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Training: Key to Development in the Southern Sudan

Dr. Abednego Akok Kacual

Introduction

There is universal federal government agreement that Southern States need strong institutions, but some issues on how to create and strengthen these institutions remain unresolved. Both internal and external assistance is needed for the implementation of training. For a comprehensive discussion we have adopted a wide definition of institution building, which entails structural reform as well as training and capacity building and mere strengthening of existing institutions. Institution building is the creation of governance capacities. It entails reformation of old organization, economic as well as social, the improvement of efficiency and effectiveness of existing institution, and the restoration of destroyed institutions.

In most cases institutional foundations of Southern States were already weak before and deteriorate during the war. They suffer from widespread inefficiency and lack of transparency. Hence in the aftermath of conflict, the problems of governance are aggravated even further by the general shortage of trained and educated personnel due to emigration as well as lack of education. Due to these obstacles it is necessary to conduct training in the South to alter the behaviour of employees in a direction to increase institutions goals. Three categories are targeted for training. The senior administrative staff which is responsible for policy formulation, the support staff which assist in implementation of programmes and local population which need training to improve their skills for development and revenue generation. Basic needs of the population have to be met. Economic opportunities have to be created to employ the large amount of idle labour after training. The primary emphasis in training to improve efficiency of the new and existing structure in the South. Also another important point when training within Southern States is to endeavor for transforming the state government institutions into a development oriented units.

Training: Key to Development

Training Process:

The process of preparing a person to a desired standard of efficiency and behaviour by instruction and practice is training. Hence training is essential for every stage in development and for every human being in its process. For states' development to be vital and viable in the post-conflict period, greater attention to local involvement and to development of the Southern States institution is necessary. There is universal agreement that Southern States need strong institutions but some issues on how to create and strengthen these institutions remain unresolved. For a comprehensive discussion we have adopted a wide definition of institution building, which entails structural reform as well as capacity building and mere strengthening of existing institutions.

Institution Building is the creation of governance capacities, it entails the dismantling and reformation of old organizations and institutions, legal administration, economic as well as social, the improvement of efficiency and effectiveness of existing institutions, the restoration of destroyed institutions and the enhancement of authorities professionalism.

In most cases institutional foundations of Southern States were already weak before and deteriorated during the war. They suffer from widespread inefficiency and lack of transparency. Furthermore, South generally experience a sharp fall in the level of education. Hence in the aftermath of conflict the problems of governance are aggravated even further by the general shortage of trained and educated personnel due to killing and emigration as well as lack of education. Thus local involvement or participation and institutional development are not likely to be very important and effective unless training is provided at three particular levels:

- (1) For higher-level administration staff to improve the quality of policies, degree of coordination and overall effectiveness of implementation.
- (2) For the supporting staff to improve the technical and administrative performances.
- (3) In the broad perspective to sensitive state people and thus

to increase the receptivity and ability of state people to respond to development programme as well as to encourage local initiative.

We can briefly explain them as Follows:-

(a) **Training of Administrators:** Training for managerial position is very important for development purposes in any state of the Sudan. Administrative officers from Southern Sudan formerly used to attend their training programmes internally and externally in the following training centres:

- (1) University of Khartoum.
- (2) University of Juba.
- (3) Sudan Academy for Administrative Sciences.
- (4) MTC Juba "Council Management"
- (5) University of Birmingham in Britain.

After further decentralization of June 1983, both internally and externally training of administrators have been greatly ignored by the regional authorities. However, few were trained and mainly through the initiative of Equatoria. During this period of high expectation for peace in the South; and with the restoration of peace and return to normality, it is expected that all the displaced persons will choose to return voluntarily to South Sudan. These returnees will need a lot of assistance during the critical period of repatriation, resettlement, rehabilitation and relief. Our strategy now is to design short training programmes to handle those stages mentioned. Administrators from Southern States to attend such programmes either internally or externally to improve their skills. On the other hand a team of experts from the Ministry of Labour visit the Southern States and conduct feasibility studies about local training there.

The primary emphasis in training for indigenous administrative staff must be on improving the efficiency of the existing structures in the states. Also another important point when training within indigenous administration is to endeavor for transforming the state governmental institutions into a development oriented units. The present national administration is concentrating its efforts to revive and intensify training to make implementation of federalism a reality.

