

George Clement Bond Center for African Education

# African Education in Focus

## Director's Address

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Professor George Clement Bond established the Center for African Education (CAE) to promote research and teaching about education in Africa and the African diaspora. This publication reflects the work of students and faculty who have conducted research and engaged in educational and cultural opportunities at Teachers College, in New York City and in African countries. Our newsletter also provides an overview of the CAE's programs during the 2018-2019 academic year.

During the Fall and Spring semesters, we collaborated with other organizations and groups to co-sponsor events and welcomed guest speakers, including human rights activists from Sierra Leone and Uganda. We also hosted Teachers College graduate students who presented on their work and research experiences in Kenya, Mauritius, Rwanda, South Africa and Uganda. Working with the International Education Funders Group and the Tri-State Area Africa Funders, the CAE co-sponsored a panel on social-emotional learning in Africa to learn from experts and engage in discussion around the issue. With funding

from the Vice President's Grant for Diversity and Community Initiatives and in collaboration with NORRAG, we hosted an event entitled, "Investing in Education in Africa: Diverse Perspectives on Innovative Financing."

This year's events brought together the Teachers College community and the greater New York City communities to engage and learn about African education and development. Participants included students, alumni, community members and representatives from foundations, philanthropies and non-profit organizations. We look forward to organizing future events that center African youth voices on the future of education and development in Africa.

The CAE recently formed an Advisory Board to help guide the CAE's work and vision. We are grateful to the members of this board for advocating for the long-term support and funding of the CAE's programs. The CAE also supported the revival of the African Students' Working Group, a community of graduate students who are passionate about education in Africa and the African diaspora.

We hope you enjoy this edition of our CAE newsletter and we hope to see you at future events in the 2019-2020 academic year. As always, thank you for your interest and support.

Professor S. Garnett Russell,  
Director CAE



*Professor S. Garnett Russell is an Assistant Professor of International and Comparative Education at Teachers College, Columbia University. She directs the George Clement Bond Center for African Education and is affiliated with the Institute for the Study of Human Rights and the Institute of African Studies.*

## Evaluating a Senegalese primary education program based on literacy in learners' own languages.

-By Carol Benson and Erina Iwasaki.



The research team - from left to right: Erina Iwasaki, Mamadou Diallo, Carol Benson and Mbacké Diagne

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*“Providing instruction in languages that learners speak and understand well has the potential to improve educational access, quality and equity, particularly for groups that have been marginalized in low-income countries”.*

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Research team with a school management committee

An estimated 40 percent, or 2.3 billion, of the world’s people still lack access to instruction in a language they speak or understand (Walter & Benson 2012). According to the World Bank (2005), 50 percent of the world’s out-of-school children live in communities where the language of the school is different from the language of the home. Providing instruction in languages that learners speak and understand well has the potential to improve educational access, quality and equity, particularly for groups that have been marginalized in low-income countries (Ouane & Glanz 2011; UNESCO 2010, 2012).

To this end, professor Carol Benson and PhD student Erina Iwasaki are working with Professor Mbacké Diagne, a Senegalese researcher and Wolof linguist, on an evaluation of the Bilingual Education for Primary School Program in Senegal. A Senegalese NGO has been supporting the National Ministry of Education to implement L1-based bilingual education in three languages—Wolof, Pulaar and Serer—for almost ten years as part of efforts to improve access to and quality of primary

education in the country. The current evaluation, which began with fieldwork in November 2018, focuses on the NGO’s inputs in the past five years to raise bilingual teacher capacity by developing bilingual materials, providing capacity building for members of Community School Management Committees, and training school inspectors to then train bilingual teachers and school directors. Current efforts include extending the bilingual model through the end of primary school (to the sixth year, known in the Senegalese system as CM2).

Carol, Erina and Mbacké’s responsibilities are to provide an external assessment of program achievements, highlight key lessons learned and recommendations for this grassroots approach to implementing bilingual education, assess the sustainability of this bilingual model, and inform future decision-making and scaling-up of this model throughout Senegal.

For the fieldwork in November, the team was joined by Pulaar language specialist Dr. Mamadou Diallo to conduct interviews and focus group discussions with

students, parents and community members, teachers, school directors, school inspectors and education officials, and NGO representatives. The team also conducted writing assessments in L1 and in French with the last cohort of bilingual students, now in year 5 (CM1) and mixed with non-bilingual students. All of the fieldnotes were coded in Dedoose and the writing assessment data was systematized in Excel with the assistance of a group of committed and efficient MA students from the International and Transcultural Studies department at Teachers College.

