

CDD RESEARCH NETWORK TO PROMOTE SUSTAINABLE DEVELOPMENT IN AFRICA

CREATING INSTITUTIONAL LINKAGES

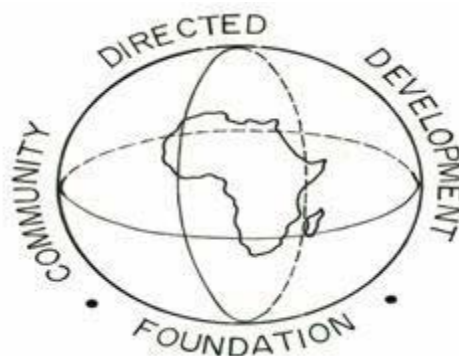


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Research Plan for Sustainable Community Development

Rationale

The ability of a country to utilize its academic potential determines to a large extent that country's initiative and innovative capability. The country's development potential is in turn linked to its ability to identify local problems and conduct relevant research. However, research results will never be translated into sustainable development unless that nation develops an appropriate system or culture to promote research in development.

There are two vast pools of young energetic competent human resources in every country. These are: 1. the young graduates and professionals who pass out of tertiary institutions (universities, polytechnics and training colleges) annually, and 2. students in their final year who usually have to conduct some basic/applied research in partial fulfilment of the award of their degrees including certificates, diplomas, bachelors, masters and doctorals. Interestingly, most developing countries are conscious of the potential of the school leavers and try to engage them in various National Service schemes to support national development. Yet, the potential for development offered by the second group (students conducting their research thesis) is virtually overlooked and there is lack of a systematic approach to utilize this human resource. The CDDF research development plan is based on efficient mobilization and utilization of student human resources in developing African countries.

An important component of the CDD strategy through the fundamental unit approach is to build strong partnership with *Academia* in the target country so as to bring to bear the vast human resources and research potential of students in the tertiary institutions. By this initiative, CDDF will in partnership with the Noguchi Memorial Institute for Medical Research (NMIMR) collaborate with all tertiary institutions in Ghana, as well as other institutions, organizations and schools to promote Community Directed Development Student Pioneers (**CDD Student Pioneers**), as a means to stimulate human capacity building in schools and communities and for promoting efficiency within the organization of Community Development Associations (CDAs).

The CDD Student Pioneer strategy is to utilize students to advance progress within the CDA Task Forces. This is in line with the CDD idea of harnessing the potential of society to bring to bear the hidden possibilities of poor African communities through the collective effort of the Identifiable Groups. In this respect, intellectual capabilities will be utilized to strengthen the CDA in a sustainable way. Initially, polytechnic students in science laboratory technology and biological science students will conduct research in

support of community effort to control diseases by assisting in baseline data collection through screening and deworming in schools and communities. Also, through their research, biology, nursing, public health and medical students will guide, CDA Task Forces on health issues such as Screening and Treatment and Health Education to execute their activities.

Students being trained in other disciplines *such as* sociology, psychology, philosophy, economics, agriculture, engineering, linguistics, art and law who join CDD Student Pioneers will conduct research in collaboration with community-based development association CDA Task Forces to address the concerns of the communities and also help to identify immediate needs that require intervention through research. In this plan, the gap between research and development will be rapidly closed, as findings and recommendations from focused research carried out at community level will be more easily implemented. Furthermore, data collected by CDD Students Pioneers will strengthen national databases and provide realistic options for development and implementation of development and intervention strategies.

CDD Student Pioneers will live in the communities with families and join Task Force members to execute activities. Students from different communities, cultural and socio-economic backgrounds will have unique opportunity to experience and understand the problems of rural people. Besides, students will have the chance to share ideas with their peers (age groups) in deprived communities in a more intimate and purposeful way. For example CDD Student Pioneers may increase awareness about the use of Insecticide Treated Bednets (ITNs) in endemic areas through the use of ITN during their stay with surrogate families in local communities during the execution of their research activities. Through their research interactions, CDD Student Pioneers will help community-based groups to become more functional and improve their efficiency and effectiveness.

To ensure a more efficient implementation of the CDD Student Pioneer support system, a Research Direction and Innovation (RDI) network will be created to link higher academic institutions such as universities, polytechnics and training colleges. RDI will create opportunities for collaboration between tertiary institutions in Ghana to harmonize the academic effort in support of community development. CDD Student Pioneers and RDI network will be formed in Ghana and any other African countries where CDDF development approach will be implemented.