Training: Key to Development

(b) Training of Support Staff: But what makes any system or service work? The answer has to lie in the knowledge and understanding of the staff and the staff skills depend upon training. Request for help with training came in many forms. The inspection visits to state by federal ministers to find out what work is being done and how to cater for different needs. To be specific the state minister for labour response has been to provide state training programmes which should be established over the former Southern State headquarters. These programmes are contributed under the umbrella of the federal training plans which provide a basic training structure from which each state can select what is most relevant to them and their needs. For example training cattle ranges will be suitable for both Upper Nile and Bahr El ghazal States, meanwhile institute for Agriculture can absorb from equatoria. The federal training plan has three main aims'

- (a) To train staff at all level of the Southern States institutions.
- (b) To train trainers.
- (c) To develop state training model for each state.

Local staff are always involved in training and bringing with them valuable experience and insight. Working together in partnership is fundamental to the way programmes are developed and many people join training services which have proved successful.

How does it Work: Each State has a system of key trainers who are local and know the southern states particular needs of the people. This means they can quickly identify training needs and once training has began, are in a better position to access staff and monitor training. Training is provided through workshops, placement and exchange visit to Southern States by federal training personnel.

Where from here: We have to think about the future and reach those poor people who still don't receive any help, it is for each state to put training on the agenda and allowing time for it. This is difficult because of the huge demands on staff, but training has to be a priority.

The federal government has a vision of change, regarding the future and lives of poor rural people, the displaced all over the country

who are a majority, and it is only through sharing that vision and knowledge which goes with it, that we can ever hope to achieve our aims. It may seem a long way ahead, but we are looking forward to Southern development when we have the opportunity of training support staff to review our progress and take over work forward after peace.

(c) Training for the Local Population

This is essential since local population participation may be translated in their involvement in planning and implementation including assessment of their needs. Even if local people do not participate in planning at the very minimum they should be informed of their plans designed for the areas if they are expected to cooperate with programme implementation. Participation in planning and implementation of programmes can develop the self-reliance necessary among state people for accelerated development.

Nowadays, while a large number of Southern rural population are still living in towns like Wau, Juba, Malakal and more are still coming to live in Gogrial in Warap State. A growing number of international and national NGOs provide short-term rehabilitation, and support for the local community. Here training is essential to make them full independent from relief items. This is what is so wonderful and unique about the Southern States foundation; their willingness to change and adopt as the need arises. Participation of state people in training plan is wide open. There are other training programmes, which are for the development of local skills of the displaced and rural population such as:

- (1) Women training programmes
- (2) Functional literacy campaigns
- (3) Farmers training programmes
- (4) Non-Agricultural Vocational Skills and training programmes
- (5) The general training for rural needs.

Here, to explain some of them briefly is essential. The women's training programme includes training in home economics, needlecraft, nutrition, childcare and a wide range of domestic skills. Even if these women's training programmes are limited in success, they can show

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considerable sensitive to the societal position of women and can make an effort to include women in displaced planning committees. And because of the important role played by women in the traditional societies in the displaced camps the impact of many programmes could possibly be increased through the greater involvement of women both in planning and implementation stage.

It is important to operate certain functional literacy programmes of training because illiteracy is a major constraint in broadening participation in displaced camps and in rural development programmes and poses a serious risk that the educated will exploit the illiterate. This is simply seen when the village headman could be deceived during election because of their illiteracy. This type of training has greatly succeeded in the states of Darfur. The former governor took the illiteracy campaign upon himself and now many know how to write and read in Darfur. This model could be transferred to the ten Southern States and especially in the main towns of Wau, Malakal and Juba to reduce the number of illiterate population.

The issue of capacity building and its close relationship with civil service reform should be seen against the urgent need to staff a civil service with well-qualified people who can perform the tasks of development.

The agreement made here is that the educational system plays a crucial role in capacity building. At independence there was only the most minimal of secondary educational institutions available in Sudan to provide sufficient number of qualified personnel to staff the civil services. Southern Sudan for example had only one secondary school in existence at that time and urgent steps were taken to make provision for educational facilities both academic and technical. Three Universities are operating in the South and could be used for training.

Some scholars defines capacity building seeks to strengthen targeted human resources (managerial, professional and technical) in particular institutions and to provide those institutions with the means whereby these resources can be marshaled and sustained effectively to perform planning, policy formulation and implementation tasks throughout government on any priority.

