

AFRICAN EDUCATION IN FOCUS: DIALOGUES ACROSS GENERATIONS

A publication of the African Studies Working Group and the Center for African Education at Teachers College, Columbia University

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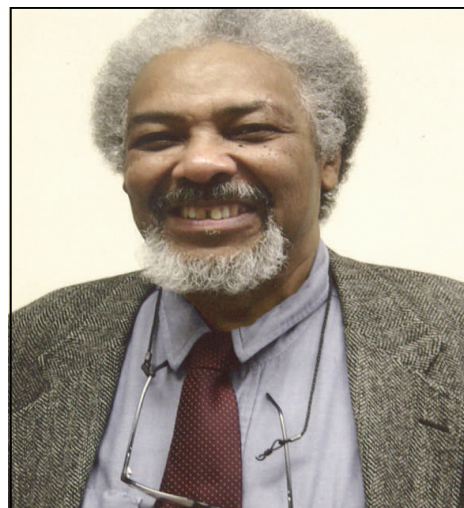
First, it is with bittersweet sentiment that I announce the departure of our Assoc. Director, Professor Frances Vavrus, to the University of Minnesota at the academic year's end. Proud of her accomplishments, we are also sad indeed to see her leave. In this issue, please find a more detailed article about her leaving.

The Center of African Education has had a rich and productive year and witnessed the reinvigoration of Columbia University's Institute of African Studies under the Directorship of Professor Mamadou Diouf. Through its collaboration with the African Studies Working Group (ASWG) and other organizations, the Center has laid on a number of activities and events. Its series of lectures have ranged from "The Financing of Primary Education in Africa", a lecture presented by Dr. Robert Prouty of the World Bank to "The Politics of Vodou: AIDS, Access to Healthcare and the use of Culture in Haiti", a talk given by Professor Catherine Benoit of Connecticut College. Of particular popular interest to students and faculty was the forum on "Who is an African?" The forum, consisting of students from throughout the Diaspora, initiated a series on the broad discussion as to the cultural and social properties of Africans on the African continent and within the Diaspora. Underlying the lively debate was the common recognition of the inclusive nature of African peoples and those claiming African descent in other regions of the world.

The African Muslim Immigrant Literacy Initiative (AMILI) Symposium represented the Center's and ASWG's contribution in seeking to meet the needs of young African Muslim girls and their families within the Diaspora. With funding from the Graham family, the Center and Teachers College students laid on a

special series of weekend educational programs to prepare the girls to accomplish their academic goals. The Center has also had the good fortune of having two distinguished African scholars, Professors Abdul Kasozi, the Executive Director of Uganda's National Council for Higher Education, and Andrew Okolie, the former Senior Special Assistant to Nigeria's Vice President. Dr. Kasozi, a visiting Fulbright scholar at the Center, generously offered courses in his field of expertise. Professor Okolie, a distinguished political sociologist, has been fully incorporated into the life of the Center and has provided courses on West African politics, policy and education.

This current issue of African Education in Focus seeks to recognize the contributions of Teachers College to African studies, African education and African affairs. Teachers College has a long and distinguished history in teaching students about Africa, training Africans in a variety of academic fields, and establishing linkages with African universities and international organizations. Its former students have provided leadership in universities, government and major organizations in the United States and Africa. After much discussion, the Center and members of ASWG thought that an important way of recognizing Teachers College's relationship with Africa was to focus on the contribution of its current and former students, a theme already initiated in the first issue. Thus, the particular focus of this issue is the engagement of current students in a semi-dialogue with distinguished alumnae. The students are to be congratulated on this initiative. The present issue brings together current students, who are just starting their careers, with distinguished



Professor George C. Bond

alumni, who are completing theirs, to discuss African affairs and their contributions to African peoples. Though many of the problems have changed the commitment to Africa remains vital and strong.

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This semester with ASWG....

Welcome to TC for the Spring 2008 semester! The African Studies Working Group (ASWG) is a group of TC students committed to promoting awareness of educational issues, broadly defined, in Africa and the African Diaspora. We welcome members from different disciplinary backgrounds, degree programs, and departments, who share a view of education as an intersection of cultural, political, and economic influences.

We are looking forward to an exciting semester of activities and programs revolving around Africa and the Diaspora at TC and the surrounding community. Currently included in our plans are the following: monthly meetings and "cultural outings" with fellow ASWGs and other interested community members; a lecture series; a student-researcher forum and potluck; and a Columbia-wide African cultural event to be held in March or April.

This list of activities is by no means exhaustive, and ideas and enthusiasm are most welcome. There are always opportunities for leadership so please contact us for more information. We encourage you to join our listserv and find out about or events, as well as other Africa-related announcements, by emailing aswg@tc.edu and asking to be added to the list. Thanks for your interest!



Best wishes,

Gerard Alolod, ASWG co-chair, gpa2102@columbia.edu

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CENTER FOR AFRICAN EDUCATION Mission Statement

The Center for African Education promotes research and teaching about education, broadly defined, in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, and staff with common interests and commitments to the fields of Education and African Studies. Interdisciplinary study and discussion across Teachers College and Columbia University are promoted through research projects, conferences, lecture series, and courses. The Center integrates the study of African education in different programs at the College. It also promotes linkages with African universities by hosting visiting scholars, policy makers, practitioners, and activists who will present their research and experience from different disciplinary and theoretical perspectives. The Center provides a forum for students to discuss their research and interests with African scholars, Africanist faculty, and colleagues at conferences, public lectures, and seminars. It is also preparing to undertake joint activities with educational institutions and international organizations in New York City and with universities, research centers and non-government organizations in Africa, Latin America and other regions of the world. In accordance with Teachers College's main focus on education, psychology and health, the Center will pursue problems within these domains as well as contribute to the College's understanding and promotion of educational equity.

Africanist Alumni Share Their History, Work & Advise Current Africanist Students

By
Kasia Krynski
MA Candidate, IED
&
Ramatu Bangura
EdM Candidate, IED

We begin this new semester at Teachers College welcoming a class that has an overwhelming interest in African Education. In addition many of our current students are returning from exciting and promising fieldwork and internships from all corners of the African continent. Fortunately, Teachers College remains a leader in African Education and consistently offers cutting edge courses in African affairs and opportunities, such as internships, events and speakers that foster an academically stimulating environment for students. Intrigued by the resurgence of interest in African Education at TC, we recalled another exciting time in the study of Africa here at TC-- the 1960s.

As Africa emerged from European colonialism in the 1960s, education symbolized not only a powerful tool for development, but all that was synonymous with hope and promise. The culmination of anti-colonial struggles in Africa intersected with a highly engaged, politically active and idealistic student population in the United States. President John F. Kennedy's administration founded the Peace Corps in 1961 and sent the first group of Peace Corps Volunteers in 1967 to Ghana and Tanzania. Like students at universities throughout the country, Teachers

College students traveled to Africa to volunteer, teachers and teacher trainers worked in newly established programs such as Teachers for East Africa (TEA) and the Peace Corps, and conducted research projects with non-governmental organizations both here and abroad. Like the Peace Corps, TEA was one of the first international initiatives of the Kennedy Administration. Teachers College was the center of African education in the United States, and consistently produced outstanding scholars and practitioners in education. National and international recognition of Teachers College's active role in education on the continent earned the institution major grants from the Kennedy Administration, the Ford Foundation and the International Cooperation Agency (the predecessor of USAID) to create and manage major educational projects such as Teachers for East Africa (TEA). TC recruited, selected, and trained American teachers for the program. TEA remains to this day one of TC's most prominent educational accomplishments.

