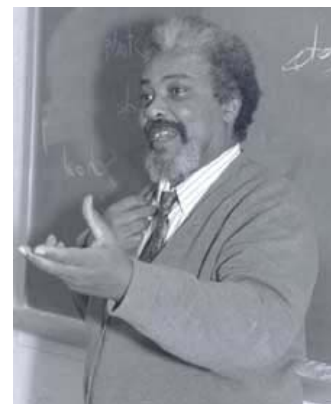


AFRICAN EDUCATION IN FOCUS

A publication of the African Studies Working Group at Teachers College, Columbia University

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TEACHERS COLLEGE AND AFRICA: AN HISTORICAL NOTE

BY GEORGE CLEMENT BOND, WILLIAM F. RUSSELL PROFESSOR OF ANTHROPOLOGY AND EDUCATION

The African Studies Working Group (ASWG) and this first issue of *African Education in Focus* (AEIF) mark the revival of African studies at Teachers College. They point to the renewal of the College as a major world center of African affairs and education, attracting students from Africa, Asia, Europe and the United States. Students, the initiators of the Working Group, have promoted Africa within the University system and are actively engaged in courses and research on Africa while faculty are training teachers, scholars, policy-makers and practitioners to deal with the complex problems confronting the peoples of contemporary Africa.

Teachers College has a prominent history of training African students and through them affecting the development of African education and African affairs. It can count among its graduates distinguished educators and activists such as the Ghanaian James Aggrey and South Africans Frederic Dube, Charles T. Loram and Sibusisiwe Makanya. Dr. James Aggrey, the founder of Achimota College in Ghana, and Dr. Charles T. Loram, the first South African Teachers College doctorate and a leading figure in the all white "Teachers College South Africa Club", are, perhaps, the two most prominent graduates of this early period. They represent two strands in African and American education. Dr. Aggrey, who worked closely with the Phelps Stokes Foundation on African education and had an active career in American black and Ghanaian education, was a strong advocate of "Africa for the Africans" and immediate decolonization and independence. Dr. Loram, whose career included being the Commissioner of Education for South Africa (1920s) and Chair of Yale's Department of Race Relations (1931-1940), advocated policies of gradualism and segregation in South Africa and the United States. As students and graduates of Teachers College they held views that had a marked impact on educational policies within Africa and the United States. During their life time both men were thought to be progressive in their understanding of African education. They were advocates for different educational entitlements and temporal rates of social inclusion.

A second major historical change occurred in the late 1950s and early 1960s with the strong push of East African countries for independence. Teachers College became the center for two related projects, Teachers for East Africa (TEA-initiated in 1961) and Teachers Education in East Africa (TEEA- started in 1965). The purpose of these programs was to provide East African secondary schools and teacher training colleges with highly trained American teachers. Teachers College professors R. Freeman Butts and Karl Bigelow were the initiators and main organizers of the two programs. They were assisted in the selection, training and placement of teachers by their Africanist colleagues, David Scanlon and James Sheffield. The programs were a resounding success and from 1961 to 1972 TEA supplied more than 600 teachers to East African countries. The basis was laid for future collaborations between Teachers College and East African Universities.

This Teachers College experiment set the stage for student interest in Africa and stimulated generations of American students to teach, undertake research, and work for non-governmental organizations in Africa. Teachers College graduates pursued careers related to African affairs or brought their African experiences to the classroom. Examples are Dr. Anthony Barclay of Development Alternatives, Dr. Joseph Paul Martin of Human Rights at Columbia, Dr. Joyce Mook of the Rockefeller Foundation, Dr. Peter Mook of the World Bank and Professor Robert Taylor of Teachers College. During this period another relationship was being established with the Institute of Kiswahili Studies that was based on the training of Tanzanians in Applied Linguistics at Teachers College. The arrangement, initiated by Professor Marcia Wright of Columbia, fell under the immediate supervision of Professor Clifford Hill and led to the training of distinguished Tanzanian scholars such as Drs. Zubeida Tumbo-Musabo, John Kiango, Eliezer Chiduo and Peter Mtsegiwa. Thus, many of the leading applied linguists at the University of Dar es Salaam and other East African Universities are graduates of Teachers College. With the inde-

