Institute for African Development

25 anniversary

Cornell University
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Contributions in the form of articles, news items and comments are welcome from scholars, professors, Africanists and organizations. The Institute reserves the right to select or reject submissions or edit for available space. Contributions may be sent via e-mail to CIAD@cornell.edu or by mail to:

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This year the Institute for African Development (IAD) celebrates the 25th Anniversary of its founding. Since its establishment, IAD’s central mission has been unwavering: to focus Cornell University’s interests, research, and outreach on the study of Africa; to expand the depth and breadth of teaching on Africa within the University community; to build a faculty and student constituency that is knowledgeable about issues of African development and governance in the broadest sense; and to serve as a base for Cornell’s initiative of strengthening the study of African development, thereby creating an enabling environment for the University to play a key role in influencing policies that promote the continent’s development. The Institute’s true mark has been its remarkable capacity to embrace a wide range of disciplines across campus and to always move forward, instituting the necessary policies needed to advance African development studies.

Although Ithaca serves as home, the Institute’s impact spans the globe. IAD visitors, Visiting Fellows, and Graduate Fellows are testaments to the diverse constituency that calls IAD home. The Institute’s extensive publication portfolio has expanded to reach worldwide. We have heeded the University’s and President David Skorton’s call to internationalization and have created new programs to further this mandate.

Below I have highlighted a few of the more significant achievements of the Institute.

• In its 25 years, the Institute has awarded more than 300 tuition fellowships to graduate students from Africa, building capacity on the continent to meet development needs. From Rwanda to Swaziland to Ghana, Fellows have returned to their home countries to take up positions in government, parliament, NGOs, international organizations, and educational institutions.

• IAD has developed numerous programs to meet the needs of Cornell students interested in Africa; most recently, IAD created the Law and Social Change in Africa course as a winter program in collaboration with the University of Johannesburg, South Africa; and the History and Politics winter course in Zambia in collaboration with the Southern African Institute for Policy and Development (SAIPAR), Lusaka, Zambia. These courses provide a wonderful opportunity for our students to be immersed in African society and learn first-hand about development challenges and African culture.

• Recognizing the value of collaborative alliances, IAD has worked with numerous units across campus to assist students with finding internships and other service-learning placements. Our collaboration with the Global Health Program in the Department of Nutrition, which places students in summer internships in Africa, has been one of our most successful.

• The Institute has established collaborative linkages with leading African institutions, among them the African Development Bank (AfDB). For the past three years, the Institute has played host to the launch of the African Economic Outlook (AEO) report by AfDB officials. The 2013 symposium on Financing Innovation and Sustainable Development in Africa was also a result of this collaboration.

• Critical to our mission of African development, the Institute has awarded research travel grants to students conducting research in Africa and those presenting papers at conferences that deal with African development.

• IAD publications have a worldwide distribution network with subscriptions from academic, professional, and library communities. Our stellar reputation has been built on publishing current, insightful, and groundbreaking work on topics relevant to African development. Topics ranging from Africa’s Finances: The Contribution of Remittances to Security, Reconstruction, and Reconciliation: When Wars End; and from The Role of Chiefs in African Justice to The Food and Financial Crises in Sub-Saharan Africa exemplify the diversity of topics and audiences our publications cater to. IAD has three flagship publication vehicles: Africa Notes, the Occasional Paper Series, and the IAD/Cambridge Scholars Publishing Book Series.

• IAD’s Outreach Program extends Cornell’s intellectual expertise on Africa outside the University in a way that expands and strengthens Cornell’s mandate of service. The Program seeks not only to enhance the public good but to advance a reciprocal relationship with outside constituencies in the application of knowledge about Africa.

It is my pleasure and honor to serve as Director of IAD at this pivotal time. We look to the future with great optimism. The programs in African development studies and our achievements at the Institute would not be possible without the support of the Mario Einaudi Center for International Studies, our Advisory Board, the Fellowship and Publication committees, IAD faculty associates, and the Cornell community. Their continued support is deeply embedded in our achievements.

Happy 25th Anniversary, IAD.