One of the most exciting findings so far is that there is “positive contamination” between the bilingual vs. “control” students—it seems that the bilingual students and teachers all shared what they learned about L1 literacy with each other. It did not stop there—the team heard from students who had taught their grandmothers or their parents literacy in their own languages, and from a whole community whose Wolof literacy had been energized by their children. The research team looks forward to sharing more of their findings soon.

*Carol Benson (benson@tc.columbia.edu) is an Associate Professor in International and Comparative Education and is a specialist in mother tongue-based bi/multilingual education with over 30 years of experience teaching, training and policy implementation in multilingual contexts in Africa, Asia and Latin America.*

*Erina Iwasaki (ei2232@tc.columbia.edu) is a doctoral fellow in International and Comparative Education, specializing in multilingual education.*

## Teacher Profile: Jessica Deng

### - By Danni Falk.

Research suggests that teachers are the strongest school-level predictor for student learning; yet in contexts of crisis and displacement, where support to teachers is arguably needed most, teacher professional development is sporadic and of varied quality (Burns, M., & Lawrie, J., 2015). In these settings, teachers often come to the profession ‘spontaneously’ as recent secondary school graduates or the most educated in their communities (Kirk, J., & Winthrop, R., 2007). While lacking formal training, these teachers are uniquely positioned to support the learning and well-being of their students (Ibid). However, to do so, they need support.

In May 2016, Dr. Mary Mendenhall partnered with UNHCR and several locally-operating international organizations in Kakuma refugee camp to do just that through a program called Teachers for Teachers. Providing sustained, integrated support to refugee and Kenyan primary school teachers in Kakuma, Teachers for Teachers combined in-person training workshops with peer coaching and mobile mentoring. Between 2016-2018, Teachers for Teachers reached over 500 teachers in Kakuma. The story below highlights the experience of one female teacher who participated in the program.

At 21 years of age, Jessica Deng is not much older than many of her students. And she has more in common with her students than her young age: prior to teaching at this all-girls primary school, she was a student at the

school. Jessica’s family fled South Sudan seeking refuge in Kenya in June 1992, and Jessica was born in Kakuma in 1997. She has spent her whole life in Kenya, studying in Kakuma for primary and Nairobi for secondary school. Since graduating from secondary school in 2015, Jessica has been teaching.

Jessica was motivated to join Teachers for Teachers when she saw the changes her colleagues experienced after participating in the program. After joining the program in January 2018, Jessica began seeing changes in herself. She started making an effort to know each student by name and used active teaching strategies, like group work, that she had learned in the training to engage her class of 160 students. Changing her teaching approach ultimately led to changes in her students’ behavior and performance. Jessica explains, “My learners now are able to engage in my class... The class is more active... [these approaches motivate] learners coming to school every day and when they come to school every day, they’re able to learn every day.”

Beyond learning new teaching strategies, Jessica learned how to recognize, address and manage her stress. Teaching is one of the most stressful professions, and in Kakuma, where class sizes exceed 150 learners with diverse cultural and linguistic backgrounds in under-resourced classrooms, this stress is magnified. Jessica shared how stress affected her teaching, explaining, “[Last year] I never wanted

to wake up to go to work, and every time I went to work I was late. I didn’t care about anything, not the students, not what I taught.” During Teachers for Teachers, Jessica had time to reflect on her own well-being and learned how her stress may have affected her learners. She said, “When we’re talking about child well-being... I knew that when you’re stressed you tend to [let it affect] the other people around you, and I noticed that I just threw things at children at school because of my own stress.” After the training, Jessica felt motivated to try some of the stress management strategies she learned, such as talking with close friends and listening to music. Applying these strategies has had a profound impact on Jessica in her role as a teacher. “[Now] I am motivated to come to class every other time and teach,” she explains.

Jessica’s students noticed these changes in her as well. One learner explains, “This year, she doesn’t miss class. Last year she would sometimes miss school or leave right after teaching. Now she comes every time, even early in the morning.” Jessica’s commitment, availability and approachability motivate her learners to come to class every day ready to learn and try their best. Her learner explains, “It makes us interested in the lesson... To see a serious teacher you must put more effort to what she’s doing.”

