living from trading or from selling food and things like that.

Here are the statistics for going to the University of Ghana in 1997. Out of 8,606 students, the female population is 25.8%. Those who are not doing degree courses are 29% female. Degree courses are 25.8% and graduate courses 21.7%. I must say that I find the post-graduate percentage very reassuring because it is by that level that by the time a girl finishes university, most mothers are anxious that she should get married, so that they can see their grandchildren in their lifetime.

Some of us are very concerned about the low percentage of girls at universities. Again studies have shown that the reason for the low participation of girls in university is because of the low participation of girls in secondary school, because there are more boys in secondary schools than there are girls in secondary schools in the country. Those institutions that are co-educational have some un-written law that they do not provide more than 1/3 of the places for girls. So this effectively limits girls' participation. One of the interesting things is that previously all the secondary technical schools in this country were for boys only. It is only since we started this educational reform that we have allowed girls to go into those secondary institutions. All this shows why the girls' number is low, but the performance of these girls at the university shows clearly that they are, on the average, much better than the boys.

In Ghana, we have a classification system of the first class, second upper, second lower, third class, and then a pass degree. Now the 1997 results in the university of Ghana show that of the 1,265 graduates in 1997 there were 6 boys that had a pass degree and no girl had a pass degree. Then, for the third class degree, 16.6% were girls. Second lower, 24.4% of girls were second lower. Second upper 30.1%. First class 25.1%. That clearly shows that the girls had first class, second upper, and second lower. The total number 25.5% were girls. Only 16.6% of that number were below second class lower. The fact is that the girls who come to university are highly motivated. They are people who have done very well. In Ghana until recently, people come to university with advanced level grades. Most girls would come with grades that they got at the first sitting of the examination. Quite a number of boys would do one exam at a time and then accumulate their grades. Most girls, if they did the exam a second time, they didn't get the required pass mark, their parents would encourage them to do something else. The girls who do come to university are sort of the cream of the crop, so it is not surprising when they do much better on the exams.

Now, when we were faced with these results we realized that it should be possible to increase the number of girls in university admissions. In the University of Ghana strategic plan which was some years ago, we were aiming at 50% girls in the university by 2000. Right now we are at 25.8%, so we are no where near getting 50%. We decided then that since they only take about 40% of the students who qualify for university admission, it should be possible to take the number of girls to the cutoff point, so increase the number of girls. If their performance is reflected in these results as it is, then having affirmative action in this regard does not mean that we are lowering standards or that the girls are going to get in with different degrees than the boys do. So, these types of research and statistics are some of the things we have doing in the universities.

As I said, during the United Nations Decade for Women, every country was supposed to have a national initiative to look at women's issues. In Ghana it is the National Council of Women in Development that does this. They contract out research to universities to find out information about women in agriculture, women in trade, women in the market, women in all sorts of economic activities, and women in other roles. One important thing that has been examined is the percentage of women in senior management position is very, very low. Let me give you the figures.

for the public civil service positions. This is 1996. I'm not sure if you have a chief director of moneys. In 1996 there were no women chief directors. There were 15 in total—directors and principal secretaries. There were 153 and only 17 women, representing only 1%. Deputy Directors—there were 58 in number and only 8 women. That's 14%. There have been discussions and seminars to identify what the problems are. There are various constraints. The fact that most women have to cope with domestic work, child care, as well as work outside the home. The fact that for many men getting ahead in their jobs involves networking with other men in the clubs and so on. Now most women when they leave their office just go home to see to their domestic issues. They don't get the opportunity to be working on golf courses and things like that and talking to other people and maintaining their positions. These are constraints that women face in order to get ahead in their jobs.

Of course, particularly for women who are married, many unco-operative husbands would not allow them to go on short-term courses. I know that for a fact. Even courses in Ghana because they feel that taking care of the home would be too much of a bother for them. When the women have to travel outside the country to go on a training program, that for some women is completely out because they just wouldn't be allowed to do that. The Ghana Institution of Management and Public Administration has been running courses short-term during the day. They understand the problems, so they run them in Accra. The people, except for those who come from outside Accra, go for the day. They run these courses for the women to help them know how to cope in their workplace and how to handle the responsibilities that they have. Usually Ghanaians will brag about the fact that they have women in all sorts of positions. Ghana had the first Commonwealth woman high court judge. She had a joke about how she became high court judge. For a long time they wouldn't make her high court judge even though she was qualified. The Nkrumah, as the Chief Justice, said that Britain didn't have a high court judge, so they didn't know how to address her. A high court judge is "My Lord" and they didn't know how to call somebody's wife. My Lady. She was asked whether she minded being called "My Lord" and she said no, so she became high court judge. Since then we have had a number of women high court judges and we have two women on the Supreme Court, which I think is quite an achievement. The interesting thing is that the women who hold positions such as high court judges, principal secretaries, and university professors and so on are people who have got those positions because they are professionally qualified to be there.

When it comes to appointed positions, you find that women really are not appointed. If you look at the membership of boards and councils in the country, most of them at best have one woman on the board. Quite a number of them don't have any women at all. I remember a time when we pushed that if they formed a board and they had so many people on a board at least one had to be a woman. So then they would have just one woman to satisfy the statutory requirement. When we look at the qualifications of the men who sit on these bodies, it is quite clear that there are a whole lot of women who are qualified equally and they could have been appointed. Of course most of the time, there is a whole lot more lobbying that goes on the part of the men than for the woman's part, so the men get noticed and appointed.

When one looks at political office, there are 18 cabinet ministers and only two are women. There are 24 members of the consular and only 4 are women. That is a very small number. Looking at the people who are members I'm sure we could have found at least more. The deputy ministers—there are 34 of them and only 4 are women. Even in the 1960s during Nkrumah's time we had one woman deputy minister. I think it is an embarrassment that in 1999, we only have four. So, for all these appointed positions it should be possible to increase the number of women who hold these positions.

Now there has been a lot of work done by various research organizations in collaboration with the universities and so on, sometimes with outside bodies. I just want to mention some of these. At the University of Ghana we have the department of Women Studies unit in the Institute of African Studies. They have been working in close collaboration with the University of Birmingham. I do know that the same gender department at the University of Birmingham has also established a

similar body at the University of Sierra Leone. I've mentioned GIMPA, the Ghana Institute Management and Public Administration, which also has a unit there for women in management. They have been running training programs for these women and also doing research work. Individual organizations in the country--we have the Federation of Women Lawyers (FEDA, Ghana Chapter) which has been very effective in doing research work and also giving actual legal aid to women who have problems. They have made a big impact, especially when it comes to intestate succession. Because in our society, traditionally women never inherit their husband's property. But new laws have made it possible for women and their children, even in matrilineal societies, to do this. Of course families will still not allow this to happen, so the FEDA people support women when they have to go to court. They are so successful that these days they don't even have to go to court, because once the families know that the woman has gone to FEDA, they drop the case.

Another organization that has been doing some work on women development is WILDA. In Ghana this is Women in Law and Development in Africa. The center is based in Zimbabwe and they have branches all over Africa. They actually collaborate a lot, sharing information, sending information as to what each is doing.

There are various other organizations working on women's issues, but I must mention the Federal Effort Foundation that has sponsored a lot of research work on women. They have sponsored seminars for women on parliamentary procedures and on how they can be effective in parliament. Then the British Council also has done some seminars for women. Let's mention also that the fact that the Commonwealth Commission on Higher Education also did host a workshop for Senior Females in Management in Higher Education at the various universities. Finally, let me mention that UNDP has assisted the National Council of Women Development their documentation. One of the things they have been working on is preparing a directory of women in various professions, so that whenever it becomes necessary to appoint a woman to a particular position, they will be able to produce this information and give a whole list of women qualified for the position so that one or two can be selected for it. I think I will stop there and answer questions.

Responses after WID address

Dr Audrey Maretzki, Pennsylvania State University

Our linkage has a very strong connection to women and is partly funded by the Women in Development unit at USAID. When I look around and attend the UDLP I am always impressed by the number of women who are part of that process. A number of us are serving as Directors of our respective projects and I think that speaks very well for USAID's interest in this area. On the other hand a university like Penn State does not have a formal women in development program, so those of you who are working in Africa and who have women in development programs at your institutions have a real leg up on many of us and I compliment you on that.

I wanted to just comment after that very wonderful talk by Dr Dolphyne that women are by virtue of the roles that we always play, we are linkers and if we forget about that it's to forget that women are the linkers between health and agriculture, between children and their development and education. They are the linkers in those communities that we are working with and if we don't realize that we are missing a lot of the important roles that women play. One of the things that hit me as I was thinking are the kinds of training that are provided at the range of institutions, particularly the US institutions is that very often, when a person is selected for training, their spouse does come. I was just wondering how many times we are able to effectively provide educational opportunities for that spouse, particularly when it's a man who has come and been selected for training and the small amount that would be required to train that individual to a higher level might be worth an investment on the part of USAID or even on the part of the countries that are sending these individuals.

Our project in Kenya works with women rurally and in the two areas that we work in we have a very serious problem with illiteracy in one area, much less so in the other. The contrasts are very important so this whole notion of basic education and literacy training for girls factored in is important. A couple of other things--we've talked about technology and the minute you introduce technology into the situation, very often you have said this is man's work. I remember one of the times we were beginning to do some food processing in this area and we were doing some grinding of beans. As long as the beans were being pounded with an implement, it was women's work. The minute we introduced a grinder, the men came in to do it. As we talk about development and where technology fits, we don't have to move very far on the technology scale before men take over. We had men attend our sessions, so that they knew what was happening. The other thing that happens is that the men begin thinking about size. The minute you talk about larger scale farming, whose responsibility is that? We heard that talked about today. When it's small scale farming leave that to the women, but you go to large scale farming and it becomes men's work. So there are some very interesting gender issues surrounding technology and size of that technology.

Another interesting thing that we have observed is the question women's access to credit. I know that there are a lot of programs to deal with this access to credit. In rural areas there is a real fear of having women utilize that access to credit. So there is a lot of access to credit access issues that we need to be thinking about in the kinds of training that we do. We also noted that we work through organized women's groups. I didn't hear too much in the discussions about the roles that these indigenous women's groups play in the whole development process. But this is the way that women have organized to being networked and provided those linkages at the lower level for time immemorial, I would suspect. They are effective and they provide a group setting in which educational opportunities can be provided by extension agents who can come and deliver that information to a group of people. We did some analysis of the data that we have for the nutribusiness project looking at the decision making role of women who were members of women's groups and those who were not. One of the things we found is that there was a strong correlation between membership in women's groups and participation in decision making at the household level about what to plant, when to harvest, when to sell, those kinds of things. So I think we need to be sure that we keep that in mind.

The other thing that has intrigued me around the whole issue of women in development has to do with agricultural development. Some things we are hearing in the United States now about genetic engineering and, in particular, the terminator genes. Historically in much of the world, it has been women who have been the seed savers. With the terminator genes, there are not going to be any seeds to save, folks. These kinds of agricultural development questions in light of what's happening are things we need to consider from the gender point, as well.

Mme Marthe Lekamisy, University of Toamasina, Madagascar

The WID (Women in Development) program was one of the five objectives we created at the time. The goal of the university in tackling that program was to bridge the gap between higher education and the rural population because we wanted to destroy the idea that those elite cannot work with the rural country people. It was due to the fact that we had partners like the Ministries of Forestry and Workers, the Ministry of Environment, the Ministry of Health, the Minister of Population and the Welfare of Women, and of course international organizations, USAID, UNICEF and UNDP. Through the programs of the last five years, we have formed trainings.

Dr Dolphyne stressed that the main problem among women is education. In Madagascar we have a lot of dropouts of girls and girls married, but there are also a lot of one mother families. A lot of women have to find a living for themselves to feed their children. So, those women

have to be professionals in order to face their everyday needs. We went to different funding organizations to try to help find the exact for training to help their everyday life, to find the exact training to help those women for every day life

For that purpose in 1993, 1994, 1995, and 1996, we made trainings for the association of different activities of women association for crafts, and students at the university preparing for the Master's degree and so on. Apart from that, we also took part in the promotion of activities. There was a program made by the Association of Women, which has been created at the university, participated in the running of that program which went for four years. Besides those trainings and activities, through the linkage with Clark Atlanta University one in 1994, Clark sent a Ph D scholar to prepare for research for the Ph D. She was supposed to stay for five months and she found it so pleasant that she stayed seven months. One of the things she had to do in order to work with the village people was to look at the life of the rural women population. To show that she was there to help, she participated in the building of a school for young children. Now that village with the help of the local population, she has helped in creating a kindergarten. Apart from that now, the WID program has changed and has included, now, a development and population program at the university. We are going to base most of the activities in one area and involve the environmental program in different aspects.

Dr Collette Hopkins, Clark Atlanta University

I'd like to thank our excellent speaker for her discussion on the status of women and the issues which confront not just women in Ghana, but women world-wide. You could have been talking about Atlanta, Georgia and clearly when you were talking about the university community you could have been talking about Clark Atlanta as well. Even though one of our initiatives is women in development, we recognize that we have a lot of work to do not only internationally but domestically and locally. That was one of the pieces that we recognized in our partnership. One of the things that I wanted to share with you since Marthe shared with you the programmatic, I wanted to share some of the issues of administration and structure. I think that is critical.

You will note that even though we do celebrate the fact that there are many women who are involved in the partnership, our partnership is actually directed by women on both sides. I serve as the director for the Clark Atlanta University side and I have worked closely with Marthe, going into our seventh year as director of the partnership at Toamasina. Inherently in that model is the recognition that women have to participate in the decision making process as well as the leadership role. So we are really proud to be here as a model in terms of partnership relationships.

The other issue is of course that the University of Toamasina, Madagascar, is an African university. We are an HBCU [Historical Black Colleges and Universities] which also means that there is a uniqueness about the structure of this partnership bringing together the resources of two historically disadvantaged universities. Our partnership, however, was based upon our different strengths, and we did the analysis of the things we have to offer. One of the things that Clark Atlanta University has to offer is the only university that provides not only an undergraduate education in Africana Women Studies programs, but we provide a doctorate as well as a Master's in the study of African Women. We are the only university that I know of in the world that provides that type of leadership training, not just for women, but in Women's Studies. It's not a women's program, but a study of African women in the world. We also have a direct relationship with South Africa in that many of our students are placed for their development work in South Africa through that particular program. So, there is the structure of the partnership, the administration of the partnership, and also the strategic planning that went into how this relationship would work in terms of highlighting the development of women.

In addition to having high visibility of women here today, we also have high visibility in each of our five initiatives of which women in development was just one. Early in the partnership one of our strategic objectives was library and media services. We talked about in terms of building infrastructure at the university how important research tools are. One of the key people in that relationship is the person who directs the library media center. Clark Atlanta University offers advanced training and advanced degrees in library and media services. The head librarian from Madagascar, from University of Toamasina, received a Master's degree from Clark Atlanta University. She spent two years in media and technology. She is currently back in Madagascar and heads not only the media service center but also the technology center for the university. That's just one piece of it. When we did our strategic planning we looked at, in terms of each of the objectives what was the inter-relationship, the multi-disciplinary relationship, of these objectives. For example, the media center could support the women in development, because one of the things that had to be developed was through the work of Joanna, who was supposed to be there for five months and had to be made to come home from the village. She just decided that was where she wanted to be. We needed to establish resources in terms of where can we find information about Malagasy women through using the resources at Clark Atlanta University. So her thesis on women in deforestation was published both in French and English, but it was also published on the internet system, which can be accessed through our technology media center and we did bring pictures and information and copies of publications for you.

In addition to that, we established the goal that when we presented nationally or internationally, we would present in teams as colleagues. Marthe didn't share with you that she was director of the English language training center. We had the EFL program and Toamasina did too and needed our assistance through our partnership in creating what we call a state of the art language laboratory. It's absolutely fabulous. But they had something that we needed. They had the French, so at Clark Atlanta University we established a state of the art French intensive language training center for our faculty, staff, and students. So in looking at sharing the information about our partnership, we actually invested in sending our teams out to present together, but within each program, there was an insistence that women in development be a focus. One of our strategic objectives was in terms of entrepreneurship, which had traditionally been a male training program. As Marthe described to you, the women in development component was to look at naturally organized groups of women and provide entrepreneurship training to those women.

The other issue in terms of women in development that we had to look at and we did it through, what my colleague, Dr. Bota, always insists is doing what universities actually do as business. We looked at the traditional and cultural roles of women in Malagasy society, as well as the issues of women in development in the African context and in Madagascar. In terms of where we are going with the partnership, we are currently being led in a wonderful new direction, a direction that the University of Toamasina has strategic interest in because they own the actual rain forest in that particular community. Clark Atlanta University does not have a forestry program, but we do have a relationship with USDA and the forest products laboratory. Out of that relationship we were able to get a resident forester at Clark Atlanta University, who is leading the work in terms of the forestry management and the program at the University of Toamasina. So what I am trying to suggest, in terms of the women in development piece, is that we have to also look at non-traditional solutions to help us to solve problems of resources, problems of strategies of administration, because business as usual no longer works within the global market in the global community. Thank you very much.

Dr Koryoe Anim-Wright, Central State University

I just wanted to start off by speaking about what Dr Dolphyne said about although there has been a lot of progress with women certain traditional attitudes have remained. Since I have been here my wonderful colleagues have made some comments. I know they love me dearly, but there have been some comments made. One asked me how my sister was doing and I proceeded to tell him about my sister that is directly behind me and he said, no, no, no, I'm not worried about her because she is married. I mean the other one. Another made a comment about the population growth. He said that women are the ones that want to have kids, so that's why we have so many people in the world. Another made a comment about the UDLP program directors being male. So, even though I know that they do not consider us any less, for lack of a better term, I know that they have preconceived notions about women and gender issues that remain with them even in professional life.

Having mentioned that, specifically in our program, some of the things we wanted to do was to increase the number of women engaged in the areas in which the UDLP program was. One was in chemistry. There were no females in the program. One of our objectives before the funding was terminated was to have at least two female students in the chemistry program. Upon the departure or termination of the program we had four female students who were in the program. One of them actually traveled to Central State University [Ohio] during the tenure of the program to work with the Professors on the termination of the level of grass in the concerted areas around the global field. We are very proud of that fact. On the USAID side there was one female who was in the mechanical engineering department. We realized that in order to get some of the female students interested in the research, we had to develop some research projects that directly impacted gender and female issues because that is what they were interested in—at least some of them. Some of the research we started was ways in which smoke inhalation from childhood affected women. We also did some research on the soap industry. I'm proud to say the first environmental impact assessment workshop in the history of Ghana was coordinated by one of our USAID-UDLP people who was female. We are very proud of that fact.

Some of the unexpected outcomes of our linkage—we had a professor who came to USAID and adopted the gentleman in the guest house who became his cook. What he did was the cook had a daughter who he wasn't sure if he would be able to afford to send to school. This professor sent money to Ghana every year to cover her school and clothing expenses and anything associated with her going to school.

The last thing I would like to say is a humorous story about Professor S____. When he was first coming to Ghana, he came to my office to ask me whether or not he would have any problems with individuals because he was a Caucasian male. I told him that the least worry on any one's mind would be the color of his skin. But he didn't believe me, so when he came to Ghana and on his way to Kumasi he decided to take the government transportation. He took the bus. There was a lady who was sitting down and as soon as he entered she got up for him to take her seat. He said, 'No No No You don't have get up because I'm white.' She looked at him and said, 'No I'm not getting up because you are white. I'm getting up because you are old.'

Dr Ekua Mansa-Prah, University of Cape Coast

Professor Dolphyne raised a number of important points regarding the status of women in this country. Low level of education, the gap between *de jure* and *de facto* status, perceptions of women's roles, which we are laughing about right now with the contributions. She also told us about girls performance in education which shows their capabilities.

To link up with that I think that if we look at ourselves at the end of the twentieth century and place ourselves in a historical context, we can say that there has been a slow paradigm shift in thinking about women. I'm saying slow. We are changing and we know now that we can't talk about development without talking about women and so on. However, WID still presents a challenge in many ways. I'm particularly concerned about commitment. Commitment of the state, commitment towards Women in Development and gender issues, commitment of institutions toward WID and gender issues. I'm going to be a bit of a wet blanket here. We're all hearing about the successes of our linkage programs. As we celebrate that, I think we need to think about some of the shadowing of the other sides as well.

I was going to say that there hasn't been enough commitment to gender issues within the university in terms of recruitment of students, in terms of recruitment of staff, in terms of staff development, in terms of the creation of a gender sensitive climate. If we look at the gender hierarchies, if we look at the gender balance of power, I think there is still much to be done. Our particular linkage had a gender component. I'm not sure how many women we are, about 20 something, and we are five women participating in this linkage. We've got good results in terms of capacity building. The objective of helping establish and mainstream women's and gender studies at our university has not taken off. That is why I'm talking about commitment. We have to think more about the gap between what we put on paper and what we put into practice. So, we need to think more about the gender policies in our universities, not to talk about the state.

There is another thing that, since I have the floor I will talk about that, too. It is not directly linked with WID, but it is in the sense that I think that women who have been researching women's and gender issues have thought a lot about—the foundations of knowledge, who calls the shots, what knowledge is acceptable, and so on. I want to talk a little about that. We've heard something about that. This morning Professor Benneh talked about the knowledge gap and we've been talking about the need for intra-African cooperation and we've been talking about the nature of linkages and I'm trying to link this up with the creation of knowledge. The current organization of knowledge is still very Western. As academics, when we are writing our papers, I'm talking as an African, we draw upon a knowledge base that is not necessarily African. Sometimes we even find ourselves taking over concepts without very much analysis as Africans. You may say that we are now in a global village and we cannot do without that. We can't, but I think there is a need to look more critically at what we do as African academics, as African women academics in our linkages, in our creation of knowledge. We were talking earlier about the question of knowledge and how it goes down outside the university regarding rural development. I'm just throwing out, that I think we need to be thinking more and more about how we can make our universities more functional, especially now when we are hearing all the time about crisis in the African universities. Are we just becoming consumers of technology, for instance. I plead that we try to work toward redefining ourselves as—I'm putting third world academics in inverted commas—despite being within the global community—as women academics, also as Africans or members of the third world.

Dr Joseph Okedara, University of Ibadan

This is just support. I noticed that women spoke all through and no interrogation from men, so I decided that I should show support for women. Now, I'm talking more seriously. I want to share what our linkage program achieved in the area of women in development. In the first instance our linkage deals with education, in particular, literacy proficiency from the grass roots. At the grass roots we are talking in terms of drifting of young people from hinterland and we are talking in terms of inflation, unemployment and production. We can increase employed youth with higher literacy. Our linkage was approached by the Institute for African Studies, that is where the Institute of Women in development studies is based at the University of Ibadan.

We were approached to aid in women participating in Ibadan starting from the grass roots. What we did was to start with an awareness campaign. If you want development everyone must produce, not only men but also women. It paid off because more women than ever before, participated in university classes. They came with babies on their back. In the first instance in the cultural centers in the eastern part of our country, then in the middle of the country, women participated in agriculture.

Then we started to go into research. We compared the west and east and north, looking at the relationship between literacy and the use of technology. The women were most receptive in adopting new technologies in terms of agriculture. We found they are more productive than men.

We also grouped them into cooperative ventures. We got capital for them which they will return after using the capital on income generating projects. They are on the threshold in not only using the people's bank, but starting their own bank. The impact we found out, it is cheaper. It has helped reduce unemployment.

Eartha Isaac, TELP

This will be a foray into the trade arena especially on the export side. I noted last year I was in Ghana at the end of March. There was a lot of talk because of President Clinton's visit about improved trade and investment, in looking at Ghana and the textile industry. In the US, I have noticed that J. C. Penny's and some of those chain department stores have taken the Ghana look in terms of the Kente cloth look and they are making millions and millions of dollars out of producing very cheap apparel that has that look. And yet when you come here you see the beautiful batiks, the tie-dyes, the woven cloth, and a lot of women are there doing this work. I've done a foray in Accra and now have a lot of excess baggage when I go home, but because of the level of that work—it's so good and there are a lot of people doing it anyway. The higher education institutions, the business schools and the marketing programs and so forth could be working with some of the women's cooperatives. I think Mrs. Kwakyi used to be the head of the Ghana women's manufacturer's association for clothing association. What's being done to help women who are already making things that are export quality to be able to find a market and be able to get that product out beyond their original country? I'm just using Ghana as an example because I'm aware of that.

Dr. Collette Hopkins, Clark Atlanta University

Right now at Clark Atlanta in our school of business there is a student earning a Master's degree in International Finance. In Atlanta, we were very fortunate, you know timing is everything, that we had the Olympics there very recently. We had village level women to export goods for sale to Atlanta as part of that. We organized an investment group of women attorneys and professional women to purchase at market price. Their market price is wholesale. We purchased straw goods, as well as cloth goods, tablecloths, night gowns, shirts, hats, purses, and luggage for sale to the Atlanta market community for resale. That was when we were convinced that the training of women in entrepreneurship is critical, not just market scales but also entrepreneurship, diversity of products, pricing, the full range. Also the organization of Atlanta professional women as a sensitivity issue. Each product was sold with a card indicating where the product was made and that it was made by village women and that the purchase of this good contributed to our women in development effort.

Yvette Malciolin, USAID Mission, Benin

I'd like to thank Dr. Dolphyne and all the other who participated in the discussions. I will say that I regret that the women in development session was put at the end when everyone is

kind of tired That's okay We women will persevere My question to Dr Dolphyne I didn't get the full name of the management department at the University of Ghana—Legon I work in primary education in Benin, so I'm wondering whether the university here has any linkages with primary education programs in Ghana, whether it's mentoring programs or sensitizing teachers We're talking a lot of what women need to do to improve their lives, but a lot of it is in terms of what Dr Anim-Wright said, in a light way, people's attitudes and men's attitudes, even sub-consciously, about women affect the development of women

Dr Bola Ayeni , University of Ibadan

I was trying to remember a popular musician In his record he said so much He said his problem was women I put it the other way I'll put it the other way The problem of WID is men I'm very serious The problem is men Women are in the minority in almost everything Until they are half or the majority, they cannot never control anything Much of what we are doing now is primitive Try to encourage them and give them a feeling that they belong I think we should do more than that I think men are part of the problem Because the culture in which we are brought up emphasizes the supremacy of the boy, of the male We lord it so much over the female In every matrilineal society you find women who contribute tremendously to development There are no doubts as to all this I believe matrilineal societies are ruled by the irresponsibilities of men Even in non-matrilineal societies, men are not different from those we find in matrilineal societies The gross irresponsibilities are there In many parts of Nigeria, women are the farmers I wonder what the men are doing I give examples to my friends In most times the men will be drunk nightly until the morning and women are laborers I think in terms of research we should address the issue How can we change, transform the thinking of the society and the respect for women? Until this is completely changed, no matter what we do to encourage women to be big, and to have credit where credit is due, they will still be the minority The idea of giving credit to whom credit is due will not be achieved Thank you

Dr Florence Dolphyne, University of Ghana

I just want to make a few comments on the reactions Actually, there is a lot that is going on in Ghana about educating young people The thing is that most of us are just past it I, as chairman of the Council of Women in Development, sometimes catch myself telling my nephew, you just go away and play while I insisted that my daughter stay in the kitchen Then I remember that I am Chairman of the WID, and I call the boy back and say you come back and wash the dishes It's just that we've been brought up in a particular way So it's a bit difficult You have to consciously change your attitude

Most of the time I do know that part of the problem is men because they feel threatened I didn't give the examples of the activities that we did with the rural women, but the attitude of the men was that if a woman gets money, she doesn't respect her husband So, there were two projects we did And the men were going to sabotage those projects They were for women only and the men insisted that if they were for women only they wouldn't let their wives join So in one we agreed that there would be no more than 1/3 men at this women's cooperative The president and the secretary and the treasurer would be women, but the vice president can be a man And this was a gari making project As you said, as soon as we brought in the machines, they decided that the women couldn't operate the machines I don't know how The women were actively grating cassava, physically with a grater This machine does it and all you do is put the cassava in It will do the grating That was too difficult for the women, so they had to have the boys do it

At another place, the men were doing the palm fruits and the women were doing the processing all the time But because we brought machinery in, the men felt that the women were making

more money In order to allow the women to form the cooperative, we had to get the agricultural extension officers come and help the men to improve their farms, so they were also organized into a cooperative before they would allow the women to At least in that particular place, they allowed the women to operate the machinery themselves It made such an impact on those women The fact that machines were not such mystical things gave them so much self-confidence When we later had meetings with these women had the confidence to stand up and talk

As I was saying earlier, we need to address the young people A lot of women's organizations in the country are involved in organizing career counseling for children and they always try to encourage them I was at a seminar once that was for boys and girls at the junior secondary school You have no idea I was at a seminar at a junior secondary school One boys just came up and said, Girls are not equal to boys If I had a girl in my class who was doing better than me I would beat her up ' There was a research project at a secondary school-- a boy said, If a girl was doing better than him in school I would make her pregnant so that she would drop out of school " It tells you a lot These are fourteen, fifteen, sixteen year olds talking like that and it's a little frightening When they become adult what will they do to women who are working for them and so on So really I think the message should be that every parent should consciously try to make their boys and girls understand that they have the same mental abilities There is a lot of work that needs to be done It's not just a question of talking to people We need to change it in the home--the whole attitudes Then maybe in another twenty or fifty years we will have a change of activities

Dr Naana Opuko-Agyemang, UCC

I'd like to thank Dr Dolphyne , the speaker, colleagues, discussants, and people who have contributed This is almost like the education panel This is a discussion that could go on for a long time because it is so important I think Professor Dolphyne has summed it up very well As people grow up it will change I don't think that is to say that we should give up on the older generation But I think that we must all try improving One thing that has come up which I was surprised to learn a while ago Something that should have been very obvious Without women, development wasn't going to get very far It didn't have to take so long for us to realize something so obvious Thank you very much Have a very good evening

**ASSOCIATION LIAISON OFFICE--JENNIFER MUNRO
COMMUNICATIONS COORDINATOR
WASHINGTON, DC**

Good morning, my name is Jennifer Munro and I'm the Communications Coordinator for the Association Liaison Office for University Cooperation in Development ñ that's ALO for short. It is a pleasure to join you this morning to tell you about ALO, and to share some work our office has done in monitoring and evaluation.

