The AAU organized a two-day workshop with the aim of sharing experience and information among experts and librarians drawn from universities within and outside Africa. The workshop, which was held in Accra, Ghana, from 19-20 February 2004, was part of the preparations underway to plan the next phase of the AAU’s Project, Database of African Theses and Dissertations (DATAD). The workshop brought together 29 participants, including senior officers, librarians and other experts from organizations and universities in Cameroon, Ghana, India, Kenya, Nigeria, Senegal, South Africa, Tanzania, Uganda, and the USA.

During the workshop the following papers were presented and discussed:

**DATAD Workshop**

Prof. Akilagpa Sawyerr, Secretary-General of the AAU, has been appointed in his individual capacity as member of the Council of the United Nations University (UNU). As stipulated by the UNU Charter, the 24 members of the Council are appointed jointly by the UN Secretary-General and the Director-General of UNESCO, in consultation with the Council of the UNU and UN Agencies and Programmes concerned. The appointment is for a term of six years effective May 2004-May 2010.

The Council acts as the Governing Board of the University under the Charter adopted by the United Nations General Assembly on 6 December 1973. The Council has the mandate, *inter alia*, to formulate principles and policies governing the activities of the University and consider and approve its programmes and budget.

The appointment of Prof. Sawyerr to this important body not only attests to the wide recognition of his own contribution to higher education, but is also expected to elevate the international image and prestige of the AAU, which he is currently in charge of.
1. Historical practice in managing theses and dissertations at African universities and university libraries, by Elizabeth Kiondo (University of Dar es Salaam);


3. Basic issues of Francophone, Anglophone and international intellectual property with regard to unpublished materials, by Peter Jaszi (American University, Washington, DC);

4. Knowledge production, international information flows and intellectual property: An African perspective, by Peter Johan Lor and Johannes Britz (University of Pretoria);

5. The economics of scholarly communications with special bearing on unpublished materials and emerging models of electronic text publishing, by Mary Summerfield (University of Chicago Press);


Some of the issues raised during the discussions include: restriction of access to African theses and dissertations because of lack of university guidelines on intellectual property rights (IPR); legal and moral issues of IPR; North-South and South-South information flow; IPR of indigenous knowledge. Workshop participants also discussed best practices in electronic dissemination of theses and dissertations, models for self-sustaining management of unpublished academic works, and factors and procedures for developing a business model for DATAD.

Prior to the workshop, a group of experienced advisors conducted an electronic discussion forum involving experts and librarians from various higher education institutions within and outside Africa. The main focus of the discussion forum was on identification of stakeholders in African theses and dissertations. In collaboration with AAU and DATAD participating institutions, the President of the Center for Research Libraries, Bernard F. Reilly Jr, will lead a group of consultants and advisors to develop an organizational business plan for DATAD, a guide to copyright for theses and dissertations, and working documents to enable the AAU to extend DATAD to other African higher education institutions.

The DATAD pilot project was launched in February 2000 and was running until August 2003. The project is now in a transitional phase until February 2005, after which it is expected to enter a new phase involving more educational institutions and possibly full-text electronic theses.

Traditionally, international post-secondary education was associated with student and academic mobility mainly in the form of scholarships, staff exchanges, curriculum co-development, research grants, and institutional capacity building. These were made possible as part of development assistance offered to former colonies or other Third World countries, on the one hand, and language and area studies in the universities of the developed countries, on the other hand. Underlying such internationalization of higher education has been a policy of enhancing cultural exposure and mutual understanding, promoting peace, establishing or maintaining political influence (during the Cold War in particular), forging educational partnership and developing human resources. Most of these activities took place under bilateral agreements at the national level. At the institutional level, the main participants were higher education institutions in the public domain.