pendence of African states and the collapse of the Soviet Union, Africa has entered a new period of social upheavals and political transformations, requiring the talents of a new generation of dedicated Africanists. In Teachers College is fortunate to have two such scholars who are committed to teaching and research. As young active scholars, they have already begun to provide the conceptual tools and practical focus for analyzing Africa's complex social and educational problems. Their emphasis is on education but within the context of local social conditions and changing global circumstances. Professor Anderson, trained as a sociologist, has devoted his talents to analyzing higher education and race relations in South Africa and the United States. He is of South African origin, and the focus of his recent book, *Building a People's University in South Africa: Race, Compensatory Education, and the Limits of Democratic Reform*, (continued on Page 2)

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and his articles present a sharp contrast to the “Teachers College South Africa Club” of the 1920s and 30s and the ideas of its leading figure, Charles Loram. Anderson brings to bear sophisticated theoretical formulations to understand the role of Universities within the context of new, emerging configurations of ethnic and race relations in Southern Africa. His most recent Ford Foundation funded project will be to investigate the process of transforming and restructuring South African Higher Education. Professor Vavrus, through her teaching and research, has renewed and strengthened Teachers College’s ties with East African Universities and secondary schools in Tanzania. Her recent book, *Desire and Decline: Schooling Amid Crisis in Tanzania*, demonstrates the intimate connections between schooling, local conditions and international organizations such as the World Bank. Her formulations are incisive and focus on major educational issues and social crises such as HIV/AIDS. As part of the revitalization of interest in Africa and renewal of ties to East Africa, Professor

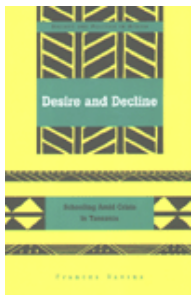
Vavrus has organized a new course in which students are taught at Teachers College and in Tanzania. Her present research will serve as a base line for a long term study of education in rural Tanzania. She will also investigate the plight of orphans in urban situations. In their teaching and research Drs Anderson and Vavrus share a number of theoretical and practical interests in schooling and the ability of schools to adjust to the challenges of contemporary Africa. They are part of the exciting new generation of Africanists at Columbia and Barnard who include Linda Beck, Brian Larkin and Lesley Sharp whose research brings education into the study of politics in Senegal, popular culture in Nigeria and youth in Madagascar.

Let me conclude with a strong vote of thanks to the Teachers College students who initiated ASWG. They have brought Africa and African Education back into focus within the Columbia University system.

George Clement Bond

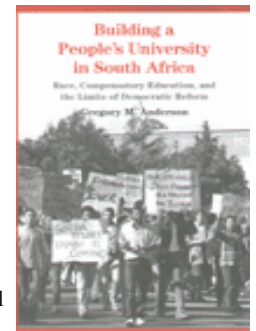
NOTEWORTHY PUBLICATIONS

Desire and Decline: Schooling Amid Crisis in Tanzania by Fran Vavrus explores the privileged place of education in local, national, and global development discourses about population, HIV/AIDS, and environmental



conservation. “Desire” signals the global consensus on the view that education is central to solving problems of development. “Decline,” on the other hand, draws attention to the growing gap between those who have access to basic social services—such as education—and those who do not. Based on multiple periods of fieldwork on Mount Kilimanjaro, Frances Vavrus links local and global narratives about the potential of education to enhance development but also reveals its limitations in postcolonial countries experiencing the pressures of globalization. Vavrus concludes with portraits of local development initiatives that leave readers with a clear sense of the complexity of education’s role in development, and the importance of political economic analysis for global population, health, and environmental policy.