Over the past 6 1/2 years, the Association Liaison Office for University Cooperation in Development has sought to foster closer interaction and understanding between American higher education and USAID, as they work ñ in concert and individually to address an array of global challenges. My office is part of six higher education associations. It was created to build a stronger role for the US higher education community in international development cooperation.

The Association Liaison Office has four main areas of work:

- Policy Roundtables on Higher Education and Global Development,
- Cooperation,
- Communications and Outreach--A Competitive Grants Program through the American Association of Community Colleges for International Workforce Development Partnerships,
- and A Program of Competitive Grants for International Institutional Partnerships for Development.

Our Policy Roundtables have sought to address cross-sectoral issues and the changing circumstances of higher education development cooperation. We have been particularly interested in three themes:

- (a) the shift from technical assistance to development cooperation,
- (b) the forming of new cooperative alliances in academic-business-government, and
- (c) the interest of higher education institutions around the world in being perceived as more relevant to the identification and solution of local and global problems.

A new initiative within our Communications sphere is the International Higher Education Linkages Database. You can search the database by region or country of the world, and development sector, and see which US institutions are partnering with institutions abroad. I personally invite each of you to ensure that your institution's international partnerships are represented in the IHEL database. The Web site can be reached through the ALO homepage.

The Grants Program for International Workforce Development Partnerships, through AACC, began last year. Eleven institutions received awards of up to \$50,000.

The Grants Program for International Higher Education Partnerships for Development Cooperation also began last year. We made 14 awards in 1998 for up to \$100,000 each. Last year's competition brought in 100 proposals that were peer reviewed. We expect to issue the 1999 solicitation later this month, depending on when USAID provides FY99 monies for the program. Our Web site contains last year's RFP. This year's RFP will be similar except that we will stress the congruence of the proposed work with the strategic objectives, and expressed interest, of the relevant USAID mission. One can go from the ALO homepage to the USAID Web site, which contains information on the priorities of each of its missions. Seven of the ALO and three of the AACC partnerships are in Africa. I've brought some of the partnership profiles with me today.

Here's a comparison of ALO and AACC partnerships with UDLP partnerships. USAID has six Agency-wide goals. Besides other development goals, each of the institutional partnerships receiving an ALO award aims to build human capacity through education and training. Each partnership focuses on the strategic objective for higher education and has a performance goal to

increase the number and quality of teaching, research, and community outreach programs in host country higher education institutions that respond to national or local development needs

We expect that the partnerships will have three categories of outcomes

- (1) Enhance capacity of cooperating country institutions to contribute to development
- (2) Results in specific development sectors
- (3) Special capacities that the partner institutions seek to develop for themselves

These are some of the outcome indicators that USAID looks for in universities abroad, as evidence of increased capacity from the higher education partnerships

- (1) Activities that demonstrate a link with improved development knowledge, research, and outreach,
- (2) Collaborations with business, government, and US institutions
- (3) Development results that host country universities contribute to

ALO's evaluation addresses the context of the partnerships, implementation, and short- and long-term outcomes

- 1) What is the project to accomplish for the partnering institutions and for international development?
- 2) What evidence will indicate that the project has accomplished those goals? What activities will the project undertake to accomplish the goals?
- 3) What factors help or hinder the project's ability to accomplish those goals?
- 4) What should others learn about the project and any of its spin-offs or unforeseen outcomes?

We have two evaluations each year—one mid-year, due January 31, and an annual evaluation due July 31 For these evaluations, we re specifically looking for

- USAID strategic objective(s) partnership is addressing
- Development impacts, both intended and unintended
- Results, both intended and unintended, that have accrued to the partner institution(s)
- Activities conducted to accomplish objectives
- Activities intended that were not accomplished and why
- Activities not intended that were accomplished
- Other information about context and implementation

As an appendix to our evaluation, we've added a place to address the USAID objective of 'increased capacity of host-country institutions of higher education to sustainable development' and three indicators

- Number and quality of courses and other institutional activities that demonstrate a link with improved development knowledge, research, and outreach to address national and local needs
- Number and quality of collaborations with business, government, US higher education institutions, and others
- Development results contributed to by the partner higher education institutions

Monitoring and measuring the results of development cooperation can t be done the same way as it is for technical assistance The challenge we were faced with was capturing the quantitative sorts of results USAID as a government agency needed (such as "ten people trained"), but not ignoring the more qualitative results (like "exposure to new agricultural techniques") With higher education partnerships, we also must include the benefits to the US in our evaluations—not only to the institutions, but the broader benefits

By carefully strategizing about monitoring and evaluation before a partnership goes to work, we will not only have more results to report, but our projects will have greater impact and sustainability in the end

EDUCATION DISCUSSION GROUP

Discussion Group Dr Rex Honey, Dr Leigh Swigart, Dr Joseph Okedara, Dr Bola Ayeni, South African Delegates

Organization of Report What worked, What did not work Assessment

Iowa State University and University of Ibadan

What Worked

- 1 Development Advisory Team Had one week workshop with 4 US institutions and 4 Nigerian institutions Anyone who wanted to participate had to attend It made a team out of individuals
- 2 Identified participants' background talents
- 3 Several workshops on both sides of Atlantic to help the team implement their activities
- 4 Participants going either way went at least a month Those who did not had been successful dropped out
- 5 Getting people who were committed
- 6 Cooperated on book
- 7 Fax and e-mail set up at Nigerian institution
- 8 Establish newsletter
- 9 Geographic Information System laboratory was established and committed to this day

Did Not Work

- 1 Money taken away because of foreign policy ban on Nigeria
- 2 Administrators from US institutions went to Nigeria too many times They contributed little to the linkage
- 3 Required to do most activities in Nigeria because it is cheaper Fewer activities in Iowa

Assessment

- 1 Professional and scholarly collaborations that continue can be assessed and prove success
- 2 Courses taught can be cited
- 3 Published books and articles can be cited
- 4 GIS laboratory is functioning Number of trainees can be measured and documented
- 5 Both Iowa and Nigeria universities were internationalized But working relationships that were established are intangible successes Better record-keeping would help assessment
- 6 Ibadan faculty continue to guest teach at Iowa
- 7 Professional maps and analysis produced through GIS laboratory in Ibadan

University of Pennsylvania and University of Ibadan

What Worked

- 1 A good communication and networking was established
- 2 Ibadan received some computer equipment
- 3 Participation extended from faculty to graduate students
- 4 Programs have been sustained and expanded Now there are programs on literacy and human rights and literacy and governance
- 5 Have brought in grassroots groups

Did Not Work

- 1 Inadequate funding for desired equipment

- 2 Not enough money for staff exchange
- 3 No means to continue funding
- 4 No substantial continuation of contact among Penn's other linkage partners, University of Tunis and University of Botswana

Assessment

- 1 Papers presented that came out of literacy training have been made available to Nigerian colleagues Dissemination of information Professional development
- 2 New curricula have been developed at university
- 3 There has been new staff development
- 4 Faculty have used their experience to get new research grants
- 5 55 NGOs have been trained through literacy training

Clark Atlanta University and Toamasina University, Madagascar

What Worked

- 1 Malagasy had good experience, met all partners C A Vector did the same in Madagascar so that there was face-to-face knowledge Good contacts between the two institutions are solid and continuing
- 2 Commitment to linkage on both campuses contributed to internationalization and foreign language learning
- 3 Infrastructural development Multi-media centre at Toamasina was a great success
- 4 Toamasina's capacities built up and they now provide services for other universities

What Did Not Work

- 1 Shipping of equipment was too expensive--\$30,000 one year This cut into overall budget One whole year's budget had to be devoted to equipment
- 2 Not enough money for travel back and forth--\$6,000 between US + Madagascar-- More for in-country travel on top

Assessment

- 1 Over 1000 students trained in Toamasina language laboratory created by UDLP
- 2 36 teachers trained
- 3 1800 students trained per semester at Clark-Atlanta
- 4 Performance of students was correlated with teaching methodologies and laboratory time-- These results presented at professional meetings, and also put on bilingual web site

HEALTH AND POPULATION DISCUSSION GROUP

Dr Sonia Patten, Dr Abdel Koumare, Dr Mark Shelly, Dr Kofi B Bota and Dr J K Essuman , Dr Ofia Akyea

The group discussed the extent of success of partnerships in achieving strategic objectives of health projects with regard to initial planning, implementation, assessment (impact and National interest (US and host country) and sustainability

The group could discuss the type of linkage projects undertaken by the members and the initial planning stage of the projects Four linkages on health were discussed

University of Rochester, Columbia University, and Mali

The first was on "Applied Research on Material and Child Health" with emphasis on immunization This was a linkage project between two US universities, University of Rochester and Columbia University and an institution in Mali

The project was a survey study which utilized 5000 subject and investigated their attitudes on vaccination

Issues in the planning stage

Involved the Ministry of Health and the University of Bamako While the University faculties were highly helpful and involving he Ministry of Health was not so helpful The group in the project seemed too big and so it would have been good for example to work with just a unit in the Health Ministry Many people were involved but many were not so interested in the study

The involvement of two US universities had its advantages and disadvantages One advantage was with regard to grants The two universities offered grants to reduce financial pressures on Malian side However, when it came to planning and practical things like report writing, etc , there were intellectual and practical impasse With extra resources, things got more complicated and therefore harder to function

Iowa State University and University of Ibadan

The nature of the second project reported was on "Social Mobilization and Communication"

This is a project by Iowa University and Colleges in Nigeria and the US, Community Colleges from the US, regular Colleges from Nigeria and Polytechnics in Ibadan Some of the areas investigated included a project by Iowa (group) university on indigenous knowledge (i e sing techniques to find out how you could have their own way to communicate with them)

Another project involved investigation into home-town associations in big towns and how these associations can be used as channels of communications and organizations for health programmes

Issues in the planning stage

None of the institutions were new with regard to research work on international linkage projects They were in some relationships before they came together for these project Because there many institutions involved in the project, coming out with a common problem to work on took some time and effort This is because of the different orientation of the different institutions, for example, community colleges were more practical and pragmatic

oriented Regular colleges were more concept oriented To integrate the ideas from all then took time All the same it offered an opportunity of learning

Another difficulty was the political atmosphere in the country (Nigeria), the unstable climate which could bring termination to a project

Where working on institutional bases did not work, working on person to person level was used Funding was sent to the university administration Getting the money from the university administration can be difficult However, one good way was to handle the funds and account to USAID

USAID Project in Egypt

A third project was the USAID project in Egypt The primary emphasis was on Dehydration Therapy, coordinated the training aspect of the child environmental project The project seemed to arrive at the fact that in interaction strategies the overall community oriented strategies tended to be expensive In Egypt, the Education of mothers and also their religious beliefs and how they affect health programmes was investigated

Lincoln University and Bunda College of Agriculture, University of Malawi

The fourth project was on goat milk, a dowry industry in Malawi, with regard to subsistence economy The linkage was between Lincoln University, University of Minnesota and Bunda College of Agriculture at the University of Malawi In Malawi, there is a high rate of child malnutrition The project was to seek a solution to this problem for the subsistence family (mothers) with regard to obtaining an affordable means of feeding their babies after weaning

The group studied the demographic and social pattern of the village and trained the women in the village (Bunda village) learned how to cure milk and pasteurized high breeding goats They were to use the milk in their indigenous food for weaning their babies The group monitored the processes and came out with successful results

The planning stage, implementation and assessment of the project was discussed A pre-existing relationship was there for the three universities which participated in the project Lincoln and Minnesota had previous working relations A good way of implementing the project was where a group traveled from U S to Bunda to work together on the project This developed collegiality

The project group did not have financial problems as found in the Nigerian report There were no bureaucratic bottlenecks The problem was rather in documentation of how monies were used in Bunda with regard to level of details This was because of different ways of accounting for funds used by U S donors and Bunda College

Another thing which worked for this group was bringing the two finance officers in U S and Africa to streamline how funds were to be obtained and also account for However, it was pointed out that this could be costly because of the air-ticket, etc involved

Dissemination of findings was broad based

ENVIRONMENT/NATURAL RESOURCES DISCUSSION GROUP

Dr Benjamin Andriamihaja, Dr Sonua Patten, Dr Pat Wright
Water, Air, Soil, Plants, Animals Pollution is a problem for all humanity

Some problems and Solutions

Partners

Ghana-- joined more departments in Ghana after found common interest
Madagascar--Changed Duke faculty because of lack of movement of first
Duke University partner, changed Botany professor at University of Antananarivo,
changed Coordinator of University of Fianarantsoa

Linkages started from Government Objectives

Environmental Action Plan
Evolved in 1990s by Governments in Ghana and Madagascar
Linkages Started from Urgent Need (Environmental Crisis)
1 Residents from Flood Plane Flooded out in Ghana
2 Gold mine Pollution in Ghana
3 Need for Trained Biodiversity Specialists in Madagascar
4 Need to address deforestation Problems in Madagascar

Linkages part of USAID Mission Objectives

Madagascar--Conservation of Biodiversity
Ghana--Technology for improving environment

What would we change if we had a second chance

Administrative Blockage and constraints--be sure university administrators are committed
University officials should be involved from the beginning
Linkage start with individuals and individuals can change

- 1 Linkage Partners
- 2 Administrators

Implementation

- Design and coordination should be agreed upon from both developing and U S side ahead of time Reporting structure, budget lines clear and a transparent accounting system
 - Communication equipment should be set up
 - Fax machine
 - E-mail set ups
 - Use existing administrative structures
- 1 Choose coordinators with authority (Head of Department, Deans of faculties if many departments are involved)
 - 2 Non quantified advantages--time spent
 - 3 Distribute progress reports to all administrator and departments
 - 4 Choose as Program Director or Coordinator among the committed faculty of UDLP

Problems and Solutions

- 1 Unsuccessful components
 - If parts are unsuccessful, replace with workable alternatives
 - Justified by meeting with all actors involved

- 2 Updating both U S and developing country professors
 - Literature update
 - Teaching techniques
 - Providing computer training
- 3 In Multidisciplinary programs, be sure that all professor have discussions regarding interfaces and sharing experiences ahead of time

Improve choice of professors and students

- addressed early in design
- balance gender
- balance age—older for prestige and leadership, younger for sustainability

Sustainability

- 1 Design sustainability into the program from the beginning
- 2 Professors from developing countries and U S continue relationship in future research and linking after UDLP
- 3 Students capacity building by training and exposure
- 4 Creation of institutes that continue on
 - a Ghana Centre for Excellence in Engineering Design and Manufacturing
 - b Madagascar Centre for Environmental Studies
- 5 Equipment and vehicles and infrastructure still there after project over
- 6 University commitment at the end of funding should be discussed and decided at beginning of the project
 - a Priority of access for UDLP professors
 - b Documentation on placement of equipment, clean inventory of equipment at end

Monitoring and Evaluation

- 1 Self evaluation each year with workshop and all parties together to discuss success, constraints, problems, solutions
- 2 Evaluation by USAID on Final Report—Bill Teska visited both UDLP/Madagascar University
- 3 Final Report
 - a Should contribute pieces by each player
 - b Should be distributed to administrators
- 4 Would be useful to have an Evaluation from USAID

AGRICULTURAL DEVELOPMENT/ECONOMIC GROWTH DISCUSSION GROUP

Dr Ikbal Chowdhury, L Kamawanja, D Mukunya, A Maretzki, J Tufuor, Dr Richard Phoya

This group looked at livestock and cereal/fruit based nutritional projects. One was based in Malawi at the University of Malawi/Bunda College and the latter at the University of Nairobi, Kenya.

The major objective of both projects was

Identify weaning foods that can be given to malnourished children from resource poor families with the aim of improving the health status of these children and also reducing the mortality rates in these communities.

The projects were therefore mandated to develop pre-weaning and weaning formulas that would incorporate food materials that is locally sourced and is within means by local participants. These projects were also requested to avail means through which the interventions developed here after can be sustained after the life of the projects.

This report concentrates on the lessons learned at the initial planning stage (pre-award) and at the implementation stage (post-award).

Initial Planning Stage

- 1 Both projects indicated the need for a broader input at this stage
- 2 The inclusion of people with a medical background and outreach background would have helped
- 3 The group identified the limitation of resources to enable a proper project development
- 4 One of these projects did not have a thorough compilation of strengths and weaknesses within the participating institutions, such that corrective measures were not pre-planned for

Wish list for the Planning Stage

- 1 Money should be set aside to allow for the planning phase which would incorporate wide consultation
- 2 Award pre-planning proposal to enable the major project write-up
- 3 Linking -Up- Linkages--Money should be set aside to allow for close working relationship between Africa and the US institutions
- 4 Institutional support to African institutions. Once again this was put in to allow for project proposal write-up

Implementation Stage

Both projects felt

- 1 Time table set out in the projects were unrealistic. Example given was that it is difficult to expect results if any in animal breeder (e.g. goats) within a 5-year project life. The project life span can be varied according to the project in consideration
- 2 Suspension of UDLP Funding by USAID was viewed negatively by the group

Lessons Learned During The Implementation Stage

- 1 Women in the project had poor organizational skills so did the project implementors
- 2 Manufacturing and packaging of the weaning foods proved to be quite difficult
- 3 There was a poor literacy level amongst the women which made communication extremely hard
- 4 Lack of business skills does not help in these projects and this is made worse by the lack of loan facilities

On a positive note, the projects have enabled institutions of higher learning bridge a gap between those in the so called ivory towers and the ordinary person in the village. The rapport between the local community in the villages and the university could not have been any better.

DEMOCRACY AND GOVERNANCE DISCUSSION GROUP

The session was led by Dr Peter Schmidt, Dr Winston Nagan, Dr Samuel Tindifa, Dr Rex Honey, Dr Ayeni, Dr Ndiaye, and Dr Ndour

Composition--Linkage partners

- 1 Makerere University and University of Florida
- 2 University of Ibadan and Iowa State University
- 3 Ecole Nationale d'Economie Appliquee and University of Connecticut
- 4 In attendance staff from the Faculty of Education, UCC

Modus operandi

Each linkage partner made reflections on what worked and failed in the implementation to work and consider the evaluation and monitoring processes and he implications for the future

Observed and agreed that the UDLP linkages were by and large successfully implemented and this was because

There was enthusiasm and commitment which provided the essential conditions for the survival and continuity by the project,

Administrators and intellectual leadership worked closely with total commitment, although for some of the linkages like in Makerere University, intrigue within the faculty of law was deceptive though temporary

It was noted therefore, administrators and intellectual leadership should be committed and devoted This is a very critical input

Availability of funds Funds were provided for the duration of the project life and from different sources In some cases like the UDLP in Nigeria, isolation of Nigeria led to abrupt cuts in funding

It was nonetheless observed that the disbursement of funds did not correspond with the implementation of the activities in the linkage Dr Koumakh Ndour of Ecole Nationale d'Economie Appliquee, that students in their staff development program had financial difficulties during their graduate studies There were times when funds were not disbursed and they had to look for alternative sources as a stop gap measure

It was recommended that there should be flexibility in the disbursement of funds

Management of the projects was adequate

Problem Areas

The principle of inclusion although there was an attempt to make the program as inclusive as possible for example at Makerere and Ibadan, it was reported that there were complaints of exclusion and this had adverse repercussions for the programs in Makerere and Nigeria

It was noted that inclusion should not be understood in terms of broad participation by faculty Women participation must be given specific consideration in the planning processes The failure of some of the projects in Ibadan were attributed to the inadequate representation of women in the management and implementation of the UDLP

It was agreed that in future and to ensure inclusiveness, there must be monitoring devices to ensure that the planning, implementation and management are broad and gender based, and benefits spread across faculty

Lack of capacity in human resources can be slowed down and sample the implementation of the project In the case of Ibadan, there were too many activities with a limited management team It was felt that size of the project must correspond with the available human resources

Lack of equality between the partners It was observed that there was a bureaucratic and top down approach in the decision making process, which undermined the independence of the partners

It was recommended that the principle of equality should be adhered to and this means equal involvement in the planning, budgeting and implementation process

Evaluation

Noted that external (bureaucratic) evaluation was done, but periodic academic evaluation was not carried out It was therefore agreed that in addition to the "usual" evaluation, the project should include periodic evaluation including staff appraisal in the project

Evaluation should be incorporated in the planning process, but for it to be meaningful, there is need for consensus on the goals, objective and action plan

The group also noted the needs for construction cooperation and engagement between USAID, the local mission and the linkage partners This however, depends on the extent the partners are able to understand and internationalize the broad goals and objectives of USAID

The ability on the part of USAID local missions to reconstruct their strategic objectives in response to the results and dynamics manifested in the linkage

It was felt that local USAID missions have a lot of opportunities to team from the good lessons in each mission country How this can happen is an issue the group agreed to put on the agenda for the plenary session to give critical thoughts

[DAY TWO]

Modus operandi

Each participant gave an account of what one's institution has been doing in the linkage which enabled the group to understand

- goals and objectives of each institution in the linkage
- the process of creating the linkage and the implementation
- the impact of the linkage

Goals of the linkages

- Promoting and strengthening democracy and governance in the cases of Uganda and Senegal
- Creating sustainable environmental management and monitoring

The specific goal

Strengthening capacity of the partner institution through research, training and infrastructural development For instance, strengthening, refurbishing of institution within the process of creating partnerships

Started as informal contacts between academics of the partnership institutions, which provided the opportunity for identifying issues of concern and determining priorities

In Nigeria, for instance, the linkage involved 8 universities, 6 in Nigeria and two in the USA The program was well organized because it linked people who had worked closely and knew each other well The linkage helped them realize what they had cherished to do in their institution In Uganda, the linkage involved Makerere University and University of Florida One of the issues of focus was strengthening democracy and good governance through engaging the university in broad human rights discourse and activities This resulted in the Makerere University establishing the Human Rights and Peace Centre (HURIPEC), whose mission was to contribute to the creation of human rights ethics in Uganda

There were some problems, like intrigue in the case of HURIPEC and international politics in the case of Nigeria where the program was not allowed to mature

Assessment of Impact

The UDLP has had significant impact in many areas

- Reforms in administrative and electoral boundaries in Senegal
- Research which for instance in Senegal resulted with administrative reform
- Establishment of a Geographical information system Laboratory in Nigeria, the first of its kind in Africa
- Infrastructural development HURIPEC through the linkage put up a residential and office block
- New linkage have been created internally and externally
- Increased interaction between the partner institution and NGOs
- Curriculum reform for instance in Uganda where HURIPEC has embarked on a project to introduce interdisciplinary teaching of human rights and peace in all disciplines, a model which could be exported to other African countries

Sustainability

There was brainstorming and two issues emerged Sustainability depends on

- A vision of higher education in Africa Without this vision, the linkages cannot continue
- Increased interaction between African institutions of higher learning Increased interaction will not only strengthen the linkages, but will create a favorable environment for enhancing the concept of the African Renaissance, a concept floated by politicians but they are not capable of defining its content This concept would perhaps as the greatest enhancement for the next millennium
- The group however was in conclusion on the sustainability, leaving it open for fresher discussion

CLOSING SESSION

THURSDAY, FEBRUARY 11

USAID identifies a number of institutions in consortia with NGO's that respond to requests that come through the missions from African Universities. That is the mechanism that I understand will be used to move the USAID funds into the programs that are of high priority to the missions. I think we have heard the importance of linking our initiatives to the mission's objectives, but I wonder if we can explore some ways in which our linkages could be enhanced through that funding mechanism. Gary, maybe you can comment on that. Maybe I'm not right, but that's what I understand as the mechanism that will be used. These consortia will then exist for five years and then an opportunity for new consortia to emerge.

Let me just make a comment that the goal of the African missions is to implement their programs and activities. I think that when one looks at development of strategic plans by our AID missions in Africa, often times they pull in the NGOs, the PPOs, the ministries, but often higher education institutions are not brought into that early thinking. That's something that we should work harder at. We encourage everyone to take a look at our web site at the agency and be in contact with our AID missions to find out what stage they are at in developing their five year strategic plan. One that's coming up is Nigeria. We will be moving back into Nigeria in the very near future. They will be developing a strategic plan. Why not those partnerships that have worked in Nigeria start right now saying we can provide some input into the thinking and development of that strategic plan.

A point of information and maybe also to question the commentary on the idea that USAID missions work in isolation of any kind of wholesome discourse with local universities. It would appear on the basis of simple logic alone, that most of what can be learned in terms of new ideas, experimentation, new ways of thinking and problem solving is to be found in the incubators of African Universities. It is more than irony. It is a disturbing kind of parochialism, that would appear, on the basis of US policy makers that there isn't wholesome interchange and utilization of the intellectual resources of African Universities to find out what the needs are locally using the networks of African scholars have within communities to drive needs based projects. We automatically get into an area of policy within USAID within USG as to why there is an absence of this kind of approach and what can be done to change the culture of USAID. That leads them directly to ourselves because we have a different kind of cultural perspective and experience. How can we take our experience and in some way propagate it or bring it together and juxtapose it to the extant policy within USAID and perhaps, and this is the visionary part of it, affect thinking and policy within USAID.

His comments are right on target. The culture of AID is to work in the policy arena. Right away when you use the word "policy" it steps on a lot of toes, if you will. I think the strength of our program here and of our partnerships, is that we have really demonstrated a lot of results that are based on needs identified on the African side as well as the US side. My idea is to use these partnership profiles and results of this conference as a means to engage our missions into a needs-based approach. To demonstrate that we have results and institutions here in Africa that can work on these problems and evolve and change things. I'd like to hear more comments from other people.

One of the things that I've learned recently about my university is that my university has a political liaison office. I didn't know that before. I'm an anthropologist and also work in zoology and I just hadn't had a need to talk to them. When I realized that this person was very open to

calling my Congressman and talking to him about the successes of this grant and of the linkage grant in Madagascar. This was important to know. I would recommend that to everyone from U.S. universities. We all know that the budget comes from Congress. Sometimes we, in the United States, don't take our political options as seriously as perhaps we should. I really think that all professors here should contact the political liaison officers in our universities and talk to them about the successes and the possibility of getting more funding for this, what a benefit it has for the university. At my university we've had a lot of public relations for our successes at the local level. If we maintain those relationships with our political liaisons, it may result in something

Let me comment on what was said. There are times in which our budget in Congress goes through both the Senate and House side. As an AID employee, I can't go out and say to our congress we need an earmark for higher education. But we are in the unique position of working with the higher education associations. They also have the same legislative branch. What I might ask Jennifer to do is to find out the timing and sequence of when these bills run through Congress and then perhaps people can use this listserve we have developed as a way of informing people that bills are going through Congress and we can identify as we see fit. The Black Caucus is another influential group there. The African American Institute is another one that is quite strong in working for Africa. There are many others. I just want to say that's something we can offer to the group. The group is going to have to take their initiative on their own on this.

I want to make a point of the African Renaissance, which is so well echoed by our deputy president. As a TELP group we came here and I think we have learned a lot. That is why we in the TELP linkages hope that we can have people from the UDLP participate in the linkages of TELP. Simply because it gives you an opportunity to mentor South African Institutions. Something a person cannot understand is the magnitude of their isolation. The countries suffer in academia. It is appalling to find that kind of situation with our academics. Right now we are talking of publications and research. To 90% of our faculty, that is something they want to do, but they have no mentors within the country. This is why we appeal, especially to our African counterparts, don't leave us behind. Maybe they can do something for the African Renaissance. I hope we can strengthen the linkages and we can grow because partnerships make people grow.

The discussion is very reminiscent to one that I heard among Title VI centers, the national resource centers for area studies. For decades, the directors would meet in Washington and bemoan the fact that they never got proper or adequate appropriations from Congress. The official staff in the Department of Education would say, well go do something about yourselves, because they weren't able to. As you just indicated, you're not able to. It wasn't until 1992, upon a plea from the Department of Education staff to the assembled directors in Washington, that the directors organized themselves and formed a National Association for Area Resource Centers. They organized themselves into a lobbying body and actually went out and hired a part time lobbyist. It transformed the Congress attitude toward that part of Title VI funding. It increased by 100%, and fellowships went from \$6,000 to \$8,000 for foreign language study, now to \$10,000. It has been enormously effective. I would suggest that if we really want to move forward, we have to organize ourselves into an official lobbying group.

