

| Preliminary programme Friday 19 May 2017 | | |
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| <i>Time</i> | <i>Downstairs</i> | <i>Upstairs</i> |
| 8:00-9:00 | Registration + Tea and coffee | |
| 9:00-9:10 | Welcome: Susana Menéndez (THUAS) | |
| 9.10-9.40 | Introduction to the conference theme: Jos Walenkamp | |
| 9:40-10:30 | Plenary keynote: <i>The challenges of achieving quality in engineering education in Africa</i> Goolam Mohamedbhai Chair: Beer Schröder | |
| 10:30-10:40 | One-minute pitches by participants of information market | |
| 10:40-11:00 | Morning tea + Information market | |
| | Panel I: <i>Gender and education in East Africa</i> Chair: Linda Johnson | Panel II: <i>Higher education and enrolment issues</i> Chair: Beer Schröder |
| 11:00-11:30 | Gendering learning: Reflections from teaching, research and practice Wendy Harcourt | Towards an African space for higher education: from Utopia to reality Georges Haddad |
| 11:30-12:00 | What is a gender lens: a skit Mdubusi Zingelwayo | Massification of higher education in Africa Akiiki Babyesiza |
| 12:00-12:30 | Drivers for gendered exclusion in education in East Africa Auma Okwany | Participatory assessment of the development of the Eduardo Mondlane University, Mozambique Nilza César |
| 12:30-13:00 | Being a girl and in Uganda and Kenya: educational outcomes Elizabeth Ngutuku | What do enrolment data say about education, using Bourdieu's approach? Bert van Pinxteren |
| 13:00-14:30 | Lunch + Information market | |
| | Panel III: <i>Indigenous and informal education</i> Chair: Felix Ameka | Panel IV: <i>Education and sustainable city movements in Africa</i> Chair: Ton Dietz |
| 14:30-15:00 | Culture of work, training for and production of clan-bond goods and services in Southwestern Nigeria: Tajudeen Adewumi Adebisi | How to integrate sustainable city goals in teaching in Africa and about Africa? Ton Dietz |
| 15:00-15:30 | Innovations in Islamic education in The Gambia: Reconciling religious aspirations and the requirements of a contemporary state Tal Tamari | 'Each One Teach One': Collaborative learning, an anthropological approach Madi Ditmars |
| 15:30-16:00 | Conceptualisation of education in Ngemba (Cameroon) Solange Mekamgoum | Between bare necessity and transformative power: The value of informal schools in Kibera, Kenya Inka Mackenbrock |
| 16:00-16:15 | Tea break + Information market | |
| 16:15-17:30 | Plenary forum: <i>Matchmaking between African and European education</i> Chair: Theo Hooghiemstra, Director Nuffic Douglas Tendai Phiri, Adviser NORAD, Norway Kristien Verbrugghen, Director VLIR-UOS, Belgium - Flanders Christoph Hansert, Head of Section, Development Co-operation – Strategy Department, DAAD, Germany | |
| 17:30 | Drinks | |

| Preliminary programme Saturday 20 May 2017 | | |
|---|--|--|
| <i>Time</i> | <i>Downstairs</i> | <i>Upstairs</i> |
| 9:00-10:00 | Late registration + Information market + Tea and coffee | |
| | Panel V: <i>Actors and engagement in educational contexts</i> Chair: Jan Jansen | Panel VI: <i>Education and employability</i> Chair: Jos Walenkamp |
| 10:00-10:30 | 'Education for life' or 'Education today'? Sara Kinsbergen & Lau Schulpen | The role of higher technical education on the employability of graduates in Ghana Edmund Ameko |
| 10:30-11:00 | A maternity clinic in Mali: a zone of awkward engagement Lianne Holten | Vocational training and employment opportunities for West African youth Mariam Mary Fall |
| 11:00-11:30 | Catering and credit: Investment practices on the countryside of Mali Jan Jansen | 'Trained for which job exactly?' Assessing the impact of access to informal ICT education on employment opportunities for marginalised youth in Nairobi, Kenya. Jalmar Pfeifer |
| 11:45-13:15 | Lunch + Information market | 12:30-13:00 <i>General meeting (ALV) NVAS</i> |
| 13:15-14:15 | Plenary keynote: <i>Language of instruction in Anglophone, Francophone and Lusophone Africa: an overview</i> Ingse Skattum Chair: Anneke Breedveld | |
| 14:15-14:30 | Tea break + Information market | |
| | Panel VII: <i>Literacy</i> Chair: Maarten Mous (tbc) | Panel VIII: <i>Policies, teacher training and teacher quality</i> Chair: Azeb Amha (tbc) |
| 14:30-15:00 | Literacy teaching in Northern Nigeria: policies, practice and resources Mary Anderson | A quality teacher for all; Best practices for supporting teachers in Mali through innovative tools Céline Herbiet |
| 15:00-15:30 | Language-independent literacies for inclusive education in multilingual areas Friederike Lüpke | Teachers are like thieves': state making and the unintended consequences of free primary education in Hargeisa, Somaliland Tobias Gandrup |
| 15:30-16:00 | Literacy and development in Senegal Ekaterina Golovko | Teacher education and early grade reading instruction in mother tongue languages in Ethiopia: the case of colleges of teachers' education Moges Yigezu |
| 16:00-16:30 | | Inconsistent language policies in Ghana and their implications for quality education in Ghana Samuel A. Atintono & Awea E. Nsoh |
| 16:30-16:45 | Closing conference | |
| 16:45 | Drinks | |

Opening and first plenary keynote lecture

Susana Menéndez (Member of the Executive Board, The Hague University of Applied Sciences) – *Words of welcome*

Jos Walenkamp (The Hague University of Applied Sciences) – ***Introduction to the conference theme***

Demography, employability and education in Africa

The next decades will see a continuation of the rapid population growth in Africa. Despite some decrease in fertility rates, the number of Africans will continue to rise – to even 4 billion in 2100. This large and young population, and gradually smaller families, can mean a demographic dividend with significant opportunities for social and economic development. But it may also lead to massive unemployment and very many frustrated young people who put the blame of their unemployment on the authorities. Education for employability, as well as creating an inviting business environment and high productivity employment, is key to harness the potential for demographic dividend. In quantitative terms education in Africa has grown impressively and educational attainment is projected to rise at all levels, but the quality of education in Africa is still a major concern.

First plenary keynote

GOOLAM MOHAMEDBHAI

The Challenges of Achieving Quality in Engineering Education in Africa

The engineering profession has a key role to play in assisting Africa to sustain its robust economic growth in recent years, whether for its infrastructural and industrial development, or for meeting its ever-increasing energy needs and achieving the Sustainable Development Goals. And yet, indications are that there is presently a serious lack of engineering capacity in Sub-Saharan Africa, which has to rely on imported expertise in engineering. Paradoxically, engineering graduates remain unemployed or under-employed. This situation results from both an insufficient output from training institutions and the poor quality and lack of practical experience and skills of the graduates produced. It is also partly due to the fact that foreign engineering firms, whether from the West or East, prefer to import their own skilled labour.

The presentation will examine these two key aspects of the engineering profession in Africa. It will highlight the need to upgrade the infrastructure and laboratories of existing institutions, to review the curricula of engineering courses and to improve the teaching methodology as well as the pedagogical skills of engineering academics. It will also emphasise the importance of establishing strong university-industry linkages. It will, in particular, underline the acute shortage of engineering technicians to support the professional engineers, a situation which is set to worsen as African countries upgrade their existing polytechnics and technical colleges to university status, without providing adequate replacements. The presentation will then look at several recent initiatives to improve engineering education and training in Africa, and will end with the important issue of accreditation of engineering qualifications.

About the contributors:

Jos Walenkamp has a PhD in Biology from Leiden University. He has been actively involved with education in Africa for almost forty years. In the 1980's he worked for six years at the Eduardo Mondlane University in Mozambique, first as lecturer and later as dean of the Biology Faculty. In the following years he managed the training and research programs of the European Commission in Nigeria. In The Netherlands he was director Development Cooperation with the Netherlands Organisation for International Cooperation in Education (Nuffic), and presently he is professor International Cooperation at The Hague University of Applied Sciences.

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Goolam Mohamedbhai did his undergraduate and postgraduate studies in Civil Engineering at the University of Manchester, UK, and later his postdoctoral research at the University of California, Berkeley. He joined the University of Mauritius in 1972 and climbed all the academic and administrative echelons to eventually become its Vice-Chancellor from 1995 to 2005. He was Secretary-General of the Association of African Universities, President of the International Association of Universities, and a member and Vice-Chair of the governing Council of the United Nations University. He is the recipient of several honorary doctorates and awards.