**For more information on Teachers for Teachers, please visit [tc.columbia.edu/refugeeducation](http://tc.columbia.edu/refugeeducation)**



**Jessica Deng**  
Teacher at Kakuma Refugee Camp

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*“Changing her teaching approach ultimately led to changes in her learners’ behavior and performance.”*

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*Danielle Falk is a doctoral student in the International and Comparative Education program at Teachers College. Her research interests include the role and well-being of refugee teachers as well as the policies that affect educators in crisis and displacement contexts.*



**Deborah Osomo**  
M.A. Candidate, International  
Education, New York University

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*“With the growth of capitalism and internationalization, collaborative initiatives with private international companies who are passionate about education can open doors to economic advancements.”*

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## The Right to Accessible Education: Why Does Adequate Funding for Public Education in Nigeria Matter? - By Deborah Osomo

There is a need to fund public education in Nigeria on the elementary, secondary and university levels towards the advancement and maintenance of infrastructure, resources, economy and society. The continuous lack poses a threat towards the growth of the country’s educational standards. Nigeria’s ability to build up a large percentage of strong intellectuals becomes questionable and limits the impact younger generations can have on advancing national democracy and the economy. A 2017 BBC World Service report indicated that Nigeria has the highest number of out of school children in the world with about 10.5 million children left uneducated (BBC Minute: On Nigeria’s education crisis, 2017). Such reports project disregard for education and makes it easy to assume that Nigeria has nothing to offer the world except continuous poverty and religious conflict. Quality public education is key to changing this perspective because a majority of Nigeria’s population can make significant contributions if accessible academic opportunities are available.

Since Nigeria’s independence from England, the education system in use has been based on

the 1977 National Policy on Education (NPE) document (Moja, T. 2000). This policy was to created to address “the issues of imbalance in the provision of education in different parts of the country with regard to access, quality resources and girls’ education. (Ibid). The responsibility of funding this policy naturally falls to the federal, state and local governmental powers because they directly work alongside the Nigerian Ministry of Education to implement and publicize the NPE policy and many others like it.

Since the NPE policy was implemented, there has been failure to finance and implement better public education. The children in the northern part of the country have trouble accessing basic education because of either cost or distance and children in the southern part of the country have trouble accessing basic education because of the lack of infrastructure and trained teachers. There are multiple cases of students lacking learning materials, teachers being understaffed and underpaid, shortcomings in teacher development and non-existing and appropriate school facilities in many communities. All Nigerians need the chance to develop their intellect through

exposure and display innovation through the influence and guidance of public education within their own communities.

Provision of quality public education can be financed through global funders who are willing to invest in Nigerian children knowing that the federal government will gradually take over funding as local funding increases through economic successes. With the growth of capitalism and internationalization, collaborative initiatives with private international companies who are passionate about education can open doors to economic advancements. There capable individuals who need encouragement and support to change the course of Nigeria’s history by finally putting the ways of the past behind in order to move forward. Nigeria has always been a country based on nationalism and creativity. When the government is involved in upholding those characteristics and providing new ways to develop them, Nigeria will have a bright future in the world that is becoming more capitalistic and technology oriented. With better public education, younger generations can transform Nigeria into a respected and successful world power.

*Deborah Osomo graduated from LeTourneau University obtaining a B.A. in Elementary Education and a minor in Reading. She is an Editorial Assistant for the Journal on Education in Emergencies within the Inter-Agency Network for Education in Emergencies and is currently developing an independent research study on public education in Nigeria.*

## Refugees with Disabilities in Uganda - By Solomon Collins

There are over 1 billion persons with disabilities in the world, which constitutes around 15% of the population worldwide. Studies have also shown that approximately 16% of all impairments are war- and conflict-related and those persons with disabilities (PWDs) are recognized as among the most marginalized and at risk population in any crisis-affected community (UN General Assembly, 2016). An estimated 9.7 million persons with disabilities are forcibly displaced as a result of conflict and persecution, and many are often victims of human rights violations and conflict-related violence. They are often not identified in data collection or included in needs assessments, and thus are not considered in programs designs or implementation.