—Muna Ndulo, Director
Institute for African Development
Professor of Law, Cornell University
Throughout this special anniversary edition of *Africa Notes*, you will find photos of the many people who have helped to shape—and whose lives have been touched and changed by—the Institute for African Development over the past twenty-five years. If you are a seasoned affiliate, we hope you will enjoy the memories; if you are new, we hope you will enjoy a look at our history.
The Institute for African Development celebrates the 25th anniversary of its founding with a special panel discussion and celebratory reception on Tuesday, November 4, 2014.

The panel discussion, on The Status of African Development Studies, focuses not only on the origin and interdisciplinarity of development studies, but also on how such studies shape and inform policy and help bring about possible solutions to the numerous challenges in the developing world. Specifically, panelists focus on development studies in Africa from the point of view of various disciplines, with consideration given to the expected prospects, trends, and challenges such studies face in the future.

Panelists include:

- Chris Barrett, David J. Nolan Director, Stephen B. and Janice G. Ashley Professor of Applied Economics and Management, Charles H. Dyson School of Applied Economics and Management, Cornell University;
- Mary Osirim, Interim Provost and Professor of Sociology, Bryn Mawr College;
- Mac Dixon-Fyle, Professor, Department of History, DePauw University;
- Nicolas van de Walle, Maxwell M. Upson Professor of Government, Cornell University; and
- David S. Wiley, Professor and Director Emeritus, Department of Sociology and African Studies Center (1977-2008), Michigan State University.

Prof. Muna Ndulo, Cornell Law School, and Director, Institute for African Development will moderate the discussion.
I. Introduction

This article discusses challenges in legal education in the context of globalization, increased complexity, and the interdisciplinary nature of the legal problems faced by legal practitioners with specific reference to Africa. It considers the challenges and examines ways of overcoming them. Worldwide, there has been significant expansion in both the amount of knowledge and the number of new specialized fields with which lawyers have to deal. There has, for example, been a rapid expansion in international regulation of trade and financial transactions.

All different types of professions have the following characteristics: a highly complex body of knowledge combined with the ability to use intellectual processes that are, at least to some extent, particular to the profession; certain practical skills and professional techniques without which this knowledge cannot be applied in the profession’s practice; the capacity to use such knowledge day to day in the service of other people’s interests and to solve, or to help solve, practical problems arising within the sphere of the profession; and a client relationship arising from the complexity of the subject matter which severely limits the client’s ability to make informed judgments and so renders him or her, to a large extent, dependent upon the profession.1

This article is organized into six sections beginning with the introduction; second there is a look at traditional approaches to legal education and its capacity to meet the challenges of development; third, an examination of the challenges globalization presents to legal education; fourth, a look at the challenges of development and the contribution legal education can make to the alleviation of poverty; fifth, an examination of legal education in Africa in the context of the continent’s colonial heritage and post-independence arrangements; and sixth, an examination of Africa’s capacity to undertake the necessary reforms in legal education to meet the challenges of globalization and development.

II. Traditional Approaches to Legal Education and Development

Traditional law school curriculum was not designed to train lawyers for a transnational practice or to meet the challenges of development. In the United States most law schools follow what is famously referred to as the Langdell model, launched at Harvard in 1870–1871. The typical first-year law school curriculum requires general common law courses such as property, contracts, criminal law, torts, civil procedure, and evidence, followed by a two-year, less-structured program in which students choose from a set of electives in the areas of jurisprudence, corporations, trusts and estates, international law, professional ethics, evidence, bankruptcy, insurance, and courses designed to teach professional skills, for example negotiations and legal writing. More often than not, the study of transnational and comparative law is limited to survey courses in the subjects.3

But as Harvard Law School noted in the introduction of its new curriculum, with the rise of specialization, globalization, and an increasingly regulatory environment at both the domestic and international levels over the past several decades, the practice of law has become international in scope and has come to require a systematic grasp of statutory and regulatory institutions and practices as much as an ability to glean principles of law from court decisions.4