I think research is my long term motivation as one of the teachers in a higher education institution in Africa. I would say from what I have seen, USAID is part of the government, which is right, after all, you are a government institution. That policy also infringes on the policies of our government. I'm not accusing anyone. Our government has priorities on where to take money that is given by AID. The policies of our government place research at a very low priority. They also are suspect on activities and other academic staff at institutions of higher learning. That means there

is conflict about who will get the money that is appropriated by USAID. Therefore, whatever money is given to a government by USAID, the government determines where to take it and never takes it to universities. Therefore, you have a concentration of very highly trained individuals in universities, but they have no research money whatsoever. It is pathetic to go to universities, with people highly trained with Ph D's from very good universities in U S and Britain, or wherever, but you will find that the amount of money they share for research, the national institutions for research is very little compared to other government institutions. Of course even universities are government institutions, but they are suspect and therefore they are shoved aside. They are not considered. I think that USAID Washington should change the policy, so that there is a balance between what money is given to governments, that which goes to higher education institutions, and other national institutions. I think that there is a big gap there. We also find that when we go to our national missions, USAID missions, they will not talk to you directly unless you go through a ministry. That ministry, normally for educational research, or areas in which we are interested in, is not the Ministry of Education. It turns out to be the Ministries of Agriculture, Ministries of Natural Resource of Environment, when universities, particularly, are under the Ministry of Education. How do you get to USAID from the Ministry of Education? There is no route and therefore less possibility for research funding. Secondly, whatever we do, unless of course with the Ministry of Natural Resources and Development, if they have anything to do with government politics and policies of the country, is suspect. Surely people in the universities are very well informed and you know that information is power. They might as well not be that informed. Therefore, that is the situation in which you find academia and higher institutions. I think policy first. Who should benefit from research funding? Thank you very much

At my university, I am responsible for the lobbying of Congress, so I do it myself. Many of you may know that we have an ideal structure for lobbying Congress. The fact of the matter is that on the issue of lobbyists, one has to be very careful. Certainly, it probably will not be feasible in the short term for us to pull resources together for lobbying activity, unless we had an association that already was responsible for that. As I said, for African programs, generally and historically, the Black Congressional Caucus has been, in fact, responsible for everything our group has enjoyed. I don't think it's well known, but it frankly is the element that we need. When the trade bill was introduced in Congress the last time, the notion of which companies have to deal with universities came up. I didn't think that the trade bill was the appropriate vehicle to introduce university type programs.

One of the comments that I have to make, Gary, about what you said is that when the time the issue of contacting Congress comes in, if there is going to be a cut. If there was going to be a cut, then normally, we would mobilize all the appropriate constituencies to respond to it. In terms of restoring this particular program, that would not be the strategy at all. Generally, what we have done is actually insert a provision. What I think we would need is a small group of individuals who would be willing to examine the current provisions. Currently, most of the funding is under the health type activities. As you know, it is easier to attach a provision for activities of this sort than to introduce an entirely commission and new structure.

What I am going to suggest is the following. We get a small group of individuals that are adept at how this is done. Mostly in 1994, part of the problem of why the UDLP was cut was, when we had the change from the House to Republicans. The staff was not particularly experienced in how we make changes and provisions of the bill. 1994-96 was therefore very difficult. Currently, many of the staff are more amenable to discussions of African AID. What we would do is to offer to take the responsibility, short term, to address this with the Black Caucus leadership. Most times when we want to move a bill, it will take about 48 hours response time.

It's very, very rare that one can move any type of activity without that type of response time. If you do it too soon, it gets lost. If you do it too late, the bill has already gone. What happens is that

there are individuals who keep track of exactly at what point, the provision to the bill needs to be introduced. When we contact a faculty member at a given university, depending on how it's set up, the faculty may or may not be allowed by the administration to deal directly with Congress. Universities have very strict rules about who can contact Congress. It varies from school to school. In some cases, we will ask individuals to write as an individual taxpayer. Where institutions have very strict rules as to who can contact Congress, what we have to do early in the process is to identify who the key individuals are to write letters. As I say we wouldn't be able to do that for this year. Down the line, we will know which institutions have that provision. If you don't have the appropriate representation on the committees, it's not really a factor.

On the issue of the African funding, I think it's a waste of time to try to attempt to change any AID provisions. My suggestion is that the institution representation here is the key. We simply need to start early enough building the African counterparts into our projects. AID has very strict rules about what you can do. There are very strict rules about whether an AID agency can directly address any institutional base outside the government mechanism. The only way you can do that is to have individual faculty members or institutions deal directly with their counterparts and write them asking for AID changes in policies. The issue of lobbying for Africa is one that we've worried about for a long, long time, generally nobody has made the African situation, other than what is health related or refugee status or any other emotional elements we refer to as African support, is not one that has been developed. I agree that we need a little more process. The lobbying issue we can leave for now, but as the experience increases we might be able to decide whether it is possible. We have a lobbyist, and I'll tell you we pay the lobbyist \$200,000 per year. It's not something you can just put together. So, I don't think we have the funds for that. In the short term we should use our current network to address this issue specifically for all of us.

Are you able to lobby for specific regional activities and are you organized to be able to look at the African needs separate from the eastern European needs or the Latin American needs? I think what I was hearing was that it's not reasonable to expect that those of us who are concerned with Africa to have our institutions collaboratively contribute to a lobbyist, but what can we expect in that specific geographic region from the ALO office?

Technically, we can't lobby at all. We are funded entirely through our cooperative agreement with AID. Our funding doesn't come with the associations, even though we do have a relationship with the six associations. So, there is no formal lobbying, but what we can do is we can put together any sorts of pieces, like a public relations piece and we can target it for Congress. We can do things like that for specific regions and sectors. We can do that, but we can't call our Congressman and say we need more money. We can't do that.

Because you receive money from government. You know that for universities the lobbying act has two provisions. If, for example, let us say that the UDLP project goes in and lobbies specifically for a specific project, it is illegal. We don't. What we do at our university is simply generate a program. We don't go for any specific project. This is why you have to be very careful. You keep your non-profit status as an organization and at the same time do lobbying. You can give them the facts, data, you can give them an analysis. You cannot specifically call Congressmen. But most of the work, 99% is done outside of the process. The last call is done by people who are professionals. That is why at most universities, nobody can do it other than the appointed person. It's so dangerous that if you don't know what you are doing, you can jeopardize your institution. We will take on responsibility. We will meet with you Gary to currently understand where the line item issues are. I'll give an example, years ago we put a provision for our university. It was so buried that they didn't know why the provision was there. By the time we were able to get them to understand, it was too late to use. We will need to understand where the program limits are, where

you get your money, which account, which committee you work with, all that information. So, we will do it, but we need people who have made it a specific target. This year, we would be willing to do that

We will have more information about this on our list serve as things evolve more. It's getting near to the time to bring our conference to a close. I will start off. This has really been an honor and a privilege for me to participate in this conference. It was a vision or a dream come true. We had a series of Washington-based UDLP conferences and a couple in Texas. It was my vision working with Ruth that you need to move them into the region to the continents and institutions and bring the people who we are working with to these conferences. So, we've had one in Honduras. We've had this one in Africa. We were planning one in Jordan. That's going to be postponed for awhile. We want to continue this.

In the last week of August of this year through the Association Liaison Office, they are planning another conference. We'd like to see this as a series. These are the new grants that have been made to higher education institutions and community colleges, some 15 institutional partnerships and 10 community college partnerships. All of us here and all UDLP and TELP partners are invited to that conference in Washington. Again, it's the last week in August. What I'd like to see again a series of continuously having some of these conferences on a regional basis, because I think the regions are uniquely different. There is some cross-fertilization that can take place. The more we have the opportunity to share the results like we did these last few days, and begin to build on the foundation that we have as it relates to the partnerships, I think we can move our vision into the Renaissance for Africa, as Winston said, for higher education.

It's really been a privilege and an honor and I want to make a special thanks to Nancy Todd and John Sundiata. They have done a splendid job from the beginning setting up a web site allowing everyone access to information, setting up the profiles so people could understand what the partnerships were about, and the logistics offered by Cape Coast University from the time we got into the Accra airport. We saw our names waving and that was a real warm welcome.

Just another anecdote, I talked to Ikbal Chowdhury last night and he said he wasn't feeling very well around noon. I talked to him in the evening and he said do you know how many people came to my bungalow and said "How are you doing?" That's real concern and it shows we do have partnerships and people that are concerned for one another. That's the building the trust, the foundation that we have. I think it's the thing that will motivate us into our next vision. Once again I want to say a special thanks to the folks from Cape Coast University for sponsoring the conference. We really do appreciate your tremendous support. I hope that we can do many more conferences here in Ghana and throughout West Africa and South Africa. It's time we had more conferences in the continent itself. Again thanks to Eastern Washington University for putting on the conference.

Thank you very much, Nancy. You have been mentioning my name in connection with the successful organization of this conference. But I think the credit must go to our planning committee. Every member from the Cape Coast University present here has been here has been a member of the planning the committee and so it has been a collective kind of job that we did. The role that I played has been very insignificant.

There has been a great deal of talk of funding as major item, vis a vis, in regard to the partnerships that we have established and hope to sustain. My impression is that there has been a lot of pressure on the United States government. Too much has been expected from the American government in terms of funding. Sometimes I really wonder where all the money is coming from and

for how long the America is going to be able to sustain the practice of being involved in supplying funds in a good many human activities all over the world. Maybe a time will come when the funds have run out. When they do, what is going to happen to those of us who have been on the receiving end of all this wealth? I think we have to look far into the future and take measures in respect of what is likely to happen. So in that regard, my suggestion, especially for African institutions of higher education, will be to start to consider forming an international academic fund from which we respective nations can be drawn in pursuits in the furtherance of these partnerships. It may sound a bit too ambitious, as I am talking right now but may circumstances are going to force us to give a serious thought to this idea. And if we have something like that in the mold of the World Bank based properly in South Africa, I think that would be something, so that my suggestion is that, at the same time, we expect help to come from the American government, we should start to think about other alternatives. This is vital for the future, as far as I am concerned.

So lastly, I would like to offer my sincere gratitude to everybody who has been part and parcel of this conference. I think it has been a modestly successful one. When the idea of the conference cropped up last year. Based on the experience that I had had in Washington three years ago, I could not figure how we are going to do something to come to the level of what we saw in Washington three years ago. But all the same, I think we have been able to score a certain degree of success as far as the conference is concerned. But without the participation of our guests here, we could talk about successes and failures. We are very, very happy and honored to play host to you. I think it has been satisfactory and we are also been very satisfied and happy with the turn of events. Thank you very much and we wish you very success on your trips back to your respective countries and we hope to see you or meet you again very soon.

MARKETING STRATEGIES

HOW TO SELL THE UDLP CONCEPT & WHY INVEST IN UNIVERSITY PARTNERSHIPS

- Modest investment yields significant returns
- Locally defined needs more readily satisfied
- Propagates successful locally developed initiatives and methods—avoiding top-down projects
- Moves from paternalism to partnership, if commitment from individuals concerned is strong enough
- Leads to higher productivity, e.g., significant cost effectiveness
- Leads to other positive spin-off projects and products
- Leads to trans-cultural problem solving, freeing managers from pre-determined paradigms and allowing flexible responses to problems
- Encourages socially responsible engagements by universities
- Fosters shared decision-making, leading to shared respect cross-culturally
- Supports opportunities for university and private sector collaborations
- Stimulates private sector and NGO participation in research and programmatic activities with universities
- Increases capacity of universities to engage in collaborative research
- Supports innovative interdisciplinary instruction and collaboration within universities--
Opening new curricular approaches more appropriate to development
- Encourages accountability and transparency at the local level, within institutions of higher education
- Crossing international boundaries naturally results in crossing boundaries between ministries and structures, promoting multidisciplinary efforts This synergistic cooperation increases likelihood of long term results If education is transformation, this is one of the best educational opportunities we can offer
- Create opportunities for universities to collaborate with ministries of health, ministries of education, etc, and others from the local fields
- Mutually beneficial

Compiled by Dr Rex Honey

SUMMARY VISION COMMENT

What can we do now?

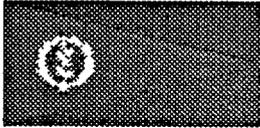
- Communicate funding opportunities
- Develop strategy for greater U S support for Africa, AAI, Black Caucus
- Follow-up from Bill Clinton's visit to Africa
- Need for intellectual leadership and bridge for partnerships
- Consolidate to Renaissance of higher learning for Africa
- CRSP programs in USAID could be linked to UDLP work more with NGOs through mission funds in Africa through NGOs
- Work with needs-based approach rather than just policy of USAID
- Universities have a legislative office
- We form a lobby group for resources (Title XI Approach)
- Change policy on \$ to institutions U S government
- Set up a small group to deal with lobbying-- need 48 hours response time

LINKAGES

African Country	Linkage	Primary Sector	Project Title	American UDLP Contact	African UDLP Contact
* <u>Eritrea</u>	University of North Carolina Chapel Hill & Asmara University	Democratic Initiatives	The Democracy Project	Kevin Moore	Wolde Ab Yisak
* <u>Ghana</u>	Eastern Washington University & University of Cape Coast Ghana	Economic Growth	Faculty Development Between EWU and UCC	Nancy Todd	John Addai Sundiata
* <u>Ghana</u>	Central State University (OH) & University of Science and Technology at Kumasi	Environment and Natural Resources	CSU/UST Development Linkage Program	Korvoo Anim Wnght	K. O. Kwami
* <u>Kenya</u>	Pennsylvania State University Tuskegee University & University of Nairobi--Kabete	Health and Population	A Community Focused Approach to Improving the Economic Status of Women & the Nutrition of Infants & Children Nutrbusness Development in Central & Western Kenya	Audrey Mareztki	Daniel Mukunya
* <u>Madagascar</u>	Clark Atlanta University & University of Toamasina	Economic Development	A Developmental Linkage Project between Clark Atlanta University & the University of Toamasina	Collette Hopkins	Marthe Lekamisy
* <u>Madagascar</u>	SUNY at Stony Brook & University of Madagascar	Environment and Natural Resources	Environmental & Natural Resources Management of Biodiversity in Madagascar	Patricia Wright	Benjamin Andriamihaja
* <u>Malawi</u>	Lincoln University--Missouri University of Minnesota & University of Malawi/Bunda College of Agrculture	Health and Population	Improving the Health & Nutritional Well-Being of Infants and Children in Malawi Through Increasing Milk & Meat Production of small Ruminants	Ikbal Chowdhury	Leonard Kamwania
* <u>Malawi</u>	Oregon State University Washington State University University of Malawi/Bunda College of Agriculture	Economic Growth	Human Resource Development for Service to Rural Families	Leanna Ott	Richard Phoya
* <u>Mali</u>	University of Rochester Columbia University & Ecole Nationale de Medicine et de Pharmacie Mali	Health and Population	Integration of Applied Research Training & Maternal Child Health Services	Mark Shelly	Abdel Karim Koumare
* <u>Mozambique</u>	Harvard University & Universidad Eduardo Mondlane	Health and Population	Linkages for Promotion of Essential National Health Research	Christopher Murray	João Schwalbach
* <u>Nigeria</u>	University of Iowa Iowa State University University of Northern Iowa Des Moines Area Community College University of Ibadan Nigeria Obafemi Awo Iowa University Nigerian Institute for Social and Economic Research and Polytechnic Institute of Ibadan	Public Administration	Iowa/Nigeria Unversity Development Linkage Project	Rex Honey	Bola Aveni
* <u>Tunisia, Nigeria, Botswana</u>	University of Pennsylvania and University of Tunis Tunisia University of Ibadan Nigeria & University of Botswana	Economic Growth	Literacy Training & Development Program for Africa	Leigh Swigart	Joseph Okedara
* <u>Senegal</u>	University of Connecticut & Ecole Nationale d Economie Apliquee Senegal	Democratic Initiatives	Democratic Government & Private Sector Development in Senegal	Momar Ndiaye	Koumakh Ndour
* <u>Uganda</u>	Case Western Reserve University & Makerere University of Uganda	Health and Nutrition	Case Western Reserve University Makerere University Public Health Linkage	Thomas Daniel	Fred Wabwire-Mangen
* <u>Uganda</u>	University of Flonda & Makerere University Uganda	Law and Democracy	Enhancement of Human Rights & Democracy in Uganda	Peter Schmidt Winston Nagan	Samuel Tindifa

University Development Linkages Project--Linkage Profile

Eritrea



USAID in Eritrea
USAID Bureau for Africa Information Eritrea
US Mission to Eritrea
USIS in Eritrea



African Country	Eritrea
Lead U S Institution	University of North Carolina at Chapel Hill
Linked Developing Country Institution	University of Asmara
Project Title	The Democracy Project (Eritrea)
Primary Sector	Democratic Initiatives
Period of Award	August 15 1995-August 15 2000
USAID Cooperative Agreement No	HNE 5063-A-00 5082
Principal Investigator	Dr Kevin Moore University Center for International Studies 223 E Franklin St CB#5145 Chapel Hill NC 27599-5145 Voice 919 962 5374 Fax 919 962-5375 e mail Kevin_Moore@unc.edu URL http://www.unc.edu/depts/ucis/
African contact	Wolde Ab Yisak President University of Asmara PO Box 1220 Asmara Eritrea Voice 291-16 161935 Fax 291-1 16 1932/2236 URL http://www.primenet.com/~ephrem/orgs/auhome
Linkage URL	http://www.unc.edu/depts/ucis/academics'eritrea1.htm http://sunsite.unc.edu/ucis/eritrea/eritrea.htm

1 Country Background and Project Purpose

The linkage between the University of Asmara and the University of North Carolina at Chapel Hill (UNC CH) in consortium with North Carolina Central University (NCCU) will enhance the capacity of the University of Asmara to educate Eritreans in the effective rule of law democratic values the process of democratic institution building including a free press and issues of governance (both in its domestic and international aspects) by strengthening its programs in social sciences and law and assisting in the creation of an Asmara University Department of Journalism

The University of Asmara is one of the central institutions in the reconstruction and development of Eritrea It has been called on by the Government of Eritrea to play a crucial role in support of a variety of needs Its basic task over the long term is to provide the educated personnel for government professional and private sector needs

85

2 Partnership Objectives The linkage has pursued its goals through six objectives

- To enhance the capacity of the University of Asmara Law Program to train diploma and degree students and legal workers in the rule of law
- To enhance the capacity of the University of Asmara University Department of Public Administration to train certificate diploma and degree students and government workers in effective governance
- To enhance the capacity of the University of Asmara Department of Political Science to train diploma and degree students and Foreign Ministry officials
- To enhance the capacity of the University of Asmara's other social sciences to provide course work and training related to public administration and political science to train secondary teachers and to fulfill missions mandated by the Government of Eritrea
- To assist in creating a University of Asmara Department of Journalism and Mass Communication
- Provision of equipment reference materials and project management for the achievement of project objectives

3 Results and Impact of Partnership

UNC CH and NCCU have been successful in enhancing the capacity the University of Asmara to fulfill its mission mandated by the Government of Eritrea. The student/faculty exchange aspect of the linkage has produced four faculty members (two in public administration two in journalism) to teach at the University of Asmara. Currently four other Eritrean students are training at UNC-CH to become professors of journalism, geography and anthropology. Therefore, the self sufficiency of these departments within the University of Asmara has improved considerably as a result of the linkage.

4 Impact of Partnership on Mission Strategic Objectives In-Country

UNC CH secondments have provided valuable leadership in both administrative advising and curriculum development. A significant amount of resource materials were purchased for the law library, journalism department, as well as for a few social science courses (geography political science). The linkage has provided a measure of continuity to the degree program by providing yearlong senior faculty secondments to understaffed departments. In addition computers and other technology equipment have been purchased enhancing the overall learning infrastructure of the University.

5 Partnership Investments

USAID total financial commitment to UNC CH/UoA UDLP is \$1 459 581 over the five-year duration of the project. As of 10/31/98 the University of North Carolina at Chapel Hill's matching, indirect costs over the same period was \$919,572.51.

6 Number of Individuals who Received Training as a Result of Partnership Activities

Individuals involved in training activities are as follows:

- From Eritrea
 - 4 (3 MA degree recipients from UNC CH and 1 from NCCU) 1 research sabbatical for the chair of the University of Asmara Law Department
 - 4 graduate students are currently studying at UNC-CH (2 for MA program in journalism & mass communication 1 for Ph D in anthropology, 1 for Ph D in geography)
- From USA
 - 19 professors (12 senior faculty and 4 junior faculty members from UNC-CH, 1 senior faculty member from Syracuse University, 1 senior faculty member from the University of California at Los Angeles, and 1 senior faculty member from Eastern Carolina University). These professors taught at the University of Asmara and assisted in various informal capacities from setting up electronic databases and installing computers to advising department chairs.

7 Future Directions of Partnership and Sustainability Beyond USAID Support

Unfortunately the recent border dispute between Eritrea and Ethiopia has affected the faculty exchange aspect of the linkage and it is unclear yet how this conflict will play out with regard to future projects. However, negotiations for another USAID linkage are underway to establish a new consortium with University of Florida at Gainesville and the University of California at Los Angeles. In the last year of the current grant recent efforts have been made to include McGill University (Montreal, Canada) into activities by financing the studies of four additional Eritrean law students to obtain LL.M. degrees.

By and large the personal involvement of the faculty members with the linkage has been key to continuing research in

democratization and development efforts of the mission. Although the linkage has had an impact on research activities of faculty and graduate students, the greatest impact at UNC has been in the discipline of law. Below lists several projects being pursued independently despite the lack of formal agreements or funding.

- Judith Wegner, dean of the UNC Law School, has participated in USAID renegotiations. Currently, UNC does not offer the LLM degree (according to the University of Asmara, a necessary condition for a student law exchange), but the dean is working on a plan to start such a program in the near future. By offering an LLM degree, UNC hopes to expand its options in part so that it can maintain its connection to Asmara.
- Tom French (UNC Law School) and William Wells (University of Maine) are working on a proposal to create and maintain a sustainable national legal database. This database would contain legal documents from Eritrea and elsewhere that would be useful for citizens, legal workers, attorneys, students, and researchers, both who need information about the laws and legal system of Eritrea.
- Rich Rosen (UNC law professor who traveled to Eritrea under Fulbright) has developed a strong personal relationship with the University of Asmara. He has collaborated on several projects with Professor Kibreab Habtemichael, chair of law department in Asmara. He continues to consult with the Ministry of Justice on its criminal code.
- Professor Bereket Habte Selassie (UNC Department of African/Afro-American Studies) is considered to be one of the founding fathers of the Eritrean constitution. He often consults with the Eritrean government regarding constitutional issues of state.

8 Publications Resulting from UDLP Partnership

- Asfaha Yonas, *Nation Meets the World: The Newest Country in Africa: Eritrea and the Globalization of Western Cultural Products*, MA Thesis, University of North Carolina at Chapel Hill, 1998.
- Desta Yemane, *Administrative Restructuring in Eritrea*, MA Thesis, University of North Carolina at Chapel Hill, 1997.
- French, Tom, "The Legal Literature of Eritrea: a Bibliographic Essay" in the *North Carolina Journal of International Law and Commercial Regulation* (Sp 99).
- "Developing Law Library Services in Eritrea" paper presented at the annual meeting of the American Association of Law Libraries, July 1997.
- Habtom Ghebremichael, *The Administrative, Political and Transitional Challenges of the New Government of Eritrea Since Independence in 1991*, MA Thesis, North Carolina Central University, 1997.
- Hoyle Peggy, *Eritrea: National Identity and the Role of Education and the Constitution*, Ph.D. Dissertation, University of North Carolina at Chapel Hill, 1997.
- "Geography of Democracy in Eritrea" in the *North Carolina Journal of International Law and Commercial Regulation* (Sp 99).
- Nyang'oro Julius, "Parliamentarism and Democracy in Eritrea" in the *North Carolina Journal of International Law and Commercial Regulation* (Sp 99).
- Pateman Roy, *Eritrea: Even the Stones are Burning*, Red Sea Press, Trenton, New Jersey, 1998.
- Rosen, Rich, "Constitutional Process, Constitutionalism, and the Eritrean Experience" in the *North Carolina Journal of International Law and Commercial Regulation* (Sp 99).
- Selassie, Bereket, "Institution-making in Eritrea" in the *North Carolina Journal of International Law and Commercial Regulation* (Sp 99).
- Teclé Fissehayé, *Using Radio to Promote Popular Participation and Its Implications for Eritrea*, UNC-CH MA Thesis, University of North Carolina at Chapel Hill, 1998.
- Professors Mesfin Araya (York College, CUNY) and Ruth Lyob (University of Missouri, St. Louis) were participants in a public debate titled "Eritrea and Ethiopia: Consensus and Conflict in the Horn of Africa" held at the University Center for International Studies, UNC-CH, September 11, 1998.

REPORT SENT BY

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[Return to African Linkages](#)

University Development Linkages Project--Linkage Profile

Ghana



USAID Bureau for Africa Information Congressional Presentation
Basic Education in Africa - Ghana



African Country	Ghana
Lead U S Institution	Eastern Washington University Cheney WA
Linked African Institution	University of Cape Coast
Project Title	Faculty Development Between Eastern Washington University and the University of Cape Coast
Primary Sector	Economic Growth
Period of Award	1994- 1999
USAID Cooperative Agreement No	PCE 5063 A 00 3040 00
Principal Investigator	Dr Nancy Todd College of Education and Human Development Mail Stop 90 Eastern Washington University 526 5th St Cheney WA 99004 Phone 509 359 6094 Fax 509 359 2899 email Nancy.Todd@mail.ewu.edu URL http://cehd.ewu.edu/cehd/faculty/ntodd/
African contact	Dr John Addai Sundiata University Development Linkages Project University of Cape Coast Cape Coast, Ghana West Africa Phone 233 42 33304 Fax 233 42 33303 e-mail udlp@ghana.com URL http://www.ghana.com.gh/ucc/index.htm
UDLP Web Site	http://cehd.ewu.edu/cehd/faculty/ntodd/GhanaUDLP/

1 Country Background and Project Purpose

An Educational Reform Program has been initiated by Ghana's government to correct deficiencies and to relate educational outcomes to the country's economic development. In addition to expanding the numbers of teachers and students and improving the overall quality of education in Ghana, this program focuses on creating an educated workforce designed to facilitate restructuring of the economy in harmony with Ghana's Economic Reform Program. A key to developing an educated populace is an improvement in Basic Education and the skills of those teaching in the public schools.

The University of Cape Coast is the designated university in Ghana to provide teacher education in particular secondary teachers. The university's Primary Education Unit also provides graduate study for elementary (primary) teachers.

2 Partnership Objectives

- *Objective One* To implement a post graduate training program which will provide current UCC faculty with the opportunity to enhance their professional knowledge and skills in fields identified as critical to UCC and to provide focus to the development of

masters level education at UCC

- *Objective Two* To internationalize EWU's curriculum by providing faculty with a first hand opportunity to experience culture and educational process in a developing nation and by utilizing the expertise of UCC faculty in integrating materials on development-related issues into EWU curriculum
- *Objective Three* To conduct joint research between EWU and UCC faculty on topics which have direct relevance to on going development issues in Ghana
- *Objective Four* To implement a "training of the trainers" program which will upgrade the skills of existing faculty in the newly established University College of Education at Winneba (UCEW) to the masters level so that they can train professional teachers for secondary schools and technical institutes throughout Ghana Degrees will be awarded by UCC

3 Results and Impact of Partnership

University of Cape Coast

- A major contribution of this grant has been the development of a biotechnology laboratory on the University of Cape Coast campus Included teaching half a dozen biotechnology courses by EWU faculty and consultation of biotechnology curriculum development
- EWU provided research and consultation regarding environmental erosion, a vital development issue in Ghana
- A Student Counseling Center was established at UCC This was facilitated by the visit of an EWU faculty to UCC who consulted regarding the design of the center and a return visit by a UCC faculty to EWU
- Provision of computers and modems to facilitate telecommunications
- As a result of participation at EWU by UCC staff, a \$100 000 grant was obtained from the Carnegie Corporation to establish the network infrastructure for UCC's telecommunications
- Workshops in uses of computer based technologies in teacher education at UCC
- Workshops in Essential Academic Learning Requirements for K-12 students at UCC
- Workshops in Higher Education Administration at UCC
- Workshop presentations on the "Historical Significance of Gender and Development" and "Gender and Rural Technology" at University of Cape Coast
- Seminar on Gender Balancing a General Curriculum
- Provided guidelines on developing a Women's / Gender Studies Program for UCC based on the EWU model
- Seminar on Ethnicities in the Americas
- Seminars for Cape Coast teachers in Science Education
- Consultation regarding integrating Zoology and Botany Departments based on EWU model
- Seminars in "Environmental Studies and Environmental Action with Case Studies from the Elementary School Secondary School and University" and "The Morphology and Ecology of Weeds Focusing on Temperate Zones With Observations and Questions About the Tropics"
- Building of physical fitness exercise equipment for Physical Education faculty and students at University Cape Coast
- Production of ethnographic video of the village of Simiuv Central Region, Ghana
- Donation of percussion musical instruments to the Music Department of University of Cape Coast American jazz concert.
- Partnerships by Primary Education faculty with local schools in Cape Coast area based on EWU Department of Education partnership model
- Partnerships with two Cape Coast elementary schools with Spokane area elementary schools sponsored by two EWU faculty for student to student communication

University College of Education at Winneba

- The University of Cape Coast and Eastern Washington University are sponsoring a masters degree program for UCEW faculty Recently, UCEW was elevated as a university with the specific mission of preparing secondary teachers The purpose of our degree sponsorship is to enable faculty to obtain the minimum degree requirement (a masters degree) for university level teaching Twenty two of these faculty will obtain a masters degree by the end of the grant.
- Workshops in College Instruction for University College of Education at Winneba faculty
- Special Education Workshops for faculty at the University College of Education at Winneba
- Research methods course and thesis consultation
- Donations of many books to journals to the university library

Eastern Washington University

- Donation of African musical instruments to the Music Department of Eastern Washington University public concerts of African music
- Courses taught in African History, African Religion, African Literature Aging in Africa Black Family African Music, African Cultures in Transition, African Resources for the K-12 Curriculum
- Collaboration with courses in Science Education Biology Counseling Psychology Higher Education Physical Education Women's Studies and Language Arts

- Many special presentations for EWU faculty and organizations and for students in the public schools of the area
- Enhancement through purchase of many books and media materials on Africa for EWU library
- Design and development of Internet web site for the EWU/UCC Linkage project to share linkage results world wide

4 Impact of Partnership on Mission Strategic Objective(s) In-Country

This partnership directly relates to one of the strategic objectives of the USAID Mission in Ghana. Increased Effectiveness of the Primary Education System. By focusing on improving teaching skills of faculty who train teachers primary and secondary students will be the ultimate beneficiaries

5 Partnership Investments

Funding from USAID for five years has been \$497 835. To date the University of Cape Coast has contributed \$154 037 in matching. Eastern Washington University has contributed \$493 987. As a result of linkage activities the Carnegie Corporation contributed an additional \$100 000 grant for UCC's telecommunications infrastructure. The total match is \$748 014.