Paul Martin, Joyce Lewinger Moock, Peter Moock and Robert Taylor are Teachers College alumni, who recall such experiences



Robert Taylor and students

as the foundation of their long and impressive careers serving, teaching and researching education in Africa. We sought out and interviewed these fellow Africanists to acknowledge their contributions during this pivotal time in African education and to compare their experiences at TC with our own.

Distinguished Careers

Paul Martin received his PhD in Comparative Education at TC in 1973 after teaching in Lesotho with the American Council for Africa. He went on to become the founder and Director of the Center of the Study of Human Rights at Columbia University in 1986. In addition, he works with human rights NGOs in Africa to develop higher education programs and improve research and training facilities for scholars.

Peter Moock came to TC after teaching in Uganda and Tanzania.

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After receiving his PhD in Education and Economics he spent another two years in Africa and then one year as a researcher at the university of Michigan, before returning to TC, where he was tenured in 1979. Four years later, he was hired by the World Bank where he became a Lead Education Economist working on Sub-Saharan African and Asian Educational Development.

Joyce Lewinger Moock came to TC after finishing her service as one of the first Peace Corps volunteers in Malawi, completing her PhD in Anthropology. She began working for the Rockefeller Foundation soon after and has been their Associate Vice President for the last twenty years she retires this year in February.

Robert Taylor was awarded the first EdD in International Educational Development (IED) at Teachers College and is now the founder of the Technology and Schools program here at TC.

These alumni all chose to study at Teachers College, after hands on



Robert Taylor sings at TC graduation 1997

experience in Africa, because of its faculty, its active involvement in the field and the fresh approach to research. Joyce Lewinger Moock says, "It's hard to recapture how exciting TC was. A lot of people had been in Africa or elsewhere and had come back with real experience. They probed and pushed one another on a basis I have yet to witness. The difference between students and young faculty didn't really exist, as many of them were my best friends. We were whipped into shape by many young faculty like George Bond. It was very competitive not for grades but to get intellectual arguments right."

"You really dreamt that things could be different because there was so much energy in the late 60s and 70s..."

-Paul Martin

Prof. Taylor captures the idealism as a "hopefulness and the feeling it would really be possible to help people realize a fuller life without ruling them."

Paul Martin remembers TC's active role of getting notable grants from Washington to support the program with real experience.

Teachers for East Africa was one of the programs that sent students and teachers to Africa. Through this program, Paul Martin remembers poignantly the excitement of being in Monrovia the day the University of Liberia first opened. Scores of motivated students entered campus bringing in their own chairs because of the lack of resources. "The difference between now and then was in those days TC had more of an emphasis on discipline, on being involved specifically in the field."

Our featured alumni came to Teachers College from various direc-



Paul Martin

tions. Robert Taylor came to TC from varied background that included a Bachelor's degree in Engineering, a Masters in Divinity, football, physics and work in aviation. He saw an ad for the TEA in the New York Times while teaching physics in New Jersey and considering going to Africa as a missionary. In 1962, he and his pregnant wife left Uganda, and it was there that he was recruited to apply to Teachers College.

TEA also attracted Peter Moock to Teachers College. Moock grew up outside of Princeton, NJ and earned his Bachelor's degree in history from Williams College. However, before heading to Williams at 17 years old, Peter Moock went to a presentation by a man working in Cameroon who urged him to "get yourself to Cameroon". He proceeded to work and save money for the trip but was unable to go at that time. However, he never gave up the dream of "getting himself to Africa." In graduating from Williams, he applied for the Peace Corps but decided not to go after learning of and being accepted into the TEA program. The wait was well worth it when he described the exhilaration of being in Uganda as it became a republic and traveling to Kenya and Tanzania (where he would later teach in Moshi) and attending the Uhuru cele-

(Continued on page 5)

brations of Kenya's independence in 1963.

Joyce Lewinger Moock, originally from New York, like many current TC Students came to Teachers College after serving as a Peace Corps Volunteer. She attributes her decision to join the Peace Corps to historical events, particularly the Vietnam War. "So many of us were concerned about the war and Americans who were being recruited against their better judgment." This coupled with wanting to give back and the "freshness" of nation building made that part of the world attractive. After completing her Peace Corps term in Malawi in 1966 she came to TC, which helped her to understand social structure and the broader context of her involvement in African education.

While in Uganda as a TEA volunteer, Taylor taught at the country's oldest school, Kings College founded in the late 19th century. "Budo, Kings College, was a national school; people came there from all over Uganda. The students were somewhat privileged, but it was still a national school. Curriculum and teaching focused on Uganda and what Uganda was going to be," reflected Taylor. It was a dynamic time with the Mao Mao insurrection in full swing in the highlands of western Kenya and the merger of Tanganyika and Zanzibar into Tanzania. Taylor remembers Uganda as one of the more prosperous countries in the region with its big sugar and coffee plantations. The country was very stable in areas like the northern shore of lake Victoria. As a result, according to Taylor the educational system was also one of the more coherent in the region. Taylor went on to say that it was "possible to think that things were going to be

stable, that the model was working well. There was a sense of a hopefulness that the territories would be stable and would be model for other countries that don't have



Joyce Lewinger Moock

such opportunities."

Human capital and higher education permeated the discourse at Teachers College during the mid to late 1960s. Joyce Lewinger Moock affirms, "The key to nation building was human capital. The strengthening of universities and research centers gave Africa its voice in the international arena." Martin also concludes that the hot topic during that time was human capacity building and higher education, "You really dreamt that things could be different because there was so much energy in the late 60s and 70s. Newly independent African states were building universities

by '66. Zambia's was built then. Many Chadian students all got PhDs from French Universities." Peter Moock agrees to this day that higher education is closely related with governance and argues that it should be made a priority by the World Bank, "The importance of good leadership can't be overestimated and that has a lot to do with education."

Life After TC

This exciting time for Africa, and by extension Africa-focused students, propelled these alumni into careers that placed them in pivotal positions to influence the formation of Africa-related educational policy. At institutions such as the World Bank, the Rockefeller Foundation and several highly regarded universities including Columbia University, they explored and worked to enhance human rights, organizational and governmental capacity, human capital development, and the promotion of gender-focused perspectives.

Paul Martin took over the Center for Human Rights at Columbia in 1976. His perspective on human rights is comprehensive, focused not only on protecting human rights and enforcing human rights laws but also looking at issues of accountability for international organizations. Martin describes his approach as one that focuses on the micro-level. He looks at the concept of collective security and how this might be used as a way to approach development on the village level. This method of problem-solving using the tools of interactive learning and theater is a way to act as a catalyst to development rather than more traditional models of imposing development from outside of the local context. Martin advocates an approach to hu-

man rights that gives choices, has more trust in the people as the primary actors in their own lives, gives them the credit and does not dictate how every dime is spent.