Today, lawyers throughout the world face a body of knowledge that is made more complex by interdisciplinary perspectives on law and the increasing importance of familiarity with foreign legal systems, international law, and international trade law in an increasingly interdependent world.5 As John Sexton has noted, “[t]here are few significant legal or social problems today that are purely domestic. It is virtually impossible to avoid the transnational implications of almost any subject.”6 The penetration of international law into domestic law continues to grow, not only through international agreements but also through the creation and growth of supranational inter-governmental organizations such as the World Trade Organization (WTO), the World Intellectual Property Organization (WIPO), and the United Nations Commission on International Trade Law (UNCITRAL), as well as various regional economic organizations such as the European Union (EU); the Association of South and East Asian States (ASEAN); the Economic Commission for West African States (ECOWAS); the Southern African Development Community (SADC) and the North Atlantic Free Trade Agreement (NAFTA).7 These organizations play a significant role in the development of law.8 They increasingly adopt international conventions which have direct impact on domestic law and have created tribunals that adjudicate between members’ states and in some cases citizens of those states.9 The WTO, for example, provides various international dispute resolution panels, and although the panel’s decisions must be incorporated into domestic law, the panels demonstrate that we are beginning to look beyond our own borders for sources of law that apply to transactions arising...
A further example is the significant work done by the WIPO and WTO under the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS) in the field of intellectual property. In Europe, the European Union has played a key role in the development and integration of law within the Community. Although integration has progressed much further in Europe than in most other parts of the world and decisions of the European Court of Justice and regulations of the European Union Commission are binding law on member-states’ domestic law, other regions—for example, African countries—have started to develop similar approaches. The practice of law today is far more influenced by settings outside the courtroom than it has been in the past. Students need more training in the legislative and regulatory processes and need to become adept at creative problem-solving in order to help clients with real-world issues. All these developments lead to Justice John Perry’s observation that “[t]here has never been a greater need for well-educated and motivated lawyers in the community and an approach that draws more on the legal imagination and on entrepreneurship and thinking outside the box. At the time when the twin forces of globalization and information technology are creating new horizons in most fields of human endeavor, they pose new challenges for the practice of law.”

In addition, thanks to the transformation of the global political economy and the heightened significance of information to production, management, and services throughout the world, there are fundamental alterations in the key forces that drive wealth generation and power relations in the globalized economy. The main elements of this change are the increased pace of globalization; what Sawyer calls the “commodification” of knowledge and the centrality of its generation and application to social and economic development; and the increased openness of national borders to flows not only of goods and services but also of knowledge and information. This has resulted in the emergence of a growing disparity between the demands placed on the legal community and the ability of the legal community to meet those demands—to supply the skills needed to master an expanding transnational practice while also meeting the challenges of development. As Twining observes, “the primary mission of the institutionalized discipline of law is the advancement and dissemination of understanding and knowledge about the subject discipline.” Therefore, the question of how law schools can best prepare their graduates to practice law in this new “world without borders” arises. There is general agreement that the internationalization of legal education, the teaching of comparative law and the concertizing of students about issues of poverty and globalization are appropriate responses to the challenges of legal practice in the twenty-first century. As Daly observes, the globalization of legal education is certain to continue, and its pace is likely to accelerate. Two forces will continue to influence its development. The first is the marketplace. If employers conclude that lawyers educated with a global perspective bring an added value to transactions or litigation, they will hire disproportionately from law schools offering this training. Students are the second force; if they conclude that a global perspective of law enhances their career opportunities and mobility, they will devalue a law school without such a perspective.