During the last two decades, the motivations for international cooperation in teaching and research have begun to be complemented or even supplanted by revenue-generating rationales. Advances in information and communication technologies (ICT), growth in the knowledge economy, reductions in public subsidies for higher education, internationalization of the labour market and relative decline in the costs of transport and communication have combined to create a favourable environment for the expansion of cross-border education that is driven by economic motives. Not only have for-profit private providers operating at the global level emerged, but also even traditional public institutions of higher education in Europe, the United States, Canada, Australia, New Zealand and Japan have begun to embrace the revenue-generating rationale. Competition to attract more and more fee-paying students from other countries has become an important aspect of international education. There is a rapid growth in cross-border education through e-learning and Distance Education, and through arrangements such as twinning, franchising, branch campuses, and establishment of foreign-owned institutions. These developments, induced by liberalization of the global economy, have transformed cross-border education into a multi-billion dollar service industry. The trend in the
commodification of education, as an item of import/export in the foreign trade equation, has now taken root. The drive to greatly expand the frontiers of the global market for cross-border education and internationally regulate the transactions has recently taken a new dimension with the inclusion of the education sector among the services to be traded under the auspices of the General Agreement on Trade in Services (GATS).

The inclusion of education under GATS has serious implications, especially for higher education in Africa. Unless proper strategies are developed to address them, GATS poses daunting challenges to national sovereignty, the mission of higher education and in particular its role in attaining national development priorities, the public funding of higher education, equity and access to higher education, quality assurance, etc. While such issues have been the subject of heated debates among policy-makers, educators and other stakeholders in the developed countries, they have attracted little public attention in Africa. It is to raise awareness of these emerging issues and to facilitate development of appropriate response strategies that the AAU, in collaboration with CHE and UNESCO, organized a regional workshop on “The Implications of GATS for Higher Education in Africa”, on 27-29 April 2004 in Accra, Ghana. To avoid GATS’ possible adverse impacts while maximizing the opportunities and benefits to be derived from it, all major stakeholders in Africa need to engage in such dialogues and develop common strategies of response. Public fora taking stock of national specificities in relation to GATS, research priorities, advocacy strategies, institutional, national, regional policy responses, and networking mechanisms are the agenda of the day.

The conference brought together vice-chancellors and other educational leaders from forty-three private universities in Africa. These included participants from five higher education institutions from South Africa; four universities from Nigeria; three each from Cameroon, Ghana and Sudan; five each from Tanzania and Uganda; two from Zimbabwe and thirteen from Kenya. Members of the diplomatic corps who graced the event include Ambassadors/High Commissioners of China, Poland, Philippines, Chile, Zambia, Turkey and Uganda.

The chief guest was the Hon. Dr. Edward Khiddu-Makubuya, Minister of Education and Sports, the Republic of Uganda. In his address, he noted that for many years higher education in Africa has been the exclusive domain of governments, but that position is rapidly changing. Private universities are now a force that cannot be ignored.

He advised private universities to draw lessons from such experiences of public universities. At the same time, he observed that private universities were also teaching public universities some lessons. ‘Previously’, said he, ‘public universities were inflexible with admissions but now nearly all are opening avenues for mature learners to re-join the education mainstream with evening and part-time programmes and thus encouraging life-long education.’

Dr. Makubuya observed that this forum for private universities can serve to search for collective relevance to the needs of the continent. He gave an example of Nkumba University, a private university in Uganda which has one of the best programmes in that country for combating HIV/AIDS. The Minister also pointed out the dramatic increase in the number of primary school children within a space of five years. This has created the need for post-primary education and training policy. This growth in primary education needs to be complimented by an increase in the provision of higher education, and here private universities have an important gap to fill.

Prof. Paul Vitta, the Regional Director of UNESCO who was the keynote speaker, cautioned against the dangers posed by economic liberalization to private higher education. ‘Once there was liberalization in many
African countries, there was a rush to invest in higher education. Consequently, some universities were there only in name… [they] were briefcase universities. As we liberalize the field of higher education, we must have the wherewithal to ensure quality.’ He observed that private universities often encounter the danger of disproportionate growth of students on one hand, compared to resources on the other. Compromise on quality becomes the price that is paid.

Dr. Tade Aina, the regional representative of Ford Foundation, explained that when the Foundation was founded, Ford, who gave the endowment said, ‘Take this and do good with it.’ ‘This forum’ he said, ‘is important to Ford Foundation because eventually private higher education is essentially a social good.’ He emphasized that although private universities are ‘private’, their product is for ‘public’ consumption. Private universities are thus playing a big role of social responsibility in the countries in which they reside. ‘Ford is proud to support this opportunity where deliberations will center on the role, mandate and vision of private universities as providers of an essential social good,’ he remarked.

