Central Africa

The Elmina 'Dagregister' of William Butler, 1721 / Jan J. Clement. - In: *History in Africa:* (1997), vol. 24, no. 409-412

Abstract: De Heeren Thienen, executives of the college of directors of the West-Indische Compagnie (W.I.C.) in Amsterdam, demanded that their directors-general in Elmina keep accurate journals or day books, copies of which had to be sent to Holland regularly and at short intervals (one to three months), to each of the five 'Kamers' or Chambers: Amsterdam, Zeeland, Maas, Stad, and Lande en Noorderquartier. These journals were produced during most of the period of two and a half centuries that the Dutch resided at the Gold Coast. All of the still-existing journals are now stored at the Algemeen Rijksarchief (ARA) in The Hague in Holland.Unfortunately, many of the manuscripts dating from before 1700 have gone, lost either by deliberate destruction, by thoughtless bureaucrats, or by accidental fires. Of the manuscripts now in the ARA many are in poor condition and are not available for consultation; others are being microfilmed, which makes studying these valuable documents somewhat tiresome. Fortunately, when the author transcribed the day book of 1721 on his laptop computer, he was lucky enough to be able to use the original manuscript; a few weeks after he had finished this job the manuscript was microfilmed and is now available only in that format. The only other existing transcription of a journal of Elmina was published in 1953 by Karel Ratelband, whose Vijf dagregisters van het kasteel Sao Jorge Da Mina, covers the years 1645 to 1647.The journals of Elmina written or dictated by the directors-general were used by the Heeren Thienen in Amsterdam primarily as a tool to control their staff on the Gold Coast. Note., sum. [Journal abstract]
http://www.jstor.org/stable/3172041;https://doi.org/10.2307/3172041 (Restricted access)

Ethiopia

Gender construction through textbooks: the case of an Ethiopian primary school English textbook / Mehari Yimulaw Gebregeorgis. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 119-140 : fig

Abstract: The objective of the study was to explore how gender was constructed in the "English for Ethiopia : student's book" for grade four. In order to find out the discursive actions, representations and identifications by unpacking the employed genre, discourse and style, respectively, the case study was conducted using Fairclough's three-dimensional model of Critical Discourse Analysis. Despite Ethiopia's gender-sensitive education and training policy, the findings revealed that the texts in the book are a manifestation of the struggle of discourse that tries to maintain the existing social order on gender construction on the one hand and attempts to change the status quo on the other. While the discursive actions and identifications of characters promote egalitarian gender construction, the activity and attribute-based representations of characters reproduce the existing stereotypical gender constructions of the society that fall in line with the functionalists' perspective on gender roles. Bibliogr., note, sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224579 (Restricted access)

Malawi

Challenges of implementing contract policies for university academics in Malawi: a case of Mzuzu University / Lester B. Shawa, Victor Y. Mgomezulu. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 17-31

Abstract: Utilising critical theory, the authors explored the causes of the conflict that arose between academic staff on fixed-term renewable contracts and university administrators at Mzuzu University in Malawi in order to draw lessons. They collected data using semi-structured, in-depth interviews and document analysis. Ten university employees were purposively selected for interviews. The results showed that the causes of the conflict were, in the view of the respondents a mixture of: 1) a mutually antagonistic relationship between academics and university administrators; 2) less-than-effective administration of contracts by the university leadership; 3) dispute with respect to the university council's views over the age of staff on contract; and 4) the

university leadership's negative response to a group of academics who criticised the administration. The authors argue that these results suggest leadership skills were less-than-satisfactory on the part of university senior management. They offer suggestions that could improve such leadership skills. Bibliogr., sum. [Journal abstract] http://dx.doi.org/10.1080/18146627.2016.1202550 (Restricted access)

Nigeria

Demographic characteristics as determinants of unemployment among university graduates in Nigeria / Oluyomi S. Pitan and Segun O. Adedeji. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 157-171 : tab

Abstract: This study investigated demographic characteristics such as type of university attended, course of study and gender as determinants of duration of unemployment among university graduates in Nigeria. Data were collected from 1 451 employed university graduates in 300 firms in Nigeria. Results showed a significant difference between duration of unemployment and course of study ($F_{(6,1444)} = 17.84$; $p < 0.05$) with graduates of Engineering and Medicine having the least duration of unemployment. Significant differences also existed between duration of unemployment and the type of university attended ($F_{(2,1448)} = 5.50$; $p < 0.05$). Unemployment period was significantly shorter for graduates of private universities compared to those from public universities. However, gender differences did not significantly affect unemployment period-á($t0.05 = -0.211$; $p > 0.05$). One major policy implication of the findings is that entrepreneurial skills and initiative should become major concerns of higher education institutions to facilitate employability of graduates who will increasingly be called upon not only as successful applicants but also and above all as job creators. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224556 (Restricted access)

Nigeria

ICT, globalisation & the study of languages & linguistics in Africa / Ozo-mekuri Ndimele (Ed.) - Port Harcourt : M and J Grand Orbit Communications, 2016.