Although there is broad agreement on the need to develop legal curriculum that is responsive to the challenges of globalization, there is nonetheless still
disagreement as to what type of curriculum changes are needed to meet the challenges. Three approaches have been advocated. The first contends that the transformation taking place is of minimal concern to the basic structure of legal education because lawyers deal primarily with domestic issues. This approach argues that since the basic concepts underlying a transaction remain the same, the traditional concept of legal education should remain unchanged. According to this approach, well-trained lawyers can always learn new laws, and the current structure of legal education is adequate to cope with the challenges of globalization, development, and internationalization. The second approach argues that more is required to prepare lawyers for the seismic changes currently taking place. Sanchez argues that lawyers who do not command the law, language, and culture in which they are counseling their clients, whether for transactional or litigation purposes, are not performing their duties competently and ethically. This approach contends that legal education needs to be modified by increasing global exposure—adding courses, hiring more international faculty, sponsoring more international academic programs, opening research centers with global connections, and augmenting the number of formal international links and exchange programs. Harvard Law School has concluded that the curriculum should ensure that students are introduced to administrative, international and comparative subjects, and that the traditional focus on court decisions should be supplemented by materials and methods that better address the role of lawyers as problem-solvers and leaders in public and private settings. This approach proceeds on the basis that the present arrangements are not adequate and do not produce lawyers competent to practice law in a globalized world. It is concerned with a call for the development of a degree program that produces lawyers who are exposed to the complexities of law in a globalized world. Many schools have introduced degree programs that require a mix of domestic and international law courses. For example, Cornell University has a JD/LLM degree program that complements the international law course work of the JD with classes at the masters’ degree level emphasizing the political, historical and economic dynamics of transnational transactions. Some schools focus on integrating comparative, international, and foreign law perspectives into the entire law school curriculum.

The third approach calls for a profoundly different tactic, advocating a qualitative rather than a quantitative change in legal education. It argues that legal education should be reconceptualized in accordance with the global transformation currently taking place and should develop a new curriculum. This more drastic approach calls for developing a program that would produce lawyers with degrees enabling them to practice anywhere in the world. I would suggest that developing such a degree would be difficult to achieve. As Twining has observed, “contexts involving comparison and generalization across jurisdictions, traditions, and cultures have a natural thrust toward abstraction and simplification.” Understanding law involves awareness of particular social, economic, ideological and historical conditions. It has been pointed out that approaches to grappling with and resolving legal problems in different jurisdictions reflect the traditions and cultures of members of a given society and shed light on how legal scholars in that society think. It would be difficult, if not impossible, to develop a law degree that adequately responds to the many different social and economic conditions that exist in the world today. Instead, the response should focus on training different kinds of transnational specialists and raising lawyers’ general awareness of the broader geographical dimensions of legal relations. This can be done through teaching international and comparative law courses, encouraging faculty- and student-exchange programs, and integrating relevant aspects of international law into domestic law courses. It is argued that students will obtain increased awareness of international legal issues arising in domestic law if they are introduced to international components. Even if students do not come away from an international course with a complete understanding of the relevant legal issues, they will at least be aware that international legal issues may be implicated in domestic transactions. Another advantage of showing students that international law issues can arise in the domestic arena is that students’ curiosity about international law and international issues is stimulated and may lead them to further study of these issues. Finally, the cost of such an approach is minimal as professors bear the relatively insignificant burden of educating themselves. Few disadvantages are associated with this approach. Though it could be argued that the lack of structure and context for the international and comparative law materials in this approach leaves students with an incomplete understanding of international law, the teaching of international law in the context of traditional law courses does not have to be done at the expense of basic international and comparative law courses. Rather, both types of law can be taught such that one complements the other.

III. The Challenges of Globalization and Legal Education

The process of globalization is unstoppable. In the most basic terms, globalization means integration—through world trade, financial flows, the exchange of technology and information, and the movement of people. The world has become international at many different levels. For example, with long-distance, trans-Oceanic communication via phone, fax, e-mail, or the internet, and transportation via overnight courier, global communication and transportation are convenient, common-place, and affordable. On a business level, things have never been so internationalized, and the rate of growth is exponential. The key feature of the process is the increasingly integrated cross-border organization of economic and financial activity around the globe. The number of multinational corporations has grown from a handful in the 1960s to the point where guides to multinational corpora-
Each year the Institute for African Development awards several tuition fellowships to African graduate students whose fields of study center on African development. Candidates must be nominated by their department Chair or the Director of Graduate Studies. The recipients of the IAD Tuition Fellowship for 2014-2015 are listed below:

**Robert Owusu-Mireku** (Electrical Engineering/PhD/Ghana) studies sustainable energy systems; his interest in this field was piqued during a particularly severe energy crisis in his home country, Ghana, a number of years ago. After graduation from the Kwame Nkrumah University of Science and Technology, he participated in the Maersk International Shipping Education, a two-year program run by the A.P. Moller-Maersk group that aims to seek out and develop future leaders for its companies worldwide. He also worked for a time in the U.S. as Special Operations Analyst for APM Terminals America Inc.