CDD Research Network

The CDD research support plan will be implemented through the programme of Research Direction and Innovation (RDI) Network. The network will comprise students (CDD-Student Pioneers), ***CDD Research Support Staff*** (lecturers and researchers), ***CDD Advocacy Pioneers*** (specially trained local people and students from *local* and *foreign institutions*) and Community Representatives belonging to CDA Task-Forces in the

fundamental unit project development areas. CDD Advocacy Pioneers will engage in community sensitization, whilst the CDD Student Pioneers will directly conduct research which will be supported by CDA Task-Force members in the communities and supervised by CDD Research Support Staff. CDDF plan to promote liaison between individuals and organizations with similar aims and objectives will be pursued through the RDI Network. Ideally, CDD Advocacy Pioneer system will play a crucial role in advocacy and consensus building in communities as well as at national and international levels. Also, CDD Advocacy Pioneer effort will support the replication of development intervention activities in different communities. A CDD Advocacy Pioneer Support Network will eventually be consolidated as a means of sustaining CDDF approach to social development.

Benefits to the Partners

Teaching and research staff who get involved in the CDD Research Network will have a career development opportunity through research publication in peer reviewed journals, as well as publications elsewhere electronic (internet-based), and mass media (in print, radio and television). Collaborators of the foundation will have easy access to standardized laboratories and other research facilities of the partners in the CDD Research Network. As part of the training programmes, partners of the foundation will gain expertise and also work closely with other experts in different fields from both local and foreign institutions to enhance research capability. CDDF will also ensure exchange programmes with affiliated local and foreign institutions from which both lectures/researchers and students will benefit. Finally CDDF will recognise and award all individuals who commit themselves and make significant contributions to community development in Africa and elsewhere.

Research students (CDD Student Pioneers) who conduct their research in support of community development will benefit through quality supervision and access to needed resources to facilitate their work. Also, CDD Student Pioneers will complete their research dissertation/thesis as well as publications of the results in local and international journals. Students will also receive awards acclaiming their contributions to national development.

Communities involved in CDDF initiative for Research Direction Innovation will benefit from the conduct of research that is focused directly to solving local problems. The communities will therefore benefit directly from the implementation of research and the utilization of the research results to improve community welfare. Cumulatively, the entire country will benefit from enhanced efficiency and effectiveness of disease control and health improvement strategies, poverty reduction, and general strengthening of community ownership and sustainability.

Institutions

In Ghana, the RDI Network will include but are not limited to the following:

Polytechnics: 1. Accra Polytechnic, 2. Bolgatanga Polytechnic, 3. Cape Coast Polytechnic, 4. Ho Polytechnic, 5. Koforidua Polytechnic, 6. Kumasi Polytechnic, 7. Sunyani Polytechnic, 8. Takoradi Polytechnic, 9. Tamale Polytechnic, 10. Wa Polytechnic.

Universities: 1. University Of Ghana, Legon, & Accra City Campus, 2. Kwame Nkrumah University Of Science and Technology, 3. The University of Mines and Technology (UMAT), 4. University of Cape Coast, Cape Coast, 5. University for Development Studies, Tamale, 6. University of Education, Winneba, 7. The Africa Virtual University (AVU), 8. Methodist University College, 9. Greenhill College, 10. Catholic University College of Ghana, 11. Central University College, Accra, 12. Vally View University, 13. Islamic University College, 14. Presbyterian University College, 15. All Nations University College, 16. Ashesi University College-Ghana, 17. Wisconsin International University College, Ghana, 18. Garden City University College, 19. Golden State University College of Arts and Science, 20. Pentecost University College, 21. Western University College of KNUST –Tarkwa, 22. Regent University College of Science and Technology.

Distance Learning: 1. Resource Development International (Distance Learning Centre for the University of Leicester).

Tutorial Colleges: 1. Academy of Business Administration (Accra Cumpus), 2. Ghana School of Marketing, 3. Graduate School of Management (Kanda Cumpus), 4. Institute of Management Studies, 5. Unisa Ghana College & Kludjeson Institute of Technology (KIT), 6. Intercom Programming and Manufacturing Company (Ltd) (IPMC), 7. Niit Education and Training Centre, 8. Premier Institute of Law Enforcement Management and Adiministration, 9. West Africa Computer Science Institute, 10. Zenith College, 11. Academy of Screens Arts (East Legon), 12. Jayee Institute, 13. Trans Africa College.