Abednego Akok

Another important view of this concept is discussed. It regards capacity building as characterized by three main activities:

- (1) Skill upgrading, general education, on- the job- training and professional deepening in cross cutting such as accounting policy analysis and information technology.
- (2) Organization strengthening covers the process of institutional development.
- (3) Procedural improvements refer to general functional changes or system reform.

Conclusion: Training is a significant part of federal minister of labour investment in human resources. Supervisors train new employees and old ones. More experienced employees in the South help train less experienced employees. The capacities of the individual, which could be strengthened first of all through a process of formal education, such a period of formal education, should then be supplemented by an on-going process of in-service training. This could be supplied by the ministry to which an individual is attached; for example, continuous upgrading of accountancy skills.

Footnotes

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- (14) Amhein Prenton, 1997, *Principles of Training*, Graw – Hill.
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Address by the President of South Africa

**ADDRESS BY THE PRESIDENT OF SOUTH AFRICA,
THABO MBEKI, ON RECEIVING THE HONORARY
DOCTORATE FROM THE INTERNATIONAL
UNIVERSITY OF AFRICA, KHARTOUM, SUDAN:2ND
JANUARY 2005**

Chancellor, Professor Omer AL Samani,
Vice Chancellor Mohammed Ali Hussein,
Members of the Senate,
Distinguished faculty members, students and workers of the
International University of Africa,
Your Excellencies,
Distinguished Guests,
Ladies and Gentlemen:

It is an honor and privilege to receive an honorary doctorate from this distinguished university. I have been told that this university has students from many countries mostly from Africa and the Middle East. And I am happy that we also have some students from South Africa and hope that more would have the opportunity to come and study at this international institution.

As Africans, we have declared this 21st century as an African century. Accordingly, I accept this award with humility and as an affirmation that together as Africans, we are prepared and ready to do whatever is necessary to ensure that the 21st century will be a period of peace, stability, development and prosperity for all the African people.

I am confident that the knowledge and experience gained at this cosmopolitan university would contribute to the success of the on-going process of the renaissance of our continent.

Accordingly, I have decided to use this opportunity to

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Accordingly, I have decided to use this opportunity to speak about what the intelligentsia, such as is represented here and other African universities, can and should do to assist the process of the renewal of the African continent.

This is particularly important because we meet in an important institution of learning located in a place where over thousands of years humanity traversed the vast expanse of this ancient land. Their fortunes altered as the changing course of the waters of the Great Lakes meandered through the southern swamps, giving birth to an amazing ageless flow of the Nile, whose solitary trip goes through the shimmering, shifting sands of the merciless desert.

We have to work for the renaissance of Africa inspired by fact that for millennia the Nile, on whose banks this city rests, watered many civilizations which were possible because of the presence of an army of an extraordinary intelligentsia which engaged in advanced medical techniques, used their knowledge to revolutionise formal farming, introducing among others, an irrigation system, an intelligentsia whose engineering creativity and feats gave humanity the gift of the pyramids.

The pyramids of Nubia, the technological advances of the land of Kush, the majestic palaces of the great city of Meroe remind us of the golden eras when Sudan was the epicentre of civilization and the hub of trade and commerce that brought together Africa, Asia, the Middle East and the Mediterranean.

All of us know that our continent has for many years faced enormous challenges of poverty and underdevelopment, conflict and instability. We know that many African economies have either stagnated or declined in the last four decades making it impossible, in their current state, for Africans to reclaim the

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These challenges confront all regions of our continent. Our continent bears the scars of an imposed human-made curse, the millennium-old burden of subjugation in the form of slavery, colonialism, apartheid, neo-colonialism and autocracy. Poverty, lack of infrastructure and underdevelopment is the legacy of this history and is self-evident throughout our continent.

Indeed, as intellectuals, we have made countless analyses of the nature, form and content of the grave situations that have and continue to define African life. Repeatedly, we have proffered what we believe are the most appropriate and legitimate solutions to these challenges.

Further we have, as intellectuals, stated boldly the sources of conflicts and how to solve them; we have written extensively about the nature of famines on the continent and ways of improving food security; we have offered suggestions on disease control and how to improve health services. We debated and proposed ways of ensuring democracy and good governance in our countries.