His studies at Cornell focus on sustainable energy systems, especially on the stability of power systems with a high concentration of renewable energy. Robert would like to establish a renewable energy research faculty at his alma mater, Kwame Nkrumah University of Science and Technology.
Yafar V. Baikpeh (Law/LLM/Liberia) is a licensed, practicing attorney from Liberia. He began his undergraduate education intending to pursue a career in Business Administration but soon became aware of how much his homeland, a post-conflict nation, needed the involvement of skilled and knowledgeable citizens to move forward. As a founding member and executive of the Civil Society Movement of Liberia (CSM-L), he was selected as a representative for the Accra Peace conference on Liberia, which resulted in the signing of the Comprehensive Peace Agreement in 2003. He was then elected to the National Transitional Legislative Assembly, representing Liberian Trade Unions in the legislature.

After numerous years of working with local communities, political parties and trade unions, he enrolled in the Louis Arthur Grimes School of Law at the University of Liberia. He is now a law student at Cornell. Upon graduation, he intends to return to Liberia to help reduce the shortage of skilled legal specialists, particularly with the recent discovery of oil off the shores of Liberia, together with huge reserves of natural gas.

Kukunda Stella Kakagina (International Development/MPS/Uganda) hopes to develop partnerships at Cornell that will help her to work on improving education for girls in Africa. As a high school student in Uganda, she witnessed poverty that gave her the desire to work toward making a difference in people’s lives. After high school graduation, she decided to work on international relations in South Africa to gain exposure to different cultures and experiences. As an undergraduate there, she was engaged in fundraising for the needy, especially those most affected by HIV/AIDS.

Stella is much impressed by the expertise and cultural diversity, as well as the extensive resources and networks of support, that she has found at Cornell. She hopes that her studies will enable her to contribute to policy-making and empowerment of women when she returns to Uganda.

Chemutai Siele Angela (Global Development/International Agriculture and Rural Development/MPS/Kenya) holds a bachelors degree in International Business Administration from the United States International University, Nairobi. She recently conducted research in Rangi, Murinda and Gasaba villages in rural Burundi, through a collaboration between Cornell University and the Episcopal Relief and Development organization. Her work aims to describe vegetable production in the home garden context while assessing household hunger and dietary diversity questions related to the issue of food security. She believes that sustainability and development can be achieved concurrently through knowledge-based innovations.

Samuel Ngure Ndungu (Law/LLM/Kenya) has had a long-term goal of becoming a lawyer and as an undergraduate student in Kenya realized that law formed the basis for the whole structure of government and could be used to achieve development. His clerkship with the Supreme Court of Kenya under Chief Justice Willy Mutunga exposed him to the significance of judgments: with the stroke of a pen, immense resources are allocated from one level of government to another. As a result of this experience, Samwel firmly believes that law should be used to bring about positive change for the ordinary citizen.

After graduation he would like to focus on policy work in development, especially in conceptualizing legal frameworks for macro-development projects related to economic and social rights such as education, healthcare, and access to clean water. He also hopes to study and develop exit strategies for international organizations in such projects.
Menansili Abraham Mejooli (Biomedical Engineering/ M.Eng./ Tanzania) graduated in 2004 from Shanghai University, China, with a Bachelor’s of Science in Electrical Engineering and Automation. Upon graduation, he worked as a software writer for an online shop and later as an Instructor in Automotive Electronics and Industrial Automation. Several years ago he began studying Biomedical Engineering in Tanzania.

