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German Actors in Higher Education in Africa: Experiences and Challenges

- Germany's Higher Education Cooperation in Africa between Aid and Trade
- African-German Cooperation towards Decolonising Higher Education
- Cameroon's External Relations with China and Germany
- Repositioning of German Actors in Ethiopian Higher Education
- German-African Cooperation in Global Health



WAXMANN

Following the 1990 *Education for All (EFA)* Declaration issued by the international conference of several United Nations Organisations (UNESCO, UNICEF, World Bank and UNDP), international policy talk, education programs and scientific debates concentrated on enhancing *Basic Education* in the so-called *Third World*. The last EFA “Global Monitoring Report” issued by UNESCO (2015) under the title “Education for All 2000–2015: Achievements and Challenges” summarised what had been achieved largely in respect to all around ‘basic education’ during that era.

The *Sustainable Development Goals (SDGs)* declared in 2016 by the United Nations for the period of the Agenda 2030, have changed the concept of ‘education’ considerably (cf. also the special issue on the SDGs of this journal, *ZEP* 2/2018). In contrast to EFA’s focus on basic education ‘universal education’ now means to “ensure that all girls and boys complete free, equitable and quality primary and secondary education” (SDG 4.1). The goal includes *higher education*, stating to “ensure equal access for all women and men to affordable and quality technical, vocational tertiary education, including university” (SDG 4.3), and it contains implementation schemes such as “substantially expand globally the number of scholarships available to developing countries, in particular least-developed countries, small Islands developing States and African countries, for enrolment in higher educa-

tion” (SDG 4.b). From this follows: *Higher Education* in Africa including *international development cooperation* has gained an undeniable importance in the international development agenda.

Against this backdrop the main focus of this special issue is directed to *Germany’s official policies and programmes directed to higher education in African countries*. This might sound like propelling official German views towards Africa, but it is meant to critically reflect Germany as a player of the ‘Global North’ navigating within complex African as well as other cross-border actors in areas of higher education in Africa. The focus on German actors also stems from the fact that all (but one) articles derive from papers presented at the international conference on “African Connections” by the German African Studies Association (VAD) at the University of Leipzig in June 2018.

The issue starts by discussing the main ‘official’ German institutions and their programs towards higher education in Africa by *Christel Adick* along categories typified as ‘aid’, ‘exchange’, cultural diplomacy’, and ‘trade’. In contrast to focusing official organisations, *Ina Gankam Tambo* researches the student-level of international education transfer. She presents results of her interviews with Cameroonian students who study at the Goethe Institute as compared to those who study at the Confucius Institute. Centres of Excellence are a prominent variety of programs offered by the Ger-

man Academic Exchange Service (DAAD), one of which is presented in the article by *Jonah Nyaga Kindiki, Malve von Möllendorff, Karsten Speck and Paul Webb* in which they analyse the project conditions and its contribution to decolonising higher education in Africa. Higher education in Ethiopia has rapidly expanded and internationalized in recent years. *Claudia Baumann and Rüdiger Lauberbach* present research results on institution-building in this country within a changing landscape that includes competition from the ‘Global South’ which affects German actors and their programs in Ethiopia. The education of health professionals in Africa (instead of abroad) is important to improve health care services. *Kirstin Grosse Frie* demonstrates how the field of ‘Global Health’ as an interdisciplinary field might integrate more social sciences (instead of purely clinical teaching) into future German-African cooperation in the education of health professionals.

It was decided to publish this issue in English (instead of German) in order to attract the attention of international scholars and practitioners who are interested in international debates on cross-border transfer in higher education including not least colleagues and presently acting or prospective counterparts in Africa.

Christel Adick & Kirstin Grosse Frie
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Christel Adick

Germany's Higher Education Cooperation in Africa between Aid and Trade¹

Abstract

The following article is directed to summarise different types of cooperation between Germany and African institutions in respect of higher education (HE), especially focusing on the main German organisations operating as (co-)financed by state budgets. Suggesting the relevance of HE for African middle classes the position of African universities in international rankings are discussed. The author then suggests reflecting the specific traits and differences between 'Aid', 'Exchange', 'Cultural Diplomacy' and 'Trade' in education transfers across borders before presenting German government-backed institutions and their programmes towards HE in Africa according to these types of what is mostly called 'cooperation' or 'partnerships'. The article closes with some conclusions and the contextualisation of German HE policies into the broader scene of the HE transfer.

Keywords: *international education transfer, international education policy, international cooperation, foreign cultural and educational policy, higher education rankings, international cooperation*

Zusammenfassung

Im folgenden Aufsatz wird die Zusammenarbeit Deutschlands mit afrikanischen Ländern im Hochschulbereich, mit Blick auf die wichtigsten deutschen staatlichen oder wesentlich mit staatlichen Mitteln agierenden Organisationen, thematisiert. Vor dem Hintergrund der gewachsenen Bedeutung von Hochschulbildung für die afrikanischen Mittelklassen werden internationale Rankings hinsichtlich der Position afrikanischer Universitäten ausgewertet. Im weiteren Fortgang wird zunächst vorgeschlagen, sich der Spezifika und Unterschiede verschiedener Typen grenzüberschreitender Bildungstransfers gewahr zu werden, namentlich ‚Hilfe‘, ‚Austausch‘, ‚Kulturelle Diplomatie‘ und ‚Handel‘. Anschließend werden die wichtigen deutschen Akteure und ihre Programme, die meist unter Etiketten wie ‚Zusammenarbeit‘ oder ‚Partnerschaft‘ firmieren, anhand dieser Typen vorgestellt und eingeordnet. In den abschließenden Folgerungen wird die deutsche Hochschulkooperation in größere Zusammenhänge des hochschulischen Bildungstransfers eingeordnet.

Keywords: *internationaler Bildungstransfer, internationale Bildungspolitik, auswärtige Kultur- und Bildungspolitik, Hochschul-Rankings, internationale Kooperation*

The Challenge: Expansion and reputation of higher education in Africa

Different from what one might expect – because there is a tendency to allocate the establishment of higher education in Africa to colonialism only – *African initiatives* to demand and install higher education (HE) date back already to the 19th century; but they were blocked by colonialism instead of being welcomed (Adick, 1989). Due to such colonial legacies, but also other factors like lack of resources and/or political will of ruling regimes, educational developments in most African countries and especially HE lagged behind global trends for long. But nowadays, HE has entered the agenda of Education for All, since even the UNESCO with its long impetus on basic education has come to suggest “six ways to ensure higher education leaves no one behind” (UNESCO, 2017, n. p.).

In recent years, HE in Africa seems to be attracting the interest of a growing African middle class (Melber, 2016) with two basic options to acquire ‘academic capital’: either to send their children to study abroad (outside Africa) or enrol them at a renowned HE institution at home or in an African country. German actors’ interests in HE in Africa may also work both ways: either to attract and support African students to study in Germany, or to further African HE institutions or even set up ‘German’ institutions there. The growing importance of Africa in the international HE scene may well be illustrated by the fact that in 2016 the 10th “*International Further & Higher Education & Research Conference*” of “Education International” (which is the global non-governmental trade unions organisation of personnel working in education) took place in Africa (in Accra/Ghana) for the first time in its existence. This and other events bring HE in Africa to the surface of an international audience.

As the UNESCO noted (2017, p. 2), HE providers have become more diverse with more private ones and more international providers acting alongside or in competition with national colleges and universities. If there is choice, there will be comparison and competition. Hence, HE institutions in Africa have now come to be listed in international university rankings. Notwithstanding general debates about the (non-)sense of rankings and league tables in education, the fact that HE institutions in Africa do appear after decades of absence from international league tables at least indicates growing international visibility and debate. In an online-survey among experts of the German Academic Exchange Service (DAAD) who work in the international dependencies of their organisation the interviewees stressed the importance of rankings especially as assets for entering into new HE cooperation schemes, for Master programmes and for scholarships (Burkart & Wittersheim, 2017).²

Two rankings shall be taken as examples here: one which operates on the basis of popularity (uniRank™), the other one on the basis of achievements (QS Ranking) – comparing their data published in 2018. uniRank™ (formerly 4 International Colleges & Universities or 4icu.org) is located in Australia and reviews about 13,000 Colleges and Universities world-wide, which are ranked by web popularity. Although the criterion of web popularity is widely criticised³ it might be quite relevant for Africa, since access to the internet has widely spread throughout Africa and surely outperforms e.g. any sending of brochures by ordinary mail. So future students, teachers, parents and advisors, do likely consult the web pages of HE institutions in search of information. Also, uniRank™ only focuses HE institutions which are officially recognized by national or regional bodies. They include at least four-year undergraduate degrees (Bachelor's Degrees) and/or postgraduate degrees (Master's and Doctoral Degrees) which “provide higher education courses mainly in a traditional face-to-face learning format delivered through on-site facilities” (<https://www.4icu.org/about/>; accessed 16.02.2018).