Building a People’s University in South Africa—Race, Compensatory Education, and the Limits of Democratic Reform by Gregory Anderson chronicles the transformation of the University of the Western Cape (UWC) from a so-called bush college, originally designated under apartheid for the education of Coloured (mixed-race) students, to South Africa’s first non-racial, open admissions tertiary institution. Viewing UWC as a microcosm of the national-liberation struggle, this book focuses on the limits of democratic reform in South Africa by examining the political, racial, and ideological dynamics and tensions accompanying the demand for access to tertiary education during the 1980s and early 1990s. A pivotal pedagogical analysis of the effects of segregation on the language and identity development of black students is also included.



FACULTY/STAFF PROFILES

Rocky Schwarz, Manager of Document Services at Teachers College, served as a Peace Corps Volunteer teacher in Monrovia, Liberia from 1968 to 1977. His last 4 ½ years were spent at Cathedral Catholic School as a junior high teacher and vice-principal. Since his return to the US (where he earned two Master’s degrees from TC) he has been heavily involved with Liberia, especially the alumni of Cathedral School, many of whom relocated to the US because of the civil war. Since the late 1990’s, he has been the chair of the Cathedral School Educational Foundation, a 501c3 organization that supports the academic programs of the school through scholarship and material assistance. He proudly points out that the board members are all alumni of the school, with the exception of Dr. Maryalice Mazzara, also a graduate of TC.

In April 2003, **Dr. R. Douglas Greer, Professor of Education and Psychology & Dr. Denise Ross, Assistant Professor of Education and Psychology**, both of the Department of Health and Behavior Studies at Teachers College, traveled to Lagos, Nigeria to facilitate a Special Education Workshop for teachers, school administrators and parents of children with special education needs. The focus of the conference was on the incorporation of Applied Behavior Analysis into teaching methodology to improve the educational experiences of children with special needs. The workshop was sponsored by Strategic Builders International, in collaboration with Christ the Redeemers School Movement. Dr. Ross will return to Nigeria in summer 2004 to facilitate training in the Comprehensive Application of Behavior Analysis to Schooling (CABAS®), a system developed by Dr. Greer.

TEACHERS COLLEGE IN AFRICA & THE DIASPORA

“Education empowers the poor, safeguards the vulnerable and promotes economic growth and social justice, promotes the value of democracy, human rights, citizenship, good governance, tolerance and pluralism and provides moral and spiritual guidance”
Commonwealth Secretariat Web Site



Countries can usually spend more on education as their economies grow. But the poorest countries need to spend more on education to escape their poverty traps.

UNDP—Human Development Report 2003



The only way to compare the current Universal Basic Education (UBE) initiative with past exercises in basic education provision, like Universal Primary Education from the 1970s, will be by the results it reaps. And it is clear that high marks won't come easily, although cynics might suggest that given the current state of affairs in the sector, improvement will inevitably be noticed.
Official Website of the Nigerian Ministry of Education, 2003

The pictures above were taken during Professor Vavrus' course in Tanzania, Reading Development Policy through Practice

INTRODUCING MAISHA FISHER, POST-DOC FELLOW IN ANTHROPOLOGY

The African Studies Working Group (ASWG) is pleased to introduce Dr. Maisha Fisher, a post-doc in anthropology. Dr. Fisher comes to us from UC Berkeley, where she completed her Ph.D. in 2003 in education with a focus on Language, Literacy and Culture. The title of her dissertation was "Choosing Literacy: African Diaspora Participatory Literacy Communities".

Maisha recently put on a very successful brown bag presentation - with over 25 people in attendance from various academic departments and offices at TC - on her research, namely her journal article that will appear in the November edition of the Harvard Educational Review called "Open Mics and Open Minds: Spoken Word Poetry in African Diaspora Participatory Literacy Communities".

Maisha, would you briefly tell us what 'African Dias-



pora Participatory Literacy Communities' are?

Participatory literacy communities are settings - generally in an out-of-school context - in which aspects of literacy, i.e., reading, writing, and orality are the central focus. In these spaces, the boundaries between the audience and speaker (poet) are often blurred. Everyone's role is very important. There tends not to be a hierarchy in these spaces because everyone's input is needed. The participatory literacy community that I looked at happened to be of the African Diaspora (in the context of the United States). This happened to be people who were West Indian, African American and African backgrounds in these spaces. But I definitely think the participatory literacy framework could be applied to different communities with different ethnic backgrounds.