"Education has to be education for self reliance. Time and time again, you've got great goals, but there is a huge choice of strategies," says Martin. Further, he challenges development workers to ask if their strategies have, "maximized the level of choices at the village to Africans."

Long-term Approaches

Peter Moock takes a different, more consultative approach to development. In his 20-plus years working with the Bank, his primary focus has been education in Africa and East Asia, with some work also in Latin America, Europe, and Central Asia. His dissertation at TC focused on the agriculture and the impact of education, training on the manage-

called Donors to African Education (DAE). The mission of ADEA, according to its website is to promote "the development of effective education policies based on African leadership and ownership." The organization originally started with no steady funding and without any formal secretariat. Peter Moock was elected as the first chairman of the ADEA steering committee and served in that capacity for several years. Without being formally recognized or compensated for it by the World Bank, he succeeded in mobilizing funding so that the organization could have a real secretariat independent of the Bank. The secretariat has been housed at the International Institute for Educational Planning (IIEP) at UNESCO in Paris. Eventually it agreed that the ministers of education needed to have a bigger role and Peter Moock stepped down as chair in 1995. While the organization has become



Peter Moock

"It is less helpful to think of Africa's problems or of Africa itself as a problem to be solved than to think of Africa as a voice to be heard and as a source itself of innovation."

-Joyce Lewinger Moock

ment skills of small-holder farmers. Since the beginning of his career with the World Bank, Peter Moock has never been comfortable with this powerful institution trying to impose policy conditions on borrowing countries. Instead, he prefers an approach that advises and builds the capacity of African leaders to share information and best practices; and to make, create and implement their own educational policy. One of his more significant projects to help build the capacity of African educators was the formation of the Association for the Development of Education in Africa (ADEA), originally

somewhat more bureaucratized as it approaches its 20th anniversary later this year, Peter Moock is gratified to know that it is still going strong and has provided a space that allows for ministers to meet on an informal basis. It has contributed to the opening up of bandwidth in Africa and the development of public-private partnerships for better communication and successful program implementation.

In her capacity at the Rockefeller Foundation, Joyce Lewinger Moock was instrumental in the founding apparatus for a more recent counterpart to the ADEA-- the foundation Partnership for Higher

Education in Africa. Founded in 2000, it now involves seven private foundations that are in their second round of funding. In the first round, the donors each pledged 100 million dollars. For the period, 1995-2010, the group pledged 200 million. The primary common focus of the money is the development of bandwidth and information technologies for research, teaching and outreach. Such initiatives mark a switch from the promotion of individual study alone to building the institutional apparatus in Africa and holding those resources in place for long-term growth.

Joyce Lewinger Moock retired as Associate Vice President of the Rockefeller Foundation in February 2007 where she was instrumental in the development of Africa-focused programs across the board. The role that most stands out in her mind was working with Africans to develop strategic approaches to building programs. A case in point was the creation of the Forum of African Women Educationalists (FAWE). Nearly every woman who was a minister of education or university; vice chancellor or deputy in Africa was involved. It was the first time that some of the most powerful women in African education came together

as a group and dug in their heels to lead advocacy efforts to get children into school and keep them in school. Fortunately the foundation community was there at the right moment and was able to provide financing. The organization took off quickly and has been sustained because it was given the space and the financing to develop its own agenda.

Bob Taylor, like Paul Martin, has in large part focused his work here at Columbia, specifically TC. He became a computing expert without intending to because he was one of the few people using computers at Columbia in the 1970s. This led to an invitation to help computerize TC campus operations so that by 1972 much of TC administration was operated by computer. By 1975 he began to recognize a need for the intersection of computing and education, particularly in developing countries. He founded the Communication, Computing, and Technology in Education program here at TC in the Department of Mathematics, Science & Technology in response to this recognition. This work allowed him to travel to Africa, Iraq, Europe and South America training educators to infuse

technology into their curriculum.

The Way Forward

Although our distinguished alumni have contributed greatly to the study and improvement of African education they all concede that there is much more to learn and agree that we need to be critical of the current development paradigm and seek out new ones. Joyce Lewinger Moock asserts, "It is less helpful to think of Africa's problems or of Africa itself as a problem to be solved than to think of Africa as a voice to be heard and as a source itself of innovation." Although the 60s were ripe with excitement in terms of nation building, Joyce Lewinger Moock believes the present to be equally, if not more, exciting in terms of African development.

She advises students to "look at the opportunities that have come in the last decade and figure out how these can be harnessed. The biggest thing has been the internet, and the management of worldwide communication and information. Care must be taken that Africa is not just the recipient of worldwide information, but that it is broadcasting outward. Big cities and institutions are being connected but so are farmers who can get reliable market prices by

using cell phones. There is a vibrancy now."

Joyce Lewinger Moock goes on to urge TC students to partake in this vibrancy to get hands-on experience in the field to understand the new phenomenon. She believes that TC is a place with tremendous potential in the field of African education but needs more students and faculty engaging with the continent using virtual technology and teacher exchanges.

Paul Martin agrees that experience is the key to a successful understanding of development and change paradigms. He urges students to commit to very strong exchanges where students from both countries could exchange their research and papers in a place like Dakar. This way both countries will get a deeper understanding and perspectives on common issues.

Peter Moock says more directly, "Three things that students who wish to work on educational issues in Africa should be able to demonstrate are: 1) A strong academic background; 2) Prior travel or experience outside the US and 3) At least one other language (e.g. French, Portuguese, or an African language) in addition to English.

Bob Taylor encourages students to think broader, "Think about globalization and your overall view of world. At that point in history we only had a vague idea of what might happen [in Africa]. We still thought about the world as pieces, and in some ways that way of thinking will always be true. But we need to think about the world as the whole. As the ice cap melts in Greenland, we will all feel damage. If it floods anywhere in Africa, we have to think about it, too, and see ourselves as interrelated. Humans are not independent of the environment where we were put."



Bob Taylor with students at girls' school in Uganda

Farewell to Professor Fran Vavrus

By Gerard Alolod, PhD Student, Anthropology, International & Transcultural Studies, Teachers College, Columbia University

The Center for African Education says farewell to Dr. Fran Vavrus, Associate Professor of Education in the Department of International & Transcultural Studies. In August 2008, Prof. Vavrus will be leaving Teachers College for a position as Professor in the Comparative and International Development Program at the University of Minnesota.

Although we will certainly miss her, we were happy to see her back in our hallowed halls and classrooms this year. Noting her enthusiasm about her return to TC, she said, "it was nice to see that some of my students have moved on in their careers. That is really rewarding." During the 2006-07 academic year, Dr. Vavrus was on sabbatical to pursue teaching and research in the Kilimanjaro Region of Tanza-

nia. While there, she served as a visiting lecturer at Mwenje University College of Education, which was awarded University status in 2006. She found the experience invaluable, giving her the opportunity to learn more about the national schooling system in Tanzania. Moreover, she gained further insight on what happens on the ground in education development programs. Derived from this portion of her time in the field, Dr. Vavrus soon plans to begin a manuscript on Tanzanian teacher education.