Dr. Freida Brown, Vice-Chancellor of United States International University (USIU), and the Chair of the conference organizing committee, noted that Kenya was among the first countries to encourage private universities in Africa more than thirty years ago, noting that USIU, the oldest among them, was established in 1969. She said that the idea of bringing private universities together came about because ‘whenever we are in a forum with public universities, issues unique to us are never adequately addressed especially because private universities are small in number and size and thus their voices are easily drowned. Issues unique to us are often discounted or ignored’. She emphasized the need for private universities to have an identity. ‘It is time we meet and know who we are,’ she said.

The Vice-Chancellor explained that the private universities are not very much known, noting what a daunting task it was trying to identify them and bring their vice-chancellors together to the conference. She pledged that one of the conference outputs will be to compile an online directory of private universities in Africa.

The conference aimed to facilitate an environment in which private universities can become more effective in providing quality education and enhancing their role in the development of higher education. Some of the other challenges of private universities identified in the conference include: improving governance and management; managing growth and maximizing resources; influencing the external environment; over-

dependence on tuition fees or founders; de-emphasizing the business motive in favour of a social motive. One of the resolutions reached within regional group caucuses is the need for private universities to come together either within borders, or regionally and internationally, and form bodies that will expand their voice and influence policy-making. A book on the conference proceedings, including a set of best practices in the management of private universities, will be published and made available to libraries and stakeholders. It will also be available online and on CDs.

(Credits: United States International University, Kenya)

AAU Boosts Revitalization Process with Recruitment of New Professional Staff

The process of revitalizing the Association of African Universities through the development of a new Strategic Plan and the restructuring of the Association has now come to its final stage. After consultation with the membership and several revisions, the new Strategic Plan has been endorsed by the COREVIP and the Executive Board. While it now awaits for final approval by the General Conference in February 2005, the implementation of the Transitional Phase is already in full swing. The restructuring process, which is part of this phase and involves the reevaluation of the governance structure as well as the streamlining of the Secretariat’s operations and personnel, has now received a new boost with the recent recruitment of well-experienced professionals. The reform in staffing strategies has involved voluntary separation of some staff, the redeployment of the remaining staff according to professional competence and project needs, and employment of well-qualified professionals to lead and manage the new program units as well as oversee the implementation of the Strategic Plan. Below, we present a brief profile of the three professionals who have joined the AAU since January 2004.

1. Prof. Paschal Buberwa MIHYO
   (Director of Programmes and Research)

Prof. Mihyo was an Associate Professor of Law at the University of Dar Es Salaam, where he had served as Associate Dean of the Faculty of Law. In the same University, he had also been Executive Director of the African Technology Policy Studies Network, coordinating research by universities and science councils in 15 African countries.

Prior to his appointment at AAU in March 2004, Prof. Mihyo was a Senior Lecturer in Law and Human Rights at the Institute of Social Studies (ISS) in The Hague,
where he was involved in the development of courses in African Universities as part of the collaborative activities between the Institute and other universities in Africa. He had been Chair of the Masters Degree Committee of the Institute several times between 1992 and 1995, having also served as Dean of Studies. Prof. Mihyo was involved in the design of the MA course in Governance and Leadership that was jointly offered by the ISS and the Ghana Institute of Management and Public Administration (GIMPA).

He has eight books and several published articles to his credit. He has been Consultant to various international bodies including DANIDA, IDRC, Sida, IDA, UNDP, UNCTAD, ILO, UN Institute of Economic Development and Training, and the Commonwealth Secretariat.


2. Dr. Taye Assefa BEYENE
(Head of Communication and Services)

Dr. Taye was Associate Professor at Addis Ababa University, where he had taught Language and Literature at undergraduate and graduate levels from 1979-1993. Apart from teaching, he served in the University in various capacities, including as member of the University Senate, Assistant Dean of the Institute of Language Studies (ILS) and member of the ILS Academic Commission. Apart from the University, he had also taught in the Ethiopian Police College, Ethiopian Airlines, and Unity College.

From 1999-2003, he was the Publication and Documentation Officer of the Organisation for Social Science Research in Eastern and Southern Africa (OSSREA), where he was responsible for editing various publications and managing the publication and documentation activities of the Organisation. Prior to joining the AAU in January 2004, he was working as Publication and Research Coordinator of the Development Policy Management Forum (DPMF).