Abstract: Most of the contributions to this collective volume express either fear or optimism about the survival of indigenous cultures, languages and literatures in Africa. Some argue that globalisation poses great danger to cultural and linguistic diversity, while others highlight the enormous benefits of ICT for the study, development, documentation and archiving of indigenous languages. Contents: 1. ICT, Globalization & the future of human language; Information & communications technologies (E. 'Nolue Emenanjo); 2. Integrating ICTs into the teaching & learning of Nigerian languages (A.U. Okwudishu & Chris O. Okwudishu); 3. Nigerian languages & linguistics in the era of information & communication technology (Munzali Jibril); 4. Exploiting information technology resources in the development of Nigerian languages (Eno-Abasi Urua); 5. Enhancing the teaching & learning of indigenous languages through multimedia information & communications technologies (S.A. Ogunbanjo); 6. Enhancing language teaching/learning in Nigeria with ICTs: network-based language teaching as a resource (T.O. Shobomehin); 7. Globalisation and the vanishing voices of Africa: any glimmer of hope at this turbulent sea? (Ozo-mekuri Ndimele); 8. Language & globalization (Tadjudeen Yaqub Surakat); 9. Globalisation & the preservation of Nigerian languages (Imelda Icheji Lawrence Udoh); 10. An appraisal of the impact of English on the development of Nigerian languages (Austin O. Chukwu); 11. Globalisation and the survival of minority languages: the case of the Ogu language (Titilayo Onadipe-Shalom); 12. The peculiar challenges of SMT to African languages (Clement Odoje); 13. ICT in language teaching and learning: challenges and prospects (M.A. Rahman & I.A. Adeleke); 14. Indigenising emoticons for language revitalisation (Emeka Felix Onwuegbuzia); 15. The globalisation of English in the Nigerian multilingual experience (Farinde Raifu Olanrewaju); 16. Making French language study relevant in Nigeria in the 21st century globalised information technology world (Mabel E. Aziegbe); 17. 'Don't let it die': indigenous/indigenised language in selected African literary works in English (Gabriel A. Osoba); 18. Linguistic politeness theory & globalisation: between western canons and non-western possiblities (Umar Jibril); 19. Language convergence & urbanization in Africa: the case of Chinedum Ofomata's Ihe Ojoo Gbaa Afo (Godwin Chinaedu Iwuchukwu); 20. Globalisation, nationhood and Nigerian literary life (Chidi T.

Maduka); 21. Orthography, globalisation and IT: a proposal for Ibibio text technology (Eno-Abasi Urua & Dafydd Gibbon). [ASC Leiden abstract]

Senegal 2012, *Ladies' Turn / a film by Hélène Harder* Paris : Wendigo Films, (409264261).
Abstract: In 2009, in Senegal, a womens football street tournament is organized for the first time by the association Ladies Turn. Despite the passionate commitment of Seyni, the former captain of the womens national team, and of the women and men that fight at her side, the game is far from won. In 2011, defying taboos and prejudices, the girls return to the fields and play for a growing audience. Will they be allowed to go all the way and play the game they love? [Abstract reproduced from dvd-video]

South Africa
A story of a journey in implementing an e-assessment system at a South African university / U. G. Singh, J. M. Wassermann. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 1-16 : fig
Abstract: Following the challenges faced in the selection and implementation of e-assessment tools for student assessment, the authors undertook a journey of implementing an e-assessment system within the University of KwaZulu-Natal (UKZN), South Africa. This article describes the path traversed and highlights the potholes and expressways on this road towards e-assessment implementation. Thus, the aim of this article is to present the process of implementing an e-assessment system. The findings indicate both student and academic acceptance of this form of e-assessment, with students showing particular excitement in this novel assessment mode. The journey serves to highlight the importance of determination, resilience and perseverance in applying a new form of technology within an academic context. Furthermore, support of senior management is essential to its success. The article shows that the successful implementation of e-assessment at a university is possible but reliant on motivated academics and institutional support. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1202549 (Restricted access)