The 2018 ranking of the Top 200 Universities in Africa showed that the top ten positions were nearly exclusively hold by South African universities (cf. tab. 1). Also, if one looks at the first 20 ranks, the majority (13 from 20) are South African HE institutions. The ranking further discloses that some long established universities from a few other African countries – Kenya, Egypt and Nigerian institutions – are among the top 20 positions, with only one institution from Mozambique and one from Sudan.⁴ According to this ranking the distribution of HE by popularity is far from being evenly distributed across African countries. The ranking also includes foreign universities; among them the long-established American University of Cairo (number 10 in 2018), whereas the much younger German University of Cairo, inaugurated in 2003 subsidized by 10 Million Euros as part of a German government initiative to increase German transnational exports of HE to Africa (Adick, 2008, p. 183, 186), occupies rank 30, and the British University in Egypt rank 63 out of 200 African universities [<https://www.4icu.org/top-universities-africa/>; accessed 16.02.2018].

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| <p>South African Universities (Ranks)</p> <ul style="list-style-type: none"> – University of Pretoria (1) – University of Cape Town (2) – University of Witwatersrand (3) – University of KwaZulu-Natal (4) – University of Johannesburg (5) – University of Stellenbosch (6) – North-West University (7) – University of the Western Cape (8) – Rhodes University (13) – Universiteit van de Vrystaat (16) – Cape Peninsula Univ. of Technology (18) |
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|---|
| <p>Universities in other African countries (Ranks)</p> <ul style="list-style-type: none"> – University of Nairobi, Kenya (9) – American University of Cairo, Egypt (10) – University of Lagos, Nigeria (11) – Ahmadu Bello University, Nigeria (12) – Cairo University, Egypt (14) – University of Ibadan, Nigeria (15) – Univ. Eduardo Mondlane, Mozambique (17) – University of Khartoum, Sudan (19) – University of Nigeria, Nigeria (20) |
|---|

Table 1:

The Top 20 Universities in Africa according to uniRank™ 2018; Source: own elaboration on the basis of 2018 data from uniRank™ [<https://www.4icu.org/top-universities-africa/>; accessed 16.02.2018]

QS University Ranking compares HE institutions according to achievement criteria. The 2018 ranking will be referred to [<https://www.topuniversities.com/university-rankings/world-university-rankings/2018>; accessed 17.02.2018]. This organisation offers world-wide rankings and regional rankings including a ‘region’ called BRICS – the rising economies of the world (Brazil, Russia, India, China, South Africa) – but no region called “Africa” [<https://www.topuniversities.com/regional-rankings>; accessed 17.02.2018]. But researchers can find a link to African Universities which states that 18 African universities were among the 1,000 universities of the 2018 ranking, most of which (but not all) are listed in the second half of the ranks (from rank 501 onwards), and most of which are located in South Africa [<https://www.topuniversities.com/university-rankings-articles/world-university-rankings/top-universities-africa>; accessed 17.02.2018].

Extracting the African universities in order of appearance in the original ranking of the 1,000 universities world-wide (cf. tab. 2), the QS University Ranking includes nine universities located in South Africa, and nine in other African countries, most of them in Egypt.

If one compares the two rankings (both for 2018), there are a lot of similarities, especially in respect of the dominance of South African universities in the first place and Egyptian in the second place, compared to the low entries from other African countries. What would this mean for international cooperation in HE? It could mean very different and contrasting challenges – depending on the motives of the – possible – foreign donor or investor in HE. If South Africa leads the ranks of African universities, this might as well attract the installation

of non-profit, but high fees demanding or even profit seeking foreign university branches from the 'global North' as well as calling for development aid for countries whose HE systems are wanting. Because the HE system in South Africa is seemingly well reputed, foreign cultural and educational policies could try to attract especially South African students to study in their countries and possibly remain (e.g. in Europe) to fill open positions in the academically skilled labour market (e.g. doctors or ICT personnel). In contrast, however, the dearth of study opportunities for African youths in some African countries might also motivate governments, foundations, churches and others in the 'global North' to increase their scholarship programmes and other aid schemes directed to HE in Africa.

<p>South African Universities (Rank)</p> <ul style="list-style-type: none"> – University of Cape Town (1) – University of Stellenbosch (2) – University of Witwatersrand (3) – University of Pretoria (6) – Johannesburg University (7) – Rhodes University (8) – University of KwaZulu-Natal (8) – North-West University (12) – University of the Western Cape (12)
<p>Other Universities in Africa (Rank)</p> <ul style="list-style-type: none"> – American University of Cairo, Egypt (4) – Cairo University, Egypt (5) – Ain Shams University, Egypt (8) – University of Alexandria, Egypt (11) – Al Azhar University, Egypt (12) – Makerere University, Uganda (12) – Université Mohammed V, Morocco (12) – University of Ghana (12) – University of Nairobi (12)

Table 2:

Top Universities in Africa according to QS University Ranking 2018;
 Source: own elaboration according to data of the QS University Ranking 2018
<https://www.topuniversities.com/university-rankings-articles/world-university-rankings/top-universities-africa>; accessed 17.02.2018]

What is meant by HE cooperation?

First, it has to be clarified what is meant by 'higher education' (HE). Since long, in many countries including Germany, this term would have alluded to the idea of 'classical' universities. But in the meantime other institutions and terms have been created such as the 'Fachhochschulen', translated into English as 'universities of applied sciences', in Germany, or post-secondary polytechnics and academies. Problems of translating foreign terminology into national languages add to confusion, since an institution which exists in one country does not necessarily have a structural counterpart in another country. It is therefore eminent to reflect the terms in discussions and publications, as may be exemplified by a little episode (cf. Adick 2018b, p. 15): In a first press release of the German UNESCO Commission announcing the already-named UNESCO policy paper on "six ways to ensure higher education leaves no one behind", the term 'higher education' was translated into the

German 'Hochschulbildung', which, however, was corrected in a second press release only about 2 ½ hrs. afterwards to mean 'tertiäre Bildung', i.e. tertiary education, including a footnote to explain that 'tertiary education' includes advanced vocational and further education, which means Levels 5 to 8 of the ISCED (International Standard Classification of Education) in its version of the year 2011; i.e. short-cycle tertiary education (level 5), Bachelor's Degree or equivalent (level 6), Master's degree or equivalent (level 7) and Doctorate or equivalent (level 8). Reflecting such terminological details is eminent in any forms of international cooperation in higher education, because it cannot be taken for granted that all trainings and certificates, e.g. in realms such as nursing, management or technical studies, are equally allocated to 'tertiary' level institutions in every country.

"Cooperation" in education and other realms is often a 'catch-all' phrase for very diverse and even contradictory formats of 'connections' between persons and organisations. Everybody alludes to 'cooperate' with one another; who or which organisation would overtly declare in a website or a programme brochure to aspire to extract profit, exploit somebody, or influence her or him politically by the educational programme which is offered? From this observation stems the title of this article: "between aid & trade". Instead of globally speaking of 'cooperation' or 'partnerships' this will be differentiated into four types which represent variations of 'international education transfer' (cf. fig. 1) which stands for the transnational mobility of educational ideas, reform concepts, personnel, finances and goods across national borders (cf. Adick, 2018a). It is supposed here that any cooperation or transfer also means interference into national and local HE policies from the outside and that all partnerships should be regarded as more or less overtly 'strategic'.

All variants apply cross-border activities with different types of actors, e.g.: individuals, governmental or non-governmental organisations, philanthropic foundations, churches, for profit enterprises, or national and international organisations, each of them acting according to their own motives and arrangements. Grosso modo "Aid" is associated with donations to recipients in need, such as schools that lack books or furniture, teachers without salaries, or ministries lacking finances for an education reform (Scheunpflug, Wenz & Wirth, 2018). In contrast, "Cultural Diplomacy" means educational transfer across borders as part of the official foreign policy of a given country with foreign cultural institutes (e.g. Goethe and Confucius institutes) and foreign schools abroad as most obvious examples (Adick, 2016). "Exchange" alludes to formats of 'connections' that are encompassing 'true' vice versa cooperation, i.e. implying factual (and not just proclaimed) reciprocity like mutual visits and study semesters of students in partnership arrangements such as the ERASMUS scheme in the European Union (Feyen & Krzaklewska, 2013) which has in the meantime been enlarged to reach out to non-European students including students from Africa by "ERASMUS+" Programmes. Contrastingly, "Trade" is applied to entrepreneurial types of international education transfer, meaning education as a business: Clients have to pay fees, which may be meant either to cover the costs of the provider or be overtly commercial and profit-seeking or a mix of both according to the strategic

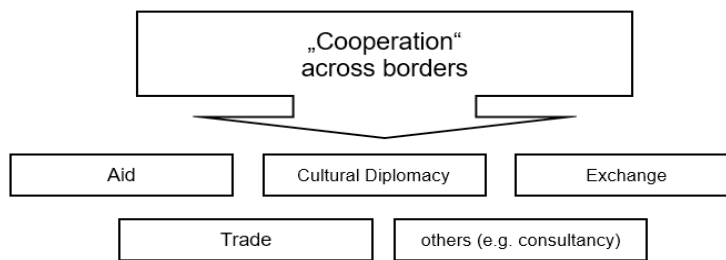


Figure 1: Types of international education transfer; Source: own elaboration

development of such ‘education companies’ (Adick, 2014). Even though it is not always easy to unanimously accord these types to specific programmes or institutions, it is suggested here that these four types of international education transfer may well serve to analyse motives and formats of existing German HE transfers in Africa as, in principle, also those of other countries (which, however, are not discussed here).