Dr Taye has extensive experience in editing scholarly and developmental publications, including journals, bulletins, books, research reports, workshop and conference proceedings. He has been consultant to various international agencies and non-governmental organizations including the UNDP, UNICEF, SOS Sahel International, FARM-Africa, ActionAid-Ethiopia, and Frederick Ebert Foundation. He has several publications in his name.

He received both his B.A. in English (1978) and M.A. in English Literature (1981) from Addis Ababa University and his Ph.D. in Literature (1986) from the School of Oriental and African Studies (SOAS), University of London, UK.

Dr Taye took over from the former Head of the Department, Mr Yao Assigbley, who left the AAU.

3. Mr David Terry AMUZU
(Assistant Program Officer of the WGHE Office)

Mr. David Terry Amuzu had his professional training as a teacher at the University of Cape Coast and the University of Ghana, where he obtained a B.A.(Hons) in French and M. Phil.(French), respectively. He was subsequently employed as a French tutor at the Mount Mary Training College, Somanya, Ghana, for 10 years, with specialty in the training of French teachers.

From 1990 - 1994, Mr Amuzu was elected and served as the National President of the Ghana Association of French Teachers (GAFT), during which period he had a very close working relationship with the French Embassy in Ghana and earned several scholarships and awards from France. This gave him opportunity to attend pedagogical trainings as well as seminars in institutions such as Université de Bordeaux III (1985), Université de Strasbourg (1992), Centre de Linguistique Appliquée de Besançon (1992) and the Université de Caen (2002).

Mr Amuzu has been a freelance translator/ interpreter alongside doing part-time teaching at the Alliance Française. This gave him the opportunity to undertake interpreting and translation assignments in Ghana and in neighbouring countries.

Until his appointment and assumption of duty at the AAU on 15th March 2004, he had been lecturing at the Methodist University College of Ghana (MUCG) beginning from 2000.

Mr Amuzu brings to the WGHE office over 15 years of practical experience and knowledge of Anglophone and Francophone tertiary education systems in Africa.
Canada-Africa Collaboration in Higher Education Workshop

A two-day workshop organised by the Association of Universities and Colleges of Canada (AUCC) in collaboration with the Association of African Universities (AAU) was held in Accra, Gahana, from 9-10 February 2004. This was part of a series of workshops, the first of which was held in Dakar, while the other two were held in Nairobi and Pretoria, all in the same month.

The series of workshops were aimed at discussing collaboration opportunities between Canadian and African higher education partners in the light of the Canadian government's significant increase of its overseas development aid, of which 50% is earmarked for Africa. The Accra workshop brought together 55 participants from higher education institutions in Cameroon, Canada, Gambia, Ghana, Nigeria and Togo. African faculty members, researchers, deans and/or administrators were thought to be best positioned to address the priority areas of their institution and to eventually act as project directors. During the workshop, a Power Point presentation introducing the AAU, its strategic objective and major programmes was made by the AAU Secretary-General, Prof. Akilagpa Sawyerr.

Although the Association of African Universities (AAU) is the AUCC's main partner in this project, the latter is also collaborating with CIDA, the International Development and Research Centre (IDRC), the Global Health Research Initiative (GHRI) and the Agence Universitaire de la Francophonie (AUF) to attempt to maximize the effectiveness of African and Canadian higher education and research collaboration.

Topics such as CIDA programming priorities in the region, the CIDA-funded University Partnership in Cooperation and Development (UPCD) programme managed by AUCC, IDRC programming and partnership opportunities, and the Global Health Research Initiative were discussed in the workshop.

Merger Creates the University of KwaZulu-Natal

The University of KwaZulu-Natal was formed on 1st January 2004 as a result of the merger between two South African universities, the University of Durban-Westville and the University of Natal. The new university brings together the rich histories of the former universities. The University of Durban-Westville was established in the 1960s as the University College for Indians on Salisbury Island in Durban Bay. Student numbers throughout the 1960s were low as a result of the Congress Alliances' policy of shunning apartheid structures. This policy gave way in the 1980s to a strategy of “education under protest”, which sought to transform apartheid institutions into sites of struggle. Student numbers grew rapidly and in 1971, the College was granted University status. The following year, the newly-named University of Durban-Westville (UDW) moved into its modern campus in Westville and was a site of major anti-apartheid struggle. UDW became an autonomous institution in 1984, opening up to students of all races.