Mohamedbhai now operates as an independent consultant in higher education, with special interest in Africa. The organisations for which he has undertaken consultancies include Sida of Sweden, the Association of African Universities, The Netherlands' Ministry of Foreign Affairs, the Association for the Development of Education in Africa, the Leadership Foundation of UK and, lately, the World Bank. He is also currently a member of the Council of the National University of Lesotho, the Council of the Mauritius Academy of Science and Technology, the Board of the Centre for Higher Education Trust (CHET) (South Africa), the Board of Trustees of the Accra Institute of Technology (Ghana), and the Board of the University World News (Africa).
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Panel I - Gender and education in East Africa

Chair: Linda Johnson (ISS, The Hague)

Wendy Harcourt (ISS, The Hague) - *Gendering learning: Reflections from teaching, research and practice*

Mdubusi Zingelwayo (ISS, The Hague) - *What is a gender lens: a skit*

Auma Okwany (ISS, The Hague) - *Drivers for gendered exclusion in education in East Africa*

Elizabeth Ngutuku (ISS, The Hague) - *Being a girl and in Uganda and Kenya: educational outcomes*

Panel abstract

The panel's overall topic is gendering learning; reflections from teaching, research and practice. ISS as an international graduate school specialising in development studies has had many years of both teaching and researching gender in different regions including Africa. The diverse student body from over sixty-five countries includes many students (African as well as non-African) who conduct research and work in Africa before and after their ISS time at ISS. The panelists will draw on these experiences with a series of reflections in three presentations.

The focus of the panel will be to highlight critical insights on engaging with gender in teaching, research and practice in Africa. The first presentations will be a reflection on the ethics and pedagogy of teaching gender within an international context while the second will provide reflexive insights on research and practice on gender exclusion in education in East Africa. Through these reflections, the panelists will delve in to the question of 'education for what, for whom and how?' and hopefully provide some answers.

Wendy Harcourt will share her experience of teaching African students 'gender and development' in the ISS MA course. She will reflect on some of the ways gender is at once understood and appreciated by students from different African countries, and yet is also a difficult topic, once it goes beyond discussing gender roles and stereotypes of 'men and women' in families and communities. She will discuss some of the challenges she has faced as a lecturer at ISS teaching gender in all its complexities, interlinked with geographic specificities, colonial contexts, class, age, race and sexual orientation. Her talk will discuss the different challenges of the teaching of gender as not only a technical term and but also as an approach to development studies. The idea of applying a 'gender lens' to different issues involves discussing not just women as 'victims' of inequality, oppression, violence and lack of resources, but also deals with ways to understand complex power relations among genders. She will reflect on how engaging with students on gender has proven a challenging and rewarding part of teaching and also on-going research at ISS. Working with students when they do their field research, and ultimately preparing them to find jobs or resume their work back home, yields many insights into how gender and education in Africa is not just about 'add gender and stir'.

By way of illustration of how students understand and consider gender in education at ISS, there will be a short excerpt of film produced by MA students in 2016 which features a skit on what is a 'gender lens' in education, at the conclusion of her presentation. The film will be introduced by **Mdubusi Zingelwayo**, a Nigerian student, one of the team that produced and acted in the film. He will share his reflections on his experience of gender and education at ISS as an African student.

Auma Okwany's presentation draws on project work and research in East Africa that she has conducted or supported. The work centers on social inequalities with a specific focus on gender and generational inequities. The starting point of her work in

education is a concern with giving greater attention to social contexts that maintain gender and generational inequalities. The emphasis is on a critique of the disproportionate dominance and influence of research, funding and policy on resources and institutional failure as drivers of gendered exclusion in education, often at the expense of more complex interactions associated with quality and with transforming gender and social norms in social and economic institutions. The presentation highlights the consequences for girls in marginalised locales with a specific focus on rural and urban poor locales.

Elizabeth Ngutuku will provide an introspection on her research, policy and implementation work in Eastern Africa with a specific focus on gendered and social inequalities in education. As a leader of an organisation that has worked collaboratively with ISS and International Child Development Initiatives in Leiden on promoting education for marginalised girls, she will share her experiences on North South collaborations in supporting education and the mutual learning that obtains. With a specific focus on learning for student mothers, she will also share her reflections on how the contestations around being a girl in specific contexts of Kenya and Uganda influence learning and educational outcomes.

Through these reflections we aim to show that effective interventions that can lead to the expansion and improvement of gender equity in education require a better understanding of the multiple intersecting vulnerabilities that constrain schooling for many girls in marginalised contexts. We will argue that strategies to tackle the persistent gendered exclusion must also tackle the complex gender and power relations (at the household, community and state levels) in which educational systems are embedded.

About the contributors:

Wendy Harcourt is Associate Professor in Critical Development and Feminist Studies at the International Institute of Social Studies (ISS) of the Erasmus University in The Hague and Research Programme Leader for the Civic Innovation Research Programme. She joined the ISS in November 2011 after 23 years at the Society for International Development, Rome as Editor of the journal *Development* and Director of Programmes. She has published widely in the field of gender and development including 12 edited books. Her monograph: *Body Politics in Development: Critical Debates in Gender and Development* published by Zed Books in 2009, received the 2010 Feminist Women Studies Association Book Prize. She is series editor of the ISS Routledge Series on Gender and Sexuality and Palgrave Gender, Development and Social Change book series. E-mail: harcourt@iss.nl

Auma Okwany is Assistant Professor of Social Policy at the International Institute of Social Studies (ISS) of Erasmus University in The Hague. Her research interests center on the relationship between social policy, practice and theory for childhood, youth and their families in contexts of risk and marginalisation from a critical perspective. Using this scholarship to improve policy and practice, she is involved in externally funded development and capacity building projects in Eastern Africa. She is the Project Director of the NUFFIC, NICHE program: *Strengthening education and training capacity in Sexual Reproductive Health and Rights in Uganda (2016-2020)*. She has numerous publications and is lead editor of: 'Changing Social Norms to Universalise Girls' Education in East Africa: Lessons from a Pilot Project,' Garant Publishers, 2016. She is series editor of the ISS-Routledge Series on Gender and Sexuality. E-mail: Okwany@iss.nl

Elizabeth Ngutuku is a PhD researcher at the International Institute of Social Studies (ISS) of Erasmus University in The Hague. Her doctoral research focuses on the contestations around child poverty and vulnerability in policies and programmes within the context of the everyday experiences of children in Kenya. Elizabeth was the executive director of Nascent Research and Development Organisation in Kenya and Uganda from 2008–15. Her research interests are in critical studies of childhood and youth, and she has undertaken various research projects in this area in Kenya, Uganda and Ethiopia. She has co-authored a book and published several articles.

Mdubusi Zingelwayo from Nigeria is currently doing his Masters in Development Studies at ISS, The Hague.

Linda Johnson is currently the Executive Secretary at the International Institute of Social Studies (ISS) of the Erasmus University in The Hague. She studied Comparative Literature in the UK and later completed an MBA. She has worked in England, Nigeria, Germany and the Netherlands. She has been involved in international relations in higher education since 1988, holding a variety of posts in the field, including Head of International Relations, Head of Educational Affairs and Director of an American Study Abroad Programme. She has served as President of the European Association of International Education. She currently chairs the board of the Anti-discrimination Foundation for the city of Amsterdam, where she lives. She speaks and writes regularly on topics pertaining to the internationalisation of Higher Education and on diversity. She served as series editor for the EAIE series on the internationalisation of higher education for over ten years. E-mail: johnson@iss.nl

Panel II: Higher education and enrolment issues

Chair: Beer Schröder (Nuffic)

Panel abstract: In this panel researchers share their experiences and research in a number of aspects regarding student enrolment in African universities. Both general perspectives as well as individual university experiences will be represented by the speakers. The discussion may lead towards an insight of the challenges and needs African universities will have to address in the years ahead.

Georges Haddad (Université Paris I Panthéon-Sorbonne) - *Towards an African space for higher education: from Utopia to reality*

Akiiki Babyesiza (University of Bayreuth) – *Massification of higher education in Africa*

Nilza César (Eduardo Mondlane University, Maputo) - *Participatory assessment of the development of the Eduardo Mondlane University, Mozambique*

Bert van Pinxteren (Africa Studies Centre, Leiden) – *What do enrolment data say about education, using Bourdieu's approach?*

Georges Haddad - *Towards an African space for higher education: from Utopia to reality*

For more than two centuries, Higher Education and Research have constituted within Education a key and obviously essential factor for development in Europe, North America and Japan. Within the last seventy years this assertion has been fully confirmed by countries such as South Korea, China, India, Brazil, Israel, and Singapore. Despite numerous official reports and recommendations particularly from UNESCO, the World Bank and OECD, Africa has not yet taken the turn of Higher Education and Research at national and continental levels for its full emancipation and development in the context of globalisation. The presentation will focus on possible and realistic ways for the African continent to address the challenges of Higher Education and Research, taking advantage of experiences from Europe and other regions, adapting them to the African realities; political, historical, cultural, sociological and economic.

In the perspective of an African Space for Higher Education and Research in a Life Long framework, the questions of mobility, quality assurance, recognition of diplomas and qualifications, professionalisation, doctoral and post-doctoral studies, particularly in Sciences and Technology, will be highlighted through tangible proposals including networking issues and the use of ICTs. The fundamental aspects of financing, of international cooperation and support as well as success stories already in action in Africa will also be discussed.

What seems to remain an 'Utopia' for a Region of the World but which everyone agrees to consider as an 'opportunity' but also as a 'peril' for the twenty first century, must be efficiently and without further delay, implemented as a 'Reality'.