Increasingly, women and girls with disabilities are understood to experience multiple and intersecting forms of discrimination based on age, gender and disability as well as other factors, such as nationality and socioeconomic status. This discrimination is exacerbated in conflict and displacement situations, where they face a variety of human rights violations, including violence,

abuse and exploitation. The United Nations Convention on the rights of Persons with Disabilities (UNCRPD) provides the human rights framework for the empowerment of PWDs, women and girls with disabilities as both agents and beneficiaries of humanitarian actions. Article 6 recognizes the multiple forms of discrimination faced by women and girls with disabilities, and requires state parties to ensure their full development and empowerment. Furthermore, the CRPD mandates that state parties must ensure the protection and safety of PWDs including women and girls in the situation of risk and humanitarian crises (Article 11); and that protection services are age, gender and disability sensitive (Article 16) and that international cooperation is inclusive of and accessible to persons with disabilities (Article 32). Humanitarian actors need to effectively incorporate the concerns of women and girls with disabilities and other PWDs in protection strategies and to mitigate risks to them and their communities.

Uganda is the 3rd highest refugee hosting country in the world with refugees from neighboring countries due to conflicts and

civil strife. PWDs are literally and programmatically ‘invisible’ in refugee assistance programs. They are excluded from or unable to access mainstream assistance programs through attitudinal, physical and social barriers. Persons with disabilities potential to contribute and participate is seldom recognized; they are more often seen as a problem than a resource and more often ignored than assisted.

Lack of data on refugee with disabilities and their needs has resulted in ignoring their skills and potentials, their needs, the social, physical and environmental barriers they face in participating fully in society. This affects planning and designing of programs that include PWDs in Humanitarian situation and this still remains a big challenge and need to be addressed in order to work towards a more inclusive system that reflects the CRPD approach to disability.

My appeal to all stakeholders is to have participatory inclusion of refugee Persons with Disabilities in all programs, budgets and plans.



**Solomon Collins**  
National Coordinator of the  
Refugees with Disabilities  
Project at NUDIPU.

Mr. Collins is a 2018 Human Rights Advocates Program alumnus from Columbia University.

*“PWDs are literally and programmatically ‘invisible’ in refugee assistance programs.”*



Staff at NUDIPU

*The National Union of Disabled Persons of Uganda (NUDIPU) was formed in 1987 by groups of Persons with Disabilities (PWDs) whose issues and concerns were not being addressed by duty bearers and service providers as a result of lack of a unified voice.*

*NUDIPU's membership comprises of 15 Disabled People's Organizations (NDPOS), bringing together various categories of persons with disabilities and district unions of PWDs in Uganda.*

*NUDIPU's mission is to advocate for a unified voice of PWDs for improved livelihoods. NUDIPU's vision is: Dignity for every person with disability.*



Cyril Owen Brandt

*“With the growth of capitalism and internationalization, collaborative initiatives with private international companies who are passionate about education can open doors to economic advancements.”*



Gauthier Marchais

## The role of social networks in accessing education in conflict-affected regions in the Democratic Republic of Congo - By Cyril Owen Brandt and Gauthier Marchais

The Eastern regions of the Democratic Republic of Congo (DRC) have experienced complex armed conflicts for the last twenty years. While research from a range of countries has revealed a multifaceted relationship between armed conflict on education, and vice versa, the DRC has surprisingly received little attention. With our research on the role of social networks in coping with conflict we hope to contribute to filling this gap.

### Context

The Congolese state and education system have struck observers for their resilience. The public education system has not only survived dire years of war and reform stalemates, but has also effectively expanded. However, resilience has come at a high cost: the state administration is omnipresent but offers low-quality services. For example, the civil servants databases are unreliable which means that teachers are not paid according to, for example, grade and seniority. Households pay schools fees which has allowed the system to survive despite a lack of state funding. At the same time, these exorbitant fees constitute a burden for boys and girls to ac-

cess schools. Educational expansion itself is an example of these trends: informally brokered deals through, for example, Members of Parliaments have led to school openings even in very remote and conflict-affected areas. However, this comes at the price of planning and efficiency, further depleting the country’s already meager budget dedicated to education. In sum, most aspects that have helped the sector to survive have also aggravated injustices.

International donors have supported the Congolese Ministry of Education as well as actors on the ground in their desire to improve the delivery of education. Currently, Save the Children and its partners are working on two projects: REALISE (*Réussite et Epanouissement via l’Apprentissage et L’Insertion au Système Educatif*) and BRICE (Building resilience in crisis through education). Both projects have a research component led by the Institute of Development Studies at the University of Sussex.