Yet, our continent is littered with half completed or failed projects in part because the intellectual discourse has remained within the confines of the hallowed halls of universities, where only a select and fortunate few, among the Africans, have the privilege of creating and obtaining knowledge.

In this critical period, when Africans have embarked on the renewal of our continent, universities are faced with a challenge to ensure that their search for ideas and their ideas are grounded in the realities of ordinary Africans and contribute to the sustainable development of our countries.

Among other things, universities need to forge linkages with government institutions as well as with other organs of civil

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Among other things, universities need to forge linkages with government institutions as well as with other organs of civil society such as women, youth, business, workers and communities so that together we can collaborate for the reconstruction and development of our peoples.

Of importance, universities should forge working relations with continental bodies and through the AU and its programmes such as the New Partnership for Africa's Development (NEPAD), utilize our combined strengths and abilities actively and practically to address the many problems facing our continents.

Today, more than ever before, universities have a duty to work purposefully to help eradicate the perennial African problems of internal and inter-state conflicts and civil wars and the resultant displacement of millions of Africans always with serious human tragedies, as well as the poverty and underdevelopment that both dehumanise millions of Africans, and inform many of these conflicts.

We have a duty to take-out of the lecture-room and into the African fields the good research projects and solutions on peace, conflict resolutions, democracy, human rights, solidarity, good governance, poverty eradication and development that emanate from the intellectual discourse at our universities .

Indeed, in considering our response to the many and varied challenges facing us, it will be useful to look at some questions posed by the Nigerian writer Ben Okri, in his epic poem, "Mental Fight". Because of their relevance, I will quote at some length the different options that we may look at with regard to our situations. Ben Okri writes:

" What will we choose?

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A world without hope, without wholeness
Without moorings, without light
Without possibility for mental fight,
A world breeding mass murderers
Energy vampires, serial killers
With minds spinning in anomie and amorality
With murder, raps, genocide as normality?"
Okri offers a second option of looking at the challenges facing us, and says:

“ Or will we allow ourselves merely to drift
Into an era of more of the same
An era drained of significance, without shame,
Without wonder or excitement,
Just the same low-grade entertainment
An era boring and predictable
'Flat, stale, weary and unprofitable'
In which we drift along
Too bored and too passive to care
About what strange realities rear
Their heads in our days and nights,
Till we awake too late to the death of our rights
Too late to do any thing.
Too late for thinking
About what we have allowed
To take over our lives
While we cruised along in casual flight
Mildly indifferent to storm or sunlight?"

In the last option Okri writes:

“ Or might we choose to make

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In the last option Okri writes:

“ Or might we choose to make
this time a waking-up event
a moment of world empowerment?
To pledge, in private, to be more aware
More playful, more tolerant and more fair
More responsible, more wild, more loving
Awake to our unsuspected powers, more amazing”

(P.P.14-15, Published by Phoenix House, 1999)

The perennial question facing the intelligentsia and universities is whether or not with regard to African challenges we allow ourselves to descend into universal chaos and darkness, and whether we allow ourselves to descend into a world without hope, without light and without the possibility for mental fight.

Undoubtedly, this world where there is an absence of critical thinking, where many refuse to confront difficult questions would bring about a situation where the genius of the nation is stifled and the wisdom of the people is not harnessed to propel society forward. In this situation, our project of regenerating the continent will fail.

Similarly, we cannot advance the cause of African development if we allow ourselves: merely to drift into an era of more of the same, an era drained of significance, without shame, without wonder or excitement’.

I think we need to, in the words of Okri, ‘awake to our unsuspecting powers, (and be) more amazing’ if we are to move our countries forward faster. A South African would urge that it is important for us to use our unsuspecting powers to help the

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people of Burundi and Cote d'Ivoire build a better future based on unity. Clearly, to do so we would need fully to utilize our powers, our talents and skills.

It is perhaps appropriate for us to look at two important African countries and their immediate regions, which are facing critical processes of transformation and ask ourselves as to how we can use our "unsuspecting powers" to make a difference in the unfolding processes in these countries. These countries are Sudan and the Democratic Republic of Congo.

I have chosen these two countries because of their strategic place on the African continent but also because they share a remarkable number of features, both natural and man-made. The DRC and Sudan both share borders with nine countries; they were both subjected to some of the most brutal colonial experiences.