South Africa
An index of waste: humanitarian design, "dignified living" and the politics of infrastructure in Cape Town / Peter Redfield and Steven Robins. - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 145-162 : ill
Abstract: This article develops a framework for thinking about waste as an index that signals a relational position within contested, historically layered conceptions of human order. It follows two contrasting frameworks for thinking about sanitation infrastructure: a quest to redesign the toilet at a global level for underserved populations, and popular conceptions of rights, citizenship and dignity grounded in the materiality of infrastructure in post-apartheid South Africa. By integrating highly abstract understandings of value with intimately embodied qualities of experience, the problem of sanitation simultaneously connects and divides human populations. It unites them at a species level, only to distinguish them at a social one. From this perspective, human waste is hardly a neutral substance, defined by its chemical properties. Rather, waste actively registers relational human status and position within a political ecology of needs. Bibliogr., notes, ref., sum. [Journal abstract, edited]
http://dx.doi.org/10.1080/23323256.2016.1172942 (Restricted access)

South Africa
Casts, bones and DNA: interrogating the relationship between science and postcolonial indigeneity in contemporary South Africa / Katharina Schramm. - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 131-144
Abstract: This paper discusses the articulation and complex enactment of postcolonial indigeneity, commonly referred to as Khoesan revivalism in contemporary South Africa. Through a close examination of the "substances of indigeneity" i.e. body casts, human remains and DNA, it interrogates the partial imbrication of past and present scientific and classificatory practices with contemporary political and affective identifications. It argues that, in this constellation, the indigenous does not signify a stable point of reference or remnant of the past, but rather a subject position that is actively claimed and enacted in the present. Bibliogr., notes, ref., sum. [Journal

abstract, edited]
http://dx.doi.org/10.1080/23323256.2016.1168267 (Restricted access)

South Africa
Challenges in the integration of multimedia by History teachers in the North West Province of South Africa / Susanna Jacoba Bester. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 32-48 : fig

Abstract: Today's learners are born into a multimedia world and feel quite comfortable in an electronic learning environment. The high-quality sound, realistic colour images, graphics, narrations, real-time recordings and full motion videos from multimedia, which are integrated in History lessons, are what the learners of today want and need in their learning. In the study on which this article is based, efforts were made to determine the extent to which Intermediate Phase History teachers (Grade 4-6) of schools in the townships and rural areas in and around the Klerksdorp, Rustenburg and Vryburg districts of the North West Province of South Africa were willing to utilise multimedia in their History (Social Science) lessons. The challenges these History teachers experienced when they were faced with the application of multimedia in their lessons are also highlighted. In the last part of the article recommendations are made to serve as future suggestions for History teachers to apply multimedia in the teaching of the subject. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1202572 (Restricted access)

South Africa
Claiming Cape Town: towards a symbolic interpretation of Khoisan activism and land claims / Rafael Verbuyst . - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 83-96 : ill

Abstract: Current political negotiations in South Africa which explore the possibility of pre-1913 land claims and the recognition of Khoisan traditional authorities have spurred the growth of the "Khoisan revival": the phenomenon of people identifying as Khoisan and asserting indigenous rights. Based on fieldwork conducted in Cape Town in 2014 and 2015, this paper discusses the motivations and strategies of several Khoisan activists. After outlining the political context of the Khoisan revival, the author shows how activists make claims and demands through the use of popular imagery and a global indigenous rights discourse. While producing valuable insights, this 'strategic essentialist' approach inadequately addresses motivations for claiming land. Based on a discussion of several case studies, the author argues that claiming land functions not so much as a means of procuring physical or economic spaces, but as a way for activists to express grievances regarding coloured identity, history and healing. This symbolic interpretation prompts the reconceptualisation of land claims within the restitution paradigm and policy negotiations. Bibliogr., notes, ref., sum. [Journal abstract]
http://dx.doi.org/10.1080/23323256.2016.1171159 (Restricted access)

South Africa
Education for sustainable development in South Africa: a model case scenario / K. Teise, A. le Roux. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 65-79