What research are you pursuing while at Teachers College, and what do you hope to get out of your year-long experience?

Right now my research focus is looking at how teachers in school settings have utilized the methods that are found in participatory literacy communities in the teaching of writing and literacy in either extended-day programs or English language arts programs. I am looking at two school sites in New York City where this is taking place. Currently I am volunteering at two school sites where there are teachers using similar strategies. So, I've been doing that. I am also teaching a course in the spring.

Here is a brief description:

ITSF 4094.005 Maisha Fisher - "Reclaiming Literacy through Ethnography" - This course examines the historical, social and cultural contexts in which readers, writers, speakers and "doers" of the word made valuable contributions to how we view the nature of literacy as well as what we consider teaching and learning. Focusing on contributions of people of color, in particular, this course will also look at how literacy has been "reclaimed" through studies in educational contexts broadly construed.

Maisha's Suggestions for further Information

Bowery Poetry Club—www.bowerypoetryclub.com

H2Ed—www.h2ed.net

Nuyorican Poets Café—www.nuyorican.org

Poetz.com—www.poetz.com/updates/current.htm

UrbanWord—www.urbanwordnyc.org

Do you have any advice for doctoral students, since you just completed your degree and are still fresh from the experience?

- Make sure you have a mentor(s) at your institution and at other institutions
- Always write out your vision or goal
- Seek outside funding - i.e., Spencer, Ford, etc.
- Remember to take time for yourself
- I recommend post-docs in general, to assist students with their writing, getting their research published, etc.

Thank you, Maisha!

Interested in a Post-Doc

The Center for African Studies and the College of Education at the University of Illinois, Urbana Champaign, is offering two post-doc fellowships for the 2004-2005 year. The theme of the post-docs is "Education and African Modernities". For more information: <http://www.rockfound.org/> or <http://www.afirst.uiuc.edu/postdoc>

Congratulations to **Trica Keaton**, the 2002-03 TC Minority Post-Doctoral Fellow! Dr. Keaton is now a full-time faculty member at Indiana University-Bloomington in the program of African American and African Diaspora Studies. We wish her continued success.

THE WORLD BANK AS AN INTERNATIONAL EDUCATION INSTITUTION: FIX IT OR NIX IT?

February 20, 2004 in 229 Thompson Hall, Teachers College.

A student-moderated panel discussion with: George Bond (Teachers College, CU), Phillip Jones (University of Sydney, Australia - visiting professor at TC), Steven Klees (University of Maryland) and Frances Vavrus (Teachers College, CU)

Organized by: The African Studies Working Group – supported by a TC President's Diversity and Community Grant

Co-Sponsored by: Current Issues in Comparative Education (TC), the Department of International and Transcultural Studies (TC), the Economic and Political Development Program (SIPA, CU), the Institute for African Studies (SIPA, CU) and the Society for International Education (TC)

Followed by reception. For more information, contact Maud Seghers, ms1218@columbia.edu

FIX IT

Fix it, or nix it? The very nature of the question is thought provoking. Yet, given the magnitude of the World Bank in international development, the likelihood of the latter option is diminutive at best. The World Bank has entrenched itself in the development game through the provision of financial aid, advice and technical assistance to developing countries. While discussions of the negative impact that these *services* have had around the world are important and have led to calls to *nix* the organization, it would be more productive for us to consider ways in which we can work to somehow *fix* the World Bank so that its policies and practices are less harmful and self-serving. The World Bank may itself provide the tools necessary for its own repair.

The Bank's rhetoric of late espouses participatory approaches to development through which poor people are the central forces of

change rather than objects and have power and voice in the decision-making processes that impact their experiences.