6 Number of Individuals who Received Training as a Result of Partnership Activities

- Twenty four EWU faculty traveled to UCC to share their knowledge and skills in teaching and to consult with UCC colleagues
- Twenty five UCC faculty traveled to EWU to enhance knowledge and skills in teaching and to contribute to the curriculum at EWU. Visiting UCC faculty at EWU participated in sessions in the uses of e mail and the Internet for teaching and research. These participants returned with enthusiasm to support UCC initiatives in bringing telecommunication resources to their campus.
- Twenty two University College of Education at Winneba faculty are in the final phase of completing masters theses in the graduate program sponsored by UCC and EWU.
- Seventeen courses were taught at UCC by EWU faculty. Given an average of about 30 students per class about 500 UCC students participated in courses taught by the American participants.
- Twenty three courses were taught at EWU by UCC faculty. Given about an average of about 30 students per class about 800 Eastern students were enrolled.
- Four graduate students were assisted to be accepted at American universities (three at EWU) for graduate study as a result of efforts by project participants.

7 Future Directions of Partnership and Sustainability Beyond USAID Support

We will be continuing collaborations in the area of biotechnology. With remaining grant funds EWU has purchased for UCC a Helios Biologic Gene Gun which will further research on developing hearty strains of Cassava by genetic alteration.

There is on-going collaboration with the Science Education Unit and the Primary Education Unit at UCC with Education faculty at Eastern Washington University. EWU has initiated on line publication of The Oquaa Educator a juried publication of the Faculty of Education at UCC and will also be publishing online The Primary Teacher, a juried publication of the Primary Education Unit.

8 Publications and Presentations

- Fobih Dominic K "Education in Ghana " in *Education and Development in Africa A Contemporary Survey* Jonathan Nwomonoh Editor International Scholars Publications 1998
- Fobih Dominic K 1995 "The Process of Policy Formation in African Education Six African Case Studies " Prepared by Djibril Debourou (Benin) D K Fobih (Ghana), Pierre Joseph Kamano (Guinea) Percy Selwyn (Mauritius) Venancio Massingue (Mozambique) & Katebalirwe Amoti Wa Irumba (Uganda) October 1995 (Study coordinated by Richard Sack and managed by Ash Hartwell and Karen Tietjen) USAID Document No. , Ghana PN ABY 086
- Fobih D K 1995 "Educational Reform in Ghana " *Ghana Review International* summer
- Mitchell Bruce, Chapter on Education in Ghana in Multicultural Education. An International Guide to Research Policies and Programs edited by Robert Salisbury and Bruce Mitchell 1996 Greenwood Press
- Todd Nancy and Fobih Dominic *Internet Databases for the African Curriculum* in Conference Proceedings of the 13th the Annual Meeting of the International Society for Technology in Education New Orleans March 1996 Austin TX University of Texas at Austin
- "University Development Linkage at University of Cape Coast " *Ghana Review International* Spring 1997

Presentations

- Addai Sundiata John 1998 Culture and Independence Paper Presented at the International Programs Alumni Workshop Eastern Washington University May 1998
- Addai Sundiata John 1998 Nation Building in Modern Africa Paper presented at Eastern Washington University Cheney Washington May 1998
- Amua Sekyi Ekua Tekyiwa 1998 Education of Girls in Ghana Presentation at the Women's Center Eastern Washington

University May 1998

- Anamuah-Mensah Jophus 1998 *Science Education as a Tool for National Development. The Missing Framework* . Paper Prepared for Presentation at Eastern Washington University May 1998
- Anti Kenneth Kojo Amos 1996 *Women in African Traditional Religion* , paper presented at the Women s Center Eastern Washington University May 1996
- Danchi, Dons Dansua 1996 *The Ghanaian Child* .
- Essuman Joseph K , 1998, *History of Guidance and Counseling in Ghana*
- Galm Jerry & Stradling Dale, 1997 "Cultural and Physical Landscape of Southern Ghana " presented at Chautauqua, Eastern Washington University
- Hashmi, B 1997 *Teaching Sociology in Ghana* South Asia Caucus of the American Sociological Association s annual meeting Toronto Ontario August 1997
- Hubbard Russ "Teaching in Ghanaian Universities" at the Lilly West Conference on Teaching in Higher Education March 1996 Lake Arrowhead, CA
- Irvin, Valaray Essuman Joseph K , and Montford, R B , 1996 *An Evaluation of the Hall Counseling System*
- Saighoe Francis, 1997 *Women in Ghanaian Musical Life*
- Stradling, Dale & Galm Jerry 1997 "Natural Resources and Coastal Environments," presented at Chautauqua, Eastern Washington University
- Todd Nancy 1999 *Creating a Web Page for a USAID University Development Linkages Project. Lessons Learned.* Presentation accepted for the International Conference of ED-MEDIA Seattle Washington June 1999

Reports in progress

- Appleton Valerie and Todd Nancy *A Comparative Interpretation of Art Expressions of Ghanaian Urban and Rural Children* [In progress]
- Galm Jerry and Stradling Dale *Coastal Soil Erosion Impacts on the Environment in Ghana* [In progress]
- Todd Nancy and Tufuor Joseph *A Comparison of Ghanaian and American University Students In International Interpretation of the Perry Learning Environment Preferences Scale* [In progress]

Newspaper articles

- *Spokane Valley News* July 1997 Faculty Exchange EWU Professor [Dr Kathleen Huttenmaier] Plans to Use What She Learned on Her Trip to Africa in Her Teachings
- *Spokane Spokesman Review* July 1998 Biotechnology Collaboration Furthered by Visit of Eric Flamoe to Ghana
- *The Ghanaian Chronicle* February 1997 Kydomhemaa Enstooled at Assin Jaka (Dr Nancy Todd)
- *The Ghanaian Chronicle* January 1997 Books donated to Junior Secondary School by American University

Masters theses in progress of candidates teaching at the University College of Education at Winneba

- Asiamah S A *The Literary Dimensions of Akyem Abuakwa Libation Texts*
- Takyi K B *Left Handedness and Academic Performance The case of Junior Secondary School Form III pupils in Winneba*
- Atteh Emmanuel *The impact of the Language Experience Approach in Teaching Reading in Dangme A case study of some selected basic schools in the Aseewa Circuit*
- Afari Twako K. Henry *The Relationship of reading ability and Academic Performance A Case Study of JSS Pupils in Ajumako and Winneba Districts*
- Amankwa, E B *Predictive Validity of Selection Tests for Admission into the University College of Education of Winneba*
- Octoo Mark Anthony *Problems of Low Vision Pupils Education alongside the Totally Blind in Ghana*
- Hayford Samuel *An Evaluation of Vocational Programmes of Public Special Schools for the Mentally Retarded*
- Adi Daniel Buenortey *Traditional Poetry and Language Development The Effect of Teacher Knowledge of Wama on Pupil Performance on Wama Poetry*
- Ali , K K Mark *The Attitude of Teachers and Pupils towards the Use of Dagaare in the Teaching of Cultural Studies in JSS 2*
- Akrofi G A *Comparative study of Anti drug Abuse Posters for Senior Secondary Schools in the Central Region*
- Pratt, Don *Student Ideas about Heat and Temperature*
- Sowah Collins W *The Use of Proverbs in Teaching Certain Aspects of the Ewe Language*
- Ameku Felix K B *Community-Based Rehabilitation in Ghana Prospects for Inclusive Education in Greater Accra Region*
- Bannerman Valentina A *User Education and Information Literacy for Faculty and Students of UCEW A Case Study*

Submitted by Dr Nancy Todd

University Development Linkages Project--Linkage Profile

Ghana



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US Embassy [Mission to Ghana](#)



Developing Country Involved	Ghana
Lead U S Institution	Central State University Wilberforce Ohio
Linked Developing Country Institution	University of Science and Technology Kumasi Ghana
Project Title	CSU/UST Development Linkage Program
Primary Sector	Environment and Natural Resources
Period of Award	October 1 1991 December 31 1997
USAID Cooperative Agreement No	DAN 5063 A 00 1118 00
Principal Investigator	Dr G Koryoe Anim Wright Ph D Western Connecticut State University 181 White Street Danbury CT 06810 Phone 203 837 8486 Fax 203 837-8530

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1 Country Background and Project Purpose

Two areas constitute a top priority in Ghana's development. The Economic Recovery Program and the Environmental Action Plan. The latter has been adopted by the central government. The Environmental Action Plan required governmental departments to monitor environmental problems. However, these departments do not possess the requisite expertise and the technology to neither conduct in depth investigations nor the necessary resources to solve such problems.

Ghana is a developing country that is striving to modernize its economy and accelerate development. At present, Ghanaians from all walks of life in the villages and cities are making efforts to design and manufacture all sorts of items from simple push vehicles to complex hydraulic presses. This state of affairs emphasizes national needs for improved skills and technologies. Although there is a growing awareness of the need to design and manufacture products, no nationally coordinated infrastructure has been initiated. There is a proliferation of second rate workshops that manufacture numerous products of inferior quality. Without proper skills and equipment, these shops are attempting to fabricate and manufacture many of the products needed in Ghana. To become efficient, they require standardization and quality control measures. The Civil Engineering department, located at the University of Science and Technology (UST) is the only academic engineering unit in the country and as such is uniquely positioned to assist in the solution of many of the country's technical needs. UST has the ability to address these problems if appropriate technology is transferred to guide and promote a systematic and structural approach in the needed areas of expertise.

2 Partnership Objectives

The main aim of the Central State University (CSU) and the University of Science and Technology (UST) Chemistry department was to

strengthen UST's ability to help meet Ghana's development needs and expand and enhance CSU's internationalization. The specific linkage objectives were to

- To develop awareness of and strategies for monitoring environmental pollutants
- Conduct a R&D program to identify product needs, perform design analysis, develop manufacturing processes, carry out pilot operations and test/evaluate manufacturing products and
- Develop more accurate, reliable methodologies for compiling, estimating and analyzing water resources data

3 Results and Impact of Partnership

The establishment of the Environmental Analysis Laboratory has provided UST with the background necessary to perform accurate analyses of most environmental contaminants at low concentrations. This means that the laboratory will be able to monitor the effects of industrial development in Ghana on environmental degradation.

Among the activities considered crucial in this linkage program was the establishment of a Center of Excellence in Design and Manufacturing at UST. The establishment of this center under the linkage program was an important achievement of the project even surpassing probably the invention and development of the Fufu machine. The Ghanaian economy is poised for a break through to a new level and in our view one of the necessary catalysts is a center that will be capable of importing and imparting a higher level design and manufacturing culture to the local engineers and machine building industry. A center that will set the tone for innovative designs and high quality manufacturing techniques leading to increase national productivity is a real national necessity. Space has been made available in the form of a design office with drawing equipment and a Manufacturing Center, which should house CNC machine tools and computers to offer training to students and entrepreneurs. The thrust of this center will be most significant and have a profound impact on the growth of manufacturing or production engineering in Ghana. The University's Academic Board has approved this Center. So far five training courses have been held in the Center for Design and Manufacturing. The first course was open to the African continent and had representatives from Zambia and Zimbabwe. Additionally two courses have been held on Engineering Drawing in Modern Manufacturing. Most of the workshop participants were small businesses who needed the additional expertise in order to compete in the Ghanaian market. The Center has been equipped with the CNC lathe and milling machines purchased under the linkage project and that will assist greatly in enhancing the Center as a premier facility in engineering designs for small businesses in Ghana.

Additionally, the development of the Fufu machine is one indication of UST's ability to stay abreast of the societal needs in Ghana and to respond to those needs. It is clear that the machine, after commercialization, will go a long way in reducing manpower and other handicaps associated with the indigenous way of pounding of Fufu.

The streamflow data collection compiled by the Mechanical Engineering Department at UST will serve as a very useful resource document for individuals needing information on Ghana's water years. Additionally, the workshop on Environmental Impact Assessment held under the auspices of the linkage helped place UST as a leader in the Ghanaian environmental impact assessment arena. Other projects are in the process of being developed as an outreach of this effort.

4 Impact of Partnership on Mission Strategic Objectives in-Country

In accomplishing the objectives, CSU and UST increased their joint research efforts in chemistry, engineering and water resources management. The Center for Scientific Visualization at CSU provided assistance in monitoring the Obuasi gold mine area through satellite capabilities. Additionally, UST has established an Environmental Analysis Laboratory from the equipment purchases made under the linkage. This has made the department stronger in terms of increasing their ability to gain external funding for other projects. For example, the Canadian and Swiss governments have contributed in the form of purchasing instruments for the laboratory.

5 Other outputs/impacts of the linkage include

- Two Microcomputer workshops were held at UST. As a result of the workshops, UST now has this technology available to faculty and students.
- The analytical facilities provided at UST under the linkage program would enable the Department of Chemistry to continually engage in environmental studies.
- UST is now on the Internet and this has been a great impetus for the linkage project. It will also prove very useful for the sustainability of this linkage effort.
- An environmental analysis laboratory has been established at UST. With the establishment of this lab, UST will be able to monitor the effects of industrial development in Ghana on environmental degradation.
- Most of the equipment in the lab was purchased under the linkage. Other equipment and chemicals were obtained as gifts from US companies for UST by the CSU Chemistry department.
- Research efforts focused mostly on studies of environmental contamination from gold mining in Ghana, especially in the Obuasi area. This resulted in at least 10 senior research projects, four M.S. theses and several published research papers. Both departments collaborated on research papers.
- The development/construction of the Fufu machine has been completed. There are two versions, manual and electric, which produce Fufu in record time. A patent has been acquired on the design of the machine.
- The Engineering Design Center has been established at UST. The CNC machine purchased under the linkage will be used to train small businesses in manufacturing and production design. So far, five training courses have been conducted. The first was a two-week workshop on engineering drawing in modern manufacturing attended by 34 participants made up of artisans, engineers

and small scale industrialists selected from various parts of the country

- The streamflow data collection was completed and compiled in a computer data file This data was collected and collated for thirty one (31) gauging stations in eight (8) selected river basins The data has been compiled in computer data files It has become a great source data for graduate student research and for professional consultants using the data from the 1957 to 1991/92 water years
- More accurate and reliable methodologies for computing streamflow data for ungauged sites were developed This was achieved by relating drainage basin and climatic parameters to the streamflow data using data for thirty-one stations
- Linkage research staff published three (3) papers from the results of the project and other offshoot projects Three more papers are under preparation
- A very successful workshop was organized on Environmental Impact Assessment as an effective way of disseminating information This was attended by over 100 people and featured government officials responsible for the implementation of Ghana's Environmental Action Plan
- Seven final year students were involved in the project as part of their final year students two of whom were female students

6 Partnership Investments

USAID total financial commitment to the CSU/UST UDLP was \$499 330 over the duration of the project with CSU matching indirect costs over the same period was \$ over \$501 399 Also the university received an outside donation of \$5 000 for project activities

7 Number of individuals who received training as a result of partnership activities

From Ghana

- 9 faculty members participated in training sessions held at Central State University 3 students visited CSU to conduct their dissertation analysis at the university
- Over 50 people participated in Microcomputer workshops held by a CSU professor at UST
- The Center for Design and Excellence in manufacturing at UST trained over 100 people in four training courses for small businesses The first which was open to the African region was a two-week workshop on engineering drawing in modern manufacturing attended by 34 participants made up of artisans engineers and small scale industrialists selected from various parts of the country and had representation from Zambia and Zimbabwe
- 10 students completed their senior research projects one of the linkage objectives and 3 traveled to CSU to conduct analysis needed for their research projects
- Over 100 people attended an "Environmental Impact Assessment" workshop organized in Ghana under the auspices of the linkage program
- To create environmental sanitation awareness a workshop was organized in the Anloga community on environmental health and the training of artisans to construct VIP latrines The community now has 10 VIP units which are operating under the management of community members This was funded in part by the African Development Fund (AFD)

8 Future directions of partnership and sustainable beyond USAID support

The linkage program produced lasting relationships that continue to grow Faculty members from both institutions rely on each other for professional support UST and CSU staff continue to collaborate on syllabi exchange faculty visits student research projects equipment and software updates faculty research and many more Additionally, the programs developed by CSU and UST were not in isolation Various governmental organizations in the country were directly or indirectly involved in the linkage program For example some workshops conducted by the Engineering Design Center at UST were organized jointly with the Ministry of Trade and Industry and the Intermediate Technology (IT) Ghana initiatives developed under the linkage focused on issues of national interest which helped ensure its continuance Areas in which the two institutions continue to collaborate include

- The Engineering Design Center at UST still offers continuing education for practicing engineers, technologists-technicians and artisans in design and manufacturing It also engages in research and developing with CSU in relation to material processing and product innovation
- Central State University and the University of Science and Technology collaborated on other projects outside of AID funds One of the projects was a joint effort between the departments of Chemistry and Water Resources Management to work closely on environmental education With the purchase of the AS machine, UST continues to provide assistance to local companies in the area of environmental pollutants and still works closely with CSU in the identification of solutions or alternative options
- The Chemistry department also received a grant from USIA which helped to expand the linkage program with Ghana This added dimension opened up new areas of collaborative exchange between both institutions which still continue today
- Although the linkage project allowed for significant progress to be made on the Fufu machine it still has to be refined and commercialized Both universities continue to collaborate on the efforts related to the Fufu machine and other inventions as they arise
- Through USAID sponsorship one of the PIs is currently working on linking Russian academicians with their American counterparts He has met with the Head of Department of Mechanical Engineering at both the Ohio State University and Wright State University to develop memorandum of understanding to collaborate on research endeavors with the Russian academicians
- The Environmental Quality laboratory at UST is undergoing major rehabilitation work with the installation of modern equipment for graduate studies in Environmental Sanitation and Water Supply It is anticipated that students from CSU can come over and

conduct part of their research projects at UST

- Both universities continue to collaborate on research papers and on presenting papers on ongoing research initially funded by the linkage program

It is the intention of CSU and UST to continue to collaborate further on efforts such as the above

9 Publications

Faculty Publications

- Golow A.A Kwaansa Ansah EE (1994) Comparison of lead and zinc levels in the hair of pupils from four towns in the Kumasi Municipal area of Ghana Bull Environ Contam Toxicol 53 325 33 1
- Golow A A Laryea J N (1 994) Levels of silver zinc and lead in oranges and Avocados from two Gold rich towns compared with levels in adjacent gold deficient town Bull Environ Contam Toxicol 53 332 336
- Golow A A Godzi, TA (1994) Acute toxicity of deltamethrin and
- Oreochromis Niloticus (LIN) Bull Environ Contam Toxicol 52 351-354
- Golow A A Schlueter A Amihee Mensah S Ganson H L K , Tetteh M S (1996)
- Distribution of arsenic and sulphate in the vicinity of Ashanti Goldmine at Obuasi Ghana Bull Environ

Graduate Research

- Speciation of arsenic in some biological samples 1995 PA Sarkodie
- Chemistry of surface water in Obuasi area 1992 Kambo Dosa
- Speciation of arsenic in urine of the inhabitants in Obuasi 1993 Gavu
- Arsenic cyanide and selenium and sulfate in environs of Obuasi 1994 S Bakiamoh
- Pollutants in drinking water from taps deep wells fish, sediments, vegetables in environs of Obuasi 1994 K Acheampong
- Arsenic in water sediments and fish in the neighborhood of Obenemase
- Goldmine at Odumase Konongo by neutron activation analysis 1997 M Assiamah
- Heavy metals and arsenic in humans hair of people living at and near Obuasi 1997 E Kwansah-Ansah

Undergraduate Research Projects

- Determination of the levels of lead manganese and cobalt in vegetables from Obuasi 199 1
- Determination of arsenic levels in soils
- Determination of arsenic in soil samples collected along the road from Kumasi to Obuasi 1993
- Cytotoxicity studies of aqueous extracts of fern, Nephrolepis exaltateas from areas around Obuasi 1994
- Determination and speciation of arsenic in flora 1994
- Cytotoxicity studies of aqueous extracts of Manihot esculentum from areas around Obuasi 1994
- Determination and speciation of arsenic in topsoil and sediments 1994
- Determination of arsenic in surface soil in towns north of Obuasi 1994
- Determination of arsenic in surface soil in towns east and west of Obuasi, 1994
- Determination of arsenic levels in soils in towns north east of Obuasi 1994
- Determination of sulphate in towns west and east of Obuasi 1994
- Levels of sulfate in surface soil samples north south of Obuasi 1994
- Levels of metals in food items in Kumasi City 1992
- Levels of heavy metals in the hair of school pupils in Kumasi City 1992

Newspaper Articles

- Engineering Design Center for UST" The Ghanaian Chronicle July 1997
- "Manufacturing Industries Need Assistance" Daily Graphic, February 1996
- "Efforts in Environmental Pollution Control Recognized" Ashanti Goldmines News, August 1997

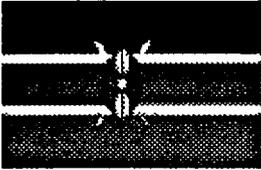
Submitted by Dr Koryoe Anim Wright



Return to African Linkages

University Development Linkages Project--Linkage Profile

Kenya



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African Country	Kenya
Lead U S Institution	Pennsylvania State University
Linked Developing Country Institution	University of Nairobi- Kabete
Project Title	A Community-Focused Approach to Improving the Economic Status of Women and the Nutrition of Infants and Children Nutribusiness Development in Central and Western Kenya
Primary Sector	Health and Population (Small Agri Business Nutrition)
Period of Award	October 1 1999 -Dec 31 1999
USAID Cooperative Agreement No	PCE-5063-A-000 2043 00
Principal Investigator	Dr Audrey Maretzki Professor of Food Science and Nutrition College of Agricultural Sciences 205-Borland Lab University Park PA 16802 Voice 814 863-4751 Fax 814-863-6132 email anm1@psu.edu http://nutrition.hhdev.psu.edu/faculty/maretzki.html
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1 Country Background and Project Purpose

At least one third of Kenyan children under 5 years of age suffer from moderate to severe malnutrition. In Kenya the period of "weaning" a transition from a diet of exclusively breast milk to solid foods starts as early as 6 months of age and continues until the age of 24-36 months. At this most vulnerable period in their lives children may receive little more than cereal based gruels. Since Kenyan women provide up to 90% of the agricultural labor, food processing and marketing in many areas of the country we designed a project that would improve infant and child nutrition and simultaneously enhance the economic status of women. Our model involved working with 88 organized women's groups in Bomet and Muranga Districts in the establishment of Nutribusiness Cooperatives to develop, process and market culturally appropriate weaning foods. The weaning foods are made from ingredients that the women grow on their farms. The weaning foods are similar to traditional weaning recipes made by the women at home and the food processing technologies used are simple and familiar to the women.

The Pennsylvania State University (PSU), Tuskegee University (TU) and the University of Nairobi (UoN) have chosen to address these particular goals using a community based nutribusiness development approach. These institutions share strengths in food science and community nutrition.

96

2 Partnership Objectives

Community development objective

- To utilize the universities' resources and technical assistance to assure the safety and nutritional quality of the Nutribusiness products
- To help the women's groups to develop food processing, business management and marketing skills that are needed to assure the success of the venture

Internationalization objective

- Faculty, staff and students from several disciplines at the universities and in cooperation with NGO/PVO personnel are provided with the opportunity to learn how to carry out participatory research activities in a naturalistic setting involving people who can directly benefit from the results of these studies

3 Results and Impact of Partnership

Key results of this project include the development of two weaning food products through an iterative participatory process and the establishment of two Nutribusiness cooperatives with a total of approximately 1,000 rural women members. The impact of this partnership involving rural women, university faculty and students from Kenya and the U.S. is wide-ranging. The project has strengthened faculty and students' capabilities in addressing the problems confronted by rural women. It has sensitized participants to the challenges and rewards of participatory approaches to development. It has provided many opportunities to develop the entrepreneurial capabilities of rural women through training in Kenya and, for some, in the U.S. The partnership has successfully garnered the support of NGOs and PVOs active in Kenya and has created links with the USAID Kenya Mission.

4 Impact of Partnership on Mission Strategic Objectives In-Country

The Nutribusiness Project addresses the FY 1996-2000 USAID/Kenya strategic plan goals for Agriculture, Business and Environment, Population and Health, and Democratization. Broad-based economic growth is encouraged by involving small holder women farmers in the informal micro enterprise sector. These are the women who are identified in the USAID/Kenya Mission Strategic Plan as being key to the economic growth of the agricultural sector in Kenya. The project is clearly "expanding access and opportunity for the poor", an area identified as one in which the Kenya Mission intends to invest. The Nutribusiness Project is particularly concerned with promoting local agricultural and food processing technologies that are environmentally friendly. The women have chosen to use ingredients in their weaning food formulas that they are able to grow successfully without the use of pesticides. The system that will be employed for drying the bananas, vegetables and beans will rely largely, if not exclusively, on solar energy. The Nutribusiness Cooperatives will be producing and marketing culturally-appropriate local food products that have the potential to protect human health by improving child survival.

The Nutribusiness Project also relates to the agency goal of Building Democracy by involving women from politically opposed tribal groups in a common activity. The Nutribusiness Project was launched during a period of tribal unrest (late 1992) with memorable exchange visits between women from Bomet and Murang'a. These visits established a bond of friendship and mutual respect between women whose common focus is the development of their communities and the health of their children, not on tribal or party politics. Subsequently, the women have learned many lessons about participation in a democratic society by electing their peers to positions of authority on several governing bodies of the Nutribusiness Cooperatives.

5 Partnership Investments

USAID total financial commitment to the Penn State-Tuskegee University-University of Nairobi UDLP is \$750,000 over the life of the project. The matching and indirect costs provided by the partnership to date amount to \$1,315,936.

6 Number of Individuals who received Training as a result of Partnership Activities

- There have been over 30 workshops on subjects ranging from nutrition education, product marketing, product labeling, business planning, and training of trainers. Most of the 1,000 women have attended at least several of the workshops.
- About 19 students from Kenya and the U.S., both graduate and undergraduate, have developed internship projects with the Nutribusiness. Four of them were able to travel to Kenya. In addition, three students developed Masters thesis projects based on this partnership. One Kenyan student finished her B.Sc. in Food Science at Michigan State University under the sponsorship of the Nutribusiness Project.

7 Future Directions of Partnership and Sustainability Beyond USAID Support

From its inception the development aspect of the Nutribusiness Project was designed for eventual financial self-sustainability with USAID funding providing the technical assistance to create nutritious weaning food products and to equip the facilities in which these products would be processed. The technical aspects of product development have been completed at the University of Nairobi but unexpected difficulties have been encountered in designing a solar drying system for use in the field-based processing facilities. A partnership with KIRDI (Kenya Industrial Research and Development Institute) has been established to produce a drier that meets our project's specifications.

The USAID Mission in Kenya has agreed to provide additional assistance in the amount of \$100,000 over the next two years to enable the cooperatives to create and implement their business plans for introducing the weaning food products into district markets in the Rift Valley and Central Provinces. During this period the linkage between Penn State and the University of Nairobi will be maintained through the involvement of Maretzki as a project consultant. Penn State has also offered to facilitate an industrial attachment for a University of Nairobi librarian who is pursuing a diploma program in Information Systems Management in Kenya. Funding is being sought in Kenya as well as in the U.S. for her to undertake this activity.

Penn State has recently been identified by FAO as a Center of Excellence in nutrition and food processing. The Nutribusiness Project subsequently established contact with the FAO office in Nairobi and discussions are proceeding both with FAO directly and with the House of Manji Foundation, an FAO-affiliated NGO on issues related to improving child nutrition. The Nutribusiness Project is seen as directly related to this objective and future collaborations are likely.