Professional Institution: 1. Institute Of Professional Studies (IPS) Legon, 2. Institute of Chartered Accountants Ghana (ICAG) Course, 3. Association of Chartered Accountants (ACCA) Course, 4. Chartered Institute Of Marketing (CIM) Course, 5. Institute of Chartered Secretaries and Administrators (ICSA), 6. Chartered Institute of Management Accountants (CIMA) Courses, 7. Ghana Institute of Journalism, 8. National Film And Television Institute, 9. Reginal Maritime Academy, 10. Ghana Institute of Languages, 11. Alliance Franciase, 12. Institute of Accountancy Training, 13. College of Renewable Natural Resources, Sunyani, 14. The Wood Industries Training Centre (WITC) Akyawkrom-Ejisu, 15. Kumasi Institute of Technology Education, 16. Ghana Institute of Management and Public Administration (GIMPA), 17. Tamale Institute for Cross-Cultural Studies, 18. Volta High International College (VHIC), 19. Goethe-Institute Accra.

Teacher Training Colleges: Greater Accra Region, 1. Accra College of Education, 2. Ada Training College, Eastern Region, 3. Abetifi Training College, 4. Presby Training College Akropong-Akwapim, 5. SDA Training College Asokore (mixed), 6. Presby Womens Training College, Aburi (mixed), 7. St Mary Training College Somanya (mixed), 8. Kibi Training College (Kibi), Central Region, 9. Foso Training College (mixed), 10. OLA Training College Cape Coast (women), 11. Komenda Training College (mixed), Ashanti Region, 12. Wesley Training College (mixed), 13. Offinsi Training College (mixed), 14. St Louis Training College Kumasi (Women), 15. Technical Teacher Training College, Mampong, Ash., 16. St Monicas Training College, Mampong, Ash (women), 17. Akrokerri Training College (mixed), 18. Agogo Presby Training College (women), Brong Ahafo, 19. Berekum Training College (mixed), 20. St Josephs Training College, Bechem, (mixed), 21. Atebubu Training College (mixed), Upper East Region, 22. Gbewah Training College Pusiga-Bawku, 23. St John Bosco Training College, Navorogo (mixed), Upper West, 24. N J Ahamadiyya Training College, 25. Dagaare-Walewale (mixed), 26. Tumu Training College, Dagaare-Walewale, Western Region, 27. Enchi Training College (mixed), 28. Wiawso Training College (mixed), 29. Holy Child Training College, Takoradi (women), Volta Region, 30. E P Training College, Amedzofe (mixed), 31. St Francis Training College, Hohoe (mixed), 32. St Therasas Training College, Hohoe (mixed), 33. Jasikan Training College (mixed), 34. Peki Training College, (mixed), 35. Akatsi Training College, (mixed), 37. Dambai Training College, (mixed), Northern Region, 38. E P Training College, Bimbilla, 39. Bagabaga Training College, Tamale (mixed), 40. Tamale Training College (mixed), 41. Mampong Technical Teachers College.

Nurses Training Colleges: 1. Jirapa Nurses Training College, 2. Ho Nurses Training College, 3. Agogo Nurses Training College, 4. Koforidua Nurses Training College, 5. Korle Bu Nurses Training College, 6. Cape Coast Nurses Training College, 7. Secondi Nurses Training College, 8. Tamale Nurses Training College, 9. Nkwakaw Nurses Training College, 10. Kumasi Nurses Training College, 11. Bawku Nurses Training College, 12. 37 Military Hospital Nurses Training College, Accra, 13. Berekum Nurses Training College, 14. University of Ghana Nurses Training College, 15. Bolgatanga Nurses Training College, 16. Western Hills Nursing School.

Community Health Nurses Training Colleges: 1. Akim Oda Community Health Nurses Training College, 2. Tamale Community Health Nurses Training School, 3. Ho Community Health Nurses Training School, 4. Winneba Community Health Nurses Training School.

Midwifery Training Schools: 1. Korle Bu Midwifery Training School, 2. Jirapa Midwifery Training School, 3. Hohoe Midwifery Training School, 4. Kumasi Midwifery Training School, 5. Bolgatanga Midwifery Training School, 6. Atibie Midwifery Training School, 7. Berekum Midwifery Training School, 8. Maase Offinso Midwifery Training School, 9. Mampong Ashanti Midwifery Training School, 10. Koforidua Midwifery Training School.