In 2012 while attending the Engineering World Health/ Duke University Summer institute on “Medical Instrumentation in the developing world,” he worked at local Tanzanian hospitals repairing medical equipment and was overwhelmed with the amount of hospital equipment that was broken, with no resident technician competent to repair the damages. Availability of spare parts was another challenge that needed to be addressed since most were imported from overseas. Experiences such as these inspired him to pursue a career in Biomedical Engineering. With the training he is receiving, he is confident he will be able to design less expensive, good quality replacement parts for hospital equipment. His education will enable him to train current and prospective biomedical equipment engineers and technicians in Tanzania so that they can better repair our biomedical equipment. These activities will be accomplished with more emphasis on rural hospitals where the demand is enormous.

Naalamle Amissah (MS Horticulture 2003, PhD Horticulture, 2007/Ghana) is now a Lecturer in the Department of Crop Sciences, College of Basic and Applied Sciences, at the University of Ghana. She writes:

“Thanks to a tuition fellowship from IAD and the Department of Horticulture at Cornell University, I obtained MS and Ph.D degrees in Horticulture.

My experience at Cornell is parallel to none. I would like to congratulate IAD on 25 years of excellent work. IAD Fellows the world over are testament to the Institute’s great achievements in training scholars for Africa. Through the weekly seminar series and conferences, IAD brought together fellows and distinguished scholars from all over sub-Saharan Africa, creating a unique platform for young scholars to network with great minds while deliberating on issues pertinent to the development of Africa. In connection with IAD’s Outreach Program, I also had the opportunity to enrich the educational experience of young people in New York state as I shared Ghana’s rich culture with elementary school students there. There was no question in my mind after graduating that I needed to return home to make a difference after having received such a rich experience.

Through a research grant I received from the Volkswagen Foundation of Germany in 2011, my research has focused on developing domestication protocols for the cultivation of two medicinal plant species: Cryptolepis sanguinolenta and Croton membranaceus. These plants are used in the treatment of malaria and prostate cancer—and both are on the verge of extinction. As Program Coordinator for the West Africa Centre for Crop Improvement (WACCI), from April 2010-September 2013, I coordinated the Ph.D training of plant breeders from West and Central Africa, ensuring that they were equipped with the relevant expertise needed to improve the continued use of indigenous crops in West and Central Africa.”

*More Alumni Updates on page 14
The Institute for African Development is pleased to welcome Mr. Ahmed Hussain Adam as a Visiting Fellow for the academic year 2014–2015. Mr. Adam is a prominent Sudanese politician and scholar from Darfur. He studied law in Sudan and public international law in the UK, where he received his LL/M in International Law from Westminster University, London, in 1999. He was a Lecturer in Public International Law at Al-Neelain University, Khartoum, Sudan, in 2000–2001. A prominent voice for the people of Darfur and all oppressed Sudanese, he has been one of the principal negotiators on their behalf in various peace talks sponsored by international and regional organizations such as the United Nations, the African Union, and the Arab League. Most recently Mr. Adam was a Visiting Scholar at Columbia University, where he was also co-chair of the Two Sudans Project and Forum at the Institute for the Study of Human Rights. Mr. Adam is currently working on a book manuscript titled Darfur Betrayed: An Insider’s Perspective. The proposed book attempts to offer a scholarly, insider perspective on the Darfur peace processes since 2004. The book will critically examine the roles and responses of the regional and international communities to the crisis of Darfur.

The Distinguished Africanist Scholar for Fall 2014 is Dr. Henry C. Mwandumba, Clinical Fellow at the Malawi-Liverpool-Wellcome Trust Clinical Research Programme (MLW) in Chichiri, Malawi and Clinical Senior Lecturer/Honorary Consultant Physician at the Liverpool School of Tropical Medicine. Dr. Mwandumba was nominated and will be hosted by the Department of Microbiology and Immunology at Cornell University. His hosts include Dr. David G. Russell, Professor of Microbiology and Immunology, with whom Mwandumba has collaborated on research for the past fifteen years.