Founded in 1910 as the Natal University College in Pietermaritzburg, the University of Natal was granted independent University status in 1949 owing to its rapid growth in numbers, its wide range of courses and its achievements in and opportunities for research. By that time, the NUC was already a multi-campus institution, having been extended to Durban after World War I. The distinctive Howard College building was opened in 1931, following a donation by Mr T. B. Davis, whose son, Howard Davis, was killed during the Battle of Somme in World War I. In 1946, the government approved a Faculty of Agriculture in Pietermaritzburg and, in 1947, a Medical School for African, Indian and Coloured students in Durban.

The two KwaZulu-Natal universities were among the first batch of South African institutions to merge in 2004 in accordance with the government's higher education restructuring plans that will eventually see the number of higher education institutions in South Africa reduced from 36 to 21. Confirmed by a Cabinet decision in December 2002, the mergers are the culmination of a wide-ranging consultative process on the restructuring of the Higher Education Sector that began in the early 1990s.

(Source: http://www.ukzn.ac.za/aboutus/history.asp)

International Network for Higher Education in Africa

Damte Teferra*

We recently unveiled a new initiative called International Network for Higher Education in Africa at the Center for International Higher Education, Lynch School of Education, Boston College, USA. The initiative is intended for use by scholars, experts, practitioners, policy makers, funding institutions, students, and others engaged in higher education research and development in Africa. As interest in higher education in Africa grows and as research and
related publishing gathers momentum, we felt the great need to establish this information resource to enhance and catalyze emerging developments.

A host of institutions and organizations are currently engaged in a variety of initiatives that affect higher education development in Africa. These initiatives include research and advocacy; conferences and workshops; cooperative relationships with African institutions; and other efforts to gauge the state of higher education institutions in Africa. Most organizations focusing on Africa operate independently and are consumed by routines that constrain them from effectively exchanging information with others. The creation of this forum is thus driven by commitment to engage all stakeholders in African higher education through a central point of reference.

It is our hope that this network will serve as an international information clearinghouse worthy of its name that will provide vital and timely information to a growing community of institutions and individuals engaged in research, development, and advocacy activities in postsecondary education in Africa. Toward this end, we encourage researchers, practitioners, experts, policy makers, funding agency representatives, and others to send us comments and input to develop and enrich this forum further. The network can be accessed at http://www.bc.edu/inhea.

(*Damtew Teferra is Director of INHEA)

Programme Update

AAU Quality Assurance Mission to the University of Abobo-Adjame

A three-man team working on the AAU’s Quality Assurance Project visited the University of Abobo-Adjame, in Abidjan, Ivory Coast, from 16-19 February 2004. The team consisted of the Project Coordinator, Dr Athanase Bakunda, and two evaluators, namely, Prof. Paul N’Da, from University of Cocody, and Dr Mamoudou H. Dicko, from University of Ouagadougou. The aim of the mission was to collect information for verifying the claims in the self-evaluation report produced by the University of Cocody’s “Service de Scolarite, de l’Accueil et de l’Information”. The mission was part of the AAU’s planned activities to implement its project “Developing Quality Assurance Systems in African Universities”.

The self-evaluation undertaken by this management unit was a first step in the quality assurance exercise which was expected to extend, with the availability of resources, to other departments of the University. The team was welcomed by the President of the University, Prof. Ehouan Etienne EHILE, together with other senior officials, the head of the unit being studied, staff and student representatives and other members of the university community, all of whom expressed their enthusiasm for the mission. On the occasion, Prof. EHILE confirmed his University’s readiness to participate in the current and possibly the next phases of the AAU’s project on Quality Assurance and pledged to disseminate the findings to the University community. The team in turn explained the purpose of their mission, which was to carry out quality audit activities as a way of verifying the claims in the self-evaluation report submitted to the AAU. The objective of such an exercise was to sensitize the university community on issues of quality assurance, to highlight good practices in existing quality assurance systems and to encourage the University to engage in a continual process of improving any practices that may compromise quality in its drive to fulfil its social, economic, and cultural mission.

During the validation mission, the team interviewed relevant personnel, checked documents, and held meetings with counterparts to collect information and verify claims. A report of the findings of the mission has been submitted by the evaluators to the AAU and will be made available to the University of Abobo-Adjame.