Registered Mental Nurses Training Colleges: 1. Ankafu Mental Nurses Training College, 2. Pantang Registered Mental Nurses Training College, 3. Critical CARE/PENI-Operation Nurses Training College, 4. Korle Bu, Ophthalmic Nurses

Training College, Korle Bu, 5. Schools of Medical Laboratory and Radiologic Technology, 6. Ministry of Health/ Ghana Health Services Optical Technicians Training Institute, Oyoko, Ashanti.

Agricultural And Animal Health And Production Colleges: 1. The Adidome Farm Institute, 2. The Wenchi Farm Institute, 3. The Asuasi Farm Institute, 4. Ejura Agriculture College, 5. Ohawu Agriculture College, 6. Damango Agriculture College, 7. Kwadaso Agriculture College, 8. Animal Health and Production College, 9. Institute of Tropical Agriculture, Kumasi (KITA).

Theological Seminaries: 1. Ghana Baptist Theological Seminary, 2. Ghana Christian College & Seminary, 3. Christian Service College, 4. Maranatha Bible College, 5. Trinity Theological College.

CSIR institutes: 1. Institute of Industrial Research, 2. Oil Palm Research Institute, 3. Crop Research Institute, 4. Food Research Institute, 5. Forest Research Institute, 6. Soils Research Institute, 7. Water Research Institute, 8. Animal Research Institute, 9. Building and Road Research Institute, 10. Savanna Agricultural Research Institute, 11. Science and Technology Policy Research Institute, 12. Plant Genetic Resources Centre, 13. Institute for Scientific and Technological Information.

RDI facilities and programmes

CDDF research facilities will be utilized in training CDD Student Pioneers as they are prepared for in-depth/practical understanding of research ethics and to improve the quality and integrity of research conducted. Training will introduce student researchers to Standard Operating Procedures (SOPs), Good Laboratory Practice (GLP) and safety in both laboratory/field research conduct and application. Also, CDD Advocacy Pioneers will be given training in communication skill, advocacy/consensus building, basic psychology, sociology and a philosophical insight into the communities to be engaged. CDD Advocacy Pioneers will also be trained in leadership skills.

Training workshops will be organized to facilitate dissemination of local research findings. A newsletter will be published and radio programmes organized to facilitate discussion. Also, all CDD Student Pioneers will publish their research findings in thesis reports and selected works will be published in local and international peer reviewed journals. Furthermore, the experiences of CDD Advocacy Pioneers will be shared during training and compiled into psycho-social dossiers designed to provide better understanding of local people, their way of life and culture and taboos.

In Ghana, a CDD training/research centre will be established in Accra during Phase I of this project (2006-2011). Two additional training facilities will be built in Kumasi for the middle sector and Tamale for the northern sector of the country during Phase II of the project (2012-2017). The training facilities will be attached to selected established tertiary academic institutions namely, University of Ghana in Accra, Kwame Nkrumah University of Science and Technology (KNUST) in the Middle sector and University of

Development Studies in the Northern Sector *in order to ensure full utilization of the facilities and for sustainability.*

The RDI Network which involves the CDD Student Pioneers will run programmes in eight (8) main research divisions in line with selected disciplinary areas of national priority highlighted in the Ghana Poverty Reduction Strategy. Details of the RDI Network programmes are presented below:

Research Direction and Innovation (RDI) Divisions:

1. Sociological Research Division (SRD)
2. Philosophical Research Division (PhRD)
3. Psychology Research Division (PsRD)
4. Agricultural Research Division (ARD)
5. Health and Nutrition Research Division (HNRD)
6. Technology Research Division (TRD)
7. Environmental Research Division (ERD)
8. Financial and Economic Research Division (FERD).

1. Areas within Sociological Research Division (SRD)

- SOC 01 Poverty Studies
- SOC 02 Family, Sex and Gender
- SOC 03 Law and Society
- SOC 04 Politics and the Economy
- SOC 05 Culture and Development / Community Development
- SOC 06 Sociology of Tourism
- SOC 07 Sociology of Religion

2. Areas within Philosophical Research Division (PRD)

- PHI 01 Time Management
- PHI 02 History of Philosophy (local area)
- PHI 03 Metaphysics (*truth, existence and knowledge*) and epistemology (*knowledge*)
- PHI 04 Language and Science
- PHI 05 Value theory and logic
- PHI 06 Religious studies