8 Publications Resulting from UDLP Partnership

- Chalana, S. 1998. Anthropometric Assessment of Young Children in Two Rural Districts (Bomet and Murang'a) in Kenya. M.Sc. Essay, Department of Nutrition, Pennsylvania State University. 100 pp.
- Muroki, N., Martini, G., Karuri, E., Tolong, H., Imungi, J., Kogi-Makau, W., Maman, S., Carter, E., Maretzki, A. 1997. Involving Kenyan Women in the Development of Nutritionally Improved Weaning Foods: A Nutribusiness Strategy. *J. Nutrition Education* 29(6): 335-342.
- Nyangara, F. 1997. Rural Kenyan Women: The relationship between group membership and household decision-making regarding agricultural activities. M.Sc. Thesis, Department of Agricultural and Extension Education, State University. 80 pp.
- Maman, S. 1995. The Nutribusiness Project: A community-based nutrition project, Bomet and Murang'a Districts, Kenya. Master of Public Health Essay, Johns Hopkins School of Public Health, Johns Hopkins University. 186 pp.

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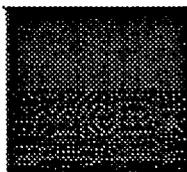


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University Development Linkages Project--Linkage Profile

Madagascar



USAID Bureau for Africa Information Madagascar



African Country	Madagascar
Lead U S Institution	Clark Atlanta University
Linked Developing Country Institution	University of Toamasina Madagascar
Project Title	A Developmental Linkage Project between Clark Atlanta University and the University of Toamasina
Primary Sector	Economic Growth
Period of Award	1992-1997
USAID Cooperative Agreement No	PCE 5063-A-00-2046-00
Principal Investigator	Dr Collette Hopkins 223 James P Brawley Drive, SW Atlanta GA 30314 404-880-6908 Fax 404 880 6909 e-mail chopkins@cau.edu URL http://www.hbcu.partnerships.cau.edu http://www.hbcu.cau.edu/tqp/staff/staff.html http://www.hbcu.partnerships.cau.edu/GED/UDLPMain.html
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1 Country Background and Project Purpose

In 1992 a University Development Linkages Project partnership was formed between Clark Atlanta University (CAU) in the United States and the University of Toamasina (UT) in Madagascar with funding by the United States Agency for International Development. The primary goal of this project is to promote a mutually beneficial and sustainable linkage between the universities

2 Partnership Objectives

Five partnership objectives were originally established by the linkage partners. They were

- to increase and enhance the French language capacity of Clark Atlanta University's faculty

- to increase and enhance the capacity of the University of Toamasina to initiate and manage an English as a Foreign Language (EFL) Program,
- to expand the Women in Development (WID) research and teaching capacity of CAU and UT faculty,
- to increase UT's expertise in library service and development, and
- to develop the entrepreneurship training capacity of UT

3 Results and Impact of Partnership

The partnership has had a number of significant results and important impacts on both CAU and UT. As a result of the partnership, Clark Atlanta has, for example, established an intensive French program for its faculty and staff. Approximately fifty faculty and staff have been enrolled in a wide range of courses and immersion experiences. Additionally, the partnership provided the Department of Foreign Language with state-of-the-art instructional resources and language laboratory equipment. Similarly, the University of Toamasina has established an English Language Training Center which provides intensive language training of its faculty, staff and students as well as individuals from the larger community. Additionally, the training of foreign language teachers for K-12 programs has been conducted at both institutions.

Through the Women in Development (WID) initiative of the project, several exchange visits have been conducted. A CAU graduate student conducted a semester-long study of women's role in deforestation in Madagascar (1995). The results of this effort are published, in addition to other materials, on the CAU/UT web site. The CAU and UT WID coordinator each exchanged site visits of women's resource programs with the UT WID coordinator, spending a summer enrolled in the Africana Women's Studies Program of CAU. The CAU WID Research Associate has conducted and published in both French and English definitive reviews of the literature of Women and Development and Gender and Sustainable Development in the African context. The National President of the Women's Federation and the Minister of the Environment conducted site visits and strategic planning meetings at Clark Atlanta. Each resulted in the development of a multimedia presentation by CAU-TV for broadcast in Atlanta and Toamasina.

Ms. Eliene Rene, the Head Librarian of the University of Toamasina, completed a master's degree in Library and Information Services at CAU. She has since returned to Madagascar and has established a multimedia center supported through equipment acquired through the partnership. Through this center, Ms. Rene provides support and training in media services to the University. In addition to short-term entrepreneurial training through the linkage, Mr. Francois Bedo completed his course work for the MBA in International Finance at CAU.

4 Impact of Partnership on Mission Strategic Objectives (In-Country)

The CAU/UT UDLP has made a significant impact on the infrastructure of both campuses. At UT, the UDLP has provided, through the establishment of the English Language Center and the Multimedia Center at the UT Library, for ongoing and sustained human capacity development. Similarly, the establishment of the Intensive French Laboratory at CAU provides for the sustained capacity building of CAU faculty, staff and students. The UT WID initiative has targeted a significant segment of the Malagasy population (women) as critical to sustainable development. The recent joint efforts in forestry and sustainable development are consistent with the current strategic objectives to involve the Malagasy citizenry in sustainable forestry through the exploitation of non-wood forest products.

5 Partnership Investments

USAID total financial commitment to the CAU/UT UDLP was \$495,000. CAU's matching indirect costs was \$188,100. An additional award of \$200,000 was provided through the USAID HBCU Research Program for the conduct of the year study of Women and Deforestation in Madagascar. A recent exploratory study of non-wood forest products was funded through the Forests Products Laboratory of the USDA. Grant applications have been submitted to fund a sustainable forestry scholar from UT to CAU and to fund a Research Associate in Gender, Environment and Sustainable Development.

6 Number of Individuals who Received Training as a Result of Partnership Activities

Due to the nature and variety of training opportunities provided through the partnership, the exact number of persons trained cannot be computed. The English Language Center at UT operates daily. In addition to the students enrolled in established courses, special training opportunities are provided to the community on an ongoing basis. Similarly, the establishment of the CAU intensive French program allows for open and ongoing language training experiences for CAU faculty and staff. Training through these initiatives are self-sustaining through participant fee assessment.

Through the UT WID program, a number of local trainings were conducted throughout the Tamatave region in small business development, entrepreneurship and community organization. Additionally, a number of women's organizations were developed and aligned with the National Federation of Women's Organizations.



In terms of formal degree granting programs Ms Eliene Rene received her master s degree in Library Services from CAU and Mr Francois Bedo completed his courseware for the MBA in International Finance at CAU Dr Eugene Mangalaza Rector of UT received a Certificate of Proficiency in English from ELS Language Centers (Atlanta) while Ms Marcelline Tombozafy received a certificate of training from the CAU Africana Women s Studies program Since completing her study of women and deforestation in Madagascar Ms Gejuana Stewart has completed her doctorate in Political Science from Clark Atlanta

7 Future Directions of Partnership and Sustainability Beyond USAID Support

Madagascar has approximately 26% of its land area under forest cover at about 1 5 million hectares Predominantly natural forests , more than 130 000 hectares are lost annually through deforestation primarily agricultural based activities Problems of land use in Madagascar include extensive land clearing illegal fuel wood removals and widespread forest fire occurrences Forest exploitation is confronted primarily with problems from the use of traditional logging methods which are wasteful and destructive to the land These problems are perpetuated by a severe lack of resources and materials to develop remedial activities and management programs for forest resources Institutional constraints in the Malagasy forest sector include a lack of public investment small local markets for forest products and a lack of private investment in silviculture methods due to the absence of foreign market potential

The Department of Water and Forests in Madagascar has listed five priority forestry activities 1) generate alternative income-producing activities 2) establish a private environmental foundation, 3) create environmental impact assessment laws 4) develop revenue sharing programs with local communities and 5) modify forest revenue systems These priorities provide several opportunities for the forestry sector and forest communities in Madagascar to address resource conservation issues simultaneously with forest sector development In particular these priorities can be addressed in the non-wood forest products (NWFP) sector

In 1996 the United States imported more than \$850 million of NWFP from Madagascar most significantly in the form of vanilla beans accounting for 93% of the total value of NWFP imports The total value of NWFP is not yet known and represents a challenge in temperate and tropical forests to inventory, analyze and manage NWFPs resources In particular for a country such as Madagascar the potential for NWFP sector development is very positive

The second phase of the UDLP will concentrate on the implementation of a training and research component which addresses forest resources management particularly non-wood forest products challenges in and around the Alan Antetazana in the northeast region of Toamasina Madagascar This project will lay the groundwork and survey guidelines for several components of a proposed Master of Science curriculum in environment and sustainable development at the University of Toamasina in Madagascar In order to prepare adequately long-term research needs and development potential of the nonfoods forest products (NWFP) sector a pilot survey of NWFP resources and markets will be implemented as a training of trainers sub-component within the overall partnership The pilot survey and training includes two parts - a survey and training design and test visit by the CAU forest economics forest management and gender analysis specialists and a second visit to implement the pilot survey and training Support for both parts of this project will be shared by Clark Atlanta University, the University of Toamasina and other U S Malagasy and international cooperators

Through training and research activities the UDLP will provide hands-on opportunities to test and develop gender analysis methods research methods in forest resource use and management, micro-enterprise development and human capacity building at the UT and in the community The training of trainers approach will be used to establish a system of long-term capabilities in the UT academic and social communities which can be applied to other agricultural and natural resource sectors and in other countries in Africa For CAU the project will provide also the testing and development of methods in gender analysis and research as well as human capacity building to support long term CAU goals of developing a prototype approach for implementation in other francophone countries in Africa and the Caribbean

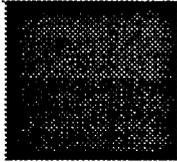
8 Publications Resulting from UDLP Partnership

A web site at CAU linked to the UT web site is being established to capture the publications and presentations resulting from the CAU/UT UDLP Partnership Both CAU and UT faculty have presented at a number of professional conferences locally regionally nationally and internationally The most recent (pending) publication is "Partners in Community and Environment Around the World" submitted by C Denise Ingram and Collette M Hopkins to the *Southern Forest Economics Workers Journal* in 1998

Submitted by Dr Collette Hopkins

University Development Linkages Project--Linkage Profile

Madagascar



USAID Bureau for Africa Information Madagascar



Developing Country Involved	Madagascar
Lead U S Institution	State University of New York at Stony Brook
Other Linked U S Institutions	Eastern Michigan University and Duke University
Linked Developing Country Institution	University of Antananarivo and University of Fianarantsoa
Project Title	Environmental and Natural Resources Management of Biodiversity in Madagascar
Primary Sector	Environment and Natural Resources
Period of Award	1993 1998
USAID Cooperative Agreement No	PCE 5063-A-00 3035 00
Principal Investigator	<p>Dr Patricia C Wright Institute for the Conservation of Tropical Environment 5th Floor SBS Building SUNY-Stony Brook Stony Brook, NY 11794-4364 Phone 516 632 9440 Fax 516 632 7692 e mail Pwright@datalab2.sbs.sunysb.edu Web Site http://notes.cc.sunysb.edu/CAS/ictc.nsf</p> <p>Dr Peter Reinthal Eastern Michigan University Department of Biology 402 Mark Jefferson Ypsilanti MI 48197 Voice 734-487-4398 Fax e mail pnr@online.emich.edu URL http://www.emich.edu/public/biology/reinthal.htm</p>
African contact	<p>Benjamin Andriamihaja National Coordinator ICTE Madagascar III L 102 Tsimbazaza PO Box 3715 Antananarivo Madagascar Phone 261 2022 653 74 Fax 261 2022 339 86 e mail MICET@dts.mg</p>
Linkage URL	http://notes.cc.sunysb.edu/CAS/ictc.nsf/webform/udlp

1 Country Background and Project Purpose

The island continent of Madagascar is the fourth largest island in the world. Madagascar is one of the world's top ten biodiversity hot spots containing a disproportionately high proportion of the world's plant and animal species for its area. Most of Madagascar's species are endemic (found nowhere else in the world) because the island has been separated from the mainland for over 80 million years and species have evolved in isolation.

The biological wealth that Madagascar's plants and animals represent is threatened by environmentally degrading land-use practices such as slash and burn agriculture, logging, and uncontrolled burning. Over 70% of Madagascar's original rain forests have been destroyed by

human activities Madagascar has been cited as one of the world's largest potential ecological disasters and its fragile red soils can be seen from space bleeding out into the Mozambique Channel. The Malagasy government and people realize the economic value of protection and rational use of Madagascar's biodiversity and other natural resources, and are seeking the means to do so.

The rationale for the creation of the linkage program is that any serious solutions to the many problems facing Madagascar require an integrated program that integrates three distinct, but inextricably intertwined issues: human impact on the environment, the need for trained personnel, and biodiversity research.

2 Partnership Objectives

The objective of this project was to build linkages among universities to create training programs that did not yet exist in Madagascar and could not be accomplished by any single institution. These training programs would provide the expertise to improve environmental, natural, and human resources management.

Specific Objectives

- 1 Provide training and enhancement programs in Madagascar for Malagasy University professors and students
- 2 Establish training and enhancement programs in the United States for
- 3 Malagasy University professors and students
- 4 Provide training for Malagasy University professors and students in research methods and grant writing
- 5 Increase the production of publications on research and development
- 6 Revise the curriculum of Malagasy Universities

3 Results and Impact of Partnership

We have successfully built linkages among universities to create training programs in biodiversity research and human impact on the environment. We have produced trained Malagasy environmental scientists and provided environmental training to present and future policy makers, thereby greatly increasing the human capacity for natural resources management in Madagascar.

For the Malagasy professors and students, our annual biodiversity field courses at Ranomafana National Park (RNP) were their first opportunity to see and study the native flora and fauna in their natural habitat. Now 23 Malagasy graduate students have produced DEA dissertations based on research at RNP, 26 graduates of our field course have environment-related jobs, and professors have incorporated newly acquired information about Malagasy biodiversity into their university courses.

Five Malagasy students have received graduate-level training in the US. These students have submitted several successful grant proposals to support their research in Madagascar. Over 20 scientific publications include a Malagasy co-author (see below).

One linkage partner, the University of Fianarantsoa, established an Institute for Science and Technology of the Environment (ISTE) in 1997. This new institute is the first formal higher education center dedicated to environmental sciences in Madagascar.

Another linkage partner, the University of Antananarivo, hosted the XVIth Congress of the International Primatological Society in August 1998. This meeting was attended by 550 scientists from 35 nations who made 422 presentations in symposia, paper sessions, and workshops. Linkage partners in Madagascar and the US facilitate the research of approximately 50 international scientists/year who come to Madagascar to conduct their research.

These training programs have greatly increased the level of scientific knowledge about the environment in Madagascar, resulting in a significant improvement in the capacity of the Malagasy people to manage their environment. Malagasy professors have noted the establishment of environmental awareness in Madagascar, largely attributable to linkage-related activities. Madagascar has become an international center for research, attracting international scientists and scientific societies.

4 Impact of Partnership on Mission Strategic Objective(s) In-Country

One of the 3 Mission Strategic Objectives in Madagascar is "biologically diverse ecosystems conserved in priority zones." Our linkage has contributed to this objective by providing the human capacity in Madagascar to wisely manage biologically-diverse ecosystems. We have also provided the institutional capacity building at the University level to continue to train scientists, policy makers in the future.

5 Partnership Investments

USAID total financial commitment to this UDLP is \$1,000,000 over the life of the project. The matching and indirect costs provided by the partnership to date amount to \$1,118,847.

6 Number of Individuals who Received Training as a Result of Partnership Activities

- 25 Faculty
- 103 Graduate Students

- 43 Undergraduate Students
 - 102 Community Outreach Recipients
- Total= 273

7 Future Directions of Partnership and Sustainability Beyond USAID Support

We are seeking funding to continue the annual biodiversity field courses at Ranomafana National Park to train additional graduate students in the US and to support the biodiversity research programs of professors and students in Madagascar. The University of Fianarantsoa is seeking funding to improve and expand the new Institute for Science and Technology of the Environment.

8 Publications Resulting from UDLP Partnership

A total of 240 publications (173 scientific publications, 54 Master's Dissertations, and 13 Ph.D. dissertation) have resulted from linkage related research and are listed below.

Scientific Publications

- 1 Atsalis S (1996) Feeding ecology of the brown mouse lemur *Microcebus rufus* (family Cheirogaleidae) at Ranomafana National Park Madagascar. *American Journal of Physical Anthropology*, Supplement 22 (Annual Meeting Issue) 64
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- 6 Hardenbergh S P (1993) *Undernutrition Illness and Children's Work in an Agricultural Rain Forest Community in Madagascar* Ph D University of Massachusetts
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- 9 Atsalis S (1998) *Feeding ecology and aspects of life history in Microcebus rufus (Family Cheirogaleidae Order Primates)* Ph D dissertation City University of New York
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- 17 Ramanankandraina L. (1997) *Schema directeur informatique du Ministere de l'Enseignement Supereur* DII University of Fianarantsoa
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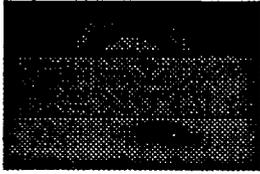
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- 54 Ranarijaona H L T (1993) *L'exploitation des fougères arborescentes (Cyatheacees) du Parc National de Ranomafana* DEA Universite d'Antananarivo

Submitted by

Fredrica H van Berkum Ph D

University Development Linkages Project--Linkage Profile

Malawi



USAID Bureau for Africa Information Malawi



African Country	Malawi
Lead U S Institution	Lincoln University of Missouri
Other U S Linked Institution	University of Minnesota
Linked Developing Country Institution	Bunda College of Agriculture/University of Malawi
Project Title	Improving the Health and Nutritional Well-Being of Infants and Children in Malawi Through Increasing Milk and Meat Production of small Ruminants
Primary Sector	Health and Population Improvement of Child Survival via Improvement of Livestock Production
Period of Award	1992-1995
USAID Cooperative Agreement No	PCE-5063-A-00-2038-00
Principal Investigator	Dr Ikbal Chowdhury Director Dr Helen Swartz Principal Investigator Dr William Boylan, Co-Principal Investigator Lincoln University/University of Minnesota C/O International Programs 336 Founders Hall Jefferson City MO 65101-0029 Voice 573-681-5360/5361 Fax 573-681-5596 e-mail chowdhry@lincolnu.edu e-mail hswartz624@aol.com
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1 Country Background and Project Purpose

The malnourishment of children under the age of five is one of the most severe impediments to human resource development that has been confronting the nation of Malawi. There are a number of reasons why this is the case. The weaning food which is

- goats The expected outcome was improvement of animal production and availability of high quality milk and meat
- 2 Implemented demonstration and extension programs for goat husbandry Activities focused on improvement of milk and meat production for small holders Expected outcomes were the development of an organized program for the education of small holders and development of their management skills and animal husbandry practices There was a special emphasis on extending this program to more women with young children
 - 3 Planned and implemented programs for utilizing goat milk and meat in the family diet Health workers (e.g., community health volunteers) were included in this effort wherever possible Major emphasis was on incorporating these products in weaning foods and as a regular part of the diet for children under five Growth rates of children whose mothers were participants in the project were monitored for the first pilot year, in order to verify the effectiveness of the project in meeting the overall goal of the linkage activity, that of addressing the problem of childhood malnourishment

It was the expectation of the linkage partners that, within the life of the project they would establish a relationship with the Center for Agricultural Research and Development (CARD) at Bunda College This Center was expected to be established with major financial assistance from USAID It was to serve as the focus for applied research teaching and policy development in agriculture and was to be a logical home for subsequent activities of the linked partners

Sustainability of the linkage can be assured in a number of ways The intent of the three partnered institutions is to pursue expanded funding to promote continued faculty exchanges and to sponsor students from both Malawi and the U S for international education The linked partners also intend to compete as bidders to plan, win and implement development projects funded by other donors in Malawi and elsewhere Cross-linkage possibilities exist in Southern Africa through the offices of SADCC Presently SADCC funds faculty exchanges for purposes of information gathering among the colleges and universities in SADCC member nations SADCC funding or other assistance for linkage activities can be explored for the future Cross linkages can also be developed in Malawi with the Ministries of Agriculture, Health Community Services, and Women s and Children s Affairs Collaboration can also be explored with ICRISAT

In sum this project addresses the priority development areas of human resource development and agricultural productivity It has transmitted new knowledge skills and material resources to women with families, enabling them to more adequately nourish their children and creating the possibility for entrepreneurship as they move surplus products to market It linked three institutions of higher education in a consortial arrangement which will enable them to sustain collaborative involvements in addressing many major development problems in Malawi in the future

4 Impact of Partnership In Mission Strategic Objective (s) In-Country

One of the important outcomes from this project is the evidence for the potential for improvement of animal production in Malawi Also through this project the feasibility for enhancing the availability of high quality milk and meat was clearly demonstrated If the lessons learned from this initiative can be extended to more villages and over a larger population of Malawi, it would complement USAID s strategic objective number 2 "Increased agricultural incomes on a per capita basis" via increased quantity and quality of milk and meat production

Through the training of the women in the villages in better goat management this project complements the USAID s strategic objective number 2 "Increased sustainable use conservation and management of renewable natural resources "

Another very important goal and finding of this project is the demonstration of the improvement of child survival which complements USAID s strategic goal number 3 " improved child health practices"

5 Partnership Investments

CONTRIBUTORS	AMOUNT OF INVESTMENT
USAID	\$ 750,000
Lincoln University	\$ 193 017
University of Minnesota	\$ 248 333
Bunda College of Agriculture	\$ 94,205

6 Number of Individuals Who Received Training as a Result of Partnership Activities

This partnership has touched many lives in many ways Everyone that has participated in the activities associated with this endeavor has been a learner one way or another There have been approximately two dozen or more faculty and administrative exchanges that have taken place involving this project Each exchange has changed or transformed the individual involved and has helped to internationalize individual faculty and institutions Several students on both sides have also participated in the broader linkage

activities without costing this project any resources instead they contributed towards its goal Student involvement in Malawi with this UDLP research has led to two graduate (Master) thesis and graduate degrees and one undergraduate thesis and an undergraduate degree Workshops were held under the auspices of this project and have trained scores of people The international national and regional conferences attended by various faculty and individuals that participated in this project also have had a positive impact

Villagers and the communities that have been involved in this project activities have benefited from the many interactions Manuals written for goat management and goat-husbandry will be useful to many Malawians for years to come Manuals instructions and literature on child nutrition will be useful to many village mothers everywhere in Malawi now and in the future Lives have been saved through child survival (USAID s strategic objective 3) via better nutrition and this impact has been quite significant The President of Malawi the Malawi Ambassador to the U S and the U S Ambassador to Malawi, plus many more people on both sides have all been exposed to the project ideas and objectives and were very impressed with the results and have extended their support for the mission of this project

We now have over thirty students from Malawi on the LU and UMN campuses studying to get various degrees Before this project LU had none The names of Lincoln University and the University of Minnesota are familiar to many in Malawi now

7 Future Directions of Partnership and Sustainability Beyond USAID Support

LU won and recently concluded another major AID project in Malawi titled "Agriculture Sector Assistance Project" ASAP as a direct result of our involvement with the UDLP Many good things have happened as a result of the ASAP including the training of a Bunda College Faculty member toward a Ph D degree from the University of Minnesota We have submitted a new proposal for funding consideration under the new UNCF/AID initiative last Fall (1998) We are also talking with the World Bank for possible funding for future activities The University of Minnesota has expressed interest in helping Malawi to build a new University in the North (Mzuzu University) They are planning to send a 3-4 member delegation to Malawi in connection with this initiative in the very near future In recent days one of the Lincoln faculty has submitted a proposal to the government of Malawi with the title "Enhancing Information Exchange for Rural Communities in Malawi" Malawi government itself is considering support for the initial phase of this activity and President of Malawi himself have endorsed its objective

8 Publications and Presentations Resulting from UDLP Partnership

Various publications papers abstracts research and seminar reports poster presentations academic theses workshops proceedings manuals and feature articles have been developed and presented regionally, nationally and internationally through the activities of this project Faculty students staff workers as well as top level administrators from all three campuses and many government officials have been engaged in various project activities involving this UDLP project A list of many of the important activities/documents/papers etc are included below chronologically for review and convenience

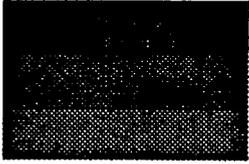
- Proceedings of the workshop on "Improving the Health and Nutritional Well-being of Infants and Children in Malawi Though Increasing Milk and Meat Production of Small Ruminants" Held at Bunda College of Agriculture/University of Malawi Lilongwe, Malawi Edited by Helen A. Swartz April 6-7 1993
- Banda J W , S K Karua and P T E Makhambera "The Productive and Reproductive Performance of the Indigenous Goats in Malawi" A paper presented at the International Animal Production Conference Edmonton Canada June 28 July 2 1993
- Boylan W J , H A Swartz S E Patten, P T E Makhambera and L A Kamwanja "Utilizing Small Ruminants to Enhance the Nutritional Status of Children in Malawi" A paper presented at the International Animal Production Conference Edmonton Canada June 28 July 2 1993
- Banda J W and L A. Kamwanja "The Acceptability and Utilization of Goat Milk in Malawi" A paper presented at the Third Conference of the Research and Publications of the University of Malawi Mulangeni Malawi April 5-8 1994
- Banda J W L A Kamwanja, S K Karua and G Y K Phiri "Milk Yields and Growth of Goats Under Village and Station Conditions" A paper presented at the Third Conference of the Research and Publications of the University of Malawi Mulangeni Malawi April 5-8 1994
- Phoya R K A Progress Report on the Project Titled "Improving the Health and Nutritional Well being of the Infants and Children in Malawi through Increasing Milk and Meat Production" Proceedings of the Joint Annual Conference of the American Dairy Science Associations and American Society of Animal Science Minneapolis Minnesota July 1994
- Mtimuni B M A Summary of the Project Design and Accomplishments to Date "Improving the Health and Nutritional Well-being of the Infants and Children in Malawi through Increasing Milk and Meat Production" Food Security and Nutrition Bulletin A Publication of the Ministry of Economic Planning and Development Government of Malawi 1994
- Mfitlodze M W , L A Kamwanja and J W Banda Goat Husbandry Manual for University Development Linkage

- Programme (UDLP) Bunda College/University of Minnesota/Lincoln University Linkage University of Malawi April 1995
- Banda J W and L A Kamwanja Workshop Report/Improving the Health and Nutritional Well-being of the Infants and Children in Malawi through Increasing Milk and Meat Production" Sponsored by USAID/UDLP in Cooperation with Lincoln University University of Minnesota and University of Malawi/Bunda College of Agricultural Mulangeni/Mangochi Malawi April 3-6 1995
 - Tembo C A "Evaluation of the Productivity of Four Goat Genotypes for Meat and Milk Production" Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Animal Science (Animal Breeding) Faculty of Agriculture University of Malawi 1995
 - Swartz H A , W J Boylan and L.A Kamwanja. Poster Presentation Improving the Health and Nutritional Well-being of the Infants and Children in Malawi through Increasing Milk and Meat Production" An AID/Washington Sponsored Workshop titled, "Partnership for Development" Rosslyn, VA Oct 15-18 1995
 - Banda J W , C A Tembo M Ngwira and J Mwambaghi "Sustainable Goat Milk and Meat Production and Utilization in Rural Population of Malawi" A paper presented at the First Annual Workshop for the ASC Contract Research Project Capital Hotel, Lilongwe Malawi 1995
 - Kamwanja L A An Updated Report/Improving the Health and Nutritional Well-being of the Infants and Children in Malawi through Increasing Milk and Meat Production Opening Ceremony of the Agricultural Policy Research Unit (APRU) Center for Agricultural Research and Development (CARD) Bunda College of Agriculture University of Malawi Feb 1996
 - Rayburn Sr W G President Lincoln University of Missouri Opening Ceremony Remarks/Agricultural Policy Research Unit (APRU) Center for Agricultural Research and Development (CARD), Bunda College of Agriculture/University of Malawi Feb 1996
 - Ngwira M M and B M Mtimuni Food and Nutritional Manual for Promoting Utilization of Goat Milk in the Home Department of Home Economics/Human Nutrition Bunda College of Agriculture/University of Malawi April, 1996
 - Boylen W J , P T E Makhambera, L A Kamwanja, H A Swartz and S E Patten "Breeding Goats in the Tropics to Enhance Child Nutrition and Health" The proceedings of the VI International Conference on Goats Beijing, China May 1996
 - Banda J W and C A. Tembo "Sustainable Goat Milk and Meat Production and Utilization in Rural Population of Malawi" (Abstract) University of Malawi Research Publications Oct-Dec 1996
 - Chilenje, Mary "A Comparison of Milk Production in Local Does Bred to Anglo- Nubian, Damascus, Saanen and Local Bucks" A Research Paper Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor of Science Department of Animal Science Faculty of Agriculture, University of Malawi 1996
 - Emmanuel O Otsogile "Carcass Characteristics of Indigenous Malawi Boer Goat Crosses at Three Different Slaughter Weights" Thesis submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Animal Science Faculty of Agriculture University of Malawi 1996
 - Swartz H A. and I R Chowdhury Poster/ Improving the Health and Nutritional Well- being of the Infants and Children in Malawi Through Increasing Milk and Meat Production/UDLP/USAID A regional meeting titled "Strategic Alliances to Internationalize the Undergraduate Experience, Sponsored by the University of Missouri Columbia MO March 4 5 1997
 - Swartz H A Poster Presentations/ Improving the Health and Nutritional Well-being of the Infants and Children in Malawi through Increasing Milk and Meat Production/UDLP/USAID A USDA Grant Sponsored Workshop titled "International Experiences and Opportunities for Students" and implemented by Lincoln University Jefferson City, MO May 7 1997
 - Phoya R K Workshop Proceedings/Improving the Health and Nutritional Well being of the Infants and Children in Malawi through Increasing Milk and Meat Production Sponsored by UDLP/USAID in cooperation with Lincoln University University of Minnesota Bunda College of Agriculture/University of Malawi and various Ministries of the Government of Malawi Lilongwe Malawi June 1997
 - Brooks, R , S Hannah P Lenger and S Shackelford A University Wide Seminar Series, covering June 1997 ULDP/USAID workshop in Mangochi Malawi attended by four students as "Project Site Visit" Lincoln University, Jefferson City MO Sept , 1997
 - Swartz H A , D A Penn and I R Chowdhury Poster Presentations/Improving the Health and Nutritional Well being of the Infants and Children in Malawi through Increasing Milk and Meat Production UDLP/USAID North Central Land Grant Universities Regional Meeting/Globalizing Agricultural Science and Education Programs for America Workshop Sponsored by USDA Minneapolis, Minnesota July 14-17, 1998
 - Swartz H A and R K Phoya Poster Presentations/ Improving the Health and Nutritional Well being of the Infants and Children in Malawi through Increasing Milk and Mea Production UDLP/USAID American Dairy Association and Society of Animal Science Annual Meeting Denver Colorado July 25-31, 1998

Submitted by Dr Ikbal Chowdhury

University Development Linkages Project--Linkage Profile

Malawi



USAID Bureau for Africa Information Malawi



African Country	Malawi
Lead U S Institution	Oregon State University
Other Linked U S Institutions	Tuskegee University American Farm School and Washington State University
Linked Developing Country Institution	Bunda College of Agriculture
Project Title	To Improve the Well Being of Small Holder Rural Families in Malawi through Improved Extension and Nutrition Support
Primary Sector	Economic Growth
Period of Award	April 1993 April 1998
USAID Cooperative Agreement No	PCE 5063-A 00 3011
Principal Investigator	Leanna Ott Office of International Research and Development 400 Snell Hall Oregon State University Corvallis OR 97331 Voice 541 737 6438 Fax 541-737-3447 e-mail Leanna.Ott@orst.edu
African contact	Dr Richard Phoya Bunda College PO Box 219 Lilongwe Malawi Voice 265-277222 Fax 0265 277 364 e-mail URL http://members.tripod.com/~unimal/bunda/
Linkage URL	http://www.orst.edu/dept/ip/oir/projects/malawi.html

1 Country Background and Project Purpose

Malawi is located in South-Eastern Africa is densely populated and is one of the least developed countries in the world. Most Malawians earn their income directly or indirectly from agriculture. The nation is constantly challenged to produce enough food for its rapidly growing population. Subsistence farming is the number one source of family needs and the per capita income is below \$300/year. Realizing the importance of agriculture, the Government of Malawi has focused resources on agricultural and food security education at Bunda College of Agriculture.