A scholar on Tanzania, Dr. Vavrus has authored numerous works on gender, development, fertility, and girls' access to schooling. Her book *Desire and Decline* (Peter Lang, 2003) is a comprehensive and favorite read of students in the Department of International and Transcultural Studies. While in Tanzania last summer, Dr. Vavrus was a Fulbright Scholar Grant awardee, and her project was a continuation of a longitudinal study of education, health, and economic development in the region. More specifically, she explored factors contributing to secondary school matriculation, as well as the effects of school fee abolition in the East African country. Last October, she presented a paper on these issues at the African Studies Association Meetings in New York City, as well as at Harvard University in



Dr. Fran Vavrus

December 2007.

Aside from delivering talks and writing, Prof. Vavrus has served as the CIE/IED program coordinator and continued teaching, including her course on Education and Demographic Change last semester. She is also serving as a Board Member of the Comparative and International Education Society (CIES). From March 17-21, 2008, Teachers College will play host for the CIES Annual Meeting, for which Prof. Vavrus is one of the program co-chairs.

We are certainly sad to say good-bye to an excellent teacher and a respected scholar. From all of us at the Center for African Education, we will miss a devoted colleague and partner in our mission to promote issues of African Education. We wish Professor Vavrus well in her future work and professional endeavors, and for all her work here, we say thank you.



Professor Vavrus and students in Tanzania

People in New Places: TC Alum and Lecturer Moves into New Role with Soros Foundation

By Ramatu Bangura, EdM Candidate, Department of Transcultural Studies, Teachers College, Columbia University

A questioning nature has been the driving force throughout the educational life, service and career of Dr. Aleesha Taylor. The notion that she does not have all of the answers necessitates the asking of questions—in particular questions about the role education plays in the lives of young people and the ways that governments can be enabled to provide quality learning experiences for even their most vulnerable citizens. Her questions have propelled this Spelman College and TC alumna to Tanzania, Kenya, Eastern Europe, Central Asia and now to London as Senior Program Manager with the Open Society Institute's Education Support Program.

Along with a raincoat for those damp London days, she carries with her questions about human perceptions inform educational policy decisions in the international arena. Prior to moving to London, Dr. Taylor spent the 2006-7 academic year teaching courses on African educational policy, human rights in Africa, and gender and development. Her time as a Lecturer deepened her insight into her chosen field, International Educational Development and Policy.

Dr. Taylor's passion for Africa, however, sprouted as a study abroad student in Kenya, where she worked with an NGO to help "street children" access educational opportunities. She found that although the children were offered both a place to live and schooling some opted to stay on the streets. Dr. Taylor wondered what prevented them from taking advantage of a seemingly beneficial opportunity.

She returned to Kenya the following year as an English Language teacher at an international school. At this school she taught both Kenyan students seeking to study in European and North American colleges and universities; and refugees from war-torn nations hoping to learn English well enough to navigate their new professional and educational setting. Despite these differing objectives, the students used education as a tool to seek safety and opportunity.

"Both groups of students were seeking havens-- one group in Kenya from their homeland and another group in the West from Kenya. This experience taught her that "education means different things for different people."

Dr. Taylor invited her Kenyan students to share this perspective with students here at TC. Andrew Mugisho, a former student of Dr. Taylor's in Kenya and a survivor of torture in the Congo sought political and educational asylum in Dr. Taylor's classroom. He is now a human rights activist who came to speak to her Human Rights in Africa class last spring.

Upon her return from Kenya, Dr. Taylor went on to earn



Aleesha Taylor atop Table Mountain in South Africa

her Masters degree in psychology from the New School for Social Research, a choice that would prove extremely useful in future endeavors and would form the foundation for her dissertation.

As a doctoral student coming to TC with insight into a wealth of perspectives on education across different populations, Dr. Taylor traveled to Tanzania with Dr. Fran Vavrus to assist in the design of a research methods summer course offered to students. For a student interested in educational policy the timing was perfect as the Education for All initiative was in full-swing and participatory practices were being introduced into policy formation processes.

Dr. Taylor's dissertation challenged the apparent participatory tenets of Tanzania policy and education reform processes to assess how government mandates for stakeholder engagement are mediated by civil society organizations and implemented in communities. "My work at TC and dissertation project have given me a solid foundation and provided a great deal of insight into the multiple layers involved in education policy making. A large part of my work with OSI entails thinking through ways to bridge the layers and ensure that interventions and policy dialogues take into account the varying education contexts and needs of citizens in a given country."

Moving beyond the rhetoric to see what is under the surface in educational policy and planning will serve her well in her new role.

CAE Year-In-

September

October

September 2006

Launch of the AMILI initiative. The African Muslim Immigrant Literacy Initiative (*AMILI*) aims to develop literacy skills, improve school performance, and increase high school graduation rates among African Muslim immigrant girls by providing accessible tutoring services and building strong, sustainable relationships among their schools, mosque, and families.



September 28
Columbia-wide Celebration of African Studies
African Food, Music & Live Performance

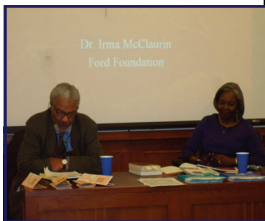
October 5-7
Multiple Languages and Literacies:
An International Symposium on African & Diasporic Languages and Education

October 25
Grants and Other Funding Opportunities in Africa and the Americas featuring Dr. Nicole Stahlman, Director, Fellowships Office, Social Science Research Council.

February

March

February 6
Grants and Other Funding Opportunities in Africa and the Americas
Dr. McClaurin returns to discuss funding opportunities and give guidelines on research and proposal requirements.



March 3
African American English: Recent Advances in Understanding the Grammar-Use Interface
Affiliated with the International Symposium on African & Diasporic Languages & Education (ADLE) Featuring Professor Arthur K. Spears

March 8
Human Rights Violations in the Congo
Speaker: Congolese Human Rights Activist Mugisho Bazibuhe

March 20
Who is an African? series: Student Perspectives: Exploring the Dimensions of the African Diaspora
Moderator: Dr. Aleesha Taylor
Who is African? Exploring Dimensions of the Diaspora is a new initiative of the Center for African Education. It seeks to challenge existing assumptions about race, culture, and identity in the African Diaspora. The program consists of a series of interactive lectures with the goal of creating dialogue that serves to extend participants' understanding of the breadth and diversity that exists on the African continent and the African Diaspora.



Review, 2006-2007

November

December

April

May

First Impressions the Second Time Around

Kasia Krynski, MA Candidate, Department of International and Transcultural Studies, Teachers College, Columbia University

July 6, 2007

So here I am, jetlagged, awake at 5am, sitting on the front porch of my counterpart's home in Louga, Senegal, under a florescent light. I'm writing on my laptop trying to make the time go faster till day-break, swatting dozens of mosquitoes away from my face, listening to the loud-speakers from the mosque chanting the call to prayer, and sitting up tensely because I just heard a mouse scurry across the floor. Boy. Had I really lived like this for over two years?