Akiiki Babyesiza - *Massification of Higher Education in Africa*

The growth of the young population and widened access to primary and secondary education has led to an increased demand for higher education in Sub Saharan Africa (Mohammedbai 2008). African governments reacted to increased demand for higher education by expanding the public higher education sector and legally facilitating the establishment of private universities. There are many challenges concerning the expansion of the higher education systems. Oftentimes the capacity and the budget of the higher education system are being stretched thin. B.A. and M.A. graduates are

teaching students and there is a dearth of academic staff with a PhD degree. Salaries are low and sometimes make additional jobs, e.g. at newly opened private universities necessary. Private and often public universities are exclusively situated in big towns, so that rural students still do not have access to higher education. In the paper I will discuss the massification and expansion policies as traveling models (Behrends, Park, Rottenburg 2014) that transform the environment that they are appropriated by just as they are transform by their new environment. Based on empirical data from Ethiopia and Sudan the paper will furthermore outline the pitfalls with respect to quality of widening access and participation by superficial massification and expansion of higher education and its solutions.

Nilza César - Participatory assessment of the development of the Eduardo Mondlane University, Mozambique

The current paper reports an ongoing study that aims to evaluate the development of the Eduardo Mondlane University, a Mozambican public higher education institution, since 1976 up to 2015. A participatory approach to evaluation of development (PADev) was employed to gather the appreciation of the university's stakeholders on the usefulness and impact of development interventions. The growth of the Eduardo Mondlane University is visible through the expansion of its physical infrastructure and facilities, the improvement of the administrative and academic functioning structure, the development of human resources and the enhancement of the quality of the services delivered. This development resulted from the external support the university benefited from that led to various reforms and remarkable changes. Nevertheless, this growth has not been systematically and comprehensively assessed to provide a holistic view of the development of the university and especially its interaction with the Mozambican society. A systematised knowledge about the external and internal factors that influenced the occurrence of change and development in the university does not exist. Up until now, there is no evidence of institutional assessments that have been done on the external support expressed in the form of projects or programmes. The isolated evaluation practices of the external development interventions mainly demanded by international donors and cooperation agencies, are limited in time and scope, and presents a short-term perspective. An assessment of development interventions implemented in the last four decades done by university stakeholders using a holistic evaluation tool that provide a more comprehensive, long-term and shared internal perspective on the development of the institution make it possible to find out about its usefulness and its perceived impact. To carry out the study six units were purposely selected and surveyed, specifically three academic units, two research units, and one administrative unit. A combination of methods for data collection and analysis were used and it consisted of in-depth interviews, crowd-writing, focus group discussion, and content analysis. The data indicated that participants' knowledge about the external factors that influenced change at UEM is mostly dependent on the scope of the programme or project. The assessment done by participants on the programmes and projects was based on their experiential knowledge that resulted from the implementation of these development interventions. Programmes such as Sida, Desafio, Niche and Nuffic were recalled on a recurring basis and those are the major interventions implemented at the university so far. The subjective assessment as well as the perceived impact of the programmes and projects was positive given the outcomes. The study's partial and preliminary conclusion is that despite the undisputed benefits of the development interventions,

the dependency of the University on the external support to assure its functioning and development constitutes a threat to the university autonomy and weaken its sovereignty. Nevertheless, the gains and achievements the university obtained over the years strengthened its position and enlarged its power to bargain and take decisions concerning further development cooperation.

Bert van Pinxteren - *What do enrolment data say about education, using Bourdieu's approach?*

The paper will (partly) address the questions: 'How can education (...) achieve social transformations?' 'How can we promote inclusive education and attain cognitive and linguistic justice in schools?' Bourdieu defines education as a field, a system of social positions, structured internally in terms of power relations. Thus, questions such as those quoted above can be analysed using Bourdieu's approach. In addition, his concept of cultural capital is relevant for analysing inequalities in educational opportunity. Education and its habitus can be seen as one mechanism used for class reproduction in Africa. However, education also creates conditions for societal change.

The first part of the paper will briefly outline Bourdieu's framework. The second part examines the evolution in the educational pyramid in three countries of Sub-Saharan Africa: one near the average situation, one negative and one positive outlier, using available UNESCO enrolment statistics. It will compare this data with the same statistics for three European countries. Following Bourdieu and Passeron (the Interiters, 1979), the paper will argue that the evolution over time of the proportion of the population with access to education at different levels is relevant for analysing the social function of education. The paper will end with brief recommendations for the future of education in the three chosen African countries.

About the contributors:

Georges Haddad, a graduate of the École Normale Supérieure, holds an M.A. in Mathematical Sciences from the University of Paris VII and a D.E.A. (postgraduate diploma) in mathematics from the University of Paris VI. He also holds the Agrégation in mathematics and a doctorate (Doctorat d'Etat) in mathematical sciences. Professor Haddad started his career as an Assistant Lecturer at the University of Tours (1975-1976), later on moving to the University of Paris-Dauphine (1976-1983). From 1983 to 1984, he took up the position of Lecturer at the University of Paris I Panthéon-Sorbonne. Appointed Professor in 1984 at the University of Nice, he has since been Professor at the University of Paris I Panthéon-Sorbonne. He was President of the latter University from 1989 to 1994, and also First Vice-President (Chairman) of the French Conference of University Presidents from 1992 to 1994. Professor Haddad is currently Honorary President of the University of Paris I Panthéon-Sorbonne. He participated in the World Conference on Higher Education as Chairperson of its Steering Committee, from 1994 to 1999, and was also a member of the Task Force on Higher Education in Developing Countries (World Bank-UNESCO) from 1998 to 2000. He founded the Marin Mersenne research laboratory for mathematics, informatics and interdisciplinary applications and is a member of several scientific and educational councils. Professor Haddad's personal commitment to education and sciences through mathematics, their development and multidisciplinary applications has been rewarded by honorary distinctions such as Chevalier de la Légion d'Honneur for Scientific Research and Commander of Palmes Académiques for Education, among others. He took up the position of Director of UNESCO's Division of Higher Education in April 2004, and

since December 2010 he is leading the Education Research and Foresight in the Education Sector of UNESCO.

Akiiki Babyesiza is a higher education expert with a regional focus on Sub-Saharan Africa. She has worked for the German Academic Exchange Service (DAAD) in the Regional Office for Africa in Nairobi, Kenya and in the Department of Development Cooperation in Bonn, Germany. She then joined the International Centre for Higher Education Research (INCHER) at the University of Kassel to do her doctorate in sociology and worked as a research associate in the international project 'Higher Education Reform across Europe: Governance & Funding'. After obtaining her doctorate with a thesis on 'University Governance in (Post-)Conflict Southern Sudan' (published at Springer VS), she joined the Bayreuth International Graduate School of African Studies (BIGSAS) at the University of Bayreuth as a postdoctoral researcher in higher education studies. At BIGSAS she established the workgroup 'Higher Education and Society in Africa' and started her postdoctoral research project 'Development and Entrepreneurship at African Universities'. From June 2016 to January 2017 she worked as a Research Fellow for 'Education in Sub-Saharan Africa' on the project 'Translating Visions into Practice: Research and Knowledge Transfer at Public Universities in Eastern and Southern Africa'. For further information please go to: <https://akiikibabyesiza.wordpress.com/>. E-mail: akiiki.babyesiza@online.de

Nilza Aurora Tarcísio César is a Mozambican teacher who works for the Department of Teacher Education and Curricular Studies of the Faculty of Education at Eduardo Mondlane University since 2003. She has a Master degree in Education from the University of Sydney (2008) and a Licenciatura degree in Sociology from the former Research and Training Unit in Social Sciences Eduardo Mondlane University (2003), where she also got a Bachelor degree in Social Sciences (2001). Since 2013 she is a PhD student affiliated to the African Studies Center, Universiteit Leiden; her field of study includes institutional development evaluation. She was the Deputy Director for Graduation Studies of the Faculty of Education of the Eduardo Mondlane University from April 2011 to March 2013, President of the Pedagogical Council from May 2011 to March 2013, and member of the Scientific Council from 2009 to May 2011. In terms of extension and research activities she has coordinated an educational project (Introduction of student centred learning) implemented at the Eduardo Mondlane University in partnership with the University of Maastricht, from October 2011 to March 2013. Her coordination role and participation in research include a research on girls' education in Zambézia Province (2010-2013), and a research on gender-based violence in the Manhica District, Maputo Province (2009-2013), in Mozambique. E-mail: nilza.cesar@uem.mz

Bert van Pinxteren is currently a Research Master student at the Africa Studies Centre Leiden. His main interests include culture, language and education. Before becoming a student, Bert has worked in various fields, notably Internet for research and education (GÉANT) and in the environment/development field (Friends of the Earth International, Environment Liaison Centre International). Bert has lived in Kenya for four years. He has a degree in Community Organisation and Adult Education from the University of Amsterdam. Contact: bert.van.pinxteren@upcm.nl

Beer R.E.V.M. Schröder was born in The Netherlands where he grew up as well as in New Guinea and Spain. He studied cultural anthropology, sociology and literature and earned his degree with a specialisation in African literature at the Vrije Universiteit