These are among the African countries will endowed with rich natural resources-Sudan with oil and gas deposits and great agricultural potential, and the DRC with oil, Gas, diamonds, a host of other minerals and abundant water resources. Yet, despite their rich natural resources, the two countries are among the poorest on the continent. Both countries have suffered under autocracy as well as debilitating civil wars.

Today, as we meet, they are engaged in very important processes of transition and transformation. Undoubtedly, they both need the support and encouragement of all their African brothers and sisters. Sudan and the DRC have neighbours that are engaged in their own processes of transition from instability to peace and democracy.

In these situations, the question is what is the role of the intelligentsia and our universities to help these countries and

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engaged in their own processes of transition from instability to peace and democracy.

In these situations, the question is what is the role of the intelligentsia and our universities to help these countries and others to accelerate the process of change and ensure that change is irreversible. I think we would agree that it is important that a university such as this one should help not only to analyse and contextualise the challenges faced by these countries as well as others such as Burundi and Cote d'Ivoire. We need an active university and intelligentsia if we are going to make a rapid change from the negative conditions under which many Africans suffer.

Clearly, these countries cannot fully address the challenges of multi-ethnic, multi-cultural and multi-religious communities and use their diversities to avoid civil strife and other internecine conflicts when the intelligentsia and universities have chosen to remain aloof, having descended into a world without hope or light for their continent

Chairperson,

As Africans continue to seek innovative solutions to the problems which affect so many of our countries, Universities have realized that their role in society extends beyond the imparting of knowledge within the confines of their institutions. We all agree that African universities as well as the African intelligentsia have to occupy the center-stage with regard to the challenges of the regeneration of the African continent.

This university, like many throughout the world, specializes in the pursuit of knowledge, the constant development of ideas and rigorous interrogation of old beliefs and assumptions.

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This is the basis on which our renaissance will succeed. The old adage “show me a people without a history and I will show you a people without a future” is most relevant.

We have to reclaim the right to define ourselves, to define our own criteria and our own conditions that would help us move forward. Some of these may coincide with others that characterize other regions of the world. That would not be surprising since humanity, which evolved on this continent, has always been and still is, interdependent.

I would like to suggest that if any African university is to have relevance to the challenges of our day, it should have in its curriculum and as part of its central focus, the processes that are unfolding on the continent and use its research work and teachings to give more content and direction to the challenges and work of the African Union and its development programme, the New Partnership for Africa’s Development (NEPAD).

Further, there needs to be durable and strong partnerships between this university and others on the continent so that we move in step on the various issues that we are saying are at the center of the African renaissance. We should do our work in these universities driven by the belief that the African university should be a full participant on the effort to rebuild our continent. In whatever work we do as intellectuals and students let us use our talents and skills to :

- help our people to find effective solutions to the problems of poverty, hunger and disease.
- Use research and teaching to improve food security dealing with issues such as improvements in food production, distribution and disease control,
- Use our skills to work comprehensively to defeat the serious diseases facing our continent;

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- Use research and teaching to improve food security dealing with issues such as improvements in food production, distribution and disease control,
- Use our skills to work comprehensively to defeat the serious diseases facing our continent;
- Strengthen our linkages with the industries and the productive sector, so that we can make a contribution to improve our agricultural sector, enhance the efficiency of the services sector and the capacity of our manufacturing industries;
- Strengthen our links with government and government agencies so that together we can increase the capacity and efficiency of the state so as to serve our citizens better;
- Contribute more actively to the removal of sociopolitical conflicts, civil wars and sub-regional disputes and the displacement of our people;
- Work effectively for a continent based on human and people's rights, a continent that is democratic and is based on equality and justice, including the emancipation of the women of Africa.

Chairperson,

As you would be aware, since Thursday we have been guest to the government of Sudan and were privileged to witness the signing of the important Comprehensive Peace Agreement in Naivasha, Kenya between the Government of Sudan and the Sudanese People's Liberation Movement. We have also visited the Darfur region the better to understand what is being done to advance the peace process in this other part of Sudan.

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problems of Sudan, of South Africa, the DRC and all other countries cannot be fully resolved if we do not utilize the expertise of resource such as this that has gathered here this morning.