African Universities Responding to the Threat of HIV/AIDS

African Universities are responding to the threat posed by HIV/AIDS to their institutions, by putting in place institutional HIV/AIDS policies, integrating HIV/AIDS into curriculum, designing awareness programs, undertaking research and forming partnerships. It is a well-known fact that the higher education community, particularly by reason of the age groups (19-45 years) of the majority of its students and faculty, and their specific lifestyles, is especially vulnerable to the dangers posed by HIV/AIDS. At the same time, African higher education institutions constitute a unique social resource for the development and application of country and community-specific knowledge and solutions to the pandemic. Within the last few years, universities in Africa have intensified their efforts to mitigate the impact of HIV/AIDS on the institutions and the individuals who live and work in them. Notable among such efforts is that of the South African Universities Vice Chancellors Association (SAUVCA), which has begun a co-ordinated program of activities for its members. The Association of Commonwealth
Universities (ACU) has also commenced a number of very critical initiatives with selected African Universities.

Given the scale of the effort required to combat the HIV/AIDS epidemic, these are but modest beginnings. The Association of African Universities (AAU) is uniquely placed to influence the direction and approaches to combat HIV/AIDS, and to support its members to make a significant contribution in this effort. In 2001, the AAU and the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA) commissioned a study and disseminated the results at the AAU General Conference in Nairobi. A major gap revealed by the nine case studies conducted under the theme, *HIV/AIDS and African Universities: Challenging the Challenger*, was the virtual absence of institution-specific targeting and action by higher education institutions. Again in 2001, the AAU introduced a segment on HIV/AIDS in its Senior University Management Workshop (SUMA) in Cairo. This was followed by a similar module in the SUMA workshop it organized for Francophone institutions, in November 2002 in Burkina Faso. At the 2003 Conference of Rectors, Vice-Chancellors and Presidents of Universities (COREVIP), in addition to invited papers and presentations by distinguished scholars and practitioners in the field of HIV/AIDS, a number of initiatives were launched under the sub-theme: “African Universities Responding to the HIV/AIDS Pandemic”. Among these was a Master Trainers’ workshop to pre-test an HIV/AIDS toolkit. Prior to the COREVIP, the AAU, with the support of the Africa-America Institute (AAI), had moderated an online discussion which focused on two related central questions.

In subsequent issues of this newsletter, we will introduce to our readers the HIV/AIDS program activities of the AAU, including the UNDP-AAU support to African universities to integrate HIV into curricula and preliminary findings of the survey, which is being conducted in the twelve Global HIV/AIDS Initiative Countries with funding from the Africa-America Institute.

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The Global AIDS Initiative countries are Botswana, Ivory Coast, Ethiopia, Kenya, Mozambique, Namibia, Nigeria, Rwanda, South Africa, Tanzania, Uganda, Zambia.

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**ETD Workshop at Addis Ababa University**

An Electronic Theses and Dissertations (ETD) workshop was held in Addis Ababa, Ethiopia, from 26-27 February 2004. The DATAD Project Coordinator and the Assistant ICT Officer participated as resource persons at the workshop.

Hosted by Addis Ababa University, the workshop brought together 21 participants from seven universities, one college and one institute. The major objectives of the workshop were:

- To present to participants an overview of both DATAD and ETD initiatives;
- To introduce the social, institutional and policy issues involved in introducing ETD programmes;
- To explore the hardware, software, and human resource requirements in ETD programmes and demonstrate the available options;
- To explore standards and metadata protocols related to ETDs; and
- To introduce UNESCO's ETD principles, guidelines, workflow models and best practices.

The workshop was the second and last in a series of a UNESCO-funded initiative to enhance the production, access and archiving of scientific information, particularly theses and dissertations, using the opportunities offered by ICT. It is based on the principles, guidelines, workflow models and best
practices described in the "UNESCO Electronic Theses and Dissertations (ETD) Guide" (Paris: UNESCO, 2002). The ETD-Africa project aims at empowering two participating universities to establish sustainable ETD programs and at sensitizing other universities in the region to the importance of such programs. In the long-term, it aims at improving graduate education by allowing students to produce electronic documents, to use digital libraries, and to understand pertinent issues in publishing.

During the workshop, presentations were made followed by group discussions with focus on governance at institutional, national and regional levels. The Association of African Universities was unanimously designated to lead the regional/continental initiative. A nine-member team with representatives from all institutions in the meeting was formed for the management of ETD in Ethiopia. Addis Ababa University was mandated to lead the process in Ethiopia.