Abstract: Education for Sustainable Development (ESD) is an educational approach that, by being a catalyst of social change, promotes sustainability. Although South African education policy and practice appear to be oriented towards ESD, the concept is contested, and ragged with ambiguity and vagueness. Because the transformation of South African education is primarily aimed at social change, such vagueness and ambiguity could prevent the achievement of the vision of an education system that contributes to social change and sustainable development. In this article, the authors construct a model case scenario to assist in clarifying the concept of ESD. A model case scenario, they contend, might not only lead to an advanced understanding of the concept, but could also serve as an informative tool with which to comment on the extent to which an education system has responded to the call to promote sustainable development. A model case scenario could therefore assist the promotion of the appropriate and unambiguous use of the concept ESD and the alignment of education policy and practice to achieve the transformational goals of the South African Constitution, and of South African education. Bibliogr.,

sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224584 (Restricted access)

South Africa
Indexing immunity to malaria in South Africa in the 1920s and 1930s / Randall Packard. - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 116-130 : krt
Abstract: During the 1920s and 1930s, medical authorities, municipal officials and employers of African farm labour in the lowveld regions of the former Transvaal constructed a system for classifying Africans in terms of their susceptibility or resistance to malaria. This classification system was based on imperfect knowledge about the actual distribution of malaria risk within the country. Yet it was employed to justify public health policies regarding malaria control and the segregation of urban communities in the lowveld region. Bibliogr., notes, ref., sum. [Journal abstract, edited]
http://dx.doi.org/10.1080/23323256.2016.1174874 (Restricted access)

South Africa
Learners' approaches to solving mathematical tasks: does specialisation matter? / France Machaba and Willy Mwakapenda. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 172-190 : ill., tab
Abstract: This article emerged from an analysis of learners' responses to a task presented to learners studying Mathematics and Mathematical Literacy (ML) in Gauteng, South Africa. Officially, Mathematics and ML are two separate learning areas. Learners from Grade 10 onwards are supposed to take either one or the other, but not both. This means that by Grade 11, learners would have acquired different kinds of knowledge and problem solving skills depending on which of these they take. The article demonstrates that this possibility may not necessarily happen. Grade 11 learners from both learning areas appeared to have acquired sufficient knowledge and skills and were able to solve similar Mathematics tasks in similar ways, with similar adequacy. The authors argue that, contrary to common perceptions in the field of Mathematics education (particularly in South Africa), engaging in ML does not and should not make one less mathematically advanced than engagement in pure Mathematics. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224559 (Restricted access)

South Africa
Linguistic gender sensitivity strategies in current South African intermediate phase English workbooks: feminisation or degenderisation? / Jabulani Sibanda and Lucy Sibanda. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 104-118 : tab
Abstract: This study extends research on manifestations of gender insensitivity in learners' reading materials by shifting attention to the linguistic strategies that authors of current texts employ for the realisation of gender sensitivity. The authors analysed the content of 12 current (2014) English workbooks (Grade 4-6) used in South African government and public schools for gender sensitive strategies they employed. Most strategies sought to get round the problem caused by the lack of a singular third person gender neutral pronoun in the English Language. Although both feminisation and degenderisation strategies were apparent in the few strategies observed, the authors observe the difficulty of degenderising reading materials without radical reforms within the English language. They posit that the judicious combination of feminisation and degenderisation holds promise for gender sensitivity in texts. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224554 (Restricted access)

South Africa
Mini-focus: indexing the human: from classification to a critical politics of transformation / Thomas Cousins and Lindsey Reynolds. - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 110-115
Abstract: 'Indexing the human: from classification to a critical politics of transformation?' consisted of a year-long programme of seminars, workshops and reading groups at Stellenbosch University in 2014-2015. The seminar series brought together local, regional and international scholars

around four thematic areas: technologies of governance and the shapes of politics; the place of race; science, experimentality and intervention; and kinship, ethics and the everyday in South Africa. This article sketches the background and context of three research articles produced in the context of this programme: Indexing immunity to malaria in South Africa in the 1920s and 1930s (Randall Packard); Casts, bones and DNA: interrogating the relationship between science and postcolonial indigeneity in contemporary South Africa (Katharina Schramm); An index of waste: humanitarian design, "dignified living" and the politics of infrastructure in Cape Town (Peter Redfield). Bibliogr., notes, ref., sum. [Journal abstract, edited]
http://dx.doi.org/10.1080/23323256.2016.1174071 (Restricted access)