Development is posed as a dialogical course of action in which priority is given to local experiences and improving living standards, rather than macroeconomic development. This recent discursive shift in development dialogue is spearheaded by its President, James D. Wolfensohn, whose speeches often call for wider discussions of equity and 'rebalancing the world' so that each person has the chance for a secure livelihood. While the practice of development has yet to catch up with contemporary development discourse, scholars and practitioners have the --- to continue pushing the envelope and force the Bank to fix itself and practice the type of development that it preaches.

By Aleesha Taylor

NIX IT

Certainly, the sheer magnitude of World Bank intervention, particularly in international education, makes it not easy to imagine and build alternatives. Yet there are good reasons to engage in this activity nonetheless. Most importantly, in terms of truly "rebalancing the world", little can ultimately be expected of an organization that operates on a one-dollar-one-vote basis. Not only does this principle make the USA into the only member with de facto veto power, it also means that Third World countries typically most affected by World Bank policy can contribute less to the decision-making process. Moreover, despite its Heavily Indebted Poor Countries-initiatives (HIPC I/II), which restructured the debts of a small number of countries, the World Bank effectively holds much of the Third World in debt peonage: each year, much more is paid back to First World banks in debt service than is received in aid. While the fact that the First World thus feeds on the Third World (as anthropologist Arturo Escobar put it) can by no means be blamed on the World Bank alone, as an international financial institution it does contribute greatly to this imbalance by acting as an important go-between between First World banks and Third World

governments.

Lastly, I agree that the World Bank is at times willing to listen to some outside criticism and that the new emphasis on participatory development is likely an effect of that. Yet a distinction should be made between 'participating' in development and 'being in control' over the process (which is what those affected by development policy should be). Marjorie Mbilinyi of the University of Dar es Salaam has already warned that the participatory approaches practiced under World Bank-guidance (a) rely predominantly on those groups in civil society that are most vocal and best organized (i.e., typically not the poorest people; often not women either) and (b) may be a means to get people to consent to a development agenda still set top-down, rather than creating opportunities to set the agenda bottom-up. In sum, while the possibility of nixing the World Bank may seem diminutive at best, "rebalancing the world" with the help of an organization founded on principles of inequity is no less so. Envisioning and building alternatives becomes all the more imperative.

By Maud Seghers

Who's Making a Difference?

NAH WE YONE, Inc—Nah We Yone (NWy) is a non-profit organization originally founded to assist in the rebuilding of the shattered lives of Sierra Leonean refugees, asylees and asylum seekers forced to flee to the New York Metropolitan area due to the civil war in that country. Demand for our services has pushed us to extend our remit to include affected and afflicted war victims from any part of the African Diaspora, residing in the New York Metropolitan area.

A major aspect of our work is the provision of a family atmosphere in which clients feel comfortable in confiding their needs and problems. Among the services we offer have been trauma counseling, connection to social services, emergency cash grants, and therapeutic meetings, activities, and a children's camp.

Nah We Yone is making great progress in attracting funds from foundations but remains heavily dependent on the efforts of volunteers and the goodwill of friends and supporters.

To find out more about Nah We Yone or to add your talents, skills and energy to ours, call 212 862 9703, email nahweyone@aol.com, or visit www.nahweyone.org

Nah We Yone was founded by five dedicated Sierra Leonians and Americans in June 1997. The name is taken from the Krio Language of Sierra Leone. Translated it means, "It belongs to us," and is a way of taking ownership and responsibility for alleviating the devastating consequences of the decade long conflict in that country.

Editor's Note: Congratulations to Nah We Yone on being recognized November 21st with a Union Square Award given to people who selflessly organize at a grassroots level to fight for social justice in our community. The recognition also comes with an award of \$50,000 for Nah We Yone.

Louisa Fuller is currently finishing her MA in International Educational Development with a specialization in Policy. After participating in Professor Vavrus' course in Tanzania this past summer, Louisa was the education intern at the African Services Committee in New York City (at 127th and Amsterdam). Here she says she "was reminded of how much TC students can contribute to the African diaspora students within a few blocks of TC." Louisa worked with their SOLEIL Independent Living Skills program on creating and translating curriculum and handouts for workshops on topics such as job training and the U.S. School system. Her greatest inspiration and learning experience, however, came from being directly surrounded by dedicated individuals working on everything from HIV/AIDS awareness to housing placements. Currently Louisa is working as an education policy analyst with a U.S. Department of Education contracting agency in Washington DC. For more information about the African Services Committee go to <http://www.africanservices.org/>.