Good Practice

INCLEN - Africa

INCLEN-Africa is the network of Clinical Epidemiology Units (CEUs) of Africa. Each CEU consists of a number of clinicians from different disciplines, social scientists and biostatisticians, based in a leading teaching medical institution, who have been trained at the Masters or PhD level in Clinical Epidemiology.

INCLEN-Africa presently comprises seven CEUs in Cameroon, Egypt, Ethiopia, Kenya, South Africa, Uganda and Zimbabwe, with over 120 members. The CEUs and their members serve as major agents for change in healthcare in their countries and in Africa.

INCLEN-Africa is one of the regional networks that constitute the International Clinical Epidemiology Network (INCLEN), whose coordinating office is currently based in Manila, Philippines. INCLEN was created in 1980 with the aim of improving the health of peoples of the developing world, by promoting among healthcare professionals, the planning, measurement and evaluation of systems using a population-based framework. Other regional networks include: CanUSACLEN, ChinaCLEN, INCLEN-Euro-Mediterranean, INCLEN-Southeast Asia, IndiaCLEN and LatinCLEN.

INCLEN-Africa Mission

To improve quality and equity of health services for the people of Africa through promotion of quality research, practice of evidence-based health care, research capacity building and creation of strategic partnerships.

Governing Organs

The two major governing organs of INCLEN-Africa are: the Annual General Meeting and the INCLEN-Africa Council. INCLEN-Africa has a Secretariat which is directed by a Secretary General.

Membership in INCLEN-Africa

There are 3 categories of membership in INCLEN-Africa: Founder Membership, Ordinary Membership, Associate Membership. Details of each and application letters can be obtained from the Secretariat.

Partnership with INCLEN-Africa

Promotion and strengthening of partnerships is one of the main strategies of INCLEN-Africa. Partnership between organizations and networks that share common vision and strategies maximizes the reach of the networks and utilizes the experiences and capacities of the partners to achieve the common goals of health development.

INCLEN-Africa Training Objectives

- To promote and/or support the advancement of health research at all levels of the health profession for the benefit of Africa as a whole;
- To promote and/or support education and training in Clinical Epidemiology, Health, Social Sciences, Health Economics, Biostatistics, Leadership and Management and any other training activities as may be necessary;
- To initiate and promote formation of new Clinical Epidemiology Units and Training Centres or other relevant bodies in Africa whose objectives complement those of INCLEN-Africa.

Research

- Collaborative multi-country working groups are developing proposals to respond to requests from different funding agencies for areas of interest within the priorities of INCLEN-Africa for the next 3-5 years;
• INCLEN Africa will contribute to the global research initiatives of INCLEN including ChildNet, Knowledge Plus Program and others within its priorities and capacities.

Priority health research areas:
• Malaria
• HIV/AIDS
• Tuberculosis
• Maternal and Child Health
• Environmental Health and Injuries
• Pharmaco-epidemiology

INCLEN-Africa Education and Training Programs

1. University of Zimbabwe
   M.Sc. in Clinical Epidemiology (MCE)
   • Two-year Distant Learning program partially supported by the Australian Agency for International Development;
   • With the help of the CCEB (New Castle, Australia), 4 cohorts were trained and the CERTC has this year enrolled the second cohort under the auspices of the University of Zimbabwe, bringing the total number of cohorts to six, each averaging 18 students;

   Contact: Institute of Continuing Health Education/Clinical Epidemiology Unit, Medical School, Harare, Zimbabwe, Fax: 263 (04) 791995.

2. Makerere University
   M.Sc. in Clinical Epidemiology and Biostatistics
   • Two-year residential program supported by the WHO Special Program on Research and Training in Tropical Diseases;
   • The program accepts about 10 students each year. The first batch graduated in 2003;

   Contact: School of Post-graduate Studies, Kampala, Uganda, Email muspgs@mu.com

3. University of Pretoria
   M.Sc. in Clinical Epidemiology
   • Two-year residential program, supported by the School of Public Health;
   • The program graduated its first batch of 3 students in 2003. Currently 4 students are completing their research projects and are due to graduate in 2004.