German government-backed international higher education transfer

The article will try to give an overview of German HE transfer according to the four types of cross-border relations discussed above. Main actors in this very complex scenery will be sketched, whereby special attention is given to important governmental institutions which regulate, finance and control, not least by giving incentives and issuing programmes to support HE transfer to African (or other) countries. In this article, therefore, the main focus lies on ‘official’ German actors and activities.⁵

Considering “Aid” the German Federal Ministry of Cooperation and Development (BMZ) supports the SDGs (Sustainable Development Goals)/Agenda 2030 of the United Nations (BMZ, 2015). Education is targeted by the fourth SDG (cf. Adick, 2018b); whereby two points are relevant for HE transfer to Africa: the objective to ensure equal access also to tertiary education, including university (SDG 4.3) and the demand to increase numbers of scholarships for students from ‘developing countries’ (SDG 4.B). Africa has become the priority continent of German development ‘aid’ cooperation-type, working in about 32 (of the 54) African countries with about half of German bilateral funding going there. The BMZ (2014) declared a ‘new Africa policy’ condensed in ten points, one of which is directed towards ‘prospects of Africa’s youth’ including training and youth exchange. The BMZ (2015) has also issued an “education strategy” which declares a growing focus on vocational and tertiary education including the support of the Pan African University and the spread of ICT in Africa. It offers additional 1.000 scholarships for Africa plus 7 bilateral graduate schools plus a Skills Initiative for Africa. Important to say, the BMZ is also the leading institution to co-fund the numerous German non-state actors’ projects in the so-called Third world considerably, like such ones from churches, foundations or NGOs. The total Federal Budget of BMZ (year 2017) amounted to: € 8,541 Billion.

Among other German actors, the BMBF has also increased its activities directed to Africa parts of which turn out to be of the ‘aid’-type. The first such strategy was issued for the years

2014–2018 (BMBF, 2017a). The recently renewed Africa strategy (BMBF, 2018) was headlined as “Creating Prospects!” and explicitly claims to be in line with the “Agenda 2063” of the African Union and its sector specific strategies. The BMBF supports some ‘Maria Sibylla Merian International Centres for Advanced Studies in the Humanities and Social Sciences’ in Africa, the first of which has been inaugurated at the University of Ghana, Legon in 2017 (BMBF, 2017b). German partner institutions are the University of Freiburg (coordinating), the German Historical Institute at Paris, the German Institute of Global and Area Studies (GIGA) in Hamburg and the Frankfurt and Konstanz Universities. Scientists of the various institutions and disciplines will collaborate in tackling mixed topics along migration and rural development, energy and resources in Africa.

The “Exchange”-type of cross-border relations is clearly connected to the long-established German Academic Exchange Service (DAAD). Looking at overall figures, Germany ranges among the top 5 for international students (after USA, GB, Australia & France; 2013). But when comparing flows of foreign students both ways it needs to be stressed, however, that African students studying in Germany are by far outnumbering German students studying in Africa (22.900 Students from Africa in Germany [2015] vs. 800 Students from Germany in Africa [2013] (DAAD, 2016a). The top ten target countries of German HE institutional relations with Africa are (in absolute numbers and disregarding study subjects): Egypt (20), South Africa (17), Kenya (14); Ethiopia, Morocco, Tunisia, Rep. Congo, Tanzania, Uganda, Nigeria and Cameroon follow with lower numbers of officially recorded relations. There are special programmes like AGNES: African-German Network of Excellence in Science. But joint or double degree programs in a subject like “education” seem to be rare; only one example of a joint M.A. Degree (120 ECTS) in ‘International Education Management’: PH Ludwigsburg & German Arab Master Program Egypt could be found (Schmees, 2014). On the basis of ‘lessons learnt’ from existing projects the DAAD (2016b) has issued guidelines for potential German actors on how to start HE cooperation with African partners. Total DAAD budget (year 2016): € 500.3 Million; of mixed origin (35% AA; 25% BMBF; 10% BMZ; 21% EU; 7% others).

The key agent in “Cultural Diplomacy” is the Auswärtiges Amt (AA), the German Federal Foreign Office, since cultural and educational policies are the ‘third pillar’ of the official German foreign policy (besides the economic and political pillars). The AA operates via “intermediary organisations” (Mittlerorganisationen), such as Goethe Institutes, the Alexander von Humboldt Organisation and others. In view of HE it needs to be highlighted that a particular “Science Diplomacy” (Außenwissenschaftspoli-

tik) concerning science & technology cooperation has explicitly been defined as part of the German cultural and educational diplomacy since 2009 (Rennkamp & Seabra, 2009). Examples for financial flows are: 7.1 Mio. Euros subsidies for the education system of Ethiopia or finances for the Pan-African University amounting to 9 Mio. Euros (2011–2016). The total Federal Budget of the AA (year 2017) amounted to € 5,232 Billion.

Allocating HE as a “*Trade*” to the BMBF (the German Federal Ministry of Education and Research) needs to be explained: Due to Germany being a federal state which grants cultural autonomy (including education) to each member state, the federal ministry of education’s influence or interference into the public education systems of its member states is limited and restricted. So the BMBF has to operate in realms which lie ‘outside’ of the school systems. In its work the BMBF focuses HE as two pillars: (I) scientific research, (II) education in the “tertiary sector” including further & vocational education which are not part of the ‘school system’ which at present matches the changing role of HE considering Life Long Learning to be part of the mission of universities today (Field, Schmidt-Hertha & Waxnegger, 2017). Germany’s experience with HE institutions of Applied Sciences (teaching and research for ‘practicable’ or ‘marketable’ results) also attracts co-operation with German and African industries, firms and corporations. It should be noted that the BMBF budget for Africa has increased from 12 million Euros (2005) to 58 million Euros (2015) (BMBF, 2017a). In 2001, the BMBF had started a programme called iMOVE (*International Marketing of Vocational Education*) with the Motto “Training – Made in Germany” in order to sponsor and monitor German education enterprises venturing overseas (Adick, 2014). In the meantime iMOVE has been moved to the BIBB (Federal Institute for

Vocational Education and Training), but still operates under the auspices of the BMBF to facilitate German exports of – postsecondary – vocational and technical education. It issues market studies addressed to potential German education providers interested in – among many other countries – Egypt, Kenya, South Africa and Tunisia in Africa (<https://www.imove-germany.de>) as well as ‘success stories’ of German partners in Africa, some of which fall into the category of HE, like a commercial (€ 7.500 fees) joint MBA programme of the Frankfurt School of Finance and Management and the Protestant University of Kinshasa (BIBB/iMOVE 2014, p. 18f.). But the BMBF also dispatches “Science Representatives” (Wissenschaftsreferenten) to the German Embassies, which allocates it also to the fields of ‘*Cultural Diplomacy*’ meaning that not all its activities may be classified as ‘trade’. The total Federal Budget of BMBF (year 2017) was € 17.6 Billion.

Since the year 2000 there have been various DAAD programmes to further German entrepreneurial HE transfers, which makes the DAAD another player in ‘trade’, an outstanding example being the above-mentioned German University of Cairo (Adick, 2014). Support for HE business across borders also comes from economic policy talk on the global science system (Weltwissenschaftssystem) demanding (more) transnational HE of German providers (vbw – Vereinigung der Bayerischen Wirtschaft, 2012, p. 25 ff., p. 10). Furthermore, it should not be forgotten, that education as an ‘export’ product also includes the pro-active ‘import’ of foreign students, especially so if foreign students have to pay university fees like in most such students ‘importing’ countries like Australia, Great Britain and USA (not – yet? – so in Germany) but in any case regarding the expenses for their living that international students pay in their host country. Germany is also keen of

	Aid	Exchange	Cultural Diplomacy	Trade
Logic	donor-recipient relations dependence	reciprocal relations symmetric communication	Part of foreign policy nation-branding	entrepreneurial relations across national borders (non-profit or profit-oriented/fully commercial)
Actors	NGOs, religious or philanthropic organizations (mostly co-financed by state agencies)	Educational and scientific organizations (partly state co-financed)	The foreign office/ ministry and its cultural broker org. (financed by the state)	Enterprises (often/or initially co-financed by state agencies)
Leading German Governmental Institutions acting in HE in Africa	BMZ (German Federal Ministry of Cooperation & Development) & BMBF	DAAD (German Academic Exchange Service)	AA (German Federal Foreign Office)	BMBF (German Federal Ministry for Education and Research) & DAAD

Table 3:
Germany’s international higher education transfer; Source: own elaboration

attracting international students, but one has to look which countries are considered promising (and which obviously not). GATE Germany (<https://www.gate-germany.de>), a consortium by German HE institutions which was established in 2001, still operates under the DAAD and supports German HE institutions in marketing their presence overseas. GATE Germany also issues market studies of potentially attractive countries for German HE exports (African countries: Egypt, Tunisia, Kenya and South Africa). The German model of dual training systems in vocational education – i.e. mixing in-company and part-time school teaching – which is known to be a popular model in German ‘development aid’ around the world, does to some extent also exist in the HE scenery in Germany, and – is discussed for its potential value in German HE exports (Maschke, 2015). A new partnership programme “Entrepreneurial Universities in Africa” (EpU) which the DAAD started in 2018 with first venues in Kenya, Tunisia and Morocco points into the same direction.