The partner that the Earth Institute set me up with, Djibril, is really nice, soft spoken and eager to please and produce. He is the assistant to the mayor of Louga. We met at the public transport depot in Dakar amongst hundreds of vendors selling food, socks and incense, tenacious clients bargaining for the best fare, and scores of muddy puddles from the morning rain. Amongst the chaos, he was wearing gold rimmed glasses, a crispy short sleeved white button down shirt and neatly ironed trousers. I on the other hand was a sweaty mess with smeared mascara and plastered hair against my forehead. After squishing into the back seat where three of us managed to fit in a space no more than 4 feet wide, we arrived in Louga four hours later and were warmly greeted by his large family. I am staying at their home and shared a bed last night. I am not sure what the future nights will look like though I'm not counting on my own room.

It feels so normal to be back. Over the last few years in the States, my memories of my Peace Corps years in Senegal sometimes were a hazy blur, a hodgepodge of mixed experiences and emotions that bordered on the surreal. Being back, none of it seems hazy anymore. It is all very real: the sounds, the sights, the smells, the hard work, the obstacles, the broken promises coupled with the generous hospitality and bright colors of the Senegalese people who never seem to lose their sunny disposition. And now it's my life in NYC that seems surreal. Playing tennis on a rooftop in Manhattan? Eating lunch side

by side with celebrities? Sweating profusely, on purpose, at Bikram? I guess it just speaks volumes of the contrast between here and there.

Coming back with a year's worth of graduate studies in the field is quite an experience. All the development theories we learned about to help aid Africa seemed quite improbable as I looked out the window of our ride yesterday at how the Sahara has crept in covering all the streets, with only a fraction of the original asphalt visible. Every major piece of infrastructure I crossed including bridges, schools, and water towers were dotted with flags of the donor countries that assisted in building it, Japan, Germany, China, as if to remind the Senegalese that they didn't do it. I've come here to assess and evaluate the needs Senegal has to achieve primary education for every child by the year 2015. 2015. That's a UNDP/Earth Institute Millennium Development Goal. Yet just yesterday an 8 year old boy drove the car out of the depot before handing it over, without shoes. Will he be schooled by the year 2015? Or the scores of Koranic school boys that walk the streets of Dakar begging for their daily rations, without shoes, showers and shame. Is 8 years the magic number?

I recently interviewed Dr. Paul Martin, the director of Human Rights Institute at Columbia, who expressed exasperation by the never-ending development deadlines and goals. He was a student in the International Development Education program at TC in the 60s, the time of post-colonial Africa. This was a time when African countries were forming, gaining their independence and there was a buzz of excitement about the progress ahead. Dr. Martin spoke of dozens of deadlines that were enforced to achieve literacy, improve health and increase jobs by 1970, 1980, 1990, etc. Well, what happened? Who is accountable for setting those deadlines and failing to achieve them? Are we set to do this again and again? There must be a different way.

Djibril's siblings are all successful products of the French school system. Louga on a whole seems pretty fortunate

in that respect. Nearly every child here goes through primary school. However Louga is a remittance town. Almost every family has someone working in Europe or the States that send money back money on a regular basis. So the education, the houses, the resources are paid with foreign money. I am to assess Louga's education system to represent Senegal's progress as a whole. However, I keep on thinking of my village, where a handful of kids attend school and have a hard time grappling with Louga as an accurate representation of the country.

I can no longer can seek refuge in any Peace Corps regional house nor rely on the medical team, which makes me cautious. At the same time I feel a sense of relief that all those policies and rules no longer apply to me, and I can really focus on my job here, and do it on my own terms. It feels good to be trained in a specific field, and to observe those details around as a student, not just a volunteer. There was so much I missed before! I am so lucky to have come back again having studied for a year and see this again through a different set of eyes. I wonder how many times it will change for me, but for now I am looking forward to returning again, post graduate school.

Kasia Krynski is currently working with the Institute of International Education in New York City and working on her integrated project on Koranic schools in Senegal.



Djibril Samb and Kasia Krynski

Getting to Know...

Dr. Andrew C. Okolie, Visiting Lecturer



The Center for African Education welcomes **Professor Andrew Okolie** to Teachers College and to the Center. He is currently a visiting Lecturer at Teachers College in the Department of International and Transcultural Studies. Dr. Okolie's most recent position before coming to TC was as the Senior Special Assistant to Nigeria's Vice President on Policy and Programme Monitoring and Speech Writing, and later Deputy Director and Head of Secretariat Administration of the Vice President's Presidential Campaign Organization.

What is the subject of your current research?

My current research focuses on knowledge production in the centers of orthodoxy and their impact on development policy in Africa; identity and social action as well as anti-racism and inclusive schooling.

What in your background has inspired your research focus?

I am a black man, originally from Nigeria and educated in Nigeria and Canada. I have taught at Nigerian and Canadian universities. I have done research on the state and food policies in Nigeria; identity and social action.

What courses will you be teaching this academic year?

I am teaching four courses this school year: Politics, Education and Conflict; West African Politics; Education and the Development of Nations; and Human Rights Education in Africa.

Are there any publications and/or awards you are particularly proud of? If so, what are they?

I have at least twelve articles in refereed journals in addition to chapters in scholarly books.

What is the best advice you've ever been given?

With respect to graduate studies: Write a minimum of a paragraph everyday if you plan to complete your research project in good time.

TC Welcomes Ugandan Fulbright Scholar A.B.K. Kasozi, Fall 2007



A.B.K.Kasozi is Executive Director of Uganda's National Council for Higher Education and was formerly Vice Rector (Deputy Head) and Professor of History at the Islamic University in Uganda. He holds a BA in history from Makerere University, Uganda, and a PhD from the University of California at Santa Cruz, for which his research was in the spread of Islam in Uganda. He has taught at the Islamic University in Uganda, Makerere University, the University of Khartoum and a number of universities in Canada. He is the author of *The Social Origins of Violence in Uganda, 1964-85* (McGill-Queens University Press, 1994), *The Crisis of Secondary School Education in Uganda, 1960-70* (Oxford University Press, 1979), *The*

Life of Prince Badru Kakungulu (Progressive Publishers, Kampala, 1996) and *University Education in Uganda: Opportunities and Challenges for Reform of Higher Education* (Fountain Publishers, Kampala, 2003).

Interview with Professor Mamadou Diouf

New Director of the Institute for African Studies and Professor of History

Leslie Williams, Ed.D Student, Department of Organization and Leadership, Teachers College, Columbia University

In December 2006, CU President Lee Bollinger announced the hiring of Prof. Mamadou Diouf, a well regarded West African scholar and historian, as the new director of the Institute for African Studies (IAS) at the School for International and Public Affairs effective July 1, 2007. In the press release which chronicled Prof. Diouf's hiring, President Bollinger hailed him as 'someone of extraordinary talents and admired scholarship whose hiring is an important step toward fulfilling our goal of making Columbia the foremost center for teaching and research on Africa.' Prof. Diouf will also have an appointment as a faculty member in the Department of Middle East and Asian Languages and Culture (MEALAC).