### Methods and approach

Through a mixed-methods study, we investigate the role of social networks and relations in the

provision of education in conflict-affected regions. Conflict studies have analyzed the reconfiguration of social networks in armed conflicts and protracted crises, but this research has thus far – to our knowledge – not been taken up by educational researchers. Our research will explore how social networks and relations mitigate or exacerbate the impact of conflict on educational access. Do different types of kinship networks change the impact of violent conflict on households and students? Does it help to have a relative who is a public official, or a military actor? How do extended families cope with school fees?

On top of the focus on students, our research also intends to contribute to research on teacher professional development in conflict-affected contexts. We wish to better understand how teachers’ positionality – especially their ethnic belonging, their position as ‘local’ or ‘foreign’ and whether they are internally displaced – exposes them to attacks and threats and thereby reduce their capacity to teach effectively.

*Cyril Owen Brandt finished his PhD at the International Development Studies program at the University of Virginia in 2018, within the Education and International Development ISAcademy research group. He then became a postdoctoral researcher at the Institute of Development Policy (University of Antwerp) for a research project until the end of 2018.*

*Gauthier Marchais is a Research Fellow in the Conflict and Violence Research Cluster at the Institute for Development Studies (IDS), University of Sussex. He recently completed a PhD at the London School of Economics and Political Science on the dynamics of participation in armed groups in eastern Democratic Republic of Congo, and has been involved in several research projects focused on the region.*

## Opinion: Harlem Artisans Market by Nick Ogutu

Has African art finally found a place in New York? As one of the proprietors of Harlem Artisan Market, I know this is a difficult to answer because African art and culture is so rich, diverse and deep that it could occupy the entire city itself.

As part of an initiative for Safari Yangu and a few street vendors, Harlem Artisan Market opened its doors in December 2018 as a pop-up indoor market on 105 west 125th street in Harlem. Safari Yangu is an organization that was founded in 2017 by a group of volunteer students at Columbia University. Its purpose is to empower immigrants through advocacy and create different platforms to tell their unique stories. Safari Yangu's interest in working with street vendors in Harlem was inspired by the large number of immigrants in the community who are street vendors with untapped potential and skills; vendors who sell a variety of products such as handcrafted items like baskets to mud cloth, sculptures, jewelry, paintings and beadwork. Despite their valuable skills, talents and knowledge, systemic and institutional barriers continue to block these vendors from their full potential.

Noticing the challenges immigrants and street vendors face, Safari Yangu, with no funding or external support, collaborated with numerous vendors in order to form a working group that helps mitigate some of these challenges.

In recent years, statistics have shown that vendors have been victimized by New York's ag-

gressive "quality of life" crack-down. They have been denied access to vending licenses and powerful business groups have closed the streets to them. In addition, they are victims of excessive ticketing for minor violations, like vending too close to a crosswalk, which is a violation that big business should also incur but scarcely do.

The New York property landscape, especially commercial spaces, is paved with obstacles. Even though there is an abundance of vacant stores and many local businesses are looking to fill the spaces, most landlords prefer corporate tenants. That is why it took many agonizing months for us to find a willing property owner. On the first day of December 2018, vendors began moving in and setting up their booths.

Within weeks after opening, many small business people visited in search of a space, having lost their stores of several years to corporate companies like Whole Foods and Marshalls. Recognizing how this gentrification directly affects the minority community and black and brown people, I've applied my social work skills from Columbia University by utilizing our office as a place for people from the community to come together in a therapeutic and supportive environment.

The market has quickly captured the heart of the community. It is not only a selling space but also a community center that hosts trainings, meetings, and various events. Vendors in the African diaspora have finally found a

needed space to share their skills and knowledge and to make a living. Most of the merchandise are handcrafted and unique.

Bah, a 65-year-old father of five, started as a tour guide at the age of 13, in his native country Mali. He is now the world's largest collector of African cup art pieces. Despite his lack of Western style education, he has taught graduate students in different parts of the world. He said, "This market gives us the opportunity and a platform to correct some of the misinformation about our art, education and our culture". His art pieces have been exhibited in many museums and colleges however he has only ever been paid a pittance and his name has never been recognized in the provenance.

Djinaba, who is one of the managers at the market, is well known in Harlem and at Columbia University Broadway Street Market for her unique designs of jewelry and antique clothing. She said, "Our family arrived in Harlem from Guinea in 1999 and none of us could speak even a word of English but it didn't take long before people noticed our skills in jewelry and dress making". Most of her clients do not realize that she is a trained accountant from Baruch college. Similar stories are repeated many times among the African immigrants.