3. Areas within Psychology Research Division (PSD)

- PSY 01 Development Psychology
- PSY 02 Cognitive Psychology

- PSY 03 Community Psychology
- PSY 04 Clinical Psychology
- PSY 05 Industrial / Organizational
- PSY 06 Psychobiology / Medical Psychology

4. Areas within Agricultural Research Division (ARD)

- AGR 01 Crop Science
- AGR 02 Animal Science
- AGR 03 Soil Science
- AGR 04 Extension Division
- AGR 05 Postharvest Management & Agroprocessing
- AGR 06 Economics & Marketing Systems Research

5. Areas within Health and Nutrition Research Division (HRD)

- HAN 01 Health Systems Research
- HAN 02 Traditional Medicine
- HAN 03 Occupational Health
- HAN 04 Environmental Health
- HAN 05 Epidemiology
- HAN 06 Nutrition and Health Education
- HAN 07 Nutritional Status of Communities & Nutrition of Vulnerable Groups
- HAN 08 Biochemical and Molecular Nutrition

6. Technology Research Division (TRD)

Development and Adoption of Science and Technology

- TRD 01 Mechanics (repairs and design)
- TRD 02 Electronics (repairs and design)
- TRD 03 Electricals (wiring, repairs and design)
- TRD 04 Woodworks (carpentry and joinery)
- TRD 05 Brick laying (construction)
- TRD 06 Civil engineering

7. Areas within Environmental Research Division

Environmental Health Education

- ENV 01 Environmental Health Education
- ENV 02 Recycling of Waste
- ENV 03 Study & Conservation of Renewable Natural Resources
- ENV 04 Generation Of Manure and Biogas from Biodegradable Waste
- ENV 05 Recycling of Rain Water
- ENV 06 Building of Local Solar Panels

- EVN 07 Control of Erosion
- EVN 08 Beautification

8. Areas within Financial / Economic Research Division

Creating Fund pools e.g. donors & mobilization of local resources

- FNC 01 Soliciting for Local and International Funds from Local Education Funds, Donor Agencies
- FNC 02 Patent Rights; Ideas and Products
- FNC 03 Income Generation from Sale of CDD Products and Services

Promotion of the CDDF Research Direction and Innovation programmes does not constitute the development of degree awarding schemes. Instead, research coordinators will be identified in already established institutions who will coordinate activities within each of the Research Divisions. The CDDF research coordinators will promote efficient and effective linkage between CDD Student Pioneers and CDD Research Support Staff which include supervisors for research students. The coordinators of research divisions will also facilitate dissemination of local research findings through CDDF newsletters, radio programmes, thesis reports and publication in local and international peer reviewed journals.

Progress of CDD-Research Network and CDD Student Pioneers

Various researchers, lecturers and technical staff in Universities, Colleges, Schools Faculties, Departments and Institutions in Ghana have joined the concept of CDD Research Network and are already supporting disease control and development in communities through research and awareness creation by CDD Student Pioneers. Sixty three (63) student pioneers have been recruited from University of Ghana (Zoology Department, n=21; Sociology Department, n=1), and Accra Polytechnic (Science Laboratory Technology, n=40) since 2005. Eighteen (18) out of the 63 students comprising 9 BSc and 9 Higher National Diplomas (HND) were recruited in 2005 and completed research on parasitological aspects of disease control and environmental sanitation. The remaining 45 students 13 BSc, 31 HND and 1 MPhil are conducting research to collect data on prevalence, intensity and distribution of STH, schistosomiasis, intestinal protozoa and malaria in support of monitoring and evaluation of the control programme. The MPhil research is focused on determining the best timing for screening and deworming of parasitic diseases in the coastal savannah zone of Ghana.

Research network teams in the following institutions are being prepared to support the CDD Student Pioneers.

Enhancing Education and Health in Ghana through Strengthening National Deworming Campaign

CDDF Research Direction and Innovation (RDI) Network potential is being thrown behind the initiative by the Ghana Ministry of Health and Education and their implementation agencies Ghana Health Service (GHS) and Ghana Education Service

(GES) to implement a programme of regular deworming in Ghanaian schools. In August 2006, the National Deworming Programme (NDP) conducted a pilot study in two (2) out of 138 districts (Tema and Abokobi districts) in the country (a total of four schools, two in each district), and the first round of mass deworming in the country is scheduled for November 2006. UNICEF is playing a key role in the NDP as the major development partner providing deworming drugs for intestinal worms and additional resources for training. Although the implementers of the NDP (GHS and GES) have organized a stakeholder meeting to mobilize resources in support of the activities, there are still resource gaps which need to be addressed to ensure an efficient and effective programme. Resources are still needed to ensure a comprehensive NDP. Discussions are ongoing with various partners including WHO to obtain support for baseline parasitological and Knowledge Attitude and Practices (KAP) survey.