Prof. Diouf joins the CU community after having spent several years at the University of Michigan as a Professor of History and African American and African Studies. He is a native of Senegal and earned his Ph.D. in History in France. After completing his studies, Prof. Diouf returned home to teach at a Senegalese university before becoming the Director of the Council for the Development of Social Science Research in Africa (CODESRIA), an independent Pan-African research organization. His work at CODESRIA led the University of Michigan to recruit him in 1999.

This appointment signaled the beginning of a new era at IAS which had gone through a period of leadership instability over the last few years. This instability culminated in the suspension of the Institute in June 2006 by then SIPA Dean, Lisa Anderson who cited the absence of a permanent faculty director as well as the absence of a full-time administrative director as the main reasons for suspending the Institute's operations. Dean Anderson called the suspension a tem-

porary expedient and served as the director of the interim Program in African Studies during the period of suspension.

The decision to suspend the Institute's operation catalyzed students and alumni who protested and organized in an effort to pressure the CU administration to re-open the institute. The student efforts were led by the SIPA Pan African Network (SPAN) which sent an open letter to President Bollinger claiming that the University had 'acted in bad faith, lacked commitment to African Studies and contributed to the marginalization of Africa throughout the world.' SPAN challenged President Bollinger "to lead the charge against the marginalization of Africa" and met with him and other CU leaders throughout the past year to press for the re-opening of the Institute. SPAN's efforts were supported by the Center for African Education and the African Studies Working Group.

Given this recent tumultuous history, Prof. Diouf's arrival has been highly anticipated. Despite a busy schedule preparing for the upcoming semester and acclimating himself to his new institution and city, Prof. Diouf was graceful enough to sit down with me for a wide-ranging interview where we discussed his journey to academia, his intellectual interests and his thoughts about IAS. He displayed his intellectual curiosity, optimism and energy in a reflective and accessible manner.

Intellectual Origins

His intellectual journey began as a young man in Senegal from an area where everyone was born as a French citizen. He observed how members of these communities accessed resources based on their French citizenship while at the same time marshaled their own resources. They recognized that as Mus-



lims, there was a difference in being a French citizen and being French, thus they resisted assimilation. Prof. Diouf became interested in understanding the tension of how these communities asserted their own intellectual history, politics and culture, and redefined or rejected resources in an effort to protect themselves from cultural domination. Thus he was introduced to the efforts of Africans to define an African presence in the world. He received a scholarship to attend high school in France which then led him to university there in the 1970s. During that period there was a small African population in France which consisted mostly of students. Debates about identity became important in the context of the French system where mainstream thinking expected assimilation. Prof. Diouf's interest in the ideological debate about empire began to grow.

Choosing IAS/CU

Despite the well chronicled instability at IAS, Prof. Diouf accepted the directorship because he felt that the University was ready to commit resources to

(Continued on page 15)

(Continued from page 14)

develop a strong program. This commitment was a positive consequence of the suspension as it drew attention to the Institute and forced the administration, students, alumni and other interested individuals to reflect on what was truly needed to secure a vibrant entity. With institutional commitment, Prof. Diouf saw IAS as an exciting opportunity because it is located “in a great institution in the greatest city.” This location could provide an abundance of resources to capitalize on such as the UN, Wall Street, the growing African immigrant community, and Harlem and its African American community which has played an important role in the discussion of African liberation and the African condition.

However, he cautioned that this will not be easy, and it will take time, patience and collaboration to establish a successful institute. He also sought to clarify a commonly held misperception that the Institute is organizationally located in MEALAC. IAS remains a unit of SIPA, however, Prof. Diouf’s academic appointment is in MEALAC. Prof. Diouf hopes that IAS will eventually become a university wide institute.

Approach and Objectives

Prof. Diouf sees his role as a facilitator and IAS as a clearinghouse which will help coordinate individuals and units and prevent fragmentation. He emphasized that his approach will not be one of supervision, but one which will bring people together to debate issues. Prof. Diouf believes that this plural approach will create a fuller picture. He hopes to organize conversations about Africa in a way that can satisfy all constituents; policymakers, academics, the local African immigrant community, Wall Street, and Harlem and the African American community.

Prof. Diouf’s vision for IAS has three basic components: 1) to make the Institute a site of debate and discussion with internal and external groups through a regular policy forum; and 2) to establish

an intellectual and academic forum and research agenda with students and scholars and to develop an art and culture forum by organizing exhibits, conferences, movies and performances with discussions. These initiatives will help to shape an academic agenda and provide a bridge to different groups which will allow Africa and its position in the world, to become a vital part of the discussion.

Prof. Diouf underscored the importance of incorporating the arts and humanities because “the African predicament is not only about politics and economics.” He stated that sometimes the best pictures are provided by artists and writers who can take us beyond the analysis of structures and help us understand what is going on in peoples’ minds. He sees literature as being able to escape the European perspective by building characters that can carry personal perspectives. This is a type of knowledge creates another possibility of debating Africa and can be extremely helpful to policymakers.

While the exploration of African modernity will always have a focus on the continent of Africa especially since it is a place of radical change, Prof. Diouf also believes that it is important to explore African modernity as it manifests outside of the continent. As such, he sees Harlem as an important site due to the growing numbers of African immigrants. He foresees debates on how these immigrants define themselves and how their children are defined and define themselves; their relationships to African Americans; and their future relationships with Africa. He believes that some of these issues are playing out in the presidential campaign of Barack Obama and in the discussion of which students of African descent benefit most from affirmative action in higher education.

Role of Education

Prof. Diouf believes that education plays a key role in overcoming the African development crisis. He sees three important issues to consider when discussing education in Africa: 1) the need

for resources to educate all African children; 2) the necessity to educate all African girls; and 3) the challenge of determining what language to conduct schooling in. These issues give rise to questions such as who will pay to educate all of Africa’s children? How will schooling be organized? For what purpose? Will it be national or regional? He offered that he believes that regional educational systems, such as a West African region would be better than national systems.

Advice

As we concluded our discussion, I asked Prof. Diouf, what advice would he offer to graduate students interested in Africa and to African youth in New York and in Africa? His response was to never lose sight of the fact that Africa is a part of the world, and he encouraged pursuit of the understanding of the African presence in the world. He concluded by stating that it is necessary to understand that Africans can contribute not only to resolving their own problems but to also to human culture.

Prof. Diouf is married and a father of five who range from a recent college graduate to an elementary school student. He is beginning to settle into New York City and making connections with the local Senegalese community which was a big part of his attraction to CU. He looks forward to enjoying the rich and vibrant cultural offerings on his new home city such as museums and music performances. We look forward to the many contributions Prof. Diouf will make to the community that is deeply interested and committed to Africa and the African Diaspora. We extend a warm welcome to him and his family. We pledge to partner with him and IAS to enrich and enliven the debates on Africa and the Diaspora, and inspire achievements which will advance understanding of and contributions from Africa and the Diaspora.

**Learn more about the
Institute for African Studies at
<http://www.sipa.columbia.edu/ias/>**

Student Spotlights

This section highlights students accomplishments working to affect change in education in the African Diaspora. Please email us at cae@tc.columbia.edu with other contributions for future publications.