Conclusions and open questions

The institutions and programmes referred to above are far from exhaustive. They are all to a larger or lesser extent government-backed either in the sense of having originated from and being practically completely run by government institutions (or their ‘intermediaries’ like the Goethe Institute or the Alexander von Humboldt Foundation), or being sponsored or heavily co-financed by government incentives. In this perspective, then, we can call them the ‘official’ German policies towards higher education in Africa.

Motives for these connections are varied and not always outspoken. Ubiquitous terms like ‘cooperation’ or ‘partnerships’ stand for widely different forms of contacts and connections and often obfuscate intentions and realities behind the curtains which calls for more precise analysis such as the variations of ‘aid’, ‘exchange’, ‘cultural diplomacy’ or ‘trade’ depicted in this article. As it seems, the main actors tend to serve a variety of motives at the same time, even applying similar techniques such as market studies for German education exports (iMOVE and GATE Germany) and often working together or perhaps at times even competing for the same projects. It is not easy, thus, to determine the overall objectives of German HE transfer to Africa. Is it in the name of mutual exchange with African colleagues or meant as assistance for the still ‘underdeveloped’ higher education sector in Africa? Or does it want to further nation-branding (upholding the notion of ‘made in Germany’) or Germany’s continuing success as an ‘export nation’ on the world market? But which types and motives ever, German and African actors’ status as basically unequal partners still remains a fact. Who has ever heard of an African enterprise which offers university courses in Germany? Or seen an African country operating for instance a Swahili Institute in Berlin? Or has found Africa sending consultants to European ministries? From this follows the need to consider the underlying power imbalance in whatever variation of ‘cooperation’ or ‘partnership’.

The real outcomes and impact of many programmes would need more scientific research and debate. What has been intended and proclaimed might not come true. Unintended consequences might appear, or things that have been

kept obfuscated come to the surface. For example enhancing academic institution-building in Africa with German finances devoted to development cooperation (‘aid’) might turn out to ‘produce’ qualified African personnel who are then, intentionally or not, ‘drained’ towards needy sectors of the German job market. Instructing technicians, nurses, doctors, and others, in Africa by means of German ‘development aid’ may thus turn out to be less costly than to finance respective higher education training in Germany, be it for Germans or for international students. But where are such implications openly discussed?

The article highlighted the German case (only). This means, a comprehensive analysis of the role of foreign actors in HE in Africa needs to include more perspectives which have not been discussed in this article: First, the perspectives of African actors who are by far not only by-standing, because speaking of basically unequal partners does not mean complete powerlessness. African politicians, professionals, scientists, parents and others are the ones who choose or reject external ‘partners’ for ‘cooperation’ along with their own considerations and criteria of who is found apt for what, whereby it would also be naive to suggest that all African actors’ motives were always alike. Second, there are other foreign actors in HE fields in Africa who are also offering models and programmes of HE with their own aid, trade, exchange, diplomatic or other objectives. Parts of them are run or subsidised by foreign states (like the UK, USA, Australia), others stem from philanthropic foundations (e.g. those of Bill & Melinda Gates or George Soros) or from enterprises, churches or NGOs. In discussions about relations between Europe and Africa foreign actors are often classified as belonging to ‘the global North’ vs. ‘the global South’. But appealing as this seems to be at first sight, it might be misleading in the long run, since external HE providers from anywhere should better be evaluated according to their objectives and practices instead of their national or regional origin only.

Notes

- 1 The article is based on my paper given at the international conference „African Connections“ by the African Studies Association in Germany (VAD) at Leipzig University, in June 2018 in a panel which was explicitly directed to: (a) contemporary examples of cooperation (b) between German and African institutions in respect to higher education especially focusing on (c) ‘official’ German organisations (co-)financed by state budgets.
- 2 The interviewees with counterparts in Latin America, North America and Asia found rankings most important, but (still?) less so the few interviewees (only 4 out of a total N=56) with counterparts from Sub-Sahara Africa.
- 3 For a critical appraisal of this organisation and rankings by popularity see Maslen 2010; in the meantime, however, the organisation has changed some of its procedures.
- 4 uniRank™ also offers lists by country. Taking the example of Ghana, the first places in this country are occupied by (1) University of Ghana (Legon), (2) Kwame Nkrumah University of Science and Technology (Kumasi), (3) University of Cape Coast Cape Coast, and (4) University of Education Winneba (Winneba); <https://www.4icu.org/gh/>, accessed 16.02.2018.
- 5 Besides the governmental institutions discussed in this article there are other German actors who run programmes concerning higher education in Africa and which would therefore need to be considered for a full picture of German relations with higher education in various African countries. Among non-state actors the Volkswagen Foundation’s long-term “Knowledge for Tomorrow. Cooperative Research Projects in Sub-Saharan Africa” established in 2003 should be noted, as well as scholarship and other programs of the Churches and non-governmental organisations.

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Prof. Dr. Christel Adick

Chair of Comparative Education at the Ruhr-University Bochum (Germany) from 1993 until her retirement (2013). Dr. phil. University of Hanover; Habilitation University of Siegen. Appointed member of the Editorial Board of the „International Review of Education“ at the UNESCO Institute Hamburg (2000–2010). Main areas of research: Education in the modern world system, education and colonialism (esp. Africa and the Caribbean), international education policy and international education transfer, global education, methodology of international comparative education research.

Jonah Nyaga Kindiki/Malve von Möllendorff/Karsten Speck/Paul Webb

African-German Cooperation towards Decolonising Higher Education: CERM-ESA Approaches and Lessons Learnt

Abstract

This paper looks into decolonisation as a guiding principle for North-South academic cooperation towards the United Nations 2030 Agenda on Sustainable Development adopted in 2015. The purpose of this article is to examine the German Academic Exchange Service (DAAD) funded African-German cooperation within the *East and South African-German Centre of Excellence for Educational Research Methodologies and Management – CERM-ESA* – and reflect on its conditions and its contributions to decolonising higher education. The article draws on relevant literature and reflects on CERM-ESA activities, face-to-face discussions with CERM-ESA faculty and students. The findings have practical implications for North-South cooperation partnerships aimed at decolonising higher education in Africa.

Keywords: *North-South cooperation, decolonisation, Germany, Africa, German Academic Exchange Service (DAAD)*

Zusammenfassung

Der vorliegende Artikel nutzt das Konzept der Dekolonialisierung als Leitlinie und Orientierungsrahmen für Nord-Süd Hochschulkooperationen, die einen Beitrag zu den nachhaltigen Entwicklungszielen der Vereinten Nationen (Sustainable Development Goals) leisten wollen. Dabei wird die Dekolonialisierung von Hochschulen, insbesondere in Afrika, als notwendige Voraussetzung für die Demokratisierung der Wissensproduktion sowie für die gesellschaftliche Relevanz von Wissenschaft in afrikanischen Kontexten diskutiert. Neben relevanter Literatur bezieht sich der Beitrag praxisnah auf Aktivitäten, Diskussionen und Entwicklungen des vom Deutschen Akademischen Austauschdienstes (DAAD) geförderten Projekts *Ost- und Süd-afrikanisch-Deutsches Fachzentrum für Bildungsforschung und Bildungsmanagement – CERM-ESA* der letzten fünf Jahre. Das Ziel dieses Artikels ist es, die Bedingungen und Beiträge des CERM-ESA Projekts zur Dekolonialisierung zu reflektieren. Die Ergebnisse dieser Reflektion liefern praktische Hinweise sowie Anlässe zum Überdenken für dieses und ähnliche Nord-Süd Hochschulkooperationsprojekte.

Schlüsselworte: *Nord-Süd Bildungskooperation, afrikanisch-deutsche Hochschulpartnerschaft, Dekolonialisierung, Deutscher Akademischer Austauschdienst (DAAD)*

Introduction

The notion of countries in the *global North* and the *global South* frame nations as either being rich, developed countries or poorer developing countries in need of assistance. Though this categorisation makes little geographical sense, the differences between nations in the *global North* and in the *global South* are clear in the socioeconomic and political spheres. However, there are also implicit and generally less well recognised psychosocial and experience-based inequalities rooted in the history of colonisation, racism and the struggle for liberation and decolonisation (Barongo-Muweke, 2016). These issues pervade most academic institutions in the *global South* and are evidenced by the often severe lack of material resources and equipment, very high student/staff ratios, high student numbers, low throughput rates, poor study environments for students, inadequate working conditions for the academic staff and low research outputs (Addo, 2010; Aina, 2010). At the same time, educational institutions, schooling and concepts of formal education in East and South Africa still largely rely on inherited models created in Europe and imposed by the former colonisers (Ordorika, 2017). Odora Hoppers (2002) points out that even the social construction of the reality of people in Africa is largely being defined not in Africa but elsewhere and Brock-Utne (2017) stresses that foreign (colonial) languages still dominate as languages of instruction in secondary and tertiary education institutions in East and South Africa. As such, if African universities are to position themselves as locally and nationally relevant institutions and equal players in the global arena, they need to change their mode of knowledge production, content and nature of knowledge systems and seek partnerships that help pursue the needed change (Aina, 2010).