Bola, originally from Nigeria, is a 64-year-old clothes designer who recently lost her store space of 28 years on 5th Avenue in Harlem and is excited to be at this market. She said, "I learned dressmaking from my father and



Vendors at the Harlem Market

that is what I have been doing since I came with my husband to this country in 1977." Even though she later went to the Fashion Institute of Technology for technical training in New York, she explained that most of her skills were acquired as a young girl in the village.

As I write this article, the market has just received good news from the landlord about the extension to April 2019. We will soon begin discussions and advocacy for the months of May and June. The struggle continues. I hope by the time you are reading this article, the market will still be operating!

Website: [www.safariyangu.org](http://www.safariyangu.org)

Email: [nho2106@columbia.edu](mailto:nho2106@columbia.edu)



**Nick Ogutu**  
President, Amnesty International,  
Bronx New York chapter;  
Director, Safari Yangu

*Nick holds an MSSW degree from Columbia University's International Social Welfare/ Migration and Refugee Studies Program.*

## Fall 2018 and Spring 2019 Events



Students at the Coffee Hour

### Coffee Hour: September 13, 2018

In the fall, the Center hosted a coffee hour event for students, faculty and visitors with interests in the fields of Education and African Studies to connect with each other. The work of the Center was highlighted and upcoming events for the semester were presented.



Human Rights Advocates and CAE Staff

### Human Rights in Africa: Advocates Panel: November 8, 2018

In collaboration with the Columbia University Human Rights Advocates Program (HRAP), the CAE hosted a panel of Human Rights Activists conducting work in Africa. The panelists included Robert Kirenga, the Executive Director of the National Coalition of Human Rights Defenders in Uganda; Mambu S. Feika, the Director of Prison Watch in Sierra Leone; Solomon Collins Nkulinga, the Program Assistant of the National Union of Disabled Persons of Uganda; and Pepe Julian Onziema, the Programs Director of the Sexual Minorities organization in Uganda.



Presentation by Katrina Webster

### Student Research Presentations: November 29, 2018

The CAE's annual Student Research Presentations co-sponsored by the Office of the Vice President for Diversity and Community Affairs featured TC students' research projects and work experiences in various African countries. This year, the presenters included Kayum Ahmed who spoke about his work studying the #RhodesMustFall movement in South Africa and the movement to decolonize the White Liberal University; Alyssa Baylor who presented on her experience with teacher trainings in Mauritius and Rwanda; Danni Falk who spoke about supporting teachers and student learning at Kakuma refugee camp in Kenya; Seoyon Kim whose presentation highlighted the influence of school-based learning communities on teachers' professional development in rural Uganda; and Katrina Webster who spoke about negotiating educational priorities at a secondary school in Rwanda.



Group Activity for SEL Panel Discussion

### Social Emotional Learning in Africa: Panel Discussion: January 30, 2019

In collaboration with the Tri-State Area Africa Funders and the International Education Funders Group (IEFG), the CAE hosted a panel of experts for a learning session on the potential for Social Emotional Learning (SEL) in early childhood and adolescent settings in Africa. The panel of experts included J. Lawrence Aber from NYU Wagner; Sarah Wolman, Initiatives Lead at the Lego Foundation and Elana Pollak, People Relations, for Educate!.



## Impact of Local Language Instruction in Senegal: March 27, 2019

The CAE hosted a discussion with Dr. Carolyn Benson and PhD. student, Erina Iwasaki focused on the impact of bilingual education on early grade reading initiatives in primary schools in Senegal. The event was moderated by Honey Walrond, an MA student in the International Education Development program at Teachers College.



## Investing in Education in Africa: Diverse Perspectives on Innovative Financing: April 9, 2019

In collaboration with NORRAG, a global membership-based network for international policies and cooperation in education and training; the Tamer Center for Social Enterprise, Columbia Business School; and the Tri-State Area Africa Funders, the CAE hosted a panel of experts to discuss diverse perspectives on innovative financing and investing in Education in Africa. This event was co-sponsored by the Teachers College Vice President's Diversity and Community Initiatives Grant Fund. The panelists invited include Marina Avelar, Research Associate, NORRAG; Amini Kajunju, Executive Director, IUGB Foundation and Barbara Bylenga, Founder and Executive Director, SHE-CAN. The keynote speaker was Dr. Aleesha Taylor, Founder and Principal, Herald Advisors, and the event was moderated by Dr. Fabrice Jaumont, Education Attaché for the Embassy of France to the US, Program Officer for FACE Foundation and Research Fellow at Fondation Maison des Science de l'Homme.