Francine Frazier, Ed.D. Candidate, Education Leadership, Department of Organization and Leadership, is working with the Association for the Promotion of Girls' and Women's Advancement (APGWA) in The Gambia to design and implement a contextualized environmental science literacy reader series. The project aims to increase literacy and numeracy proficiency amongst young adult women in rural and peri-urban communities; to facilitate vocational and educational training opportunities; and to provide environmental life skills development for rural women.

Jacob Dyer is completing his MA in International Educational Development and specialization in Language, Literacy, and Technology. Jacob was a Peace Corps Volunteer in The Gambia, West Africa and in the past five years has worked in issues revolving around language and information accessibility. Currently, Jacob teaches English literacy classes at a Senegalese association in Harlem and is completing his Master's Integrative Project, a field survey on current knowledge of Mandinka language written in Arabic script. His project is titled, "Current practice in Gambian Mandinka, Ajami 2002" and is available in the IED/CIE Programs Office, 374 GDH.

Rosemary Max, an Ed.D student in the International Educational Development program, is currently the Assistant Director in the Office for International Students and Scholars at Michigan State University. Rosemary has over ten years of experience working with the United Nations in both Geneva and New York. There she worked with African scholars on social development issues. Her current research focus is on West Africa and higher education. Rosemary's advisor is Professor Fran Vavrus.



The African Studies Working Group would like to welcome **Colleen Howell** to Teachers College! Colleen, from Cape Town, South Africa, was invited to Teachers College as a Visiting Scholar by Professor Greg Anderson in the Program of Higher Education. Colleen is at Teachers College until the end of January on a Spencer Fellowship to continue her dissertation research on access and participation for students with disabilities in South African education. She is a doctoral student in Sociology at the University of Cape Town and received her Masters in Sociology of Education from the University of Witwatersrand, South Africa. Furthermore, Colleen is an educational researcher at the Center for the Study of Higher Education at the University of Western Cape (formerly the Educational Policy Unit). At Teachers College, you may find Colleen in the library or attending lectures and has already been a wonderful resource for TC students focusing their research on South Africa and Higher Education. She is thankful for the opportunity to be at Teachers College where professors, such as Greg Anderson, are exposing students to such critical issues of education in South Africa and the entire African continent.

STUDENT SPOTLIGHT—MONISHA BAJAJ

International Educational Development doctoral candidate, Monisha Bajaj, has been awarded a Social Science Research Council Fellowship to conduct dissertation research on a program of alternative peace pedagogy in a secondary school in Ndola, Zambia. Monisha, whose specialization is Peace Education, is honored to be the only non-African selected from 13 fellows of various countries and disciplines conducting research in Africa on themes related to youth, HIV/AIDS, and social transformation as part of this year's fellowship program. "I'm certainly not the only non-African to be funded by the SSRC, but for this program, for this year, I am," she shyly acknowledged.

Monisha's work will include an in-depth case study of the school's human values curriculum which focuses on themes such as peace, non-violence, and truth. The school, started in 1992 for grade 7 dropouts, street kids and orphans, has recently earned national and international recognition for sustaining a 100% pass rate on national exams for several consecutive years. In her research, Monisha will use participant observation and other qualitative methods to understand how these students conceptualize agency and if that conceptualization of agency is affected by participation in human values education.



Ed.D candidate Monisha Bajaj (center) in training with other SSRC fellows in Dakar, Senegal in October.