The *East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA)*, which is at the centre of the following discussion, has attempted to position itself and operate within

the underpinning structural and institutional inequalities resulting from the history of colonialism and current economic and political power relations between the North and the South. Similarly, it has attempted to respond to the call to decolonise education and educational institutions in order to make education meaningful and serve local communities, rather than inadvertently reproduce the social, political, economic and cultural inequalities.

CERM-ESA background and objectives

CERM-ESA is one of eleven Centres of African Excellence funded by the German Academic Exchange Service (DAAD) with funds from the German Federal Foreign Office (AA) at different Universities across Sub-Saharan Africa. Besides Moi University, CERM-ESA project partners are the University of Oldenburg, the Nelson Mandela University in Port Elizabeth, the University of Dar es Salaam and the Uganda Management Institute in Kampala. The physical Centre of CERM-ESA was launched in 2015 at Moi University, Eldoret, Kenya.

The objective of the overall DAAD funded Centre of African Excellence programme is spelled out on its website: “By establishing Centres of Excellence at leading African universities, the DAAD aims to create modern educational capacities of supra-regional influence. The improvements in the educational quality and the greater research capacity available at these world-class hubs will enable the next generation of leaders to acquire training in line with international standards. The goal for each centre is to strive to develop its own impact on the region and beyond” (African Excellence: Fachzentren, n.d.).

The impacts expected by these Centres of African Excellence are framed by the United Nation’s Sustainable Development Goals (SDGs) and all project activities fall under the monitoring used for development cooperation projects funded by the German government. Within this framework, CERM-ESA is particularly oriented towards SDG 4: *quality education*, as well as the African Union’s Agenda 2063 with its *Continental Education Strategy for Africa* (African Union Commission, 2016).

During the first funding phase (2014–2018), CERM-ESA’s focus was on three programme pillars: 1) the academic programme, 2) the capacity building programme and 3) the research programme. A fourth pillar focusing on teacher professional development was added to CERM-ESA’s programmes for the second funding phase (2019–2023). Unlike many similar projects at universities, this programme is fully funded and the German-African Centres enjoy relative freedom in their choice of subject area and activities. Despite the original call, CERM-ESA was able to convince the funder to include more than one African partner institution in order to create a *South-South-North* network instead of bilateral *North-South* collaboration. CERM-ESA adopted a conceptual framework using theories of internationalisation and engagement of higher education institutions (Möllendorff, Kurgat & Speck, 2017) and set out with the following objectives:

- Advance and expand excellent and innovative educational research on methodologies, instruction and management strategies for African contexts (Research Programme: e.g. collaborative supervision of theses, research workshops and joint international research projects);

- Teach and train future educational leaders in terms of research methodologies, innovative management solutions and instruction techniques rooted in and for African contexts on Master’s and PhD level (Academic Programme: e.g. postgraduate scholarships, annual research schools, master’s degree programme, collaborative teaching);
- Advance capacity building and professional development in academia and management of the participating universities for sustainable institution building and for teachers and school principals to improve education and leadership in schools (Capacity Building Programme: short learning programmes, teachers’ and principals’ in-service training days, workshops).

What has been an important evolution of the CERM-ESA partnership over the past four years has not only been a frank recognition of the explicit and implicit challenges of higher education institutions in the *South*, but also the acknowledgement that a shared understanding of what is meant by *decolonisation* is required if partners are to consensually frame cooperative objectives and practices. The needs of higher education institutions in the *South* as understood by the initiators of the project were explicit in the funding proposal. However, a shared understanding of decolonisation and its use as a guiding principle for academic cooperation only emerged and became clearer as individuals in the partnership engaged authentically with one another in ways that enabled real change. In order to explain the processes of authentic engagement it would be salient to examine more general notions of what is meant by *decolonisation*.

Excursus: Decolonisation

Issues around *decolonisation* or *Africanisation* are not new and are not uncontested. Initially, resistance to colonialism from nationalist movements demanded radical restructuring of the power relations between the colonisers and their colonies (Horowitz, 1970; Goldberg, 1986). As such, what many have most often in mind when they think of decolonisation are the African postcolonial experiments in nation-building projects that took place in many newly independent African countries in the 1960s and 1970s (Mbembe, 2016). Decolonisation meant the dismantling or reorganisation of systems and structures set in place during the period of colonisation. Explicitly, it was seen as the process in which colonies previously controlled by imperialist systems gradually became politically independent. However, it soon became apparent that some elitist and exclusionist tendencies in the inherited models of colonial higher education institutions were not sufficiently addressed in the decolonisation and reform processes. It also became apparent that decolonisation had more far-reaching consequences and that education has a central role to play. From a higher education perspective, and in a deeper sense, decolonisation has been described as the process of freeing minds from ideologies entrenched during periods of colonisation (Goldberg, 1986; Barongo-Muweke, 2016).

As Tade Akin Aina (2010), a former professor of sociology at the University of Lagos, puts it:

“For most nations of Africa in particular, given the histories of slavery, colonization, apartheid, and inequitable economic development – often interpreted by some as expressions of collective racial and/or cultural inferiority – genuine intellec-

tual self-determination (not to be confused with intellectual isolation or 'intellectual autarky') is a political, economic, and cultural imperative" (p. 23 f).

Lebakeng, Phalane and Dalindjebo (2006) add on the point of contextualisation of knowledge:

"From the perspective of the sociology of indigenous knowledge, the assumptions which constructed Western thought, literature and traditions are not universal but are derived from specific and discreet Western experiences prescribed by specific historical levels of economic and industrial development. Implicit in this perspective is that standards are not universal but contextual" (p. 74).

The implications of the above are that knowledge democracy and the narrowing of inequalities in academic knowledge production growing from intellectual self-determination are important issues to be considered when talking about decolonisation. These issues came to the boil in South Africa in 2015, where universities, as knowledge producers, became the focus of the decolonisation debate: students and staff members called for the decolonisation of the curricula and an end to Western dominated knowledge systems that fail to represent the diverse knowledge systems in the world (Hall & Tandon, 2017; Heleta, 2016; Molefe, 2016).

Decolonisation in the context of higher education, therefore, not only refers to processes of gaining institutional and political independence, but also to the imperative of intellectual and academic self-determination and the contextualisation of knowledge, research, teaching and learning.

CERM-ESA's approach to decolonisation

CERM-ESA's approach is premised on the belief that collaborative partnerships in a *North-South* context require joint responsibility in terms of consciousness of the psychosocial and experience-based inequalities rooted in the history of colonisation. Issues of consciousness are seen as both enablers and barriers to the process of decolonisation. CERM-ESA activities focus on methods and approaches that are rooted in and regarded most appropriate for the African context. In doing so, they aim at overcoming ideological barriers by promoting genuine and equal partnerships with mutually negotiated criteria as to *whose education in whose interest* (Brock-Utne, 2000) is at stake.

The management level

The conception phase of CERM-ESA started in early 2014 under the auspices of the German partner institution (University of Oldenburg), but also included long standing formal partner universities in South Africa and Tanzania. Input was also provided by individuals from the Uganda Management Institute.

On the level of the overall funding scheme of the *African Excellence programme*, DAAD recognised the need for the partners to meet and prepare the proposal together and thus, provided funds for a preparatory workshop – certainly not the standard route but needed in order to start the dialogue and conceptualise the project together. After initial discussions, which helped define the geographical scope of the project, namely East and South Africa, Moi University was identified as host institution for the Centre. As noted above, many of the individuals representing the partner institutions had prior long-standing relationships that facilitated a

primary level of trust. However, facilitating mutual understandings was not always an easy task and often much time and a wide range of arguments and differing perspectives were required to make progress. It can now be seen that this period of *finding each other* was an important first step in terms of decolonising the project, something which probably was not explicitly in the minds of the participants at the time, but which is clear in retrospect.

Once the funding had been secured for the project later in 2014, a *steering committee* was set up consisting of representatives of all partner universities and the way forward became its major task. The advertising of master's and doctoral level scholarships and the process of interviewing applicants from the four participating African countries was done by the steering committee. During the interview process, where all steering committee members including a representative of the donor agency were present, but with only one vote per university, varying interviewer worldviews became apparent. Examples of such worldview discrepancies included certain levels of insensitivity by some from the *North* about the demands of cultural and religious affiliation in Africa, and the acceptance of ethnicity implicit in some of the statements made by certain members of the *South*. Discussions around understandings of sensitive perspectives such as these was another important step in terms of decolonising the project, with learning taking place on all sides.