Amsterdam. Since 1982/3, Beer works for Nuffic, the Netherlands organisation for international cooperation in education in various management and expert positions. Among others as Registrar for IHE-Delft, Head of the Scholarships Department, Capacity Building Department, and Knowledge & Innovation Department at Nuffic. In November 2014, he was appointed advisor to the Nuffic Board of Directors. He designed many scholarships and co-operation programmes for the Dutch, other governments and the European Commission and specialised in capacity development, international cooperation and the broad spectrum of internationalisation in (higher) education and published the International Course Organisers Handbook, Swets & Zeitlinger in 1983. E-mail: Schroder@nuffic.nl

Panel III: Indigenous and informal education

Chair: Felix Ameka (Universiteit Leiden)

Tajudeen Adewumi (Adebisi Obafemi Awolowo University, Ile-Ife) - *Culture of work, training for and production of clan-bond goods and services in Southwestern Nigeria: The non-formal and informal learning approaches*

Tal Tamari (Centre National de la Recherche Scientifique, Paris) - *Innovations in Islamic education in The Gambia: Reconciling religious aspirations and the requirements of a contemporary state*

Solange Mekamgoum (University of Hamburg) - *Conceptualisation of education in Ngemba (Cameroon)*

Tajudeen Adewumi Adebisi - *Culture of work, training for and production of clan-bond goods and services in Southwestern Nigeria: The non-formal and informal learning approaches*

Work is an intrinsic part of African culture. There are works that are traditional, cultural and clan-bond in Africa. Doing any of such works tells much about one's clan and identity. Practicing or doing any of such works is preceded by training. Training for works in African setting is traditionally characterised by close attachment of the trainees to the master trainers; this is apprenticeship system. This paper investigates and exposes some clan-bond works and goods and/or services, which are peculiar to the study areas in their uniqueness and originality. Descriptive research design is used. Specific objectives, among others, are to explore the historical development, training procedures, and the production processes of the clan-bond goods and services of 'Aso Ofi' (hand-woven cloth) in Iseyin, 'Adire' (tie and dye cloth) in Abeokuta, 'Agbede' (iron fabrication) in Ire, and 'Dodo Ikire' (plantain chips) in Ikire. These towns are purposively selected from the three States of Ogun, Osun and Oyo from Southwestern Nigeria. Two practitioners and two trainees will be purposively selected in each of the works making a total of 16 respondents. The instrument will be a semi-structured interview guide designed to elicit information based on the raised research questions. Data collected will be analyzed using phenomenological narration.

Tal Tamari - *Innovations in Islamic education in The Gambia: Reconciling religious aspirations and the requirements of a contemporary state*

Drawing upon field research carried out in 2004 and 2015, this paper will consider the evolving characteristics of Islamic education in The Gambia. After briefly surveying the different types of Islamic educational offers aimed at children and young people (up to the age of about eighteen), including Qur'anic schools and the religious instruction offered in most state schools, the paper will focus on the changing curricula of the madrasa – present in The Gambia since Independence – and the Qur'anic boarding schools (which are quite distinct from the 'traditional' Qur'anic schools and have developed in The Gambia mainly since 2000). On the one hand, the madrasa, many of which already teach a full complement of secular subjects, are being transformed from primarily or exclusively Arabic-medium to bilingual or even primarily English-medium schools (English being the official language of The Gambia). On the other hand, Qur'anic boarding schools – which focus almost exclusively on allowing children and teens to master the full Qur'an in record time (three to six years) – are drawing an increasing slice of the school-age population. Special attention will be paid to questions such as: why, in addition to its spiritual and moral rewards, Qur'anic memorisation is considered a particularly appropriate preparation for other kinds of study (both Arabic-

and English-medium); the articulations between Qur'anic memorisation, madrasa, and English-medium education (most Qur'anic graduates go on to additional formal education); factors involved in the rising enrolment of girls at both types of Islamic schools; as well as to the differences (and continuities) between traditional and updated memorisation techniques and practices. Many madrasa and Qur'anic boarding schools explicitly present themselves as providing religious education while preparing their pupils for full political and economic participation in a modern democratic state, technologically developing and increasingly global society. Comparisons will also be drawn to developments in neighbouring countries, including Mali and Senegal.

Solange Mekamgoum - *Conceptualisation of education in Ngemba (Cameroon)*

Sub-Saharan Africa is dominated by multilingualism. This has a heavy influence on which language and model have to be adopted for formal education. Though 'Considerable evidence has accumulated over the past four decades that teaching young pupils in a language other than their own is ineffective and contributes to high rates of repeating and dropping out' (UNESCO 2000:28), the several models of functional trilingualism of education proposed by PROPELCA for Cameroon (see Tadadjeu 1975, 1985) emphasising the use of local mother tongue as L1 for early education have not been entirely implemented across the country. These models could be effective if coupled with one important principle of convergent education; that is, centering the learning process on the learner, his/her real-life, environment, family background and worldview. Unfortunately, models of education have not incorporated the worldview of the consumers of education about education itself in the Global South.

This paper aims to explore metaphorical use of language in knowledge transmission situations in Ngemba in order to understand how the people conceptualise education and ways of knowledge transmission. It has emerged that socialisation of the young generation by the elderly is one very important principle in the learning and transmission process and it appears that the people draw more on their real-life activities and realities in the conceptualisation of education. The research is anchored in multimedia interactional data recorded in some Ngemba villages between 2013 and 2015. Ngemba is a Bantu Grassfields language spoken in five villages of Western Cameroon. The culture of the people is similar to that of the entire Grassfield in general so that the findings of the present work can help inform local models of quality education for the global West of the country.

About the contributors:

Tajudeen Adewumi Adebisi obtained his Bachelor's degree (Education/English), Master's degree (Adult Education), and Doctoral degree (Adult Education) from Obafemi Awolowo University (OAU), Nigeria. He started lecturing in 2007 as one of the pioneer lecturers in Osun State University, Osogbo, Nigeria. He is now lecturing in the Department of Adult Education and Lifelong Learning, Faculty of Education, Obafemi Awolowo University, Nigeria. He is an expert and consultant in the Field of Adult Education, Literacy and Basic Education, Adult Learning and Human Resource Development, Workplace Education and Vocational & Technical Education. He has written extensively on these areas in scholarly journals. Among his published articles are: 'Attaining Sustainable Livelihood and Democracy through Vocational Training and Livelihood Diversification' (*Journal of NNCAE* 19-1 [2013]); 'Acquisition of Entrepreneurial Skills by Polytechnic Students in Osun State, Nigeria' (*Journal of Educational and Social Research* 5-1 [2015]); 'Vocational Education in Nigerian Junior

Secondary Schools: An Antidote to Youths Unemployment' (*The African Symposium* 11-2 [2011], co-authored with Clement Oni); 'Commercial Motorcycling: Antidote to Unemployment or Breeding Ground of Crimes and Woe? A Case Study of South-Western Nigeria in Contemporary Nigeria,' in: Sati U. Fwatshak (ed.), *Transitional Agencies of Change* (Austin TX, Pan African University Press, 2016), 237-247. E-mail: jonathanadebisi@yahoo.com

Tal Tamari, an historian and social anthropologist, is Directeur de recherche at the Centre National de la Recherche Scientifique (Paris). She has conducted field research in Mali, Guinea, The Gambia, Egypt and India. Her publications include a book, *Les castes de l'Afrique occidentale: artisans et musiciens endogames* (1997) and (coedited with Dmitry Bondarev) the *Journal of Qur'anic Studies* 15-3 (2013) special issue on 'Qur'anic Exegesis in African Languages'. She has also authored studies on other aspects of Islamic scholarship and education, the interface between Islamic and 'traditional' religions, and the oral and written literatures of West Africa. She has taught at the Université de Paris X-Nanterre and the Université Libre de Bruxelles. Contact: couriel076-jula@yahoo.fr

Solange Mekamgoum is a third year PhD researcher in the Department of African Studies, Hamburg University, as a DAAD scholar. She is working on the use of metaphorical language in knowledge transmission situations in Ngemba language and culture, a Grassfield Bantu group; and seeks to uncover indigenous conceptualisations of the Ngemba. Her research interests include metaphor studies in local languages, traditional education, ways of transmission of knowledge, particularly, life skills, language documentation, pragmatics and language in use. She received her MA in general linguistics, majoring in African linguistics at the University of Yaoundé 1, Cameroun, and her MA thesis was on the description of the speech act of ne chek (rebuking) in Ngemba. E-mail: fouy006@studium.uni-hamburg.de

Panel IV: Education and sustainable city movements in Africa

Chair: Ton Dietz (Africa Studies Centre, Leiden)

Ton Dietz (Africa Studies Centre, Leiden) - *How to integrate sustainable city goals in teaching in Africa and about Africa?*

Madi Ditmars (independent scholar) - *'Each One Teach One': Collaborative learning, an anthropological approach*

Inka Mackenbrock (Wageningen University & Research) - *Between bare necessity and transformative power: The value of informal schools in Kibera, Kenya*

Ton Dietz (Africa Studies Centre, Leiden) - *How to integrate sustainable city goals in teaching in Africa and about Africa?*

All over the world municipal governments are designing and implementing plans to make their city environments more sustainable. Also in Africa there are many examples of 'green city movements', 'sustainable city networks, and plans to make city environments greener, water quality better, health conditions less dramatic, energy use more 'climate-proof', and energy provision, buildings, and public utilities smarter. Very often these nice-sounding plans have the support of the urban middle class, and elite suburbs are now rapidly implementing new standards of environmental sustainability. However, poor neighbourhoods are often neglected, or 'environmental programmes to clean the mess' have a violent impact, undermining the livelihoods of poor urban people.