   Contact: School of Health Systems and Public Health, Faculty of Medicine, Pretoria, South Africa, Email academic@med.up.ac.za

INCLEN-Africa Clinical Epidemiology Units (CEUs) and Training Centers (CERTCs)

• University of Zimbabwe, Clinical Epidemiology Research & Training Center (CERTC)
• Suez Canal University CEU, Faculty of Medicine
• Makerere University CEU, School of Medicine
• University of Nairobi CEU, School of Medicine & Biomedical Sciences
• University of Yaoundé CEU, Faculty of Medicine
• Addis Ababa University CEU, Faculty of Medicine
• University of Pretoria CEU, Faculty of Medicine.

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(Credit: Prof. Mohamed El-Shazly, Suez Canal University)
Announcements

Call for Papers

Event: First African Finance Journal Conference
Theme: Recent Development in Emerging Markets Finance Research
Date/Venue: 14-15 July 2004, University of Stellenbosch Business School, S/Africa
Host: The Africa Centre for Investment Analysis (University of Stellenbosch Business School) in partnership with the African Finance Journal and the African Finance Association
Deadline: 28th May 2004 (for full papers)
Submit to: Claire De Sousa
Email: Claire@acoa.sun.ac.za; Website: www.acia.sun.ac.za

Call for Nominations

Event: Workshop on Proposal Development for Scientific Research Funding in Sub-Saharan Africa
Date/Venue: 16-20 August 2004, Nairobi, Kenya
Host: The African Population and Health Research Center (APHRC) based in Nairobi, Kenya, in collaboration with the University of Southampton
Eligibility: Senior African scholars with at least five years experience of conducting research
Deadline: 31 May 2004
Submit nomination to: African Population and Health Research Center
Email: PDW@aphrc.org
Fax: 254 (20) 2720380
Note: Nominations to be made by heads of institutions

Postgraduate Fellowships

Degree/Field: M.Sc. or Ph.D. in basic and engineering science
Academic Year: 2004/2005
Eligibility: Sub-Saharan African nationals with a good bachelor's degree and not older than 36 years;
Apply to: African Network of Scientific and Technological Institutions (ANSTI), UNESCO, Nairobi, Kenya
Email: info@ansti.org
Website: www.ansti.org

Research Fellowships/Grants

Title: CODESRIA Gender Institute 2004
Theme: Gender in the Economy of Care
Invitation: Application for course director, resource person, research laureate
Deadline: 14 May 2004
Apply to: The CODESRIA Gender Institute
Email: Gender.Institute@codesria.sn
Website: www.codesria.org

Field: 'Management of Local Development' and 'Gender Approach to Local Development'
Academic Year: April 2004 - April 2005
Apply to: Delnet Programme of the International Training Centre of ILO
Email: Delnetenglish@delnetitcilo.net
Website: www.itcilo.it/delnet
Note: Training, information and technical advice services are provided through internet and via e-mail

Degree/Field: START/PACOM Doctoral Fellowship Award in environmental change
Eligibility: Applicants must be currently enrolled in a graduate degree program leading to a Ph.D. degree in an African university and have completed one year of doctoral study program.
Deadline: May 14, 2004
Apply to: Pan-African START Secretariat, Nairobi, Kenya
Email: pass@uonbi.ac.ke or eodada@uonbi.ac.ke

Research Fellowships/Grants

Title: CODESRIA Gender Institute 2004
Theme: Gender in the Economy of Care
Invitation: Application for course director, resource person, research laureate
Deadline: 14 May 2004
Apply to: The CODESRIA Gender Institute
Email: Gender.Institute@codesria.sn
Website: www.codesria.org

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Title: CODESRIA Prize for Doctoral Theses
Eligibility: registered in a doctoral Social Science programme in an African university and successfully defended theses between 01 June 2003 and 31 May 2004
Deadline: 31 July, 2004
Apply to: the CODESRIA Secretariat, Dakar, Senegal
Email: virginie.niang@codesria.sn;
Website: www.codesria.org

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Title: The Advanced Research Fellowship Programme
Academic Year: 2004
Eligibility: doctoral degree in any of the social sciences and humanities
Deadline: 30 September 2004
Apply to: CODESRIA
Further details: Email: virginie.niang@codesria.sn
Website: www.codesria.org

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3. Chilundo, Baltazaar. The role of the Mozambican higher education institutions in the response to the HIV/AIDS pandemic.

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