All partners taking responsibility to select the best students to ensure fairness in the process has been aimed for ever since. The CERM-ESA leadership came to an understanding that in order to overcome one of the colonial heritages of the divide-and-rule practice – the oftentimes thinking in ethnic lines and opportunity hoarding for members of the own ethnic community – needs to be met with the multiperspectivity of an international selection committee. Discrimination on any kind of basis is not unique to any one of our institutions but can be found in all of them in different disguises on structural, institutional and interpersonal levels. Evidence that these tendencies exist are manifold. A Kenyan scholarship holder expressed his gratitude for the presence of CERM-ESA international representatives during the selection process by saying "I would never have had a chance to win the scholarship if you hadn't been there" – due to his belonging to the *wrong* ethnic group.

Needs assessments were conceptualised and carried out together in all African partner institutions in order to establish the most pressing demands for capacity building among academic and management staff. The project coordinators at Moi University, Nelson Mandela University and University of Oldenburg set up weekly skype meetings in order to discuss the ongoing activities, finances, public relations etc., starting to find their way through the management of CERM-ESA together. An international CERM-ESA advisory board was established in 2015 consisting of high profile experts in education research and management from Africa and Europe with the European members having extensive experience with education in Africa.

The *cooperation agreement* that was set up between the partner universities to regulate CERM-ESA activities started an internal discussion on an institutional level and challenged the project to fit into each of the partner institutions' internationalisation strategies. Winning the support of university leaderships for CERM-ESA and convincing them was an important task for the project leadership.

The activities level

Scholarships: The process of awarding eight scholarships in a first round in 2016 allowed the steering committee to frame an academic programme for lecturers and successful students. A supervision support programme for academics in the participating universities was also developed and run as a blended short learning programme¹ with 35 participants from all partner universities. In this phase, the development of the academic programme fell largely to the Nelson Mandela University, with some inputs from the German and other African institutions. One of the tasks required by the academics was for them to work in small groups (two or three) to develop a research project that could be undertaken at master's level. They were also asked to try to include an approach that would provide an Africanising or decolonising aspect of the research.

Co-supervisors from different countries: The academics who developed the eight projects which were chosen by the scholarship holders became the supervisors and co-supervisors of the students. All of the eight master's students had one supervisor and two co-supervisors from different countries, with one of the three being considered as an "emerging" supervisor on a developmental track. In this way, a total of 21 academics were engaged in the supervision process, something which could be described as cooperative and developmental. The first four doctoral scholarship students from each of the participating countries also had supervisors from an African country other than their own. One of the important components in the co-supervision process for students and staff was the international exchange and exposure to other research and teaching environments. These exchange activities took place mainly between East and South Africa.

From a North-South to a South-South perspective: During the interim, Moi University senate approved a CERM-ESA developed research master's degree of their own taking in the first cohort of 13 students in 2017. This degree was mainly the output of Moi University staff with suggestions from their peers in the other participating universities. New cohorts of master's students have been registered at Moi University (eight additional doctoral students were still shared between the institutions equally). Academics from the different universities, where appropriate, were included as external examiners and co-facilitators. These processes provided a decolonising dynamic in that the *North-South* power dynamic that usually pre-dominates programmes funded from the *North* was disrupted.

Locally relevant topics and indigenous methodologies: The topics and methodologies of the research projects also reflect a shift towards decolonisation in that they all had African perspectives to a greater or lesser extent. For instance, participatory and arts-based methodologies that had been tried and developed in South Africa have been applied and adapted for East African contexts. An investigation of indigenous knowledge in the school curriculum in South Africa and Kenya using a bespoke imbizo/baraza methodology took up the topic of indigenous methodologies using techniques rooted in the context where the data was generated. Other examples of CERM-ESA student research projects can be found on our website (www.cermesa.uol.de). CERM-ESA also recognized the need to include teaching sessions on indigenous methodologies/knowledge and decolonisation in its activities such as its annual Research Schools and conferences.

The academic and supervision support programmes have been replicated over four years since 2015 and have focussed on African experiences and contexts. The project has also run leadership and management programmes within the consortium and has facilitated attendance of academic staff and researchers in international conferences, and provided sabbatical and other exchange opportunities for staff and students.²

Continuation of funding for CERM-ESA for another five years until 2023 attests to the fact that the project has attained what it set out to do. More explicit recognition, which we attribute to the decolonising guiding principle used in our approach, is reflected by the fact that CERM-ESA has been tasked by the DAAD to take the teaching and learning aspects of the project that have been developed over the past four years to the other DAAD sponsored African-German centres of Excellence.³

Internal and external drivers of the CERM-ESA academic project have resulted in the extension of our scope to outreach in other educational activities of South and East Africa. One such activity is an *international research project* on the school curricula in Kenya, Uganda, Tanzania and South Africa, which was launched in February 2019. This research activity led by the CERM-ESA steering committee together with members of the Kenyan Ministry of Education, the Kenya Institute of Curriculum Development and the Teachers Service Commission of Kenya has been enabled by additional DAAD funding between 2019 and 2023. The research focuses on the explicit and implicit calls for critical thinking, creativity and problem solving as well as other core competences at all levels in education. Similarly, CERM-ESA together with the partners mentioned above is in the process of developing professional teacher development programmes on these educational priorities in East African school education using a cascade model for its implementation. A first in-service training workshop for master trainers is planned for October 2019. These professional teacher development programmes focus on teaching competence based curricula. The conceptualisation and implementation process will include stakeholders on all levels – from policy makers to teachers, principals, education officers and early learning educators – which CERM-ESA regards as one of its decolonising strategies.

Lessons learnt

Using decolonisation as a guiding principle for CERM-ESA's activities in teaching, research and capacity building requires constant reflection on what we do and how things are done. North-South development discourse is often patronising and, as such, mitigates against making space for critical dialogue around issues of power and social justice. Recognising this fact ties in well with an interesting debate on ethical guidelines for university partnerships that have been developed in Canada by the Canadian Council for International Cooperation (Shultz, 2013). Simple things like the question of access to information (are all project documents available in English?) and creating ownership of the common objectives of the project call for transparency and patience on all sides. Awareness of the partners' interests, institutional barriers and the power relations at play require willingness to truly engage with one another and show tolerance of ambiguity. Flexible frameworks and approaches and the waiving of fixed and pre-defined output goals is imperative if power is to be shared equally to define and conceptualise programmes and activities in *North-South* contexts. Equally, students and staff in the *North* need to be sensitised about

(post-)colonialism and approaches to decolonisation, e.g. through the integration of these topics into study programmes. CERM-ESA has been able to open some creative space for methodologies and approaches that are responsive to local demands and diversities in the past years. However, we do not consider decolonisation as an end-goal, but rather as a guideline for our project to consciously deal with the colonising and decolonising power dynamics at play in our personal, academic and institutional relations. Where this can be realised, activities change: research frameworks, paradigms, methodologies and standards shift from the *North* to the *South* making space for contextualisation and relevance for the African contexts we work in.

Notes

- 1 The 'Research Supervision and Support' programme was based on the NUFFIC (Dutch organisation for internationalisation in education) open-source programme *Strengthening Postgraduate Education*.
- 2 For more information and CERM-ESA's newsletter featuring the most important activities, see www.cermesa.uol.de
- 3 The Capacity Building Programme for Supervisors and Lecturers (CABLES) took place in August 2018 for the South African and Namibian Centres of African Excellence (Port Elizabeth), in November for the East African Centres of African Excellence (Zanzibar) and will take place for the West African Centres of African Excellence in October 2019 (Accra).

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Prof. Dr. Jonah Nyaga Kindiki

is a Professor of International Education and Policy at the School of Education of Moi University in Eldoret, Kenya. He is the former Kenyan Project Leader for the East and South African-German Centre of Excellence in Educational Research Methodologies and Management (CERM-ESA). His research interests include international education, policy and development, and the link of theory and practice in implementation of education policies in Sub-Saharan Africa.

Prof. Dr. Karsten Speck

is one of the two Project Leaders for the East and South African-German Centre of Excellence in Educational Research Methodologies and Management (CERM-ESA) at the Carl von Ossietzky University of Oldenburg in Germany. He is a professor of research methodologies in education and educational sciences at the Institute for Education. His research interests include teacher and university education as well as civic engagement.

Malve von Möllendorff

is the project coordinator of the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) at the Carl von Ossietzky University of Oldenburg. She has coordinated various North-South cooperation projects in education and sustainability sciences and has been involved in research projects on peer learning, HIV and AIDS in education, diversity and non-discriminatory education.

Prof. Dr. Paul Webb

is Emeritus professor of science education at the Nelson Mandela Metropolitan University in Port Elizabeth, South Africa and is the South African Project Leader for the East and South African-German Centre of Excellence in Educational Research Methodologies and Management (CERM-ESA). His research interests include the promotion of scientific literacy, understanding alternative worldviews, language issues in teaching and learning, and the development of thinking skills.

Ina Gankam Tambo

Confucius or Goethe? Cameroon's External Relations with China and Germany and Their Impact on Higher Education Aspirations of Young Cameroonians

Abstract

The main interest of this article is directed to the question, in how far the foreign cultural and educational relations, which Cameroon has with China and Germany, affect the international mobility of Cameroonian graduates. This paper is based on results of an empirical study in Cameroon which examined the German as well as the Chinese mechanisms within their respective cultural and educational institutions for international mobility in higher education based in Cameroon. Furthermore, the motives of Cameroonian students for their choice of destination are elaborated upon.