Meanwhile, CDDF has linked up with academic research partners to build a research support base to enhance human resource capacity needed to ensure greater efficiency and effectiveness of the various aspects of the NDP.

Research students in PhDs, M.Phils, BSc, Diploma and Certificate award programmes are being mobilized in an alternative support mechanism to assist in the implementation of the National Deworming Campaign. Enrolled students will support all aspects of the programme, including baseline parasitological and KAP surveys, mass deworming, health education, creation of GIS database, monitoring and evaluation.

No.	Institution	Section	Contact persons
1.	University of Ghana (UG)	Faculty of Science	Prof. G. T. Odamtten
2.		Zoology Department	Prof. Dominic Edoh (Head of Dept.)
3.		School of Public Health	Prof. Isabella A. Quakyi (Director)
4.		Sociology Department	Ms. Victoria Esinam Assah-Offei
5.		Psychology Department	Prof. S.A Danquah Joseph Osafo Adu
6.		School of Allied Health Sciences (SAHS)	Prof. E. Wiredu (Dean) Mr. M. Addae (Vice Dean) Mr. Richard H. Asmah (Lecturer)
7.		Noguchi Memorial Institute for Medical Research (NMIMR)*	Dr. Irene Ayi Mr. Maxwell Appawu Mr. Jonas R. K. Asigbee

No.	Institution	Section	Contact persons
			Mr. Joseph Otchere Mr. Joseph Quartey Prof. K. M. Bosompem
8.		International Students	Prof. Eric Y. Danquah (Dean)
9.		College of Agriculture and Consumer Science (CACS)	Prof. B. K. Ahunu (Provost) Prof. S. Kwame Offei (Dean, School of Agriculture)
10.		Crop Science	Prof. D. Obeng-Ofori Dr. Ofosu Anim
11.		Animal Science	Dr. B. B. Kayang Prof. E. K. Awotwi Prof. B. Awumbila
12.		Home Science	
13.		Agriculture Engineering	
14.		School of Performing Arts	Dr. Oh! Nii Kwei Sowah Dr. Agyemang Osei
15.		Volta River Basin Research Project	Mrs. Cecelia Amoah Mrs. Yirenya Tawiah
16.	Accra Polytechnic**	Science Laboratory Technology Department (SLT)	Dr. Charles Brown Mr. Edmund Ameko Mr. Gideon Adotey Mr. Christian Avi Mr. John F.K. Ekpe Mr. Andrew Minamore Mr. Gati Livingstone
		Language Liberal Studies (LLS) -Social Sciences	Mr. Emmanuel Agyemang
17.		Hotel Catering and Institutional Management (HCIM)	Mr. Sophia Darko
18.		Mathematics & Statistics	Mr. Edwin Mends-Brew
19.	University of Development Studies (UDS)		Dr. Thomas Bayobor (Head of Department) Dr. Richard L. K. Glover (Research Coordinator)

No.	Institution	Section	Contact persons
20.	<i>University of Cape Coast (UCC)</i>	School of Biological Sciences	Prof. Kobina Yankson (Former Pro VC) Prof. Paa Kobina Turkson
21.	<i>Kwame Nkrumah University of Science and Technology (KNUST)</i>	School of Medical Sciences, Department of Clinical Microbiology	Dr. S. C. K. Tay Dr. Anthony K. Edusei Dr. T. B. Kwofie Mrs. Ruth Brenyah
22.	<i>University of Education, Winneba</i>		
23.	<i>Valley View University</i>		
24.	<i>Ashesi University College</i>		
25.	<i>Central University College</i>		
26.	<i>Regent University College of Science and Technology</i>		
27.	<i>Trans Africa College</i>		Mr. Samuel Segbefia (Director)
28.	<i>NIIT</i>		
29.	<i>Institute of Tropical Agriculture, Kumasi (KITA)</i>		
30.	<i>Ghana Institute of Management and Public Administration (GIMPA)</i>		
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* The NMIMR provides research support.

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