The International Geographical Union (IGU) has developed a global programme to support 'our sustainable cities' (www.oursus.org), which started in China (with a very successful website in Chinese), but will now be globalised. The idea is that researchers, lecturers, teachers, pupils, NGO workers and municipal workers will contribute ideas and experiences about their own cities, and attempts to make those 'more sustainable cities'. And also that they use these shared experiences to develop educational programmes for their universities and schools, and for training municipal personnel.

Madi Ditmars - *'Each One Teach One': Collaborative learning, an anthropological approach*

Developing and strengthening human capital is key to sustainable development. Education facilitates personal growth, and enables individuals to fulfil a meaningful place in society. It opens doors to opportunities and resources. The importance of higher education to empower beneficiaries, is entrenched in Goal 4 of the Sustainable Development Goals (SDGs). The challenge for institutions is not only meeting monitoring indicators that focus on enrolment and participation rates, but to provide quality education.

The field of cultural anthropology investigates how societies conceptualise, develop, and transmit knowledge, skills and values. Education systems that were built without consideration of the societies they serve and the cultures of their students, adversely affect the quality of learning. Acknowledging the opportunities that technology brings, this paper outlines a few current trends and questions about appropriate e-learning pedagogies. A dimension of culture; individualism vs. collectivism, is reviewed to explore how collaborative learning techniques can enhance quality education at South African higher institutions. The SDGs give higher education institutions a springboard to adapt and develop learning approaches and material that takes their own unique features into account. Higher education institutions in South Africa should embrace this incredible opportunity.

Inka Mackenbrock – *Between bare necessity and transformative power: The value of informal schools in Kibera, Kenya*

While policy makers are still debating over the formulation of the Sustainable Development Goals to attain ‘education for all’, this challenge is addressed by a huge number of informal schools in countries, such as India, Nigeria and Kenya. The informal schools provide care, health, wellbeing and education for children in informal settlements. This phenomenon indicates that informal schools established as a result of the need to provide care for their community could have a transformative power: they provoke social changes beyond the reach of the government. They not only create ‘spaces of hope’ (Koster & de Vries 2012) but also extend these to ‘spaces of change’. The initiators of informal schools are defined as ‘political brokers’ (Bierschenk et al. 2002) using the language of need, help and community to mobilise their own social environment – a language which is ignored by the civil society outside the slum constituted through the language of control of the government and the human rights discourse of the international community. The application of the concept of ‘interactive framing’ (Steinberg 1999) highlights the discursive distance between the power holders of the subject ‘education for all’ – the government and the international community – and the challengers of this subject – initiators of informal schools. The analysis of their discursive struggle, dominated by the international community, rejects the assumption of the empowerment of communities through the human rights discourse. In fact, the application of the theory of ‘vernacularisation of human rights’ (Merry 2006a) delivers a different insight: the human rights discourse serves as a tool of the international community to diminish bottom up empowerment. The investigation leads to an appeal to the government and to the international community – the interdependency of informal schools needs to be acknowledged. The focus on abstract goals needs to shift to real solutions provided by the potential of informal schools.

The case study of informal schools in Kibera, Kenya, was designed as a qualitative research in order to understand the management of informal schools in the political context of slum. The results of this case study answer the question of how the potential of informal schools can be strengthened.

About the contributors:

Ton Dietz is director of the African Studies Centre Leiden and Professor of African development. As a trained geographer he has always been interested in the link between environment and development, and he co-ordinates the IGU ‘sustainable cities’ programme. During the IGU Congress in Beijing he chaired two panels about sustainable cities and he presented an inventory of sustainable city initiatives in Africa. The IGU ‘oursus’ group has signed an MoU with the Beijing Normal University, the country’s most important institute for training geography teachers. The IGU has requested to start the same arrangements with African universities. Ton Dietz has always had an interest in the ways education programmes play a role in local development. E-mail: a.j.dietz@ascliden.nl

Madi Ditmars is a social anthropologist, whose area of interest is education and development. She has completed a number of capacity building projects in South Africa, amongst others an ‘Integrated Development Planning in the Context of HIV/Aids’ course for government and non-governmental officers, and the ‘Integrated and Sustainable Development Planning’ programme for local government planners. She is currently affiliated with the University of South Africa (UNISA), e-tutoring anthropology

students, and is part of a team migrating the department's distance education modules to blended- and online-learning formats.

As critical and creative person, **Inka Mackenbrock** is fascinated by alternative political approaches to achieve universal access to human rights, such as the right to education. In her master thesis of the University Wageningen, she has focused on establishment of informal schools by women groups in Kibera, Nairobi. She built strong networks among informal schools in Kibera, NGOs and governance agencies in order to share the policy guidelines resulting from her research. Through her diverse work experiences in development projects in Kenya and Rwanda, as well as in the United Nations in Geneva, she has developed a broad skill set project management, right based approach, participatory approaches, and humanitarian assistance. Currently, she is coordinating projects in the area of peace building and conflict transformation in the national headquarter of the Catholic Justice and Peace Commission in Kenya. E-mail: inka.mackenbrock@gmail.com

Plenary forum

Matchmaking between African and European education

Chair: Theo Hooghiemstra, Director Nuffic
Douglas Tendai Phiri, Adviser NORAD, Norway
Kristien Verbrugghen, Director VLIR-UOS, Belgium - Flanders
Christoph Hansert, Head of Section, Development Co-operation – Strategy Department, DAAD, Germany.

Abstract: In this forum, representatives from four European agencies share views on co-operation between African and European education. Many of these views are translated into programmes they administer which has as objective fostering capacity building and co-operation between higher education institutions in Africa and the countries represented by the speakers. But times are changing and so do have these programmes. In the discussion, the focus will be on the interest, challenges, needs and formats for academic exchange and co-operation between institutions on either continent.

About the speakers:

In 2014, **Theo Hooghiemstra** took up his position as a member of the Nuffic Board of Directors. He has built up many years of experience as an education consultant, manager, interim-manager and administrator in the education and public sectors. He held the position of interim director at Stenden University of Applied Sciences where his portfolio included restructuring the institution's contract funding for education and research. He also gained international experience as the international affairs director. He also served as an interim director of the Dutch Secondary Education Council (VO-Raad) and as an executive director responsible for repositioning VOS/ABB, the governing organisation for public and private education. As a management consultant, he acquired experience Ernst & Young and the Boertien Group. At Nuffic, he is responsible for a wide portfolio, among others the Nuffic overseas Neso offices and the management of all project and scholarships programmes in the area of capacity building and international relations.

Theo Hooghiemstra studied Business Administration at the University of Groningen (graduated in 1995) and pursued a number of other study programmes including a postgraduate Management Consultant programme at the Vrije Universiteit Amsterdam. He is a member of the board of the Netherlands Foundation for Disabilities Studies, a knowledge organisation dedicated to promoting social participation by people with a disability.

Douglas Tendai Phiri is since 2016 an Adviser in the Section for Research, Innovation and Higher education in NORAD, Norway. He works with the Education portfolio in the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED). Before this assignment he worked as an consultant for Movre Consulting, and as an education adviser for Redd Barna / Save the Children. In 2016 he published an article: 'Suffering and thriving: Children's perspectives and interpretations of poverty and well-being in rural Zambia.' Douglas Tendai Phiri earned a bachelor's degree of the University of Zambia, and an MPhil and DPhil from the Norwegian Technical University in Trondheim. He is presently working on his PhD at the latter.

Kristien Verbrugghen has a MSc in political sciences (Vrije Universiteit Brussel, 1991) and development studies (Ghent University, 1992), has been VLIR-UOS director since 1 March 2005. She was VLIR-UOS deputy director between 2001-2005. Before, she was staff member of science policy, international relations, policy preparing research in the field of development cooperation at VLIR. She also worked as staff member for the Liaison Committee of Rectors' Conferences and the International Association of University Presidents (IAUP), seconded by VLIR, respectively from 1992-1994 and in 1995. She is member of the Board of Flanders Knowledge Area (www.flandersknowledgearea.be) and VVOB (www.vvob.be). She is one of the two official representatives of the so-called Institutional Actors within consultative bodies with the funding agency DGD and the cabinet of the federal minister for development cooperation in relation to strategic policy and operational management matters relating to Belgian development cooperation in general, and the development cooperation of the Actors of non-governmental cooperation in particular.