Keywords: *mobility in Higher Education, foreign cultural and educational policies, Cameroon, China, Germany*

Zusammenfassung

In diesem Beitrag wird der Frage nachgegangen, inwieweit die auswärtige Kultur- und Bildungspolitik Kameruns mit der Volksrepublik China sowie mit der Bundesrepublik Deutschland Auswirkungen auf die internationale Mobilität kamerunischer Studierender im Hochschulbereich haben kann. Dieser Beitrag basiert auf einer empirischen Studie in Kamerun. Verglichen wurden in dieser die Mechanismen der Hochschulmobilität, die seitens der deutschen sowie der chinesischen auswärtigen Kultur- und Bildungspolitik in Kamerun implementiert werden. Ferner wurden kamerunische Studierende hinsichtlich ihrer Motive, ein Studium in Deutschland respektive China durchzuführen, befragt.

Schlüsselworte: *Hochschulmobilität, auswärtige Kultur- und Bildungspolitik, Kamerun, China, Deutschland*

Introduction

“*Nǐ hǎo*”, or “*Guten Tag*”? – today large numbers of Cameroonian graduates decide to learn Chinese or German as a foreign language; these are mandatory assets for their international mobility in higher education (cp. Tab. 1). In comparing Germany's and China's foreign cultural and educational policies, striking differences occur: whilst the Peoples Republic of China

(PRC) offers various scholarships to Cameroonian students starting from undergraduate level, the Federal Republic of Germany has nothing similar to offer. Reasons for this are seen in the strategies implemented by the respective governments, which appear to be clear cut by the PRC, for instance, concerning the criteria for a study visa and the number of available study visas. This is less well defined in German foreign policy. Consequently, the Chinese Government provides flexible mechanisms for international mobility in higher education from undergraduate level onwards, whereas similar arrangements are clearly not provided by the German government.

Conceptual framework of cultural and educational policies

This contribution mainly concentrates on cultural and educational policies which are generally considered as the “third pillar” of foreign policies, aside from political and economic policies (Schneider, Kaitinnis, 2016, p. 9 f.). Cooperation on education can be regarded as one form of external relations exercised by intermediate parastatal organisations such as the German Goethe Institute (GI) and the German Academic Exchange Service (Deutscher Akademischer Austausch Dienst, DAAD) which is the national German institution for international academic cooperation), or the Chinese Confucius Institute (CI) and its headquarters Hanban (Confucius Institute Headquarters, Hanban, 2014). The “third pillar's” influence abroad is considered to be sustaining, visible and as an immediate instrument, since its integration in the host countries reaches the populations directly and individually (Auswärtiges Amt, 2015). Overall, foreign cultural and political institutions are meant to enable direct dialogue, sustaining relations, peace-building and prevention of conflicts, as well as collaboration with partner institutions, the local society, and intercultural and international exchange. Consequently, interventions consisting of providing education opportunities in foreign countries are classified as ‘soft power’ strategies (cp. Adick, 2016; King, 2013), which, according to Joseph Nye (1990, p. 154 ff.) stands for non-military forms of international policy implementation based on technological advancements, education and economic power. Soft power is, therefore, the capacity to

	Chinese	German
(Under)graduate scholarships provided by the foreign government per year	130	0 (undergraduate)
Foreign language learners in the Cameroonian compulsory school system (applies for the year 2015)	ca. 2.000	ca. 220.000
Directly managed Cameroonian middle-schools (2017)	7	5
Language Students at the foreign cultural and political institutions (Goethe Institute or Confucius Institute)	ca. 8.000	ca. 2.800

Table 1: Comparing the spread of Chinese and German language learners in Cameroon; Source: Confucius Institute, Yaoundé ; Auswärtiges Amt 2015; Ndukong 2017.

do or change something and to let this appear as legitimate from the perspective of others (ibid., p. 167 ff.). In the following paragraphs, the local effects of foreign education and cultural policies within the context of international mobility in higher education will be discussed with the example of Cameroonian graduates.

Higher education mobility as a means for cultural and educational foreign policy

One means of higher education mobility are scholarships given to qualified students. Next to ca. 100 language-related undergraduate and postgraduate scholarships yearly awarded by the CI, the Chinese government awards about 30 undergraduate and graduate study grants to highly qualified Cameroonian students. Scholarships are part of Sino-Cameroonian cultural and educational relations. In the academic year 2017/18 the Chinese government, for instance, awarded about 132 scholarships to top Cameroonian students (cp. Tab. 1); the grants were related to the following courses: mining, industrial fishing, medicine, accounting, finance, management and logistics, renewable energies, environmental sciences, network and telecommunication, agriculture, computer sciences, information technology, electricity, international relations, international law, Chinese language. The scholarship holders receive a monthly stipend of about 252.000 CFA (app. 380€) plus the coverage of the university fees.

The CI scholarships are awarded to Chinese language students who have passed the necessary minimum points in the Chinese language proficiency test HSK (*Hànyǔ Shuǐpíng Kǎoshì* tests: written: HSK and oral: HSKK), which is comparable to the British TOEFL examination. The various scholarship programmes depend on the level of language competency; as for instance, for lower HSK-levels there are four-week scholarships or a one-semester study with home-stay experience in a Chinese family and studies in traditional Chinese Medicine and Taiji culture. Higher HSK-levels qualify for scholarships for Master's or Bachelor's Degrees in Teaching Chinese as a foreign language. Compared to the German language courses offered at the GI, the course fees per session (ca. 12–13 weeks) at the CI are quite moderate of 40.000 CFA (app. 61 €), whereas they are threefold at the GI amounting to 135,000 CFA (app. 206 €).

In contrast to the Chinese policy the criteria for eligibility for a German study visa consist of the Cameroonian baccalaureate, German language competencies of at least B1 level of the European reference framework of language learning, as well as financial resources, either in the form of a scholarship or held in a bank account (Deutsche Botschaft Jaunde, 2018). Currently, the German government does not offer any direct higher education mobility mechanism in form of a structured undergraduate scholarship programme, which enables direct entry into German universities. Nonetheless, Germany remains a highly desired destination for Cameroonian students. For instance, in 2015, Cameroonian students were the 9th largest group of international students in German universities, counting 6.672 students. Their number has been constantly rising, in the year 2005 counting 5.245 and in 2010 reaching 5.383 Cameroonian students (Burkhart et al., 2016, p. 17). As the understanding of the German language is mandatory in order to apply for a study visa there are annually high numbers of Cameroonians German language students: about 1.900 at five universities, 4.000 at language training centres and about 2.800 at the Goethe Institute, which remains Germany's leading actor in promoting the German language abroad (Auswärtiges Amt, 2015, p. 11). Both the CI and the GI referred to their directly managed schools. While the GI coordinates the PASCH-initiative (Partnerschulnetzwerk) operated in five Cameroonian-run middle schools (college and lycee) which are part of the PASCH network, the CI coordinates Chinese expatriates who are teaching Chinese lessons at seven private Cameroonian schools.

Research design

In May 2018, the author undertook a small study in Yaoundé to examine the motivations of Cameroonian graduates aiming to study in Germany or in China. For this purpose, 67 German language learners at the Goethe Institute and 71 Chinese language learners at the Confucius Institute were interviewed. Both groups answered equal questions on standardised questionnaires written in French, which were slightly adapted to the specific learning institution the contacted students attended, as well as to the circumstances related to their desire to study abroad. For instance, the students contacted at the CI were all planning to apply for Chinese language learning related

scholarships. Notwithstanding, these students explained, once they started studying in China with the support of a CI scholarship, they would try to apply for a second scholarship awarded by the Chinese government, to prolong their stay and study a different course. Hence, their answers given in the questionnaire need to be read and understood against this background. Also, the financial situation of German language learners was different. As there are no undergraduate scholarships for Cameroonians to study in Germany, the students were more or less forced to self-support their stay in Germany and this fact had also been explicitly addressed in the questionnaire issued to them.

Students of different learning grades were contacted in both institutions in order to have a heterogeneous sample. Furthermore, they were asked to give information on their socioeconomic background, aspects of their academic aspirations and ambitions in life. The questionnaires were evaluated according to quantitative social research methods. Descriptive analyses were conducted to compare the different motives stated by Cameroonian students in light of their chosen destination. Apart from the student's survey, expert interviews with employees of the DAAD, the CI and the GI were conducted.

Motives for higher education in China or Germany

The groups of language learning students show differences, particularly in terms of age: While the eldest German language learner is 26 years old, the eldest Chinese language learners are almost 10 years older (cf. Tab. 2). Reasons for this can be related to the different visa policies. The Chinese scholarship programmes express advantages in promoting the language acquisition of university graduates, professionals or civil servants and include these applicants up to the age of 35, provided that they declare to return to their company after their study stay in China.