Congratulations to **Gillian Kasirye**, who is a PhD candidate in Anthropology at TC this summer, for presenting her research on *Gender and Education attainment among Muslim girls in NYC* at the Harvard Graduate Student conference in February 07.

Congratulations to **Sarah Smith**, a first year Ed.M. student in International Educational Development (IED), for presenting her research at the 51st Annual CIES Conference in Baltimore, Maryland in Spring 2007.

Illona Drewry, MA in IED, is conducting an evaluation of a psychosocial school-based program which is currently being supported by Save the Children.

Congratulations to **Donna C. Tonini**, doctoral candidate in IED, for presenting various papers at the following conferences this past year: Beyond Borders: Global Change and Education in Action, New York University. March 2007., Education, Politics and Social Policy Conference, Teachers College, Columbia University., 51st Annual CIES Conference in Baltimore, Maryland in Spring 2007.

Congratulations to **Ann Hawley**, first year MA student in IED for receiving the National Security Education Program grant (summer study of Arabic in Morocco) and Fulbright Scholarship (Morocco).

Marian Hodgkin, MA in IED, is the winner of the Fall/Winter 2006 Cordier Essay Prize for her published paper "Reconciliation in Rwanda: Education, History and the State" in the Journal of International Affairs, Fall/Winter 2006.

Sosanya Jones, Andrew LeGrand, Winston Thompson and Leslie Williams, all doctoral students in Higher and Postsecondary Education Prof. Gregory Anderson's research group, presented in a symposium entitled, *What Else Can the NELS Tell Us? Expanding and Reflecting on Research inquiry on African-American Students Using the National Educational Longitudinal Study?* at the 2007 American Education Research Association national meeting in Chicago.

Kasia Krynski, M.A. candidate in International Educational Development, conducted an education needs assessment evaluation in Louga, Senegal this summer for the Earth Institute's Millenium Cities Initiative.

Congratulations to **Kate Torre and Kasia Krynski**, M.A. candidates in International Educational Development, for publishing their paper "Critique on South-South Collaboration: the Case of Cuban aid to Namibia," in the fall issue of *Society for International Education*.

M.A. candidate in International Educational Development **Nina Weisenhorn**, will begin working with the International Rescue Committee in education.

Congrats to **Shelley Sams** for completing her MA in IED, and publishing her IP on African immigrant women working as hair braiders in Harlem and educational access on the Sauti Yetu website. We wish Shelly and her family the best of luck with her upcoming move to Moshi, Tanzania.

Rocky Schwarz, a Serendipitous Encounter with Liberia Leads to a Lifelong Commitment

Leslie Williams, Ed.D Student, Department of Organization and Leadership, Teachers College, Columbia University

Many students, faculty, staff members, and alumni know Robert (Rocky) Schwarz as the Manager of Document Services at Teachers College. Over the past 30 years he has assisted countless members of the TC community with document reproduction and transcription services. However, few know of Mr. Schwarz's connections to Liberia, which began early in his life and blossomed into a full-fledged commitment almost 40 years ago.

Mr. Robert "Rocky" Schwarz was born in Long Island and raised in Chappaqua, NY. His grandparents got him started collecting stamps, and he was especially fascinated by those of Liberia, an African country with a flag that resembles the U.S. flag. A year after graduating from Brown University, where he majored in French literature, he applied to and was accepted to the Peace Corps. It was 1968 – he was disillusioned with the turmoil in the United States and had discovered, during one year at the University of Minnesota, that he wasn't going to be the world's next great architect. He was interested in serving in French-speaking West Africa and was assigned to that region however, it wasn't a French-speaking nation. Mr. Schwarz was placed in Liberia and has remained connected there ever since.

Teaching in Liberia

Before leaving for Liberia, he was sent to St. Thomas in the United States Virgin Islands for teacher training. There he learned to connect to students and also learned some St. Thomas pidgin English, both of which served him well in Liberia. He spent 9 years teaching; the first 4 in a government school, where he taught all subjects, followed by 5 in a Catholic school, where he taught everything except religion.

Mr. Schwarz described the circumstances as "very challenging," because he frequently taught math and reading classes with as many as 65 students, some of them with limited proficiency. Nevertheless, he was able to contribute to his pupils' academic growth by encouraging them to stay in school, developing varying strategies to reach all of them and holding them to high

standards, believing that that students rise (or fall) to the expectations set for them. He was promoted to Vice Principal at the Cathedral School, the Catholic school, while also teaching 6 classes, and he continued to demonstrate his interest in the students by learning the names of all 900 of them.

While teaching at the Cathedral School, Rocky decided to apply to the Master's program in International Education Development (IED) at Teachers College. His plan was to earn his degree then return to West Africa. Mr. Schwarz earned his MA in IED as well as an MEd in math education and started working on his doctorate. Shortly after enrolling at TC, he began a part-time position in the Transcription Typing Center, which later combined with Duplicating to become Document Services, the office he now manages.

Relationships with Former Students

After leaving Liberia, Rocky kept in contact with his former students and has maintained close with relationships with many of them. These relationships literally grew closer, though not in the way he imagined or would have preferred. Political turmoil in the 1980s and the civil war that finally ended in 2003 led many of his students to come to the US. Schwarz says that his desire was never to see his students leave Liberia for the United States. However, he understood their need to flee, underscored by the news that some of his former students had been killed in the conflicts.

Rocky began to reconnect with them through trips to Great Adventure amusement park in New Jersey. At times he surprises his former students with his command of Liberian pidgin, which he admits is dated and amusing to students who haven't heard some of his expressions in years. These regular trips grew into a plan for an annual reunion hatched at a former student's wedding 12 years ago. Next, the former students from the Cathedral School initiated the Cathedral School Alumni Association, which now has 500 active members in the United States. Not satisfied with simply having an organization and

annual gatherings, the group launched a foundation to support the school by enhancing its academic program, providing scholarships, and portraying a positive image of Africans in the United States. Mr. Schwarz serves as the foundation's Chair, and his board is made up entirely of Cathedral alumni.

The Cathedral School Educational Foundation, which gained federal non-profit tax-exempt status 10 years ago, has helped to raise standards at the school, acquired and shipped over 70 computers for two labs, provided internet service, improved the library, and contributed science materials. They provide \$4,000 in scholarships annually, which helps 40-50 students attend school. To honor Mr. Schwarz on his 60th birthday, a teacher training fund was established. The foundation is now waiting for the school's administration to present their needs and priorities before moving further on the issue of teacher training. They are also exploring ways to extend their help to the Liberian Ministry of Education.

Liberia Today

Liberia has come through some difficult times, and Mr. Schwarz recognizes that the future will not be easy. However, he hopes that lessons have been learned about how quickly things can fall apart when some people are marginalized and express their frustrations in violence. He feels that the uneducated were manipulated by those seeking to advance their own personal ambitions; thus, he sees education as a key component to rebuilding that nation. The stability generated by the new president, Madame Ellen Johnson-Sirleaf, allows him to be confident about Liberia's future. He has observed Liberians returning home with expertise and investments, adding to his hopefulness. He also believes that the Cathedral School and its alumni association can serve as a model. Having last visited Liberia just months before the outbreak of the civil war at the end of 1989, Rocky hopes to have a chance to get there soon. One can imagine that his next trip to a stabilizing Liberia will not be as serendipitous as it was nearly 40 years ago.