Bunda College of Agriculture is the agricultural and home economics campus of the University of Malawi. With over 550 students and 60 faculty, it provides undergraduate and graduate education and research in human and natural resources, rural development and food security issues. This project has linked three major U.S. research institutions: Oregon State University, Tuskegee University, and Washington State University. The goal of the linkage was "To Improve the Well Being of Small Holder Rural Families in Malawi Through Improved Extension and Nutrition Support."

A long term perspective was maintained and the project sought to achieve a number of sustainable objectives. Strategies were focused in the areas of agricultural extension/rural development and home economics/human nutrition. The objectives were:

- Strengthen the Extension Education Program at BCA and the Participating U S Institutions of Higher Education (OSU and TU)
- To strengthen the Home Economics and Human Nutrition programs at BCA and the participating US institutions of higher education OSU and TU

Accomplishments related to Objective One include the development and implementation of a new Master of Science program in Agricultural Extension at BCA published research on Extension and Rural Development and Household Dynamics at BCA, OSU and WSU Objective Two accomplishments include the development of comprehensive curricula in Home Economics and Human Nutrition at BCA at the bachelors level the development of a new Master of Science program in Food Science and Human Nutrition at BCA and the establishment of a food processing and food analysis laboratory and improved nutritional research capabilities at BCA

Inter institutional foundations have been laid that will enable the continual development of curriculum in Agricultural Extension/Rural Development and Home Economics/Human Nutrition and applied research in these disciplines include relationships infrastructure and professional development Some strategies for sustaining the project achievements are

- Memoranda of Understanding
 - Agricultural Policy Analysis and Research with IFPRI
 - Distance Education with A*DEC
- Fulbright Awards
 - OSU Faculty to BCA
 - BCA Faculty and Students to OSU
- Collaborative Research
 - Agricultural Extension/Rural Development
 - Home Economics/Human Nutrition

The success of this project is attributable to the cooperation of the members of the participating universities The programmatic leadership of the BCA staff and faculty complemented the technical leadership of the OSU, WSU and TU faculty

2 Partnership Objectives

The goal of this project was To Improve the Well Being of Small Holder Rural Families in Malawi Through Improved Extension and Nutrition Support The purposes of this project were

- "Improve the technical and management skills of extension and nutrition staff involved in serving rural families through improvement of training offered at Bunda College of Agriculture"
- "Improve the understanding of U S consortium faculty and students about sustainable rural development processes which can improve our work in the U S and in Africa "

3 Results and Impact of Partnership

The internationalization of faculty and students occurred both at BCA and the US participating institutions of higher education Various BCA faculty and student members received training and education in the US and brought their perspectives to their peers at BCA via seminars and presentations Additionally all US personnel serving in Malawi provided seminars for staff and faculty and/or taught classes at BCA

Likewise BCA faculty and students that were in the US provided their perspectives to OSU and WSU faculty and students in seminar or classroom forums OSU and WSU personnel are investigating collaborative research opportunities and student and faculty exchange programs with BCA that will continue the internationalization of the institutions and contribute to improved African/US relationships

4 Impact on Strengthening Institutional Capabilities to Meet Societal Needs

Societal needs in Malawi have changed considerably during the last 10 years particularly in the move towards a market economy The project goal purpose and objectives were based on the societal needs at the time the project was conceptualized The research conducted as a part of this grant has provided a forum to identify the changing societal needs and to develop strategies to alleviate problems in areas such as malnutrition and family incomes below the poverty level For example based upon research conducted by the BCA Agricultural Extension Department the need for a Master of Science program in Agricultural Business has been identified and a proposal for a new degree program is being developed for submission to BCA Faculty Senate

5 Impact of Partnership on Mission Strategic Objective(s) In-Country Partnership Investments

This project has linked three major U S research institutions with the Bunda College of Agriculture (BCA) The BCA is responsible for education and research for Malawi that addresses human and natural resources, rural development and food security issues This linkage has helped to prepare well trained professionals to manage sustainable rural development with particular attention to family food security The three participating U S institutions benefited from intrinsic involvement in providing opportunities for research and education of student and faculty on global issues such as food security, natural resource management, and rural development These issues are of utmost importance in Malawi and are increasingly relevant in the U S A long term perspective was maintained and the project aimed to achieve a number of sustainable objectives Research agendas in rural development extension economics distance education nutrition AIDS agro forestry and food preservation have all been established and are on-going between and amongst the member institutions

These have occurred as a direct result of this linkage project

6 Financial Information

Line Item	USAID	Actual USAID	Matching	Total
Descriptions	Budget	Budget	Funds	Expenditures
Salaries & Wages	\$148 756	\$121 357	\$118 150	\$244 425
Fringe Benefits	59 902	31 053	29 288	29 288
Indirect Costs			277 081	277 081
Consultants				
Travel Trans Per Diem	187 244	180,089		180 089
Nonexpendable Equip	55 000	52 506		52 506
Participant Training	90 000	128 404		128 404
Other Direct Costs	60 598	80 429	43 066	123 495
US institutions	226 500	222 029	543 617	768 117
Totals	\$826 000*	\$823256	\$1 011 202	\$1 834 458

The originally approved USAID budget of \$999 648 was reduced by \$173 648 in 1996

7 Number of Individuals who Received Training as a Result of Partnership Activities (Includes faculty graduate students undergraduates and individuals trained by community outreach programs)

15

8 Future Directions of Partnership and Sustainability Beyond USAID Support

Inter institutional foundations have been laid that will enable the continual development of curriculum in Agricultural Extension/Rural Development and Home Economics/Human Nutrition and applied research in these disciplines include relationships infrastructure and professional development All have long range plans

Relationships Many binding formal and informal personal and institutional relationships have been established because of this project Staff and faculty at the participating universities are in regular contact via email and many collaborative research projects are in the process of being designed and/or implemented Institutionally OSU and BCA have signed a five year Memorandum of Understanding with A*DEC that will provide sustainable and cost effective faculty development and student course work that is currently unavailable in Malawi An additional open-ended Memorandum of Understanding has been signed with IFPRI that provide assistance in agricultural policy research Fulbright scholarships developed under the auspices of this project have resulted in two OSU faculty members at BCA for a year and a BCA faculty member and student will arrive shortly at OSU

Infrastructure at BCA USAID and matching funds have expanded holdings the BCA library substantial teaching and research materials and equipment for BCA staff and faculty a fully furnished food processing/analysis laboratory and computer and telecommunications equipment

9 Publications Resulting from UDLP Partnership

Final Report

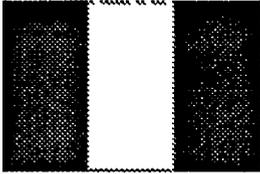
Submitted by Leanna Ott



[Return to African Linkages](#)

University Development Linkages Project--Linkage Profile

Mali



USAID Bureau for Africa Information [Mali](#)
[US Mission to Mali](#)
[USIS in Mali](#)



African Country	Mali
Lead U S Institution	University of Rochester
Other Linked U S Institution	Columbia University
Linked Developing Country Institution	Ecole Nationale de Medecine et de Pharmacie Mali
Project Title	Integration of Applied Research Training and Maternal-Child Health Services
Primary Sector	Health and Population
Period of Award	1992-1997
USAID Cooperative Agreement No	PCE-5063-A 00 2044-00
Principal Investigator	Dr Mark Shelly Highland Hospital 1000 South Avenue Box 45 Rochester NY 14620 Voice 716-461-6821 Fax 716-256-3243 Work e-mail Mark_Shelly@URMC.rochester.edu Home e-mail mshelly@aol.com http //home eznet net/~mshelly/
African contact	Dr Abdel Karim Koumaré Faculté de Medecine et Pharmacie du Mali Hopital du Point "G" Bamako Mali Voice 233-22-5002/5003 Fax 233-22-9294#/9790#/9658 e-mail koumareak@datatech.toonnet.org

1 Country Background and Project Purpose

Despite impressive gains in child health in Africa in the past decade African children continue to die from preventable or treatable diseases at unacceptably high rates. Many of these deaths can be prevented by vaccination yet vaccination rates remain low.

In striking parallel, under vaccination rates for poor children in urban and rural America are also low. For children of color, the US ranks 56th in immunization in the world. Rochester and New York are no exceptions to this trend. In 1990 in Rochester, two year old measles immunization rates ranged from 44% to 76% and in New York City only half of the city's two year olds had been vaccinated against measles.

The purpose of this project is to link the University of Rochester School of Medicine and Dentistry, the Columbia School of Public Health, and the Faculty of the National School of Medicine, Pharmacy and Dentistry (Mali) in training in applied research in the area of maternal-child health. With a focus on immunization, the goal was to improve the ability of the faculty to research this important area of public health. Shared lessons learned would in turn inform and stimulate efforts to improve vaccination in Rochester and New York City.

2 Partnership Objectives

The overall goal of the Linkage Project is to improve child immunization coverage and related health promotion behaviors among under served populations in urban and rural Mali Rochester and New York City Specifically the objectives are

- To build faculty and clinician expertise in assessing immunization levels and barriers to vaccination and child health promotion behaviors
- To integrate faculty, clinicians, and students into immunization services in the Maternal Child Health Centers (MCHC) and their client communities
- To compare cross-cultural interventions to improve immunization coverage and health promotion behaviors

3 Results and Impact of Partnership

We started this project with a workshop on applied research in Bamako attended by medical faculty, community health workers public health administration and non-governmental organization This first meeting succeeded in bringing together members of the public health and higher education sectors toward a common goal In addition to teaching the general principles of applied research the groundwork was put in place for subsequent yearly interdisciplinary meetings

During the second year we planned a cluster survey of immunization coverage in 4 regions surrounding Bamako, 2 urban and 2 rural In addition to looking at the level of immunization survey questions addressed barriers to immunization at the level of the mother the family the community and the immunization program The Malian UDLP team carried out this ambitious study in March-May 1994 interviewing almost 6000 mothers of children ages 0 to 24 months of age

They presented their results at the first International Conference on the Expanded Program for Immunization in Bamako Mali May 25-26 1995 Faculty and clinicians from Bamako and other regions of Mali participants from 5 neighboring African nations (Bénin Burkina Faso Gambia Guinea Niger) researchers from the USA and representatives from several international NGOs shared lessons learned in the Expanded Program for Immunization (EPI)

Based on these results and 40 subsequent focus groups the UDLP teams planned interventions designed to improve the rates of immunization coverage We planned the interventions in a case-controlled fashion with the intervention group (half of each region) carrying out additional community education sessions and introducing a system of active recall of children who were due immunization By involving the Health Care Workers involved in immunization care was taken to choose interventions which were sustainable in the long term

The FMPOS supervised a repeat cluster survey in April, 1997 to look for the effect of the intervention The second cluster survey showcased the skills learned in the earlier years by the UDLP team in Mali, with significant improvements in data integrity and analysis

The results of this second survey were presented at the second International Conference on the Expanded Program for Immunization in Bamako Mali, in October 1997 This conference was attended by persons five neighboring nations (Bénin Burkina Faso Cote d'Ivoire Guinea, and Niger), 77 representatives from throughout Mali, and 7 persons from the USA attended this conference Each representative openly shared the strengths and weakness of existing EPI programs in their country or region problems were addressed by peers who have wrestled with the same issues assisted by experts from the University of Rochester Columbia School of Public Health the World Health Organization and others in the education government and health sectors It was agreed that this fruitful meeting should be repeated every two years and that the content of the meeting should be driven by the interventions in each country

Generous support for non-governmental organizations played an important role in the success of this project In addition to supporting travel and the yearly conferences a donation of a 15 seat van from the Sister Cities Committee of Rochester to the Medical School in Mali provided transportation for the surveys

One of the greatest accomplishments of this project was facilitating an exchange and cooperation between the Ministry of Health and the Ministry of Higher Education The inclusion of decision makers with the persons who carry out the day-to-day work of child immunization is important for finding practical, long term, sustainable solutions to improve the health of the children Including

120

medical students in this project will influence the thinking of the next generation of physicians in Mali

Through this project University of Rochester School of Medicine and Dentistry added emphasis to the international health content of the curriculum This included a new course in the MPH curriculum and two courses added to the first year medicine curriculum in the Global Health Seminar series Through this project a series of lectures on international health provided a forum for discussion of cross-cultural issues Five medical residents and one medical students traveled to Bamako to participate in this project

Dr Lynn Bickley the initial principal investigator for this grant played an important role in the International Health and Medical Education Consortium Her tireless efforts in promoting Maternal-child health were key to the success of this project The project PI was changed in year four

At the School of Public Health Columbia University, Dr Sally Findley and others were able to bring some of the approaches home They applied the type of social mobilization strategies used in Mali to under immunization in Harlem and New York City Work begun as a city-wide conference on applying international public health strategies to New York sparked a collaboration with New York State Department of Health CU was successful in winning an independent demonstration project grant from CDC for an innovative immunization program for Northern Manhattan

4 Impact of Partnership on Mission Strategic Objective(s) In-Country

During the period of this study there was a significant increase in the vaccination coverage in the urban areas of Bamako Though many organizations work together toward this common goal the annual meetings and focus on immunization played a part in improving this aspect of child health

By strengthening the ability of the FMPOS to study local barriers to improved vaccination and by incorporating problems of childhood immunization into the medical school curriculum this partnership provided for future advances in the area of maternal child health

The cooperation between the Ministry of Health and the Ministry of Higher Education improves the quality of both which is part of improving the infrastructure and governance in Mali

5 Partnership Investments

USAID invested \$727 198 from 10/92 to 9/97 into this partnership Over the same period \$ 1 244 695 has been raised in matching funds The total investment for these five years was \$1 971 853 The grant continued into a sixth year (10/97 to 9/98) the breakdown of these funds is not yet available

6 Number of Individuals who Received Training as a Result of Partnership Activities

- Each of 5 years a workshop was held for 50 to 100 participants These included US and Malian faculty policy makers NGOs physicians and health care workers
- Two of the yearly conferences included 7 participants from neighboring West African countries
- Four UR Faculty and 3 CU Faculty traveled to Mali to consult with UDLP participants
- Two faculty members from FMPOS and two clinicians visited the US for consultation and training
- Numerous computer and statistic courses were held for the faculty participants in Mali
- A Expanded Program for Immunization and research methods course was incorporated into the sixth year medicine curriculum (50 students in each year)
- A research seminar was provided for students at the School of Nursing and Midwifery (about 10 students) in Mali
- An English course (30 students faculty or staff per semester) was very popular
- Each survey was proceeded by a training workshop for the interviewers (80 students twice)
- Numerous educational sessions were provided for the communities provided by the health care providers trained in turn by the faculty
- Content from this partnership was included in the Global Health Seminar for first year medical students at the UR (11 students) and in lectures on cultural influence and bias in history taking
- Eight Masters of Public Health Students participated in the course on Maternal child health resulting in two projects presented outside of the course

- Dozens of International Health Forums as the UR included faculty and students in Rochester Similar Brown Bag Lunches were carried out at CU
- Three Child Health Promotions Seminars were carried out by CU in NYC
- Five medical residents and one medical student from Rochester participated in the partnership in Mali
- One MPH student from CU studied (and taught) in Mali

7 Future Directions of Partnership and Sustainability Beyond USAID Support

Though progress has been made there are still room for improvement in the area of child immunization We would like to take the lessons learned in the intervention areas and incorporate them into other immunization centers around Bamako There are significant opportunities to improve monitoring and feedback to the MCHCs The Malian faculty is ready to study immunization problems on their own They have designed and carried out a survey of the costs associated with the EPI The skills they have learned gained participation in other projects related to immunization including a study of the effects of national immunization days on coverage We would like to continue to build on this expertise, including data presentation and preparation for publication

Participants at the International Forum on EPI agreed that these meetings should continue on an every two year basis Participants expected that the governments should be able to contribute to this worthy and useful activity

A new area of interest for this partnership is the subject of infection control and quality measures in the health care system Infection control has a major impact in the USA in the provision of health care In Mali where the infectious burden is greater the opportunity to study the most cost effective methods in situations with limited resources are important To date, very little work has been done in implementing and evaluating quality and infection control measures in developing countries

8 Publications Resulting from UDLP Partnership

- *Proceedings of the Second International Forum On the Expanded Program for Immunization in Africa and the USA* 6-8 October 1997 Koumaré AK editor
- Landers M Pope C Bickley L et al Rochester New York and Bamako, Mali *Partners in Maternal-Child Health* Submitted
- Furmanski L, Bahamonde L Cunningham N Maw KL Ramos C Lobach K Maynor K Findley SE *A children's lifetime home-based health record its use and non-use* Ambulatory Child Health 1996, 2 139-149
- Columbia University School of Public Health *Guide for Community Outreach translated into French* 1996
- Rosenberg Z Findley S McPhillips S Penachio M Silver P *Community-based strategies for immunizing the "hard to-reach" child the New York State immunization and primary healthcare initiative* American Journal of Preventive Medicine 11(3 Suppl) 14-20 1995 May-Jun

Presentations

- Chin N Bickley L Humiston S *International Medicine as a Method for Highlighting Diversity The Collaborative Teaching Experiences of An Anthropologist and Two Physicians* Association of Behavioral Sciences in Medical Education Santa Fe, October 1994
- Ba Madina *Community Outreach Workers Agents for Change Lessons Without Borders* Johns Hopkins University Baltimore MD 1996
- Findley SE *Implementing Overseas Lessons at Home Lessons Without Borders* , Johns Hopkins University Baltimore MD, 1996
- Bickley L *Crossing Borders Cross Cultural Learning and International Health* International Health Medical Education Consortium El Paso TX 2/29-3/3/96

Page submitted 1/25/99 by Mark Shelly MD



University Development Linkages Project--Linkage Profile

Mozambique



USAID Bureau for Africa Information Mozambique
USAID Mission Mozambique



African Country	Mozambique
Lead U S Institution	Harvard University
Linked Developing Country Institution	Universidad Eduardo Mondlane
Other Linked Institution	Instituto Nacional del Salud Publica Mexico
Project Title	Linkages for Promotion of Essential National Health Research
Primary Sector	Health and Population
Period of Award	1991-1996
USAID Cooperative Agreement No	DAN 5063 A 00 114 00
Principal Investigator	Dr Chrstopher Murray Professor of International Health Economics Center for Population and Development Studies 9 Bow Street Cambridge MA 02138 Phone (617) 496 3230 URL http://www.hsph.harvard.edu/facres/mrny.html Dr Catherine Michaud Research Associate e-mail cmichaud@hsph.harvard.edu
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Partnership Summary

Essential national health research (ENHR) as conceived by the Commission for Health Research and development is a strategy not only to empower national health programs to set their own research agendas and acquire the talent to carry them out but also to bridge the crucial communications gap between the scientific and policy making communities. Those who gather data on disease and comprehensive health care and those who make decisions on the allocation of health service resources must collaborate closely and effectively if those resources invariably in short supply are to be wisely used. This is particularly important in developing countries because of the limited funds available for the health care sector.

The three institutions linked under this project are the Harvard University School of Public Health (HSPH) the Instituto Nacional de Salud Publica of Mexico and the Faculty of Medicine of Universidad Eduardo Mondlane of Mozambique. These institutions have all been closely involved in the analysis which gave birth to the ENHR idea and in the subsequent search for effective models for its interpretation and implementation. The linkage is furthering this process. The linkage partners have established a multicentric training system for ENHR one which provides both short and long term training and intensive field experience and are developing mechanisms for the permanent strengthening of interactions between researchers and decision makers. Thus the linkage enables the participating Latin American and African countries to set priorities to define research questions and to determine the manner in which data should be presented to inform health policy and decision making most effectively.

Partnership Objectives

- Establish a multicentric training system for ENHR through training of trainers collaborative field research and an ENHR Leadership training program

- Strengthen interaction between decision makers and researchers through national ENHR workshops and seminars for high level government leaders

Partnership Results/Accomplishments to Date (as of 9/30/96)

Objective 1 -Establish a Multicentric Training System for ENHR Through Training of Trainers, Collaborative Field Research, and ENHR Leadership Training Program

Most activities under this objective are being carried out as planned and some were added in particular the workshop on cost-effectiveness and burden of disease. Specifically accomplishments include

- A major UDLP workshop on new developments in burden of disease analysis at the National Institute of Public Health was held in April 1997
- Research conducted by Harvard University in collaboration with the World Bank and World Health Organization colleagues in 1992 developed a new technology for analyzing health statistics to identify the National Burden of Disease. Their work was published in the World Bank's World Development Report 93 *Investing in Health*
- In January 1993 the management council of the UDLP linkage focused on joint research for the cost effectiveness of health interventions and on this new methodology in view of its potential contribution to the design of health policy and health care reform
- Through collaborative research training workshops and exchange of students and scholars the linkage partners published the results of the research on the burden of disease. The new government which took office in December 1994 is utilizing the planning document as the basis for implementing health reform
- The Harvard Burden of Disease Unit organized its third two-week intensive training course in April 1996 and a fourth workshop in November 1996
- Training to develop the research capability in burden of disease and cost effectiveness methodologies has been provided in Mexico and Mozambique. The total number of researchers trained in the use of cost effectiveness and burden of disease is now 12 in Mexico and 7 in Mozambique
- Critical information was gathered on existing epidemiological demographic and clinical data. Vital registration in Maputo for 1994 captured approximately 80% of all deaths and included certification of causes of deaths
- The Mozambican research team created a computerized database of all recorded deaths in 1994 to facilitate further analysis
- The World Health Organization, the World Bank and in several governments in developing countries provided financial support for research and training on burden of disease and cost effectiveness analysis

Objective 2--Strengthened Interaction Between Decision-Makers and Researchers Through National ENHR Workshops and Seminars for High-Level Government Leaders

Specific achievements include

- A working group was developed on mortality in the southern Africa region which was initiated by linkage partners in Mozambique during the first training workshop in 1994
- The Ministry of Health in Mozambique selected and fully supported one candidate who is working in the Ministry of Health and teaching at Eduardo Mondlane University to attend the workshop in "Using Cost Effectiveness and Global Burden of Disease to Define National Control Priorities and Essential Packages of Care"
- The publication of the first two volumes of the Burden of Disease and Injury Study was a major milestone to which several Mexican colleagues greatly contributed
- The document published in Mexico as part of the project "Health and the Economy: Proposals for Improving the Health System in Mexico" has become the reference document for the ongoing policy debate on health care reform in Mexico
- A major reorganization of the National Institute of Public Health and the School of Public Health occurred in Cuernavaca during the first six months of 1995

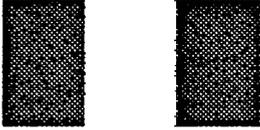
Spin-offs

- Because of the contribution of the World Health Organization and the World Bank training and research activities are now grounded in a strong interest among the public health community in the United States and abroad which goes far beyond linkage partners
- The Harvard Burden of Disease Unit was established in 1994, and has received requests for technical assistance from interested governments worldwide
- The British Commonwealth provided funds to support regional networking in this area and as a result colleagues from Mozambique, South Africa, Tanzania was able to attend the South African Epidemiological Workshop in Harare in September 1995

1996 Report report by USAID

University Development Linkages Project--Linkage Profile

Nigeria

USAID Bureau for Africa Information Nigeria

African Country	Nigeria
Lead U S Institution	University of Iowa
Linked U S Institutions	Iowa State University University of Northern Iowa Des Moines Area Community College
Linked Developing Country Institutions	University of Ibadan Obafemi Awolowo University Nigerian Institute for Social and Economic Research The Polytechnic Ibadan
Project Title	Iowa/Nigeria University Development Linkage Project
Primary Sector	Public Administration
Period of Award	1992-1996
USAID Cooperative Agreement No	PCE-5063-A-00-2048-00
Principal Investigator	Professor Rex Honey Director Global Studies Program 236 International Center University of Iowa Iowa City IA 52242 Phone 319 335 0370 Fax 319-335-2725 E-mail Rex-Honey@uiowa.edu
African contact	Professor Bola Ayeni Head of Department Department of Geography University of Ibadan Ibadan, Nigeria e mail bolayeni@ibadan.skannet.com , uigislab@infoweb.abs.net http://www.nyu.edu/rectors/ibad.html#weburl
Linkage URL	http://www.uiowa.edu/~intl/links/udlp/udlp_home.htm

1 Country Background and Project Purpose

Institutional development has been a major priority of governmental and non governmental development efforts in Nigeria. Significant within these efforts is the development of institutions of higher education particularly at a time when the traditional strength of these institutions is waning because of the country's declining economy, unsatisfactory political situation, and consequent "brain drain" with key personnel leaving for more remunerative work in other sectors or other countries. The project was designed to reverse the decline in tertiary institutions by providing them means to improve their research and teaching capabilities both for their own sake and to keep faculty involved.

The UDLP built upon long-standing collaboration among the participating institutions. The University of Iowa and University of Ibadan (Unibadan) have had a linkage agreement for almost thirty years, including a formal one through the US Information Agency from 1988 to 1991. Unibadan has long been recognized as Nigeria's pre-eminent tertiary institution, stemming from its origin as a component of the University of London when created in November of 1948. Faculty and students at the two UIs have had frequent and continuous exchanges. Iowa State University and NISER have had a similar collaboration. NISER is a significant

125

government-funded think-tank located in Ibadan near the Unibadan campus and indeed it is an out-growth of activity actually begun on that campus

The UDLP expanded the Iowa-Nigeria partnerships to four other institutions. The other public university in Iowa, the University of Northern Iowa, paired with the other federal university in what at the time the project began was Nigeria's Oyo State, the Obafemi Awolowo University. To incorporate more practical subjects, the UDLP also included the Des Moines Area Community College (DMACC) and the Ibadan Polytechnic. DMACC is the largest and most comprehensive of Iowa's community colleges. The Polytechnic campus is adjacent to that of Unibadan, and the institutions cooperate in many ways. The UDLP was not just a set of four paired partnerships, however. Rather, each of the eight institutions cooperated with each of the others.