Dr. Mwandumba received his medical degree from the University of Zimbabwe and his PhD from the University of Liverpool, where he specialized in infectious diseases and internal medicine. Between 2000 and 2003, he was Wellcome Research Training Fellow in clinical tropical medicine. After completion of clinical training, he was appointed Clinical Senior Lecturer in the Department of Pharmacology and Therapeutics at the University of Liverpool and Honorary Consultant Physician at the Royal Liverpool University Hospital. He has given talks on the immunopathogenesis of pulmonary TB in HIV-infected individuals at local, national, and international forums. He has active collaborations with researchers in Malawi, the UK and the USA, including researchers at Cornell University.

The Malawi-Liverpool-Wellcome Trust Clinical Research Programme (MLW) conducts research on diseases of importance to Malawi and the region. Dr. Mwandumba has intimate knowledge of the challenges involved in treating infectious disease in a seriously under-resourced environment. Like many in Malawi, he has been personally impacted by the HIV epidemic, and he chooses to continue to work in the country while collaborating with Dr. Russell’s lab to pursue possible interventions. Dr. Mwandumba will be arriving at Cornell in January, 2015. Special events related to his visit will be announced closer to the date of his arrival.
African Economic Outlook Report Launch 2014: Global Value Chains and Africa’s Industrialization

On October 9, 2014, the African Development Bank (AfDB), in collaboration with the Cornell Institute for African Development, launched its African Economic Outlook Report for 2014 at Cornell University. The Report is an annual publication jointly prepared and published by the African Development Bank (AfDB), the OECD Development Center, the Economic Commission for Africa (ECA), and the United Nations Development Programme (UNDP). Each year, the Report focuses on a specific and critical theme relating to Africa’s emerging socioeconomic development issues. The theme for the AEO 2014 Report is Global Value Chains and Africa’s Industrialization.

Presenting highlights of the report on behalf of AfDB was Anthony Musonda Simpasa, Principal Research Economist, Development Research. The event was moderated by David Sahn, International Professor of Economics, Division of Nutritional Sciences and the Department of Economics, Cornell University. Panelists Ralph Christy, Professor of Entrepreneurship and Personal Enterprise, Dyson School of Applied Economics and Management, Cornell; Mark Milstein, Clinical Professor of Management and Director of the Center for Sustainable Global Enterprise, the Johnson Graduate School of Management, Cornell; and Landry Signé, Assistant Professor, Political Science, University of Alaska, Anchorage, discussed the report.

The 2014 report highlights the state of play in Africa with respect to industrialization, and what policy instruments are needed for African countries to maximize the gains that global value chains can offer, ensuring that they have a positive impact on socially inclusive development. The synopsis of country case studies shows that although opportunities exist for upgrading to higher levels, Africa’s participation in global value chains is currently limited to lower value activities. African countries can further integrate into global value chains by opening up to trade, targeting regional and emerging markets, modernizing infrastructure, promoting local entrepreneurship, and investing in technical education.
The Institute for African Development has been awarded a grant of $75,000 from the Office of the Vice Provost for International Affairs to fund a research project on Building Spatial Data Collection and Research Capacity for Sustainable Development. This project is made possible by the Andy Paul Africa Initiative Fund.

The purpose of the project is to pilot Geographical Information (GIS) and Global Positioning Systems (GPS) training sessions in Moshi, Tanzania, and in Lusaka, Zambia with the goal of producing training workshops in other sub-Saharan African countries. The long-term purpose of the training is to improve the capability of partner institutions to gather data, conduct spatial analysis, monitor and evaluate programs and projects, and ultimately improve decision making in three fields: public health research and planning; wildlife conservation; and land tenure formalization.

Geographical information systems (GIS) technology is a tool of great potential for health research and management in Africa. The GIS spatial modelling capability is directly applicable to understanding the spatial variation of disease and its relationship to environmental factors and the health care system. In addition, Global Positioning Systems (GPS) are useful for conservation organizations and local governments for monitoring conservation easement holdings and managing land preserves. The GPS also enables users to record the locations of any property features considered useful for conservation planning such as wildlife habitat units, fences, topography, soil erosion problems, invasive species, and easement violations. The recorded data can be imported into GIS software, enabling users to create highly accurate maps of their conservation holdings. Both systems are invaluable to African governments and organizations.