Christoph Hansert has been working in the area of development co-operation in various German organisations. He worked between 1994 and 2001 in various positions at the German Foundation for International Co-operation (DSE) in both Berlin and Bonn and then for four years at InWent in Bonn as Deputy Head of Division and Senior Project Manager Educational Management Projects, Education Division. Since 2005 he is working at DAAD, Bonn in various positions as Head of Division, International Consultancy Projects and Higher Education Management, Development Cooperation and Alumni Programmes Department, Director, Regional Office for Africa in Nairobi, Kenya and presently as Head of Division, Development Cooperation. In between he has been employed at the Strategy Department as Senior Advisor for Education and ICT, Education Division, (on secondment from DAAD) at the German Federal Ministry for Economic Co-operation and Development (BMZ).

Panel V: Actors and engagement in educational contexts

Chair: Jan Jansen (Universiteit Leiden)

Sara Kinsbergen (Radboud University, Nijmegen) & Lau Schulpen (Radboud University, Nijmegen) - *'Education for life' or 'Education today'?*

Lianne Holten (VU University Medical Center, Amsterdam) - *A maternity clinic in Mali: a zone of awkward engagement*

Jan Jansen (Universiteit Leiden) - *Catering and credit: Investment practices on the countryside of Mali*

Sara Kinsbergen & Lau Schulpen - *'Education for life' or 'Education today'?*

In addition to the huge number of educational development projects and programmes funded by large scale INGOs or multilateral donors, in many African countries there are a multitude of education projects supported by (international) small scale, voluntary development organisations. In this paper we analyse education development projects of these so-called Private Development Initiatives in Kenya from a sustainability perspective. We analyse to what extent (1) planned output and outcome results are achieved in the long-term and (2) projects contribute to structural change. By doing so we answer the question if these projects contribute to 'Education for life' or if it is mainly a matter of 'Education Today'?

Lianne Holten - *A maternity clinic in Mali: a zone of awkward engagement*

The paper explores how claims about the universal applicability of biomedicine work out in the particular context of a private health care project in a non-western setting. The empirical data are derived from an ethnographic study in and around a maternity clinic that was set up on request of a village population in southwest Mali. This project was financed by several Dutch small-scale health care initiatives that aimed to improve local health care services by actively engaging and training local people. From a Dutch midwifery perspective this clinic can be perceived as a zone of awkward engagement for the imagined universality of biomedicine within the local health, educational, and gender arena. Biomedically trained midwives of local origin working in the clinic perceived the dissemination of information on pregnancy and birth as potentially dangerous and equated 'modern' healthcare with dispensing drugs. These midwives experienced logistic and existential challenges when referring patients with obstetric complications to a higher echelon of care. Gender relations and a moral discourse of shame inhibited pregnant women's access to healthcare facilities. Biomedicine was thus made to fit the local context with its specific moralities. However, the new practice raises the question whether such a small-scale initiative is ethically justified; small-scale private healthcare initiatives may do more harm than good in circumstances of great poverty, absence of primary education, gender inequality and poor infrastructure, and should therefore be implemented with caution.

Jan Jansen (Universiteit Leiden) - *Catering and credit: Investment practices on the countryside of Mali*

This paper is based on the author's experiences during fieldwork in Southwestern Mali in the period 1988 to the present. While living in local communities for his historical research, over the years he became involved in numerous small-scale projects (financed by Dutch schools, Dutch individuals, or small Dutch NGO's), most of them in the field

of development of education or horticulture. Most of these projects failed (on the long run), and many of them led to unforeseen severe social tensions among community members or between communities. This paper seeks to understand (and even explain) the failing of these projects by a systematic ignorance, or even denial, of two crucial dimensions in project planning. It is argued that: 1) project plans integrate incorrect ideas about economic and social efficiency, overlooking that much of the economy is based on models for catering and an ideology of compassion, and 2) foreign investors have a simplistic and incorrect idea of local money (and credit) flows.

About the contributors:

Sara Kinsbergen, a researcher at the Radboud University, studies small-scale, voluntary development organisations since 2007. She wrote her thesis on these Private Development Initiatives: *Behind the Pictures. Understanding Private Development Initiatives* (2014). This was the first large scale, in depth study on this alternative development actor. At the moment, she continues this study in a three-years research project titled *The coming of age of Private Development Initiatives*. In this study, she will focus on how these organisations and their development projects develop through time. E-mail: s.kinsbergen@maw.ru.nl

Lau Schulpen is senior researcher and lecturer at the Centre for International Development Issues Nijmegen (CIDIN), Radboud University. He has published extensively on Dutch development policy, fragmentation, NGDOs and Private Development Initiatives (PDIs). He recently edited (with Paul Hoebink) a book on private development aid in Europe (published by Palgrave MacMillan, 2014) and (with Stefan Verwer and Ruerd Ruben) a book on sixty years of Dutch development cooperation. While continuing his research into PDIs and other ‘unusual suspects’ in international development, he focuses as well on changes within the world of non-governmental development organisations (e.g., in terms of their relationship with governments, funding, thematic and country selection, and organisational structure). His latest report in this field was published in 2016 under the title ‘The NGO funding game – the case of the Netherlands’. E-mail: l.schulpen@maw.ru.nl

Lianne Holten is a midwife and has delivered 1,700 babies. She has a MA in Cultural Anthropology and Development Sociology from Leiden University (2007). In 2013 she obtained her PhD at the University of Amsterdam on the ethnographic study of therapy management of pregnancy and children’s illness episodes in the Mandé Mountains of Mali, focusing on the importance of local moralities in health. During her research, over a period of five years in a small geographically isolated village, she set up a (private) maternity clinic and trained local midwives in maternal and child health care. Currently, Lianne is lecturer and researcher at AVAG Midwifery Academy Amsterdam and the Vrije Universiteit Amsterdam (VU). Her work focusses on medical ethical dilemmas and client satisfaction in Dutch maternity care and maternity care for vulnerable groups. Recent publications include articles on motivations of Dutch women to ‘birth outside the system’. E-mail: lianne.holten@inholland.nl

Jan Jansen studied Cultural Anthropology and Medieval History at Utrecht University. He obtained his PhD from Universiteit Leiden in 1995 with a critical analysis of the oral sources for the Mali Empire. A French edition of his thesis was published by Karthala in 2001 as *Épopée-Histoire-Société – Le cas de Soundjata (Mali-Guinée)*. From 1996 to 1998 he was a Postdoc, and from 1999 to 2004 a Research Fellow of the Royal Netherlands

Academy of Arts and Sciences (KNAW). As of 2004 he is a Lecturer at the Institute of Cultural Anthropology and Development Sociology, Universiteit Leiden. Since 2010 he is the Managing Editor of *History in Africa – A Journal of Method*. Since 2014 he is the Treasurer of the NVAS. E-mail: jansenj@fsw.leidenuniv.nl

Panel VI: Education and employability

Chair: Jos Walenkamp (The Hague University of Applied Sciences)

Edmund Ameko (accra Technical University) - *The role of higher technical education on the employability of graduates in Ghana*

Mariama Mary Fall (University of Ottawa)- *Vocational training and employment opportunities for West African youth*

Jalmar Pfeifer (independent scholar) - *'Trained for which job exactly?' Assessing the impact of access to informal ICT education on employment opportunities for marginalised youth in Nairobi, Kenya*

Edmund Ameko - *The role of higher technical education on the employability of graduates in Ghana*

Employability is mostly defined in terms of characteristics that make graduates more likely to gain employment and be successful in their career. However, in developing countries like Ghana the largest level of employment is in the informal sector. Until there is an improvement in job creation in the formal sector especially through increased industrialisation, employment would largely be through entrepreneurial ventures in the informal sector. The acquisition of employability skills through Competency Based Training at Higher Technical Education institutions would not necessarily lead to increased graduate employment. The author advocates that Employability should rather be defined in the context of the ability of graduates to either gain or create employment. The focus of Higher Technical Education training in Ghana should therefore be on the development of both employability skills and entrepreneurial skills.

Mariama Fall - *Vocational training and employment opportunities for West African Youth*

Sub-Saharan Africa has 200 million young people aged 15 to 25 years, which represents 60% of its population. Instead of being a force for the continent, this demographic explosion is of concern because 65% of the youth are unemployed. The labour market needs being defined as needs related to employment growth, replacement of labour and the emergence of new sectors or areas, universities and research African centers are considered to be ivory towers, producing graduates working on subjects too distant from social, economic, cultural and environmental issues their countries face.

Vocational training has been raising a lot of expectations because it has long been considered as the perfect answer to improving the competitiveness of enterprises. However it has long been (and still is partly) considered a choice of lesser quality, a solution in case of school failure, stifling the potential of part of the population that could emerge with training focused on their needs and interests. West Africa, particularly the French-speaking countries, is not completely disposed of the colonial legacy and struggles to provide vocational training system that can respond to the region's development needs. The schooling of the colonial period still in force in practice was too long, too theoretical, mainly to train civil servants.

This presentation will seek to indicate the many obstacles to vocational training in West Africa, including the length of training curriculum, the mismatch between the training offered and the labour market needs, recognition of diplomas and qualifications.