2 Partnership Objectives

The purpose of the Iowa/Nigeria UDLP was to strengthen institutional capacities for research and training in several key areas of development planning, management, and analysis. The primary goals were to

A Strengthen faculty and institutional capacities for research and training/education in seven priority areas of development policy analysis and development management and planning to respond better to national and community development needs. The seven priority areas were

- 1 Development Support Communications
- 2 Small-scale Enterprise and Community Banking
- 3 Indigenous Knowledge
- 4 Environmental Monitoring
- 5 Participation/Decentralization
- 6 Women in Development
- 7 Geographic Information Systems

B Develop the capacity of seven inter-institutional, multidisciplinary, cross-cultural development support teams to conduct development project design, implementation and evaluation assignments in an effective and efficient manner.

C Provide opportunities for Iowa faculty to participate in development-oriented activities in Nigeria leading to further internationalization and diversification of existing course curricula in Iowa institutions.

3 Results and Impact of Partnership

The accomplishments of the UDLP have been many and varied, and the collaboration among institutions and individuals has continued beyond the formal life of the UDLP. Some of the accomplishments are summarized below.

A The Development Support Communication team, led by Eric Abbott of Iowa State, set up intra-project communication links encompassing all eight institutions. They provided fax capabilities where they had not existing before and worked toward the establishment of e-mail connections within the Nigerian institutions. The one at the University of Ibadan has been the main link Iowans have had for maintaining contact with their Nigerian co-workers. The team provided workshops and training in both Nigeria and Iowa to enhance communication, especially in ways communications would bolster development.

B The Small-Scale Enterprise team, led by individuals from DMACC and the Polytechnic, created a "small business incubator" at the Polytechnic. The role of the incubator is to help small businesses in their infancies so they can become strong enough to survive. The team completed a survey of business opportunities in Oyo State and provided business advice and training.

C The Indigenous Knowledge team, led by the late D. Michael Warren of Iowa State, engaged in a series of studies and workshops, especially in the areas of indigenous knowledge in agricultural, rural development, and health. The work was published as a book, book chapters, journal articles, and reports.

D The Environmental Monitoring team, led by Duane Shinn of Iowa State and Olusegun Areola of Unibadan, upgraded the environmental monitoring capabilities of the Nigerian institutions, including both equipment and training. The training occurred in both Nigeria and Iowa.

E The Participation/Decentralization team completed a comprehensive study of indigenous development associations in Nigeria. The team leaders, Rex Honey of the University of Iowa and Stanley Okafor of the University of Ibadan, edited a book based on the study. Published by Intermediate Technology Publications of London in 1998, the book is *Hometown Associations: Indigenous Development in Nigeria*. Various members of the team wrote chapters.

F The Women in Development team, under the direction of Unibadan's LaRay Denzer, studied impediments to improving women's literacy and economic security. They held a series of conferences and workshops in Nigeria.

G A major accomplishment of the UDLP was the establishment of an Environmental Monitoring and Geographic Information System Laboratory in the Department of Geography at the University of Ibadan. The UGIS Lab has been operating since 1995 and is used for teaching and research purposes. Bola Ayeni of Unibadan and Dale Grosvenor of Iowa State essentially replicated the Spatial Decision Support System facilities at the University of Iowa.

H The UDLP led to significant library enhancements at each of the Nigerian institutions as the Iowa participants and their institutions and communities provided thousands of books.

I Undergraduate and graduate students from Iowa institutions and graduate students from Nigerian institutions benefited from the UDLP studying in partner institutions. These exchanges continue, though on a limited basis because of the travel advisory the

U S State Department has in effect for Nigeria The University of Iowa is working to establish an an internship center in Ibadan that would arrange internship opportunities for students across the curriculum

J The African Studies and Global Studies Programs at the University of Iowa have benefited significantly from the UDLP with increased faculty and student participation, including new courses travel opportunities research endeavors and grants Similar increases in African activities have occurred on the other Iowa campuses

4 Impact of Partnership on Mission Strategic Objectives In-Country

This UDLP relates directly to two of the strategic objectives that the Nigerian USAID Mission had in effect These involve institutional development and private sector economic growth The UDLP strengthened the four Nigerian institutions involved directly and many other institutions indirectly In addition it provided several bases for sustained private sector economic opportunities

5 Partnership Investments

Funding from USAID originally slated at \$999 971 over five years was truncated because Nigeria became ineligible for US foreign aid assistance Consequently the budget was reduced to \$650 000 over four years with \$200 000 for each of the first three years and \$50 000 in shutdown funds to allow the UDLP to end its formal activities in the fourth year

6 Number of Individuals who Received Training as a Result of Partnership Activities

A The UDLP began with a Development Team Advisory Workshop in Ibadan in 1993 with 170 participants from the eight institutions

B During the duration of the UDLP, 38 Nigerian faculty members traveled to Iowa for training and eight taught for at least a semester in an Iowan institution

C During the duration of the UDLP 52 Iowa faculty members traveled to Nigeria for training and other UDLP related activities

D In 1994 UDLP activities in Nigeria provided training for 42 people

E In 1995 UDLP activities in Nigeria provided training for 160 people

F In 1996, UDLP activities in Nigeria provided training for 200 people

G Subsequent to the UDLP thousands of people have benefited from training in the Unibadan Environmental Monitoring and Geographic Information System Lab

7 Future Directions of Partnership and Sustainability Beyond USAID Support

Though in constrained fashion each of the seven teams has continued to operate in one way or another

A Eric Abbott of Iowa State has been to Nigeria twice since the UDLP funding ended He continues to work to enhance communication from and within Nigeria

B The small business incubator continues to operate at the Ibadan Polytechnic and DMACC participants on a three year rotation have significant Nigerian activities on their campus

C Indigenous knowledge participants continue to work together Norma Wolff of Iowa State and LaRay Denzer of Unibadan continue to work together and maintain links among participants

D Environmental Monitoring work continues Olusegun Areola of Unibadan taught at the University of Iowa in 1998 and continues to work with his Iowa colleagues Duane Shinn maintains his contacts and has traveled to Nigeria twice since the UDLP funding ended Rebecca Roberts an environmental specialist at the University of Iowa has made four trips to Nigeria since UDLP funding ended

E The Participation/Decentralization work continues Stanley Okafor taught at Iowa State in 1997 Rex Honey traveled to Nigeria in the summer of 1997 and plans two trips there in 1999 one to take teachers to develop curricular materials on a grant from the National Geographic Society They are working on a second book this one on the political geography of Nigeria

F The Women in Development work has been spearheaded by LaRay Denzer who is spending the current academic year in the US as a MacArthur Fellow She was one of the organizers of the 1998 meeting of the Africa Studies Association in Chicago

G The GIS Lab continues to prosper under the leadership of Bola Ayeni who had a Fulbright to the University of Iowa in 1996 Contact between him and his colleagues on the one hand and their partners at the University of Iowa and Iowa State on the other has continued

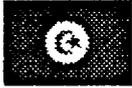
8 Publications and Presentations

The UDLP has led to books book chapters journal articles reports and monographs A list is being compiled

Submitted by Rex Honey

University Development Linkages Project--Linkage Profile

Tunisia, Nigeria, Botswana



USAID Bureau for Africa Information



Developing Country Involved	Tunisia
Lead U S Institution	University of Pennsylvania Graduate School of Education
Linked Developing Country Institutions	University of Tunis Tunisia University of Ibadan Nigeria University of Botswana Botswana
Project Title	Literacy Training and Development Program for Africa
Primary Sector	Economic Growth
Period of Award	1991-1996
USAID Cooperative Agreement No	DAN 5063-A-00-1106-00
Principal Investigator	Dr Daniel A Wagner Director and Professor International Literacy Institute/National Center on Adult Literacy Graduate School of Education/University of Pennsylvania Philadelphia PA 19104 3111 Voice 215-898 9804 Fax 215-898 9804 e-mail dlj@literacy.upenn.edu http://www.literacyonline.org/
African contact	Dr Joseph Okedara Director CITDPA University of Ibadan Department of Adult Education #10 Awbadam Ibadan Nigeria Voice 234-02810 3003 Fax 234-2-810-3043/3118 e-mail tokedara@skannet.com

1 Country Background and Project Purpose

In Africa where human resources development is very critical and where literacy rates are the lowest in the world there has been very little coordinated work in the field of adult literacy Following the recommendations of the partners in the World Conference on Education for All the objective of the linkage was to enhance the capacity of each university to carry out development training and research in literacy The LTDPA addressed these needs by offering a coordinated effort to improve the quality and efficiency of literacy programs in and across Africa Under the linkage program each of the African universities was to establish a Regional Literacy Centre (RLC) with strong connections to the International Literacy Institute and National Center on Adult Literacy (NCAL) at the University of Pennsylvania and as of September 1994 the International Literacy Institute (ILI) at the University of Pennsylvania / Graduate School of Education

2 Partnership Objectives

The primary objective of the LTDPA was to enhance training development research and dissemination in basic education and

ME

literacy for each participating country and its adjacent region as well as to network with other centers of excellence in literacy such as other Regional Literacy Centers (RLC) and NCAL. The LTDPA was designed to provide technical and financial resources for the establishment of RLCs at participating universities in order to focus on the priority issues in literacy for the region as outlined in the objectives below

- Objective 1 Establishment of Regional Literacy Centers
- Objective 2 Intersectoral Approaches
- Objective 3 Research and Evaluation
- Objective 4 Technology and Program Management
- Objective 5 Curriculum and Pedagogy
- Objective 6 Sustainability

3 Results and Impact of Partnership

One important outcome of the collaboration was an increase in the exchange of information and experience in literacy across different countries and regions in Africa. This was accomplished through the establishment of the Regional Literacy Centers at the participating universities and subsequent LTDPA staff development activities, which included a series of training events for literacy professionals from Africa and around the world. LTDPA representatives also participated in other activities sponsored by the International Literacy Institute of the University of Pennsylvania/Graduate School of Education during and after the grant period.

As part of the LTDPA staff development activities, an annual Literacy and Development Workshop was held each summer at the University of Pennsylvania, and a Literacy and Development Forum was held each winter at a university in a developing country, usually in Africa. The Summer Workshops were aimed at mid- to upper-level professionals in the field of literacy and basic education and they focused on important research, development, and training issues in literacy with an emphasis on issues facing developing countries. The Forums centered on regional issues for the country in which they are held and are also more practitioner oriented. All of the training events were aimed in part at young, university-based specialists from a wide range of backgrounds and fields in adult literacy. Topics covered during Summer Workshops included

- literacy and training
- gender and family issues in literacy
- intersectoral approaches to literacy,
- literacy and technology,
- assessment and evaluation of literacy
- applied research and evaluation methodologies,
- program management and
- multilingual issues in literacy

African Forums in the region included

- Gaborone, Botswana (Feb 1993) focused on Southern African regional issues,
- Tunis, Tunisia (Feb 1994) focused on language issues in literacy for Africa and the Arab region,
- Cape Town, South Africa (June 1995) focused on innovation and professionalization in adult literacy (Due to political instability in Nigeria, Forum was held in South Africa)
- In collaboration with the Center for Continuing Education (CCE) at the University of Botswana and other NGOs, LTDPA-Botswana worked to promote dialogue between the Basarwa and the national governments of Namibia and Botswana
- The group promoted regional networks in literacy training and development by working with colleagues in South Africa and Namibia on adult education development

Nigeria

In Nigeria, the University of Ibadan ranks as one of the most highly respected institutions in Nigeria and in Africa. It has undertaken research in mother-tongue and second-language literacy for several years and has played an important role in Nigerian literacy campaigns. LTDPA activities included

- At the request of UNESCO Nigeria, LTDPA-Nigeria ran two workshops -one on management and sourcing of resources to sustain UNICEF assisted basic education projects. The second focused on teaching and learning strategies and the use of audio-visual aids in UNICEF assisted basic education programmes (March, Sept 1996)
- First LTDPA Annual National Literacy Conference on "Effective Literacy Networking for Democracy and Development in Nigeria" was held at the Conference Center, University of Ibadan (March 1996)

Tunisia

In Tunisia the LTDPA is located at the University of Tunis and works closely with the *Institut National des Sciences de l'Education* of the Ministry of Education and Science LTDPA-Tunis formed important new relationships with associates in the field of literacy and enhanced its reputation as a literacy service center as a result of the 1994 Tunis Forum Consequently the center has been asked to collaborate on several new projects which include the following

- Representatives participated in the World Conference on Literacy in Philadelphia in March 1996 and presented two papers "Literacy policy and planning in Tunisia" and "Illiterate women's attitudes and motivation towards literacy in select centers in Tunisia"
- The group provided the translation, in Arabic of Dr Daniel A Wagner's book *Literacy Developing the Future*
- LTDPA-Tunis participated in the periodic meeting of the Tunisian national subcommittee in charge of information on literacy which included the meeting of the National Literacy Committee during which the name of the National Literacy Program and the contribution of the various sectors in the national literacy efforts were discussed, and a three-day workshop jointly organized by the National Literacy Program-Ministry of Social Affairs and the Ministry of Agriculture to investigate the uses of literacy in the activities of the latter field
- Cape Town South Africa (June 1995), focus on innovation and professionalization in adult literacy (Due to political instability in Nigeria Forum was held in South Africa)

In addition LTDPA representatives participated in other ILI sponsored networking training and leadership development activities such as the 1996 World Conference on Literacy (see below) throughout the UDLP grant award period and the years following (See Objective 6 Sustainability)

The 1996 World Conference on Literacy was held in Philadelphia on March 12-15, 1996 which brought together more than 500 policy makers practitioners and researchers from 45 nations to discuss and debate cutting-edge issues in literacy and development The participants from countries as diverse as Angola Nepal Slovenia, Mauritius Brazil and Switzerland addressed issues related to literacy promotion efforts amid dramatic political economic and cultural changes and also explored innovations and interconnections in literacy for development During the three-day World Conference more than 225 presentations were made on such topics as professional development planning and policy development curriculum development intergenerational programs R & D networks and distance education An LTDPA Panel was a part of the program and USAID and LTDPA representatives presented their views and perspectives of the linkage program and its achievements

The LTDPA is an important model for the training of university-based adult literacy professionals Such linkages can provide the necessary expertise for the training of national and international high level manpower The LTDPA network has and will continue to promote and encourage training evaluation and research in literacy education

4 Impact of Partnership on Mission Strategic Objective(s) In-Country

Objective 1 Establishment of Regional Literacy Centers

The LTDPA network focused on enhancing the existing capabilities of the host institutions by integrating the RLCs into the existing university structures rather than trying to create new hierarchies In all three countries the LTDPA program provided support in the development of human resources through the training of specialists to enable all three African university institutions to enhance staff development by training badly needed by adult literacy specialists

Botswana

At the University of Botswana the LTDPA is part of the Institute of Adult Education an organization that works closely with the Botswana Literacy Programme Among its activities during the grant period were

- representatives attended the World Conference on Literacy March 1996
- in collaboration with the Center for Continuing Education (CCE) at the University of Botswana and other NGOs worked to promote dialogue between the Basarwa and the national governments of Namibia and Botswana.
- promoted regional networks in literacy training and development by working with colleagues in South Africa and Namibia on adult education development
- The coordinator of LTDPA Tunis was asked to serve on the National Literacy Commission of the Tunisian Government He attended two national meetings of the Committee in 1995 and was instrumental in promoting the new Arabic term for "literacy" which did not previously exist in the Arabic Language
As mentioned under Objective 3 LTDPA Tunis was contracted by UNICEF and the Ministry of Social Affairs to produce a manual for teacher training in adult education and literacy The manual was finalized and is now in use and serves as the basis of the LTDPA official participation in the Tunisian National Literacy day

Nigeria

In Nigeria the University of Ibadan ranks as one of the most highly respected institutions in Nigeria and in Africa. It has undertaken research in mother-tongue and second-language literacy for several years and has played an important role in Nigerian literacy campaigns. LTDDPA activities included:

- At the request of UNESCO Nigeria, LTDDPA-Nigeria ran two workshops--one on management and sourcing of resources to sustain UNICEF assisted basic education project. The second was teaching and learning strategies and the use of audio-visual aids in UNICEF assisted basic education programmes (March-Sept 1996)
- First LTDDPA Annual National Literacy Conference on Effective Literacy Networking for Democracy and Development in Nigeria was held at the Conference Center, University of Ibadan (March 1996)

Tunisia

In Tunisia, the LTDDPA is located at the University of Tunis and works closely with the Institut National des Sciences de l'Education (INSE) of the Ministry of Education and Science. LTDDPA-Tunis formed important new relationships with associates in the field of literacy and enhanced its reputation as a literacy service center as a result of the 1994 Tunis Forum. Consequently, the center has been asked to collaborate on several new projects, which include the following:

- representatives participated in the World Conference on Literacy held in Philadelphia on March 12-15, 1996. Two papers were presented: "Literacy policy and planning in Tunisia" and "Illiterate women's attitudes and motivation towards literacy in select centers in Tunisia"
- provided the translation, in Arabic, of Dan Wagner's book, *Literacy: Developing the Future*
- participated in the periodical meetings of the subcommittee in charge of information on literacy which includes the meeting of the National Literacy Committee during which the name of the National Literacy Program and the contribution of the various sectors in the national literacy efforts were discussed. A three-day workshop jointly organized by the National Literacy Program-Ministry of Social Affairs and the Ministry of Agriculture to investigate the uses of literacy in the activities of the latter field
- The coordinator of LTDDPA-Tunis, was asked to serve on the National Literacy Commission of the Tunisian Government. He attended two national meetings of the Committee in 1995 and was instrumental in promoting the new Arabic term for "literacy" which did not exist in the Arabic language
- As mentioned under Objective 3, LTDDPA-Tunis was contracted by UNICEF and the Ministry of Social Affairs to produce a manual for teacher training in adult education and literacy. The manual was finalized and is now in use and serves as the basis of the LTDDPA official participation in the Tunisian National Literacy Day

Objective 2 Intersectoral Approaches

- LTDDPA-Ibadan continues to develop a study on the relationship between literacy and uses of new technologies in agriculture (see section on Research and Development, below)
- LTDDPA-Botswana continues to develop its project involving literacy and AIDS education (see section on Research and Evaluation, below) and is collaborating with UNICEF on its work to focus development efforts on districts facing circumstances such as drought, desertification and shortages of social services. The LTDDPA completed background work on AIDS and Consumer Education as potential topics for the revised literacy curriculum
- LTDDPA-Tunis is continuing its work with the Ministry of Social Affairs and its National Literacy Program Direction. The group is already reaching some regional recognition having been approached by Save the Children - Lebanon to provide advice on new program developments

Objective 3 Research and Evaluation

Continuation of the Survey of literacy and language learning attitudes across ethnic and linguistic groups in Tunisia and Nigeria. LTDDPA-Tunis is continuing work on the survey about motivational attitudes towards literacy learning and participation in literacy programs. This survey was initially conducted with the expectations that it would lead to a better understanding of motivation and of literacy needs across ethnic groups in the three linkage countries. LTDDPA-Ibadan, which presented initial results of the pilot studies for this survey at the Tunis Forum in January of 1994 and further results at the Summer Workshop in June 1994, is now ready to make a final and complete presentation on the differences in ethnic and linguistic attitudes towards literacy learning. In addition, the following country-specific projects continue to be developed:

Botswana

- AIDS education and literacy project. This project involves combining health and literacy education to provide more effective AIDS prevention in Botswana. Initially, the project will work with the Basarwa or Bushmen in efforts to improve delivery of AIDS education through literacy. The LTDDPA had focused its initial efforts in AIDS education on this group. The completed

parts of the project include needs assessment development of materials and literacy training for Basarwa health educators Contrary to prior AIDS education actions this work has already led to a greater understanding of the way literacy and basic education can be positive factors that facilitate AIDS education

- Project on literacy and environmental education The need to educate the population of Botswana concerning environmental issues is becoming increasingly important as desertification and other environmental hazards are having increasingly dangerous effects on the agricultural production and water provision of the nation This project will continue to explore the effectiveness of incorporating environmental information into literacy materials and is expected to be undertaken in collaboration with the Kalahari Conservation Society

Nigeria

- Project on literacy and agricultural development in Southern Nigeria. The research report on literacy and agricultural development was presented at the world Conference on Literacy in Philadelphia on March 12 15 The project included a survey that was designed to garner information pertaining to farmer education literacy levels farming practices and other variables The project was carried out on 500 farmers from 20 villages in two different ecological zones of Nigeria the rain forest and the savannah The survey gathered information on farming practices vocational knowledge and skills land tenure systems labor systems practiced by indigenous and migrant workers and demographic characteristics of farmers (including literacy and numeracy) Analyses of the initial survey will lead to the development of a curriculum program for the improvement of literacy among farmers who wish to make use of increased knowledge and skills
- Directory of Adult Literacy Providers in Nigeria and in other regions of Africa This project involves carrying out a survey to identify adult literacy providers and compiling this information to create a directory listing adult literacy providers by name program type and region The study will be carried out first for Nigeria and then regionally for West North East Central and Southern Africa The purpose of the study is to facilitate contact with literacy providers across the region and continent to aid in service delivery especially training A national data-base will be developed on standard microcomputer formats for easy updating and dissemination in the future

Tunisia

- Collaborative project with the Tunisian Ministry of Agriculture The Tunisian Ministry of Agriculture (represented by the Commissariat regional pour le developement communautaire CRDA) has proposed to undertake an income-generating project to be carried out in four training centers for rural women LTDPA-Tunis will supervise the literacy component of the project using materials in Tunisian Arabic and Standard Arabic and evaluating the results of literacy training
- Collaborative literacy project with the Tunisian Foundation for Community Development In this project LTDPA-Tunis is working with the Tunisian Foundation for Community Development (FTDC) in order to assess and improve its effectiveness in adult education especially through the development of appropriate curriculum and training materials and a teacher training program This project undertaken in collaboration with the Government of Tunisia will be multisectoral including vocational training in masonry agriculture and health maintenance delivery for men and women, as well as weaving and rug making aimed at rural girls and women Components of the project include needs assessment development of multi-sectoral literacy materials, and teacher training

Objective 4 Technology and Program Management

- LTDPA Ibadan has maintained its connection to the internet and has established a computer center and more sophisticated communication systems in order to expand its activities and operate more efficiently participate more fully in international networks
- LTDPA Tunis has been on the internet for over a year
- Efforts to link LTDPA-Botswana to electronic mail have been successful
- LTDPA-Penn and the ILI are developing a list of educators on e-mail in Africa in conjunction with Penn's Africa Studies Center

Objective 5 Curriculum and Pedagogy

Curriculum and pedagogical development are prominent features in several LTDPA projects as follows

- LTDPA Tunis is carrying out a project in collaboration with the Programme National d'Alphabétisation (PNA) of the Tunisian Ministry of Social Affairs It involves curriculum development based on needs assessment results They were actively involved in three teacher training sessions during the 1995 period
- The LTDPA Botswana projects combining AIDS and literacy and environmental education and literacy will involve curriculum and pedagogical development in the formulation of effective teaching methods in these domains
- The results of the surveys of literacy and language learning attitudes across ethnic and linguistic groups in Botswana Nigeria and Tunisia mentioned above (Objective 3) will be used towards curriculum development in each of these countries

5 Partnership Investments

The program is funded primarily by UNESCO and USAID with additional funding from the universities themselves as well as other institutions

6 Number of Individuals who Received Training as a Result of Partnership Activities

7 Future Directions of Partnership and Sustainability Beyond USAID Support

Objective 6 Sustainability

The LTDPA regional literacy centers continue to work as literacy service centers providing services such as training curriculum development and materials developments to literacy providers in each country. Efforts continue to assure the expansion of the work of each of the LTDPA partners in Africa after the UDLP grant ended.

One important opportunity to ensure the sustainability of the linkage between LTDPA-Penn and its partners was provided by the new International Literacy Institute (ILI) at the Literacy Research Centers at Penn which was established in September 1994 per an agreement between UNESCO and the University of Pennsylvania. The ILI which receives financial support from UNESCO and Penn carries out much of its work through partner institutions in developing countries. The LTDPA developing country institutions were among the first ILI partners. Three (or more) participants of each linkage university were invited to participate in the 1996 World Conference on Literacy and a special meeting with the three LTDPA teams helped towards discussing and planning the future activities of the centers and the drafting of a final activities report for USAID. Since the end of the grant period, LTDPA partners from all three countries have continued to participate in and contribute to ILI activities, such as regional forums and training accomplishments, as follows:

- As mentioned under Objective 1 the International Literacy Institute (ILI) at the Literacy Research Center (site of LTDPA-Penn) was established in September 1994, per an agreement made in September 1994 between UNESCO and the University of Pennsylvania. The ILI which receives financial support from UNESCO and Penn carried out much of its work through partner institutions in developing countries. The LTDPA developing country institutions were among the first ILI partners. Three (or more) participants of each linkage university will be invited to participate in the 1996 World Conference on Literacy and a special meeting with the three LTDPA teams will help towards discussing and planning the future activities of the centers and the drafting of a final activities report for USAID.
- As soon as funding from the UNESCO-UNITWIN Program is made available, the LTDPA country teams will be the first to take advantage of the capacity building scholarship program the ILI is trying to set up.
- LTDPA-Ibadan has submitted a request for funding to the University of Ibadan to establish an inter-disciplinary literacy training and development center. In addition to providing financial support the University will try to provide building space under the proposed agreement.
- LTDPA Botswana has approached the African Development Foundation to request funding.
- The LTDPA regional literacy centers are receiving support from in-country sources to carry out specific projects. For example, LTDPA-Ibadan will become a subcontractor for the UNDP-funded Nigerian mass literacy campaign. LTDPA-Tunis is in contact with Save the Children - Lebanon and will start a whole collaboration program with them in the near future.
- LTDPA-Tunis has received the total and complete backing of the new president of the University of Tunis 1 (Mr Mahbouli) after his recent nomination in September 1995. The Ministry of Higher Education and the University of Tunis President gave their agreement to provide office space for the LTDPA-Tunis team who will from this winter be at the Institut Supérieur de Formation Continue (ISFC) in Tunis. This direct linkage with the Ministry is most welcome and is a clear indication that the sustainability of the team is greatly enhanced.
- Efforts continued to assure the expansion of the work of each of the LTDPA partners in Africa after the UDLP grant has ended. An opportunity to ensure the sustainability of the linkage between LTDPA-Penn and its partners is provided by the new International Literacy Institute (ILI) at the Literacy Research Center, which was established in September 1994 per an agreement made in September 1994 between UNESCO and the University of Pennsylvania. It was clear to all the linkage partners that the choice of Mohammed Maamouri as the newly-appointed Associate Director of the ILI was an important sign of the interest of the University of Pennsylvania in and support to all efforts aiming at sustaining the activities of the LTDPA-linkage program. The ILI will carry out much of its work through partner institutions in developing countries.
- The International Literacy Training and Development Program for Africa will end in mid 1996 after the termination of USAID funds but the Department will build on this experience to develop a coherent set of research and evaluation activities that will address the development needs of this field during the NDP 8 period.
- It was proposed that the Department formally establish a Literacy Training and Development Programme (LTDPA) to provide the organizational basis for these activities. The goal of the LTDPA will be to provide research and development inputs for training in adult basic education. It will have its own Reference Group and the Programme will have clear annual planning and reporting schedule.

Tunisia

The director of LTDPA-Tunis Dr Mohammed Maamouri was appointed as Associate Director of the ILI at its creation in 1994. This appointment was an important sign of the interest of the University of Pennsylvania in and support to all efforts aiming at sustaining the activities of the LTDPA-linkage program.

- LTDPA-Tunis received the complete backing of the president of the University of Tunis (Mr Mahbouli) after his nomination in September 1995. The Ministry of Higher Education and University of Tunis President gave their agreement to provide office space for the LTDPA-Tunis team at the Institut Supérieur de Formation Continue (ISFC) in Tunis. This direct linkage with the Ministry was a clear indication of the sustainability of the LTDPA-Tunis program.

Nigeria

- A proposal submitted by LTDPA-Ibadan was accepted by the University of Ibadan to establish an inter-disciplinary literacy training and development center in the Faculty of Education which will offer a Master of Literacy Training and Development Program for Africa (MLTDPA). In addition to providing financial support, the University will try to provide building space under the proposed agreement.
- LTDPA-Ibadan became a subcontractor for the UNDP-funded Nigerian mass literacy campaign.

Botswana

- It was proposed that the Department of Basic Education formally establish a Literacy Training and Development Programme (LTDPA) to provide the organizational basis for continued activities.
- LTDPA-Botswana approached the African Development Foundation to request funding.

The LTDPA regional literacy centers also receive support from in-country sources to carry out specific projects. For example, LTDPA-Tunis began a collaborative program with *Save the Children* - Lebanon.

Since the termination of the grant period, LTDPA representatives from all three participating universities have continued to provide significant contributions to ILI activities. One representative from each university participated in the first ILI/UNESCO Summer Literacy Training Program 1997, an intensive month-long training program held in Philadelphia each summer at the University of Pennsylvania. In addition, senior representatives from LTDPA-Nigeria contributed as facilitators to the training program in both 1997 and 1998. In addition, the three universities sent strong delegations to participate in the Africa Regional Literacy Forum (Dakar, Senegal, March 1998) presenting papers and chairing panels, as well as facilitating the participation of key individuals in the literacy field in the region. Planning for follow-up activities with LTDPA partners to these and other events are underway.

8 Publications Resulting from UDLP Partnership

Maamouri, Mohamed, 1994 "Faculty Development in the Field of Adult Literacy" in, *Higher education staff development directions for the twenty-first century*, pp 33-42, UNESCO, Paris.