The project partners will include City and Regional Planning; Cornell Global Health; the HoneyGuide Foundation (HGF), a grassroots NGO based in Tanzania that focuses on communities and the conservation of wildlife and natural resources; The Kilimanjaro Christian Medical University College in Tanzania; and the Sustainable Moshi program. Other partners include the Southern African Institute for Policy and Research (SAIPAR) and the University of Zambia School of Medicine. The project will commence in the summer of 2015 and will be directed by Stephan Schmidt, City and Regional Planning (Cornell).

Oversight members of the project are Professors Muna Ndulo (Law), Rebecca Stolzfus (Nutrition), and Edwin Macllellan (IAD). Jeanne Mosley (Global Health) will also participate in implementation of the project.
The Institute for African Development (IAD) has established internship programs in selected African countries for Cornell students. The Program in Africa supports Cornell’s mission “to promote a culture of broad inquiry throughout and beyond the Cornell community.” The program integrates the university’s core values on “promoting cross-cultural and cross-national understanding” and using “knowledge to enlighten ourselves and benefit the world.”

Internship placements by IAD program provide students with academically related and practical field work experience. Students with an interest in African development who would like to engage in personalized learning not available in the traditional classroom setting are welcome to apply.

IAD views the internship program as an integral part of a student’s education, offering experiential learning that provides students with opportunities to apply knowledge and skills learned in the classroom in a real world context.

Internships are open to sophomores, juniors and seniors. Application materials can be downloaded from the IAD website and submitted to: Internship Program Coordinator, Institute for African Development, 190 Uris Hall / e-mail: jsb25@cornell.edu / 607-255-6849.

In order to apply for an internship, applicants must:
• Have successfully completed at least one year of college coursework by the start of the program;
• Have a GPA of 3.0 or higher;
• Meet any specific prerequisites required for your program (see program specific pages for more information); and
• Be currently enrolled in an undergraduate degree program (applicants do not need to have declared a major to be eligible).

The sponsoring agency is asked to complete an internship progress report at the end of internship. The coordinator of the internship program at IAD will maintain contact with the internship site and, where possible, may visit the site. The contact / visit is for the purpose of consulting with the agency sponsor and to review the intern’s work. At the end of the internship, the intern is required to submit a short report describing the nature of the work completed during the internship. Upon return to Cornell, interns are expected to give a 30-minute presentation to students about their experience.
IAD Alumni Update

In Fall 2012 the Institute for African Development began renewed efforts to reach out to alumni of the IAD Graduate Fellows’ program, both to obtain updates on alumni activities and to request contributions from our many successful graduates. We heard back from a number of graduates; here is a sampling of their current activities:

- **John Recha** (IAD Fellow 2007–07, PhD/Soil Science), based in Kenya, is a Research Specialist for the East Africa region of CGIAR’s program on Climate Change, Agriculture and Food Security.
- **Marjorie Mpundu** (IAD Fellow 2004–05, LLM/Law/Zambia) is senior counsel for the World Bank’s Africa practice group, where she negotiates the terms of project financing for countries including Rwanda, Sierra Leone, Malawi, Burundi, Zimbabwe, and her native Zambia.
- **Umunyana Rugege** (IAD Fellow 2001-02/ MS/Environmental Management/ ) is a human rights attorney in Johannesburg, South Africa.
- **Amina Abdalla** (IAD Fellow 1997-98/MPS/International Development/Kenya) is a member of Parliament and the Constitution Implementation Oversight Committee in Kenya.
- **Elizabeth Adjei** (IAD Fellow 1998-99/ MPS/Policy Analysis, Ghana) is the first Female Director Of Immigration, Republic of Ghana.
- **Nkosi Mbuya** (IAD Fellow 2005–2006, PhD/Nutrition/ Zimbabwe) is a Nutritionist at The World Bank; 
- **Ernest Rwamucyo** (IAD Fellow 1999-2000/ MPS/International Development) is the High Commissioner of Rwanda to India, Sri Lanka, and Bangladesh.
- **Michael Lokuruka** ( IAD Fellow 1989–99/PhD/ Kenya) is a Commissioner with the Public Service Commission of Kenya.