Jalmar Pfeifer - *'Trained for which job exactly?'* Assessing the impact of access to informal ICT education on employment opportunities for marginalised youth in Nairobi, Kenya

The research aims to identify whether informal ICT education is able to change structural mechanisms in society that contribute to high youth unemployment. It critically examines the expectations of researchers and policy makers who argue that informal ICT training can provide youth with the opportunity to profit from globalisation and new labour opportunities that require ICT skills. In order to do so, the study provides insights on the benefits of access to informal ICT training and it tries to explain the unequal distribution of those benefits.

The research focused on a case study in Nairobi, Kenya. Here a two month participatory field research was conducted in several informal ICT training centres. Data were also gathered through interviews and focus group discussions. Narratives of students, training staff, alumni and employers illustrate that youth who get access to training in computer use, coding and digital design actively try to leverage their new skills and networks to secure employment, both during and after informal ICT education programs. However, many of them keep running into structural obstacles to find formal employment. They are challenged by persisting slum identities, spatial and technological boundaries and limited access to new engagements, spaces and places.

Those students and alumni that are most successful tend to rely on a broad support system that goes beyond just access to ICT education. The ability of youth to benefit from this access is the outcome of broader social processes and not of education alone.

About the contributors:

Edmund Ameko is an Associate Professor at the Department of Science Laboratory Technology of Accra Technical University (ATU) in Ghana. He is currently the Interim Pro Vice Chancellor of ATU. Other positions he has held at ATU include Vice Rector, Dean of School of Applied Sciences and Arts, Director of Research and Innovation, Head of Department of Science Laboratory Technology, and Head of Department of Hotel Catering and Institutional Management. He is a member of Academic Board and serves on several committees of Council and Academic Board at ATU. E-mail: edmundameko@yahoo.com; eameko@apoly.edu.gh

Mariama Mary Fall writes: 'My restless fight, professional and personal, as an African woman, lies in education: I firmly believe it is our sole and unique hope to break free from poverty and accessing employment is only one of its many socioeconomic benefits, followed by health: educated people have a higher life expectancy as opposed to those who cannot read (a prescription!). I am very worried about youth unemployment rates that remain a structural problem in many African countries, undermining their economies and representing a significant loss for development. To me, it is urgent to work towards, beyond basic education enrolment rates, policies for the acquisition of skills for a smooth school to work transition.

Working with the regional office of the United Nations High Commissioner for Refugees (UNHCR) for West Africa in Dakar, Senegal for four years also triggered my interest in refugees' education and had me pursue a PhD in Education at the University of Ottawa. My research focuses on young refugees' education and employment opportunities in Niger's refugee camps as education receives less than 2% of all

humanitarian aid and is largely focused on primary schooling.' E-mail:
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Jalmar Pfeifer graduated from Wageningen University & Research where he studied and assessed the impact of informal ICT education on employment opportunities of marginalised youth in Kenya. He specifically focused on the narratives of these youth in order to better understand the experiences of and outcomes for those who accessed informal ICT training programs. Over the last few years, Jalmar has had a continued interest in the use of data and innovative communication strategies to encourage social change. Earlier, he worked at an NGO that designed serious games. Currently, Jalmar is chief storyteller and managing partner at InfographicsLab / 33°, where he supports researchers, policymakers and (public) administrators in governance processes, knowledge transfer, and the use of data for societal impact. E-mail:
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Panel VII: Literacy

Chair: Maarten Mous (Universiteit Leiden)

Mary Anderson (Teachers Development Programme) - *Literacy teaching in Northern Nigeria: policies, practice and resources*

Friederike Lüpke (SOAS, University of London) - *Language-independent literacies for inclusive education in multilingual areas*

Ekaterina Golovko (School of Advanced Studies Sant'Anna, Pisa) - *Literacy and development in Senegal*

Mary Anderson - *Literacy teaching in Northern Nigeria: policies, practice and resources*

Teaching resources – whether paper-based ('hard') or electronic ('soft') – are an essential component in the delivery of effective education. Until the latter half of the twentieth century, there was a vibrant publishing industry in Nigeria led by expatriate firms such as Macmillan and Evans. The current revolution in the publishing industry has changed the landscape of resourcing education, and this in turn has had an effect on teacher training. My presentation will address this issue with regard to teaching and teacher training in Northern Nigeria.

The Teacher Development Programme is a six-year programme funded by the UK's Department for International Development (DFID), running from 2013-19. Operating in six of Northern Nigeria's poorest states, which also have some of the lowest official literacy rates, it aims to enhance the skills and effectiveness of some 66,000 teachers, in turn leading to improved learning outcomes for over 2.3 million students. TDP uses a 'cascade model' for in-service teacher training. My role during my two-week visit in September 2016 was to deliver training in Hausa literacy methodology. In much of Northern Nigeria, Hausa is the language of the immediate environment, and only very few trainees had Fulfulde or another language as their mother tongue. Our team's aim was to heighten awareness of the sounds and structures of Hausa, and to develop phonics-based analytical skills, with the aid of wall-friezes specifically developed for this purpose. The materials faithfully reflect many aspects of Hausa culture and values, including folk culture such as riddles, folktales and playground songs. Much more reflection – and hard cash – is probably needed in order to further this training. Many political and educational issues impinge on mother-tongue literacy teacher-training, and some of these will be discussed in my presentation.

Friederike Lüpke - *Language-independent literacies for inclusive education in multilingual areas*

Language-independent regimes of writing are attested in grassroots writing practices predating the colonial area in use till today and in present-day digital literacies in West Africa. Using the Arabic script with Arabic as lead language and the Latin script with English or French as a lead language respectively, these writing practices are characterised by their fluid multilingual character and by the absence of fixed norms. Boundaries between languages created through standard orthographies are absent from these contexts; writers use their entire multilingual repertoires by transferring the conventions of a lead language to them.

In this talk, I investigate the potential of language-independent literacies to provide an alternative model to mother tongue education and to complement official language literacy in highly multilingual areas through reporting on a case study from rural

Southern Senegal, where the use of these literacies has been piloted. Local trainers have developed methods to teach participants in literacy classes to write their entire repertoires following the conventions of the official alphabet of Senegal. This approach allows inclusive education in linguistically heterogeneous areas where mother tongue education would either proliferate the number of languages taught or exclude large parts of their population. Language-independent literacies can centrally contribute to inclusive education, through the adoption of an emic and culturally anchored model of literacy that does not turn multilingualism into a burden but revalorises it, strengthens literacy skills in the official languages that dominate the formal education system and is transferrable to standard literacies developed for larger African languages.

Ekaterina Golovko - *Literacy and development in Senegal*

'Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world' (UNESCO).

It is common to consider that literacy is development but it is less common to deconstruct this statement. In Senegal adult literacy rate is 52.1% (UNESCO) and the country is ranked 170 in human development index (UNDP). The primary school drop-out rate is equal to 38.6% (UNDP) while only 10.8% of population has some secondary education. This data is related, obviously to economic and social factors, nonetheless the issue of the language of instruction cannot be ignored. The government recognises 28 national languages but instruction in these languages is still not a reality. They are more widely used in the adult literacy programs: communities can choose which language they prefer to be alphabetised with. The subject of this talk will be how different types of literacy can satisfy not only various development goals, but also communities' needs. By the analysis of a local context in the Casamance (Southern Senegal) and examination of policy documents of the Senegalese government, I would like to discuss why some communities prefer local language literacy and others prefer literacy in the official language.

About the contributors:

Mary Anderson has been involved in language education for more than three decades, in both the academic and the publishing fields. Her doctorate from the School of Oriental and African Studies, London, was a study of the Fulfulde/Fulani language of Northern Nigeria, based on her time as a research fellow at Bayero University, Kano. During this period she made many friends and learned the basics of Hausa. She then moved into the world of educational publishing, commissioning educational books for Oxford University Press in Africa (specifically Nigeria and Cameroon), and then for global markets. Mary passionately believes that literacy is the key to empowerment. She recently collaborated with Nigerian colleagues to create a series of materials for teaching basic roman-script literacy in Hausa, which involved extensive research with Nigerian teachers. At present she is working closely with the Teacher Development Programme in Abuja, running teacher-training workshops and helping to develop teacher-training resources. Mary is a trustee of the Britain-Nigeria Educational Trust, and is on the executive committee of the British Association for Literacy in Development. Contact: mary.fulani@gmail.com

Ekaterina Golovko is currently a student at the Master program on ‘Human rights & Conflict Management’ at the School of Advanced Studies Sant’Anna. I am as well a young researcher with academic background. I have a PhD from the Bologna University, Italy, three years as a postdoctoral researcher and eight years of teaching experience at the University of Bologna. In September 2016- January 2017 I interned with UNESCO Dakar in the Education sector. In January – February 2017 I did fieldwork with the Crossroads project in Casamance, Senegal focusing multilingualism, education and development. E-mail: katia.golovko@gmail.com

Friederike Lüpke (Department of the Languages and Cultures of Africa, SOAS, University of London) has a research focus on the Mande and Atlantic languages of West Africa. In addition to the basic description and documentation of these languages, her research investigates language use in the multilingual configurations in which these languages are spoken. She currently leads the Crossroads Project investigating organic multilingualism in rural Casamance. With Anne Storch, she authored the monograph *Repertoires and Choices in African Languages* (Mouton de Gruyter, 2013), on African multilingualism. She is particularly interested in models of multilingual education that do not turn multilingualism into a burden for speakers and intended writers of small languages and is currently experimenting with language-independent literacies. E-mail: fl2@soas.ac.uk