South Africa
Nostalgia in the post-apartheid state / Amber R. Reed*. - In: *Anthropology Southern Africa:* (2016), vol. 39, no. 2, p. 97-109 : krt
Abstract: In this article, the author joins recent theorists in furthering an 'anthropology of nostalgia' seeking connections between disparate parts of the globe through a shared sense of loss in the face of global capitalism and liberal democracy. Highlighting contemporary work, she suggests linkages between seemingly disparate regional foci. She then moves on to a case study of nostalgia for elements of apartheid in twenty-first century South Africa among historically oppressed residents. Her broader contention is that nostalgia arises most poignantly in states and among populations that have in recent decades transitioned from authoritarian to democratic systems of governance, and that this can be understood through the complexity of cultural politics, anxieties of social reproduction and recent turns toward neo-liberal capitalism. Importantly, this nostalgia should be read less as a commentary on the past than as a critique of the present. Bibliogr., notes, ref., sum. [Journal abstract]
http://dx.doi.org/10.1080/23323256.2016.1172492 (Restricted access)

South Africa
Towards responsible massification: some pointers for supporting lecturers / Ruth M. Albertyn, Pauline Machika, Christel Troskie-de Bruin*. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 49-64 : tab
Abstract: Teaching large classes poses many challenges to lecturers where massification is a reality in higher education. There are implications for both teaching and effective learning in this context. The need for accountability to learners in education provision served as motivation for a study of large classes in the largest faculty of one university where enrolment figures had recently increased. Semistructured interviews were conducted with 14 lecturers who teach on average over 500 students in one class. Lecturers reported challenges and experiences related to the higher education environment, resources and support, and teaching and learning. The article provides pointers for supporting lecturers who are teaching large classes based on their identified tensions due to challenges they face. Taking cognisance of lecturers' experiences could guide institutions towards relevant support for academics in the large-class setting and ultimately contribute to accountability and responsible massification of higher education. Bibliogr., notes, ref., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224577 (Restricted access)

South Africa
University, knowledge and regional development: factors affecting knowledge transfer in a developing region / Neba Samuel Fongwa and Lochner Marais*. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 191-210 : tab
Abstract: The role of knowledge in the current knowledge economy cannot be overly emphasised. Successful regions are continuously being linked to excellence in the production, accumulation, and application of knowledge. Universities have increasingly been at the centre of such knowledge production, application and transfer. Yet, there is little research and evidence in this regard pertaining to less developed countries. The paper aims to fill this gap. The case study for this article was conducted at the University of the Free State (UFS) in South Africa. The study uses the conceptual notion of knowledge transfer to interrogate the engagement level between the university and its region. Using a qualitative approach comprising the use of primary and

secondary data, the authors capture some of the factors affecting knowledge transfer. Highlighting both supply-side and demand-side factors, the authors argue in favour of a nuanced and complex negotiation of the knowledge-development interface between universities as knowledge producers and regional stakeholders as knowledge users. Such negotiations should take cognisance of local realities. Bibliogr., note, sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1224587 (Restricted access)

Uganda
Continuous professional development: what role and who benefits? : reflections on teacher development in Uganda / Alice Wabule. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 141-156
Abstract: Continuous professional development has assumed a central role in organisational development in recent years. In the teaching profession, initial training is no longer seen as enough due to rapid changes in technology, social structures, ideologies and the increasing diversity of the classrooms. While acknowledging the empowering aspect of CPD, this article draws on both literature sources and on an ongoing empirical study on teacher professional integrity to analyse the challenges and opportunities of CPD programmes in Uganda. It also demonstrates a new approach to CPD based on research experiences with the teachers in one school in Uganda. Bibliogr., sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1229575 (Restricted access)

West Africa
School leadership in West Africa: findings from a systematic literature review / Tony Bush, Derek Glover. - In: *Africa Education Review:* (2016), vol. 13, no. 3-4, p. 80-103
Abstract: The literature shows that leadership is the second most important factor influencing school and learner outcomes, including levels of literacy and numeracy, school leaving examination results, and progression to secondary and higher education. This article focuses on school leadership in West Africa, drawing on a systematic review of the academic and 'grey' literature, commissioned by UNESCO. The aim of the desk research was to ascertain the state of school leadership at all levels. The study shows that no West African countries provide specific preparation for school principals. It also shows that the predominant leadership style is managerial, with accountability to the hierarchy, within and beyond the school. The article concludes that specific development programmes should be provided for current and aspiring principals. Bibliogr., note, sum. [Journal abstract]
http://dx.doi.org/10.1080/18146627.2016.1229572 (Restricted access)