Let me once again state my deep appreciation for the honorary doctorate your institution has awarded me. We agree that our common objective, as Africans, is to continue to stimulate our imaginations so that we can make the necessary contribution to ensure that the 21st Century becomes, in reality, the African Century.

We also agree that, as Africans, we need to harness our talents to ensure that we bring to an end the various factors that have divided us and pitted one African against another, without anyone benefiting anything, yet all of us enduring acute sufferings and our countries regressing into the morass of underdevelopment and poverty.

We further agree that we need to create space for all our people to have access to education and have the possibility to pursue their chosen careers in a peaceful and stable Africa, so that they, like their peers in the rest of the world, find joy and fulfillment as they experience their African identity through the literary, visual, and performing arts.

Together, let us make it possible for all our countries to enjoy the free movement of teachers, researchers and students across the African continent, transporting with them the rich diversity of cultures and wisdom that is necessary for our renaissance.

* Again the Nigerian writer, Ben Okri, writes in his poem "Mental Fight", that:

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* Again the Nigerian writer, Ben Okri, writes in his poem "Mental Fight", that:

" We are living in enchanted time.

With our spirits right.

We can enchant the future.

With our love's might

We can give a truer meaning to our past."

Through the African Union and its development programme, NEPAD, we have the possibility to enchant the future and accordingly create a continent that is peaceful, developed and prosperous and which would make all of us as Africans to occupy our rightful place of equality with all other peoples of the world.

I thank you and wish you a happy and successful New Year.

Vice Chancellor's address at H.E. Thabo Mbeki's visit to the international University of Africa 2/1/2005

It gives me great honour on behalf of the board of trustees, the Board of directors, the staff and the students of the International University of Africa to welcome today a great African leader, President Thabo Mbeiki, President of the Republic of South Africa. We are definitely overjoyed with the coincidence of three happy events: His Excellency's visit, Sudan Independence celebrations and the signing of the peace agreement in Nivasha.

Mr. President, your leading role in the struggle against apartheid is long known to us. The vision, courage and perseverance you and your colleagues showed are behind the great success achieved. The developing process of the alleviation of sufferings and injustices and the peaceful coexistence of races and cultures are but few examples to be learned from the South African Model.

President Mbeki's Scholarly contributions to the concept of Africa's development, his diligent work in that area and the subsequent establishment of NEPAD, is a glimmer of hope to Africa.

President Mbeki is Africa's leading peacemaker and mediator. His efforts to resolve conflicts, attain and sustain peace in southern, central and western Africa and in this country are commendable.

One can keep on enumerating his contribution's however, in short, they can be summarized in a motto:-
Liberation, Peace and Development.

Mr. President, ladies and Gentleman,

We believe, we in this university are following a similar

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motto; our means being capacity building in Africa through education and training. Five thousand male and female Africa youth are enrolled in the different programmes offered in this institution: in pure and applied sciences, in arts and humanities, in engineering in economics' in administration, in medicine, in law, in information technology and others. Students are predominantly Africans. African unity is exemplified in this university. Thanks to the Sudan Government, which even through its financial difficulties, did not forget its commitment to the African cause.

Mr. President, ladies and gentlemen,
Africa is in a very unpleasant state of affairs: poverty, disease, insecurity and backwardness are almost everywhere.

The future seems gloomy. We are now witnessing a new wave of colonization, albeit under new names. Is it a vicious circle? The youth can easily fall in despair and run away. Evidence of that can be seen clearly in the continuous flux of young Africans legally & illegally migrating to all parts of the world and in the large numbers of youth resorting to drugs and crime. Thus compounding the problems and destroying Africa's future .

It is thus our common responsibility as educators and politicians to plant hope and guard it to bear fruits.

The university will carry on graduating, hopefully well trained, well behaved, dedicated and ambitious graduates. And we are here rallying behind your efforts for unity, development and a more decisive role in world politics to protect Africa from evil and evildoers.

Lastly Mr. President.

Is it inappropriate if one asks for an all-Africa rail network in the near future so that these young students can have the opportunity

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to visit their families in Dakar, Johannesburg or Mogadishu in the winter and summer breaks. If this is unthinkable to day, the transformations you and your collogue have make in South Africa were also unthinkable a few years back. Great achievements are there for great people.

Mr. President,

Be assured that you have many friends here who are looking to you in admiration and hope.