Panel VIII: Policies, teacher training and teacher quality

Chair: Azeb Amha (Africa Studies Centre, Leiden)

Céline Herbiet (Butterfly Works) - *A quality teacher for all; Best practices for supporting teachers in Mali through innovative tools*

Tobias Gandrup (University of Antwerp) - *Teachers are like thieves': state making and the unintended consequences of free primary education in Hargeisa, Somaliland*

Moges Yigezu (Addis Ababa University) - *Teacher education and early grade reading instruction in mother tongue languages in Ethiopia: the case of colleges of teachers' education*

Samuel A. Atintono (University of Education, Winneba) & Avea E. Nsoh (University of Education, Winneba) - *Inconsistent language policies in Ghana and their implications for quality education in Ghana*

Céline Herbiet - *A Quality Teacher for All; Best practices for supporting teachers in Mali through innovative tools*

According to UNESCO's Educational Development Index, Mali is ranked in the bottom three countries with the lowest quality education systems in the world. A shortage of professionally trained teachers with relevant skills, knowledge and competences results in poor learning outcomes. There is a strong need to improve pedagogical support to teachers on a continuing basis. The project 'A Quality Teacher for All' aims to build the capacity of teachers while introducing ICT to support their teaching. The project follows a Human Centered Design approach where the need and the solution is identified by the teachers themselves through a co-creation process. On a two-year basis, the project will digitalise the national teacher training curriculum for both primary and secondary school teachers, in order to make the curriculum more approachable for teachers. Through video and audio the curriculum becomes accessible on the mobile phone and hence attractive for the teachers to use the curriculum at home or in class as a supporting tool in their teaching. In November 2016 the primary teacher training curriculum will be piloted. Based on these results, the secondary teacher training curriculum will be digitalised and adjusted to the needs of the teachers early 2017. The paper intends to answer the question 'How can teacher trainings be improved'. We will share the learnings of the project, best practices and challenges of providing the support teachers actually need, as well as the role of Human Centered Design in finding the most suitable solutions together with the stakeholders.

Tobias Gandrup - *'Teachers are like thieves': state making and the unintended consequences of free primary education in Hargeisa, Somaliland*

This presentation explores contemporary state making through the lens of education policies in Somaliland, a self-claimed independent state in the Horn of Africa. More concretely, I look into the 'free primary education' policy that was introduced in 2010 to create better and more accessible education by removing tuition fees in public primary schools. Based on four months of qualitative fieldwork in Hargeisa, the capital of Somaliland, I demonstrate that the government of Somaliland seeks to construct an image of Somaliland as a 'real' state by extroverting (Bayart 2000) logics stemming from the international community. However, the daily practices of teachers reveal that the policy has, unintendedly, re-structured the professional lives of teachers and the everyday practices of delivering education. The best skilled and most well connected teachers move to the private sector, some work as ghost teachers in multiple schools at the same time, and others continue to collect fees. As one teacher puts it: 'teachers are like

thieves'. Inspired by Migdal and Schlichte's (2005) idea of separating state images and state practices, this article illustrates that while the policy might manifest an image of Somaliland as a 'real' state in the eyes of the international community, the daily practices of teachers do not produce the intended outcomes. This suggests that state making is neither one way or one dimensional. Rather, state making runs in different - at times - opposite directions.

Moges Yigezu - *Teacher education and early grade reading instruction in mother tongue languages in Ethiopia: the case of colleges of teachers' education*

Samuel A. Atintono & Avea E. Nsoh - *Inconsistent language policies in Ghana and their implications for quality education in Ghana*

Research evidence abounds in Africa and elsewhere to support the importance of appropriate language policies in education especially the use of local languages and the quality of educational outcomes in literacy. The paper examines inconsistent language policies in Ghana from both the pre- and post- independence periods and their implications for quality education in Ghana. The language policy in Ghana over the years has been oscillating between the two educational models of early-exit transition of medium of instruction from the Ghanaian language to English, and an English-only model of language education. In reality, these policies have often met with implementation challenges with respect to policy and practice. Multilingualism is also a feature in many African countries and Ghana is no exception, and the design of a language policy can seek either to reap the maximum benefits or to promote the use of particular language(s) over others. Unfortunately, the current language policy and practice in Ghana are not supporting the languages actually spoken by majority of the pupils in the rural and urban areas. Only eleven out of between fifty and eighty languages spoken in Ghana are selected and supported in education. Children from language communities whose languages are not chosen for use in education are compelled to learn in an unfamiliar language with its negative consequences. The language policy dilemma is further exacerbated with the drive by parents to give children maximum exposure to English by using it as a medium of instruction from the early grades which is actually a hindrance to effective learning in most Ghanaian classrooms. We examine these policies and make practical proposals to ensure the appropriate deployment of the Ghanaian languages to improve quality education in Ghana.

About the contributors:

With a background in sociology and gender studies, specialized in children's and human rights, **Céline Herbiet** contributes with accurate knowledge and a well-grounded approach to the Butterfly Works' approach. As an education designer for Butterfly Works she has experience in developing interactive education programmes (topics as GBV, children and human rights, sexual violence, SRHR, gender, entrepreneurship); training master trainers, students and teachers around the world and applying human centred design in every project. She has led many co-creation workshops around the world, in which she collaborated closely with many stakeholders (youth, parents, religious leaders, community leaders) from diverse backgrounds. Working closely with the target group motivates her to get to the core of people's needs by involving them at the heart of the project, and come to real solutions. E-mail: celine@butterflyworks.com

Tobias Gandrup is a PhD candidate in Development Studies from the Institute of Development Policy and Management at University of Antwerp in Belgium. His research focusses on governance in contexts of limited statehood. Empirically, he looks into ongoing negotiations around primary education delivery in the self-declared Republic of Somaliland. Ultimately, the goal of his PhD endeavor is to reveal how ‘things get done’ in a place where the government has limited capacity to deliver key state services such as education. His educational background includes an MA in International Development Studies and Global Studies from Roskilde University in Denmark, and he believes in one social science, and feels himself positioned somewhere between sociology, development studies, political science, and anthropology. His passion - academically speaking - is empirical research on state (un)making and state/society relations and the Somaliland context continues to intrigue and surprise him. E-mail: tobias.gandrup@uantwerpen.be

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Second plenary keynote lecture

INGSE SKATTUM

Language of instruction in Anglophone, Francophone and Lusophone Africa: an overview

In most of Africa south of the Sahara, imported languages (English, French, Portuguese, Arabic) dominate as language of instruction (LOI), whilst most children start school speaking only indigenous, African languages. This hampers learning and contributes to school repeats and dropouts. Countries adopt different language policies to cope with this pedagogical challenge in highly multilingual societies. I will here discuss some representative cases, based on various empirical studies. Language policy defines, inter alia, if African languages are to be used as LOI and/or as subject matter, alone or in bilingual programmes, in which classes and in which disciplines. The choice of LOI(s) depends on the languages' demographic, social, political and historical weight, economic issues (didactic material and teacher training in widely used/minority languages), language instrumentation (lexical development, standardisation), and dialectal differences. This policy must however also take into account people's attitudes, grounded in both identity and utility needs, and meet them with adequate measures.

Ingse Skattum is Emeritus Professor at the University of Oslo, Department of Cultural Studies and Oriental Languages. She was formerly head of African Studies at the Faculty of Humanities, and co-directed two research projects: The Introduction of National Languages into the Educational System of Mali (1995-2006), and Contemporary French in Africa and the Indian Ocean (2006-2011). Her research also concerns orality-literacy, oral literature, African literature in French, Francophone Studies and translation studies. Her publications include 'L'école et les langues nationales au Mali' (guest editor of *Nordic Journal of African Studies* 9-3 [2000]) and *Languages and Education in Africa*, co-edited with Birgit Brock-Utne (2009).

POSTERS

The International Science Programme (ISP) at Uppsala University is working to strengthen domestic capacity for research and higher education in basic sciences in Africa, Asia and Latin America. Sandwich PhD training is a key feature - where students spend part of their training at their home university and part at a more resourceful university abroad. The model provides students studying in less developed environments access and exposure to more advanced training, without being detached from their home institution for several years. These maintained connections, combined with support to improve research environments, facilitates graduates to return home and continue their research after graduation. E-mail contact address: rebecca.andersson@isp.uu.se

TanFiDe – Consortium for Quality Education in Tanzania, is an international consortium bringing together partners from Tanzania, Finland and Denmark committed to work together to find innovative and sustainable ways to foster and develop quality education in Tanzania – from early years education to tertiary education and lifelong learning. TanFiDe consists of research institutions, educational institutions and NGOs/CSOs based in Tanzania as well as Finland and Denmark. The poster presents the TanFiDe consortium, describes the educational challenges in Tanzania identified by the consortium and lays out TanFiDe's visions for addressing these challenges. E-mail contact address: lida@via.dk