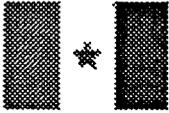
Submitted by Dr. Mohammed Maamouri



[Return to African Linkages](#)

University Development Linkages Project--Linkage Profile

Sénégal



USAID Bureau for Africa Information [Senegal](#)
[US Mission in Senegal](#)
[USIS in Senegal](#)



Developing Country Involved	Sénégal
Lead U S Institution	University of Connecticut Storrs CT
Linked Developing Country Institution	École Nationale d'Économie Appliquée
Project Title	Democratic Government and Private Sector Development in Sénégal
Period of Award	October 1 1993 December 31 1998
USAID Cooperative Agreement No	PCE 5063 A 00 3037
Principal Investigator	Dr Richard Vengroff Office of International Affairs 843 Bolton Road U 182 Storrs, CT 06269 1182 tel 860-486-2615 fax 860-486 3347 e-mail yengroff@uconnvm.uconn.edu URL http://vm.uconn.edu/~vengroff/
	Momar Ndiaye Director, Institute for Public Services International Univ of Connecticut 1800 Asylum Avenue West Hartford CT 06117-2699 Voice 860 570 9092 Fax 860-487 1092 email diaadm07@uconnvm.uconn.edu URL http://www.lib.uconn.edu/jpsi/
African contact	Koumakh Ndour Ecole Nationale d'Économie Apliquee BP 5084 Route de Ouakam Dakar, Senegal Voice 221 825 3176 Fax 221-825 2548 email Fnea@telecomplus.sn

1 Country Background and Project Purpose

To help revive Sénégal's economy and to address long term demands for greater regional autonomy the Government of Sénégal called in 1992 for a series of measures furthering decentralization of the economy and establishing greater autonomy for local governments. Implementing these measures called for local governmental institutions to improve execution of existing functions and take on new ones. These include working with local businesses collecting taxes and apportioning revenues.

Sénégal's School of Applied Economics (ENEA) is the indigenous institution most suited to carrying out the studies providing in service training and extending the technical assistance required to execute the decentralization process. It is a national school that is charged with training professionals in administration and development and conducting associated research. Since 1989 it has maintained a formal research and training relationship with the University of Connecticut to collaborate in the production of knowledge and in the delivery of state of the art training programs.

130

2 Partnership Objectives

In this linkage the partnered institutions address the policy analysis research and training need of Sénégal's decentralization program. It has two objectives:

- To support the efforts of Sénégal to improve the quality of democratic governance by expanding the administrative and political decentralization programs in the regional and local (municipal and local rural council) levels and
- To promote private sector development in Sénégal, especially for women and for those in small- or medium-sized agri business enterprises as a correlate of democratic governance

3 Results and Impact of Partnership

The partnership between ENEA and UConn has had a number of important impacts on both institutions. ENEA has, as a result of the linkage, become largely self-sufficient in financial terms. Due to the strengthening of its faculty and its expanded ability to offer state-of-the-art training and applied research, ENEA has been able to develop contracts with donor agencies for training and research, training and applied research contracts with other African countries, a privatized undergraduate training program funded by tuition payments from students, study abroad opportunities for American students, and training programs for American and European entrepreneurs interested in investing in Sénégal and joint programs with UConn and several other U.S. institutions. ENEA's curriculum, especially in the areas of applied research, small business management, and public administration, have been completely revised and updated. Finally, computer labs have been set up and training provided for students and faculty.

At UConn, the project has had an impact on the research activities of faculty and graduate students, resulting in numerous publications, theses, and dissertations and professional papers. Connecticut businesses have developed an interest in Sénégal which may result in future investments. The African American Cultural Center has become involved in a variety of educational activities, including sponsorship of the Sénégal team in the Special Olympics, hosting of Sénégalese speakers for talks to the community, roundtable presentations, and cultural events. President Diouf received an honorary doctorate at UConn and gave a commencement address. Two UConn faculty, former President Harry Hartley and former Dean Richard Vengroff, were awarded the "Ordre de Lion," Sénégal's highest civilian medal. Follow-up projects, including the participation of UConn in the Peanut CRSP in Sénégal and a variety of training programs, have also been initiated. All in all, both institutions have been profoundly affected by the linkage.

4 Impact of Partnership on Mission Strategic Objectives In-Country

The project has provided an extremely cost-effective mechanism for supporting the democratization and development efforts of the mission. The understanding of the problems and process of decentralization has been greatly expanded, and the Mission has been provided with state-of-the-art studies in this area. Data collected on the role of women, small business, and small farmer production and technology adoption have helped by providing analysis of these vital issue areas. The increased research capacity of ENEA has provided a vital tool for the Mission in its efforts to analyze various aspects of Sénégalese society and economic and political issues. These include the ability to conduct survey research in public opinion using well-trained, highly skilled Sénégalese talent. Finally, the upgraded training skills programs and capacity at ENEA are providing the Mission with the ability to do cost-effective in-country training of Sénégalese officials and entrepreneurs in Sénégal.

5 Partnership Investments

USAID total financial commitment to the UConn ENEA UDLP is \$499,723.00 over the five-year duration of the project. The University of Connecticut's matching, indirect costs over the same period was \$589,969.00.

6 Number of Individuals who Received Training as a Result of Partnership Activities

The individuals involved in training activities are as follows:

From Sénégal: 7 long-term (degree recipients M.A. and/or Ph.D. from the University of Connecticut), 5 short-term (participants in UConn's Institute for Public Service International Management Programs), 15 participants in "Microcomputer Training Workshop", 30 participants in "Research Methods Workshop", and 40 participants in "Rural Development and Decentralization in Sénégal"--all held at ENEA. 3 UConn Graduate Studies conducted research in Sénégal. 12 UConn faculty involved in above-mentioned training workshops, seminars, and/or research, for a total of 112 participants involved in training as a result of partnership activities.

7 Future Directions of Partnership and Sustainability Beyond USAID Support

The AID-funded (UDLP) linkage with the National School of Applied Economics in Dakar, Sénégal, which concentrates on decentralization, democratic governance, and women in development and private sector development, will officially end December 31, 1998. After considerable correspondence, several visits and meetings held in Dakar and in Connecticut, and an extensive planning effort, the Institute for Public Service International (IPSI), University of Connecticut (UConn), and the École Nationale d'Économie Appliquée (ENEA) have agreed to launch new joint initiatives to build upon the success of the UDLP program. Two of the most promising initiatives are the creation/implementation of a series of short-term training programs to be conducted at ENEA and a plan for the training of additional ENEA faculty at UConn. The overall objective of these training programs is to provide participants with knowledge and skills in development program/project management and evaluation of public health programs, management-preservation of natural/environmental

resources and small business management that will enable them to effectively improve their performance in their day to-day management roles and functions

IPSI UConn and ENEA wish to continue their efforts to strengthen relationships in support of the mission statements and broader objectives of both institutions. Our two institutions have already made a significant commitment of resources and personnel to this project. There has been a steady exchange of information, curriculum materials, research reports and proposals, and other materials between IPSI UConn and ENEA. Both institutions have been using their own funds, supplemented by other grants, contracts and entrepreneurial activities to advance their agenda. We would like to continue to offer this valuable, cost effective training program for participants from Sénégal and throughout Africa.

In early March 1998, IPSI UConn and ENEA jointly submitted a technical proposal to seek funding from the USAID Mission in Dakar to train four additional members of the ENEA faculty for the Master degree at the University of Connecticut. This proposal was spurred by the need for qualified members of the ENEA faculty to be able to independently teach and conduct research, hence the need for obtaining advanced degrees and reducing ENEA's dependency on IPSI UConn to provide faculty to teach in ENEA's management training programs. Participants would be selected by ENEA and would be placed by IPSI in appropriate departments at the University of Connecticut. We anticipated that the first two students would start their training during Fall 1998 and would finish Spring 2000 at the latest. The second two would start in Fall 1999 and finish Spring 2001 at the latest. Upon completion of their degree, all four students would automatically return to resume service at ENEA. A detailed tentative budget was also provided for the AID Mission to consider. We are sorry to report, however, that to date, there has been no reaction from the Mission in Dakar.

8 Publications Resulting from UDLP Partnership

- Research papers were prepared for a national conference, planned and implemented in Dakar, and the proceedings have been jointly published by ENEA and UConn in book form (258 pages)
- The lead chapter in the above mentioned publication "La Décentralisation en Afrique: Compte Rendu d'Expériences" pp 19-40, a state of the art assessment of decentralization efforts throughout Africa, written by Richard Vengroff, was presented in English at the Francophone African Research Conference at Boston University, October 1994.
- Lucy Creevey presented a paper on "The Impact of Decentralization and Structural Adjustment on Women" at the Francophone African Research Conference at Boston University, October 1994.
- "Reform in Senegal" L. Creevey and R. Vengroff, in *Political Reform in Francophone Africa*, J. Clark and D. Gardinier, eds, Boulder, Westview Press, 1995.
- Seminar papers presented at a "Research Methods Workshop" in December 1995 were published by ENEA. Topics included: Theoretical Foundations of Qualitative and Quantitative Research Methods, Active Research Method and Participative Planning, the SARR Method, Participation Observation Method, the Link between Research and Development, and Land Use Planning and Development.
- Three surveys and related analysis on "The Impact of the Devaluation of the CFA on Small Business Operators" by L. Creevey, I. Gaye, and R. Vengroff, *Journal of Modern African Studies* (v. 33, no. 4, pp. 669-684), December 1995.
- "The Impact of Small Business Credit Projects on Women: A View from Sénégal" L. Creevey and R. Vengroff, paper presented at the Conference of the African Studies Association in Orlando, FL, December 1995.
- *Changing Women's Lives and Work: A Study of Eight Micro Enterprise Projects*, L. Creevey, London, IT Publications, May 1996.
- "Elections and Municipal Finance in the Context of Decentralization," M. Ndiaye and R. Vengroff, paper presented at the American Society for Public Administration in Philadelphia, PA, July 1997.
- "The Impact of Small Business Credit Projects on Women: A View from Sénégal" L. Creevey and R. Vengroff, *Journal of African Public Policy*, July 1997.
- "The Impact of Electoral Reform of the Local Level in Africa: The Case of Sénégal's 1996 Local Elections" M. Ndiaye and R. Vengroff, was presented at the joint Peanut CRSP UDLP ENEA conference "Rural Development and Decentralization in Sénégal" March 18-19, 1998, was published as a seminar paper by UConn and USAID UDLP, and will appear in *Electoral Studies* this winter.

Papers Submitted for Review

- "The Impact of Culture and Hierarchy on Management Practices in Sénégal" M. Lubatkin, M. Ndiaye, J. Veiga, and R. Vengroff
- Ibrahima Hathie has drafted a paper "Political Economy of Structural Adjustment Programs: The Case of Peanuts in Sénégal" which is under review in *Economic Development and Cultural Change*. This paper is based on his thesis "Political Economy of Pricing Decisions: The Case of Peanuts in Sénégal" which was awarded an Honorable Mention by the American Agricultural Economics Association for Best Thesis Competition.

Submitted by Lois Somers



[Return to African Linkages](#)

University Development Linkages Project--Linkage Profile

Uganda



USAID Bureau for Africa Information Uganda



Developing Country Involved	Uganda
Lead U S Institution	Case Western Reserve University, OH
Linked Developing Country Institution	Makerere University Uganda
Project Title	Case Western Reserve University- Makerere University Public Health Linkage
Primary Sector	Health and Nutrition
Period of Award	1992-1998
USAID Cooperative Agreement No	PCE 5063 A 00-2040 00
Principal Investigator	Thomas Daniel 10900 Euclid Avenue Cleveland OH 44106 Voice 216 368-6321 Fax.216 368 8664 e-mail imd5@po.cwru.edu
African contact	Fred Wabwire Mangen Institute of Public Health PO Box 7072 Makerere University Kampala, Uganda Voice 256 41 532-207 Fax.256-41 531 807 e-mail fwabwire@imul.com URL http://www.muk.ac.ug/

1 Country Background and Project Purpose

Makerere University (MU) and its medical school were founded by British colonists to be the premier institutions of their type in East Africa. They achieved this position and the Institute for Public Health (IPH) of Makerere University became the only advanced degree granting institution in the region. During the 1970s and 1980s the Idi Amin Milton Obote wars and the Bugandan genocide that accompanied them essentially obliterated advanced education in Uganda. In particular, the IPH facility fell into disrepair its faculty was decimated with only two members remaining all of its instructional programs were dropped and no students were enrolled. After the war Professor Gilbert Bukenya was recruited from exile and charged with rebuilding the IPH. In the wake of the wars the world's greatest epidemic of AIDS surged through East Africa with Uganda at its center, and tuberculosis became the leading complicating disease and cause of death in AIDS patients.

Case Western Reserve University (CWRU) began a research and education collaboration with MU focused on AIDS and tuberculosis in 1988. Four years later the USAID/UDLP linkage program began with the over all purpose of assisting in the rebuilding of the IPH and other public health programs at Makerere University.

2 Partnership Objectives

The specific objectives of this USAID/UDLP linkage were to (1) strengthen an existing collaboration between the two universities (2) increase medical and nursing faculty capability at Makerere University (3) modernize public health curricula at Makerere University and (4) strengthen international medicine at Case Western Reserve University.

3 Results and Impact of Partnership

138

The linkage objectives were met successfully using a program based on 36 faculty to faculty encounters one workshop three conferences and direct support of a limited number of academic programs in Uganda MPH degree and certificate programs were reopened at the IPH and a baccalaureate degree nursing program initiated at MU Among other activities, a *Manual for District Health Management in Uganda* was written published, and put into use in Uganda an information retrieval system was established at the Albert Cook Memorial Library at the Makerere University School of Medicine and a district health surveillance research and education program was instituted in the Busiro North District of Uganda During the tenure of the linkage the research and education collaboration between the two universities grew dramatically with total extramural funding during the past decade now exceeding \$32.6 million and current annual extramural funding approximately \$5.4 million Ninety nine peer-reviewed publications and 211 national and international presentations have resulted from the collaboration The UDLP linkage served as an important catalyst in the growth of this collaboration

4 Impact of Partnership on Mission Strategic Objectives In-Country

The UDLP program focused on and achieved results in human capacity building with large multiplier effects In the context of a larger and pre-existing collaboration between biomedical scientists of the two universities, Ugandan research and education capabilities in areas of public health of importance to Uganda were emphasized and Ugandan institutions capable of addressing these areas were strengthened

5 Partnership Investments

During the six years of the USAID-UDLP linkage the investments of the contributing institutions in the CWRU-MU collaboration were

USAID	\$500 000
CWRU	\$1 108,467 (provisional total)
Other Federal Agencies	\$22 300 000 (approximate total direct costs)
Other Nonfederal Agencies	\$1,500 000 (approximate total direct costs)

Total investments by federal and nonfederal granting agencies during the ten years of the CWRU-MU collaboration now exceed \$32 600 000

6 Number of Individuals Who Received Training as a Result of Partnership Activities

No student or degree candidate training was supported

Ugandan faculty participating in encounters in Cleveland	16
CWRU faculty participating in encounters in Uganda	20
Ugandan faculty participating in workshop in Uganda	12
Participants in three conferences	600 (estimated)

7 Future Directions of Partnership and Sustainability Beyond USAID Support

The CWRU-MU research and education collaboration is now firmly established The amount of money currently committed by extramural funding agencies will carry the collaboration forward for many years Importantly, facilities for collaborative research have been developed in Uganda that equal those in the investigators We believe that the most important factor insuring sustainability is that many faculty careers at both institutions are now invested in this collaboration Because they are the two most important public health problems of Uganda the current focus on AIDS and tuberculosis will be maintained

8 Publications Resulting from UDLP Partnership

Bukenya GB Ziegler P *Manual of district health management for Uganda* Santa Barbara CA Frithian Press, 1997

Additionally it should be noted that publications of the ten year old CWRU-MU collaboration now total 99 peer reviewed papers and 211 presentations of abstracts and national or international meetings

Submitted by Dr Thomas Daniel

University Development Linkages Project--Linkage Profile Uganda



USAID Bureau for Africa Information Uganda



Developing Country Involved	Uganda
Lead U S Institution	University of Florida
Linked Developing Country Institution	Makerere University Uganda
Project Title	The Enhancement of Human Rights and Democracy in Uganda
Primary Sector	Law and Democracy
Period of Award	1992 1997
USAID Cooperative Agreement No	PCE 5063-A-00-2037-00
Principal Investigator	Dr Peter Schmidt Department of Anthropology University of Florida 470 Gnter Hall PO Box 115560 Gainesville FL 32611 5560 Phone 392-2183 Fax 904 392-6929 e-mail pschmidt@africa.ufl.edu URL http://web.anthro.ufl.edu/profschmidt.html
	Dr Winston P Nagan College of Law PO Box 117625 Gainesville Fl 32611 7625 Voice (352) 392 2211 Fax 352-392-3005 e-mail nagan@law.ufl.edu URL http://nersp.nerdc.ufl.edu/~lawinfo/college/Faculty/nagan/nagan.html
African contact	Dr Samuel B Tindifa Human Rights and Peace Center PO Box 7062 Makerere University Kampala, Uganda 256-41 532954 3100/532956 e-mail huripec@infocom.co.ug URL http://www.muk.ac.ug/

Partnership Summary

In 1989 the Faculty of Law at Makerere University established a Center for Human Rights and Peace at Makerere- HURIPEC. It incorporated the basic ideas that it is critical to the national interest to conduct research into local expectations of the protection of human rights and that it is essential to institutionalize the teaching of human rights within the local university. In 1990 the Center for African Studies at the University of Florida (UF) was invited to join Makerere's Law Faculty in the development of a curriculum and research program for the new Center. This linkage between the University of Florida and the Center for Human Rights and Peace at Makerere University is a logical outgrowth resulting from previous collaborative exchanges between the two institutions. The Center for African Studies at the University of Florida, an interdisciplinary unit that is campus wide in scope, coordinates the linkage.

100

The project addresses failures in governance that prevent countries from reaching their developmental potential. The project assumes an important even bold initiative that offers a positive solution in democratic institution building to help lay the groundwork for development in Uganda. Progress toward democratic institution building in Uganda since 1986 has been difficult to measure and in part slowed by the lack of a capacity for institutional analyses at the legal and public policy levels. The flight of trained attorneys combined with the virtual crippling of the institution invested with legal training has led to a severe degradation of the legal infrastructure in Uganda.

Partnership Objectives

- To construct a new curriculum in human rights under the auspices of the new Center within the Faculty of Law at Makerere
- To enhance competency in teaching and research in human rights issues in Makerere
- To ascertain research priorities, and address them by funding research proposals solicited in an annual competition
- To create an internship program for Makerere Law students who have received training in human rights
- To enhance and further develop the legal library at Makerere on which the success of the teaching and research programs clearly depend

Partnership Results/Accomplishments to Date (as of 12/31/98)

Early in the life of the project the project sponsors worked through several sensitive issues to establish a management committee at Makerere that has in turn developed a modus operandi and has worked toward achieving each of its five objectives. The committee is broadly based and includes scholars from most of the major faculties at the University. Communications between the committee and the University of Florida were enhanced with the installation of E-mail at the beginning of the project. The committee has established the principles and guidelines by which the new curriculum is to be constructed as well as research priorities. Research has incorporated grants to junior faculty at HURIPEC as well as to an advanced student of human rights in UF's Political Science department. During the Spring of 1994 two senior member of the HURIPEC faculty worked with UF participants at UF to plan activities needed to upgrade Makerere's program. One senior Makerere scholar studied the legal technicalities of human rights and development. Another finalized the new Center's plan for outreach activities including the internship program, with the assistance of University of Florida faculty. Three junior members of the Makerere faculty entered long term studies in comparative international law at the University of Florida College of Law. Makerere is enhancing its legal scholarship both by expanding the holdings and capacity of its law library and by publishing its own publications. Most importantly over the course of the project, the curriculum development objective has taken on new and unexpected dimensions for the development of interdisciplinary teaching approaches that involve faculty from all faculties of Makerereóan innovative program that promises to make Makerere an intellectual leader in human rights education at a global level.

Objective 1--To Construct a New Curriculum in Human Rights Under the Auspices of the New Center Within the Faculty of Law at Makerere

Curriculum reform has been a primary objective of the linkage from its inception. Specific accomplishments are

- Interdisciplinary workshops on Human Rights issues were held in August 1996. A comprehensive report has been prepared by Makerere University. These workshops opened an important dialogue with the University about a mission to educate all Makerere students in human rights regardless of their disciplinary focus.
- The linkage partners reorganized the financial protocols of the Human Rights and Peace Center at Makerere (HURIPEC) and restored considerable confidence that the institution would continue to operate during a period of institutional change.
- Makerere University made significant contribution to the program by creation of the Department of Human Rights and Peace in the Faculty of Law by funding five full time academic staff positions, by endorsing the establishment of an Interdisciplinary Centre (HURIPEC) by funding a support staff, including administrators, secretaries and a driver, by investing limited endowment funds in the construction of a new Centre headquarters housing faculty offices, classrooms and a visiting scholars' hostel.
- Makerere University, under the guidance of HURIPEC has created an Interdisciplinary Committee on the Teaching of Human Rights, drawing faculty advisors from the health sciences, humanities, social sciences, environmental sciences, physical sciences, and education making human rights education a comprehensive intra-university commitment.
- Makerere University has strongly supported and funded the development of an interdisciplinary management team from the faculties of education and social sciences.
- Makerere University has formally endorsed and adopted an interdisciplinary teaching program in human rights.
- HURIPEC working with the linkage partners has developed a comprehensive plan for a three year follow up project which will 1) hold a series of workshops to educate faculty in curriculum development and resource materials for the teaching of human rights in most disciplines by the year 2001, 2) help to develop discipline based courses on human rights in all faculties 3) help to develop a University wide human rights course that will be taught to all first year students.
- The interdisciplinary initiative has expanded to include a new partner with expertise in science and human rights of The American Association for the Advancement of Science (AAAS).
- The linkage partners and the Interdisciplinary Committee have expanded their interdisciplinary teaching initiative to include administrators and students, holding a major workshop in August of 1998 for administrators, students, and key faculty representatives leading to the formal endorsement of the initiative by all key participants.
- The Interdisciplinary Committee has taken an initiative to hold faculty based workshops at Makerere to inform departments and individual faculty on the advantages of participating in the interdisciplinary program.

Objective 2--to Enhance Competency in Teaching and Research in Human Rights Issues in Makerere

4

Progress has been made toward achieving the goals of this objective specifically

- The linkage project offered junior staff training for the Human Rights and Peace Centre Three Makerere faculty have been trained obtaining advanced degrees at the University of Florida in international comparative law
- Members of the Florida Legal Clinic briefed the linkage partners on the application of such clinics to the practice of human rights law A series of workshops were held to reach the broadest possible student and faculty audience at Makerere
- UF faculty have held workshops on successful strategies for writing research proposals and the fundamentals of grantsmanship for the Faculty of Law and other Makerere scholars
- A major workshop on interdisciplinary teaching involved faculty from key teaching faculties during August 1996 leading to their education in the advantages and importance of human rights education in their respective disciplines
- An administrator's workshop on the interdisciplinary teaching of human rights was held August 1998

Objective 3--To Ascertain Research Priorities, and Address Them by Funding Research Proposals Solicited in an Annual Competition

A new direction in the research objective- directing investment to young faculty in HUR�PEC has been implemented specifically

- HUR�PEC research grants have been revitalized and three proposals from junior faculty in HUR�PEC have been approved and funded by the joint Florida-Makerere committee
- The Center for African Studies at the University of Florida funded an advanced graduate student research proposal for research into human rights related issues in Uganda during 1997
- HUR�PEC completed research and a report for UNDP
- HUR�PEC has conducted research on child mortality with Minnesota Advocates for Human Rights
- The HUR�PEC journal Journal of East African Peace and Human Rights, as played an important role in published many articles written by the Makerere faculty at HUR�PEC as well as from principals from the linkage partner The Journal has been jointly published by the University of Florida and Makerere leading to an important and effective way to disseminate the research and educational experiments being conducted at Makerere and elsewhere in Africa

Objective 4--To Create an Internship Program for Makerere Law Students Who Have Received Training in Human Rights

The outreach program conducted by HUR�PEC continues to be one of the most successful parts of this project The visibility of the program has been raised through a public debates and major conferences Specific accomplishments include

- A public debate commemorating the first year of the 1995 constitution was held at the International Conference Centre in October 1996
- HUR�PEC sponsored a public lecture by a presidential advisor on the Evolution of the 1995 Uganda constitution in November 1996 UNHCR and HUR�PEC co hosted a workshop on "Refugees Internally Displaced Persons and Human Rights in Uganda in December 1996
- A major conference on human rights issues was sponsored by the linkage that addressed the performance of the National Resistance Movement (NRM) titled "A Decade of the NRM The Human Rights Balance Sheet during December 1996 Published as a book by HUR�PEC
- HUR�PEC supervised and reported on Swedish NGO grants to place student interns in Kampala human rights institutions as well as in governmental institutions This program draws on students from all sectors of the University and has now operated successfully for four years
- HUR�PEC conducted a national essay competition for secondary students to assess youth perceptions of the value of human rights education This approach will be used periodically to assess changing attitudes towards human rights and the effectiveness of human rights education
- Within HUR�PEC, student graduates of the internship programme started an alumni club dedicated to public education and training in human rights
- A major conference was held on the human rights crisis in the Great Lakes during December of 1997, titled Peace and Human Rights in the Great Lakes Region of Africa Prospects for the Third Millennium Experts from Uganda Africa, the USA and Europe presented papers addressing the regional crisis These proceedings are being published as a project book

Objective 5--To Enhance and Further Develop the Legal Library at Makerere, on which the Success of the Teaching and Research Programs Clearly Depend

An important part of the linkage project is the constitutional documents project This activity has focused on the photocopying binding and cataloging of 25 000 documents gathered by the Constitutional Commission as part of its fact finding mission leading up the drafting of a constitutional document

- The Constitutional Materials Project photocopied all of the 25 000 documents gathered by the Constitutional Commission during its preparatory activities in drafting a new constitution These materials function as a research magnet for foreign and local researchers inquiring into the constitutional process and the role of the human rights debate in that process

- The Makerere Library continued to receive updated versions of the Social Science Index on CD-ROM as well as other key publications during the initial period of the project
- A library in human rights was developed in Makerere Two CD ROM work stations were established

Spin-offs and Sustainability

The outreach programs conducted by HUR�PEC (on constitutional and human rights issues) have raised the visibility of the program significantly leading to a series of contractual arrangements with other institutions, such as the United Nations and the Commonwealth to conduct research and public education programs This has contributed significantly to the sustainability of HUR�PEC and has demonstrated that HUR�PEC has now become a major force in the debate on human rights issues in Uganda

The new headquarters of HUR�PEC represents an significant Makerere and Florida faculty investment (dedicating their USG per diems) as well as an innovative way to sustain Makerere Florida exchanges and interaction in the future The two faculty residential suites attached to the Centre will be available to UF researchers over the next 3 decades free of cost Income from the suites during other times will be used to sustain administration and programmes

The Street Law Project, funded through the Georgetown Street Law Program has allowed the HUR�PEC to join with other human rights organizations in outreach in cities to people without normal access to health assistance and shelter

Linkages with other institutions in Sweden and South Africa have led to important exchanges as well as institutional collaboration further strengthening sustainability

The project has led to a ground breaking initiative in human rights education Makerere has taken on a role in interdisciplinary education that promises to set a model for Africa and other parts of the developing world This has significant implications for sustainability as Makerere educators will be consulted extensively over the coming years on implementation of similar projects

Initial funding at approximately \$300 000 ensures that the interdisciplinary project will be launched in 1999

Florida Faculty participating in the Linkage

- Goran Hyden, Political Science
- Ronald Cohen Anthropology
- Winston Nagan Law
- Fletcher Baldwin Law
- Peter Schmidt Anthropology
- Don Peters, Law
- Jim Pierce Law
- Kenneth Nunn Law
- Jape Taylor Medicine
- Fay Geary, Nursing
- Karen Holbrook UF Research Dean
- Rene Lemarchand Political Science

Makerere Faculty to UF or UF conferences sponsored by project grant

- Apollo Makubuya HUR�PEC
- Fred Jjuuko, Dean Faculty of Law
- Joseph Kakooza HUR�PEC
- E Khiddu Makubuya, HUR�PEC director and Faculty of Law
- Joe Oloka-Onyango, Dean and Director of HUR�PEC
- Sam Tindifa, Director of HUR�PEC
- Judy Obitere Faculty of Law
- James Katankawe Faculty of Law

Selected Publications

- *East African Journal of Peace and Human Rights* HUR�PEC publisher 2 issues annually Five vols published Numerous articles on Uganda by Makerere faculty Contact HUR�PEC for copies
- *Report of the Proceedings of the First Interdisciplinary Workshops on Human Rights* HUR�PEC, Makerere University Kampala 43 pages
- *A Decade of the NRM The Human Rights Balance Sheet* ed by J Oloka Onyango Kampala, 1999
- *Peace and Human Rights in the Great Lakes Region Prospects for the Third Millennium* ed by J Oloka Onyango In Press

Submitted by Dr Peter Schmidt