Center for African Education Faculty

Professor George C. Bond, Director

Dr. George Clement Bond is the Director of the Center for African Education and William F. Russell Professor for Anthropology and Education at Teachers College, Columbia University. His interests include education and elite formation in the United States and Africa; African studies; African religions and politics; agrarian transformations; and cultural dimensions of urban and minority populations. He has conducted research on political and religious change among the Tumbuka-speaking peoples of Zambia and Malawi; social dimensions of AIDS in Southern Uganda; and privatization, democratization and the plight of the poor in northern Zambia. Dr. Bond has been the Director of the Institute of African Studies at Columbia University and President of the Association for Africanist Anthropology. His most recent publications include *Contested Terrains and Constructed Categories: Contemporary Africa in Focus* (2002) and *Witchcraft Dialogues: Anthropological and Philosophical Exchanges* (2001). He holds a Ph.D. in Social Anthropology from the London School of Economics.



Prof. Fran Vavrus,
Associate Director

Professor Frances Vavrus is an Associate Professor of Education and Associate Director of the Center for African Education. She holds a Ph.D. from the University of Wisconsin-Madison in Education and African History and Educational Policy Studies. Her research examines a number of key issues in the fields of international education and international development. These include AIDS and educational opportunity in Sub-Saharan Africa; gender and labor in rural Tanzania; and poverty reduction policy and programs. As an interdisciplinary researcher, Dr. Vavrus applies insights from anthropology, education, history, and sociology to address questions related to gender, health, policy, and the political economy of postcolonial states. This year, Dr. Vavrus is the Coordinator for the CIE/IED programs. She is serving a three-year term as Board Member of the Comparative and International Education Society (CIES) and as one of the Program Co-Chairs for the CIES Annual Meeting, which will be held at Teachers College from March 17-21, 2008. Beginning in September 2008, Prof. Vavrus will be a faculty member in the Comparative and International Development Education program at the University of Minnesota.

AFFILIATED FACULTY



Monisha Bajaj, Ed.D., is Assistant Professor of Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her research and teaching interests include peace and human rights education, and educational policy and practice in diverse international and U.S. contexts such as Zambia, India, the Dominican Republic, and New York City. Dr. Bajaj received her doctorate in International Educational Development from Teachers College and her Master's Degree in Latin American and Caribbean Studies from Stanford University. She is the editor of the forthcoming *Encyclopedia of Peace Education* and the author of a Spanish-language teacher training manual on human rights education (UNESCO, 2003), which she wrote while carrying out research as a Fulbright scholar in the Dominican Republic. Her previous research examined the impact of HIV/AIDS and poverty on high school students in sub-Saharan Africa. She has recently initiated a new project to study human rights education programs for Dalit or untouchable children in southern India.



Dr. Lesley Bartlett is a faculty member in the Department of International and Transcultural Studies at Teachers College, Columbia University and the Co-Director of the Center for Multiple Languages and Literacies. Her research examines key issues in the fields of anthropology, comparative and international education, and literacy studies. These include socio-cultural studies of language and literacy, multilingual literacies, popular education and critical pedagogy, race and class inequality, human rights and human rights education, and teacher education. Recently, Dr. Bartlett has been serving as the Principal Investigator on a study of the use of schools as centers of care and support in five sub-Saharan African countries. Dr. Bartlett holds a PhD in the field of anthropology and a BA in English education, both from the University of North Carolina at Chapel Hill.

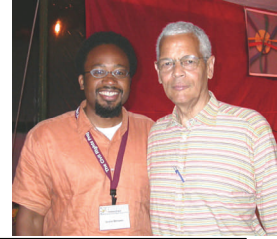


Dr. Andrew Okolie studied at the Universities of Jos and Port Harcourt in Nigeria, and the University of Toronto in Canada where he obtained his doctorate degree. He has taught in Universities in Nigeria and the University of Toronto. He recently worked in the Nigerian Presidency as Senior Special Assistant to Nigeria's Vice President on Policy and Programme Monitoring and Speech Writing, and later Deputy Director and Head of Secretariat Administration of the Vice President's Presidential Campaign Organization. He is currently a visiting Lecturer at Teachers College in the Department of International and Transcultural Studies. Dr. Okolie's research interests include international development, agrarian social structures, African political economy, and anti-racism education.

Center for African Education Student Profiles

Center Coordinator

Leslie Williams, Ed.D. student in Higher and Postsecondary Education and CAE Graduate Assistant is interested in access to higher education for Blacks in Brazil, South Africa and the United States. He is pictured to the left of civil rights leader Mr. Julian Bond, currently the Executive Chairman of the National Association for the Advancement of Colored People.



Gerard Alolod is a Ph.D. student in Anthropology & Education, CAE Graduate Assistant, and co-chair of the African Studies Working Group (ASWG). He recently returned from preliminary fieldwork in Mwanza, Tanzania, where he focused on credit schemes among women. His research interests include elite formation, development, and women's civil society in East Africa. Gerard earned a B.S. in Foreign Service and a Certificate in African Studies from Georgetown University.



Ramatu Bangura is a native of the DC metropolitan area and currently lives in Brooklyn, New York. She is pursuing an EdM degree in International Educational Development with a concentration on International Humanitarian Issues and a geographical focus of West Africa. Her research interests include non-formal education programming for girls, gender-based violence, gendered empowerment and post-conflict education. Ramatu earned a BA from the University of Maryland College Park in Journalism. She is also a Returned Peace Corps Volunteer in Costa Rica.



Marie Craig Acemah is a teacher from Alaska pursuing an MA degree in International Education Development with a concentration on African Education, and works as a student assistant for the Center for African Education. She previously taught at a Quaker boarding school in rural Ohio, and at various secondary schools in urban and rural Uganda. Her interests include alternative pedagogy in Ugandan secondary schools and the development of quality schools for Ugandan orphans. Marie earned a BA in Liberal Arts from St. John's College in Santa Fe, New Mexico.



Kasia Krynski, originally from Chicago, is pursuing her masters in International Educational Development Policy—West Africa. An returned Peace Corps volunteer from Senegal, Kasia continues to work with the West African community in New York City through CAE's AMILI program, as well as interning at Trickle Up Microenterprise Program and the Earth Institute. Her master's project focuses on informal and Koranic education in West Africa. Kasia received her BA from the University of Illinois in Urbana-Champaign in International Affairs.



Kiran Jayaram, is a Ph.D. student in Applied Anthropology, focusing on economic anthropology and CAE Graduate Assistant. He received a grant from the Institute of Latin American Studies at Columbia University for his summer 2006 research in the Dominican Republic on labor and social differentiation among cane cutters. He has also conducted fieldwork in Haiti, Cuba and Florida.



Africa In Focus

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