This school's success is particularly remarkable in light of the economic and health crises currently facing Zambia. Since Structural Adjustment Programs were introduced in 1985, not only has spending been reduced on social services, such as education, but there has also been a 10% drop in primary education enrollment and a 20% drop in those students completing grade seven. Also working against the education system is the HIV/AIDS pandemic. In 1998 alone, it is reported that 1,300 schoolteachers died from HIV/AIDS, averaging four per day. This is compared with the estimated 300 who die of AIDS each day, regardless of profession. Monisha's research will look at the ways in which students in this human values program make meaning of their experience, in light of this hardship.

The SSRC fellowship is administered in partnership with the American Council of Learned Societies, the Council for the Development of Social Science Research in Africa, and South Africa's National Research Foundation. Monisha will begin her fellowship in the spring semester of 2004.

Upcoming Events

Columbia University Libraries, University Seminar on Studies in Contemporary Africa and The Institute of African Studies, School of International & Public Affairs, Columbia University cordially invite you to:

"A Celebration of African Studies!"

Please join us in honoring TC's Professor Fran Vavrus, who will launch her new book "*Desire and Decline: Schooling Amid Crisis in Tanzania*" (Peter Lang, 2003)
Thursday, December 4, 2003, 6:00 pm -- 8:30 pm
523 Butler Library, Columbia University, 535 West 114th Street, New York, New York

Thinking of Being a Professor?

Don't know where you want to teach? Wondering what the differences between different types of Institutions are? Join us for a panel to explore the different kinds of research institutions according to the Carnegie Foundation's Categories and hear first-hand the experiences of individuals teaching in different kinds of colleges and universities.

When? Wednesday December 3rd 3:30—5:00 pm

Where? 408 Main Hall

What? An informative panel with insights from:

- Dr. Aaron Pallas, Professor of Sociology and Education, Teachers College (Research Extensive Institution)
- Dr. Sue Schwager, Professor of Physical Education, Montclair State University (Master's College and Universities)
- Dr. Sara Wilford, Director of the Art of Teaching Program, Sarah Lawrence College (Baccalaureate Liberal Arts)
- As well as an overview of the different categories of institutions and substantial time for questions & answers.

Who? Any interested student, faculty of staff.

Organized by recipients of the Teachers College Spencer Research Training Grant.

Want a listing of **African-Related Courses at TC** for Spring 2004? Visit our web-site—
www.tc.columbia.edu/students/aswg/pages/academic.html

Teachers College Annual Book Drive, November 24th – December 12th The holiday season is a time of giving. Take this opportunity to give back to the children of your community. Donate a book to the Ready to Read program, part of Harlem's North General Hospital. Please buy books for children ages 'infant' – grade 8. Drop off books in receptacles located in Main Hall, Horace Mann, Thorndike Hall, the TC Bookstore, and the TC Cafeteria. Sponsored by the TC Student Senate.

Writing a paper on African Studies or African Education issues? Check out <http://www.columbia.edu/cu/lweb/indiv/africa/> - this is the African Resources Website of the Columbia University's Libraries created by the African Studies Librarian, Dr. Joseph Caruso.

Editorial Team

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If you are interested in becoming a member of ASWG and/or being added to the listserv, please contact Andria Wisler at akw31@columbia.edu

WWW.TC.COLUMBIA.EDU
/STUDENTS/ASWG/

AEIF welcomes submissions for publication in future newsletters. Have an opinion piece, interesting articles, great photos from field trips? Send them to the address below.



African Education in Focus is a publication of the African Studies Working Group (ASWG), a newly certified organization at Teachers College. ASWG is open to TC community members with a research, personal, and/or professional interest in Africa and the diaspora, particularly those with a view of education as an arena at the intersection of broader social developments. The group is interdisciplinary in scope, beyond paradigm-wars in method and collaborative in spirit. The two-fold goal of ASWG is to raise the awareness of African issues and to build an academic community of Africanists at Teachers College and beyond. Members of ASWG are devoted to debate, dialogue, and alliance-building on African education issues with the aim of strengthening TC's historical ties with educators in Africa. ASWG hosts films, debates, collective scholarly activities and good fun! ASWG hosts a listserv which disseminates information on events, conferences, grants, and jobs related to African Studies and acts as a portal of communication for members of ASWG.

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