## End of Semester Happy Hour: Date TBD

In collaboration with the African Studies Working Group (ASWG) the CAE will host an informal event at the end of the spring semester to debrief on the Investing in Education in Africa Panel event and invite students from the continent studying in the US to share their own perspectives on the topic.

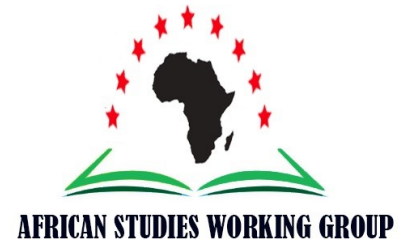
# The African Studies Working Group

In the spring, a student group, the African Studies Working Group (ASWG) was formed with a mission to create a community of graduate students passionate about education in Africa and the African diaspora. The objectives of ASWG include developing a supportive network of students, scholars, and practitioners with interests in the field of African studies; providing opportunities for students to develop their scholarly interests and academic pursuits related to African education; and create and maintain partnerships with other Africa-focused student groups and organizations, both locally and globally. Events

held by AWSG this semester included:

- Coffee Hour with new ASWG members: January 25, 2019
- Brown Bag with Dr. Yuusuf Caruso, the Africanist Librarian at Columbia University: February 20, 2019

To learn more about upcoming events, volunteering with ASWG and to join the mailing list, please send an email to: [aswg@tc.columbia.edu](mailto:aswg@tc.columbia.edu).



## Student Profiles



### Tobore Egborge Program Coordinator

Tobore Egborge is a doctoral student in the International and Comparative Education Program, specializing in African Education. She is an international development professional with over 12 years' cumulative experience in program management, new business development and communications. Her background includes work in the fields of emergency response and recovery, adult education and public health communication; with experiences working in various countries in Sub-Saharan Africa. Her current doctoral study and research focuses on topics of civic education, citizenship and national identity in Nigeria.



### Katrina Webster Program Assistant

Katrina Webster is a Master of Arts student in the International Educational Development program at Teachers College, Columbia University. She is an international development professional with experience in research, proposal development, and program management. In Rwanda, she taught TOEFL classes and developed and managed academic enrichment and career development programs for high school students. She is interested in girls' access to tertiary education in the Global South, refugee education, and out-of-school children and youth.



### Alyssa Baylor Social Media Volunteer

Alyssa is a M.A. student in International Education Development at Teachers College. She holds a BA in International Studies from Trinity College. Prior to studying at TC, she taught college writing and led the faculty development team at a new university in Rwanda and Mauritius. A native New Yorker, she loves discovering new places to enjoy a good cup of coffee or to listen to live music. Her research interests include African education, critical pedagogy, curriculum development and teacher education.



### Honey Walrond Volunteer

Honey Walrond is a graduate student in the International Educational Development Program at Teachers College, Columbia University, specializing in Language, Literacy, and Culture within the African diaspora. She is a proud alumna of Hunter College School of Education--receiving her B.A. degree in English Literature and Education with a focus on curriculum development, literacy, and secondary education. She has been an educator locally and abroad for ten years, both in traditional and community-based settings, where she taught 9-12th grade ELA, facilitated workshops to faculty centering on the migration of African youth; specifically, the ways in which to incorporate the students' culture, mother tongue language, and culturally relevant literature into the classroom.



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We are also on Instagram.

**The George Clement Bond Center for African Education promotes research and teaching about education in Africa and in the African diaspora, including Latin America and the Caribbean. We do this by creating communities of students, alumni, faculty, and staff with common interests in the fields of education and African studies. In particular we seek to promote interdisciplinary study and discussion at Teachers College and throughout the Columbia University community through collaborative research projects, conferences, lecture series, and courses.**

**The Center also promotes exchanges and partnerships with African universities by hosting visiting scholars, African educators, researchers, policy makers, practitioners and activists. The Center provides different forums for these varied constituencies to discuss their research and other collaborative projects.**

**In accordance with Teachers College's education mandate, the Center highlights challenges within this domain with a particular focus on the understanding and promotion of educational equity.**