The Chinese demand of competent Chinese speaking Cameroonians has already been notified by Cameroonian stu-

dents, who have claimed they wanted to learn Chinese, since the Sino-Cameroonian political and trade relationship is based on a solid political foundation and subsequent job opportunities appear to be plentiful (cf. Tab. 3). Moreover, they positively value the flexible visa policy as well as the high academic standards offered at Chinese universities.

Such pull-factors stressed by the German language learners differ from the ones mentioned by the Chinese language learners (cf. Tab. 3). The interviewed students plan to study in Germany because they want to meet high academic standards there (31 %) and attain an internationally accredited university degree (12 %). Moreover, the question of paying university fees is highlighted here, too, and the fact that no such fees are demanded in German higher education makes Germany appear attractive, since these study aspirants are not granted scholarships which cover such expenses. Furthermore, the students hope to live in a country with a modern lifestyle and benefit from better job prospects after graduating from university.

The high academic and technological standard met in Germany corresponds strongly with the choice of the interviewees' attempted study subject (cf. Tab. 4). German language learners plan to study subjects in engineering (22 %) or information technology (25 %) or health and medical science (14 %). Other subjects are e.g. social sciences, fashion design or International Relations, linguistics/translation. The picture is different in respect to the Chinese language learners. More than half of them plan to professionalise their Chinese language competences at a Chinese university (56 %), or to study economics (14 %). Only few decide to study engineering (4 %), health and medical sciences (6 %) or information technology (6%). These results, however, have to be read cautiously, as already explained before, Cameroonian students studying in China may have the opportunity to apply for a second scholarship for another study course other than Chinese language and culture.

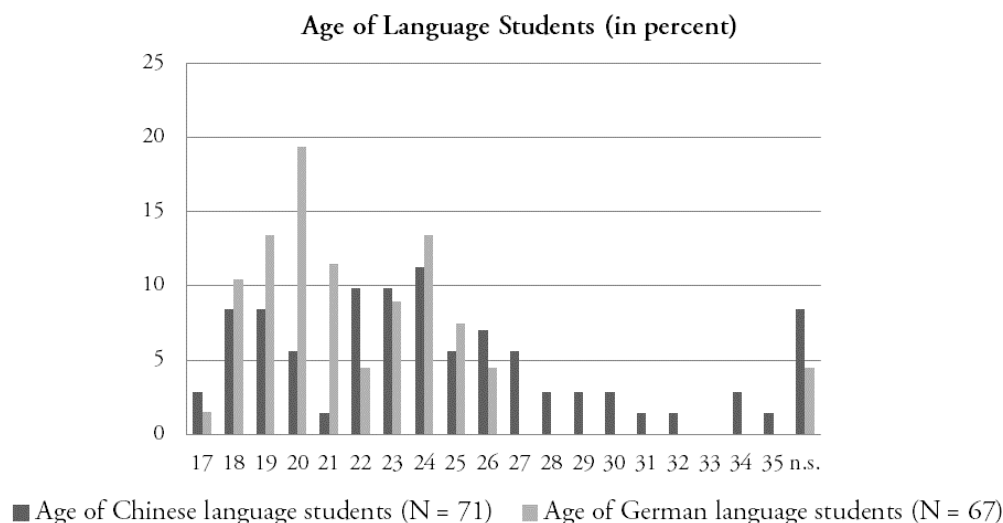


Table 2: Age of students in the sample; Source: own research data; n. s.: not specified.

	Motive of Confucius Institute Students (N = 71)	numbers in %		Motives of Goethe Institute Students (N = 67)	numbers in %
1.	Learning a foreign language	26	1.	High academic standards	31
2.	High academic standards	20	2.	Internationally accredited degrees	12
3.	Easy to migrate to	14	3.	No school fees	9
4.	Better working conditions after university studies	12	4.	Modern technology/life	9
5.	Political and trade relations	9	5.	Better working conditions after university studies	8

Table 3: Top-5-Motives for higher education mobility in percent; Source: own research data.

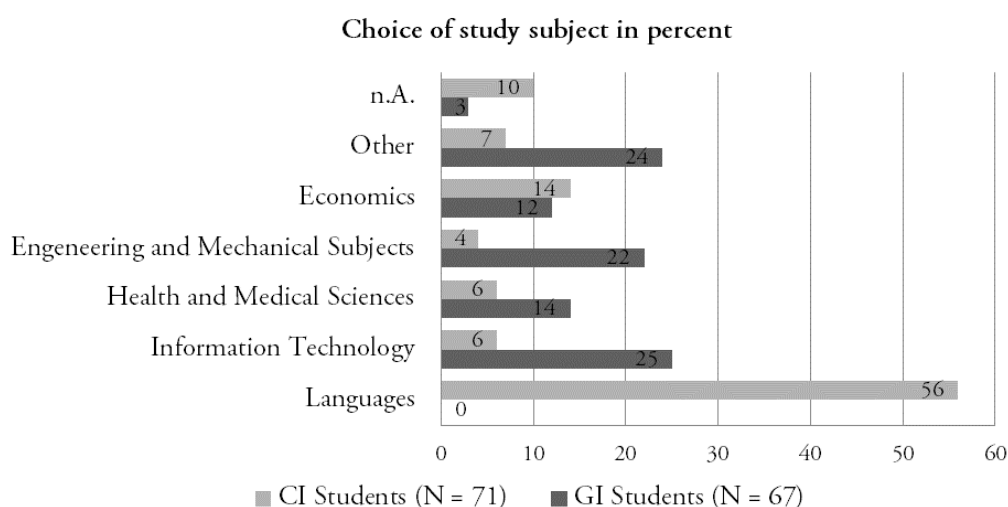


Table 4: Choice of study subject in percent; Source: own research data;
N. A.: no answer given.

Discussion

The results of the study point out the differences between the currently implemented German and Chinese foreign cultural and educational policies. Chinese language learners straightforwardly argue that they see clear chances in studying in China, since scholarships are provided directly from undergraduate level – this, however, is not the case for German visa aspirants. The scientific literature discusses traditional donor countries as shying to enable young academics to study abroad as from undergraduate stage, because they fear they might not plan to return to their home countries (Nordtveit, 2011, p. 106 f.). “Other Western countries are following the same pattern, and rather give scholarships to postgraduate students. This makes it possible for the donor country to consider the mature students; if they are very good, they can be kept in the host country. If they are arriving in the donor country when they are too young, they don’t want to go back to Cameroon, whereas older people with a family are willing to go back” (ibid.).

This must not necessarily be the case; though a huge number of Cameroonians do stay in Germany, many of them

return to Cameroon. The Centre for International Migration and Development (Müller, 2019) counted about 64 Cameroonian returnees between 2015 and 2018 (numbers of returnees who are supported by other agencies are however not included), who have resettled via the mobility programmes offered by the GIZ and the Center for International Migration and Development (CIM). All of them were noticed to be university graduates. Most of the interviewed German language students aspire to return to their home country, Cameroon, after their study stay in Germany. They attempt to gain necessary competencies and knowledge in Germany which they hope to later implement for Cameroon’s development and technological advancement.

Hence, German foreign education policies appear to remain lip confessions which are not put into meaningful and effective practices in the case of Cameroon. In fact, the propaganda to ‘expand university access in Germany’ which was promulgated by the German Vice President of the house of representatives (German Bundestag), Ulla Schmidt, in the year 2006 has since then not yet been implemented here, as demanded:

“Beyond mere language acquisition, continuous educational support is also a long-term concern of foreign cultural and educational policy. From German foreign and partner schools or study programs of the German Academic Exchange Services to alumni activities: At the end of the educational support are highly qualified people who are permanently connected to Germany by their educational biography. For this reason (...) we must also make greater efforts to expand university access in Germany. This is especially true in the context of rising immigration” (Schmidt, 2016, p. 2).

Currently, the PRC is actively sponsoring more than 70,000 African students with study visas at Chinese universities (Kappel, 2018, p. 3) and in so doing continuously puts into practice its cooperation plans with African countries, as stipulated in the FOCAC (Forum on China-Africa Cooperation) plans of actions which finally leads to intensified public diplomacy ties with the African societies. Thereby it attempts to heavily benefit from Chinese speaking Cameroonians they had previously invested in training for. Moreover, it can also be argued that the PRC practices forms of soft power or even hegemonic policy, as elder Chinese language students are issued scholarships and visas to continue their studies in China and can later serve as useful gatekeepers to the Cameroonian companies they had been previously working with. This finding can be corroborated with prior research, which also emphasises the current urgent need of Chinese companies in Cameroon for translators, interpreters etc. who are competent in speaking Chinese (Nordtveit, 2011). Discriminating by age would hence torpedo their business objectives of recruiting gatekeepers to the Cameroonian economy.

The results of the interview study presented here resonate with the fact that there is a great demand for Chinese speaking Cameroonians since the PRC ‘has become Africa’s largest trade partner’ (IOSC, 2013). Especially now, as the PRC is implementing macro infrastructural projects involving vast parts of African regions e.g. as part of the new Silk-Belt Road projects (IOSC, 2015). China’s Information Office of the State Council (IOSC, 2013) constitutes that in the year 2017 Cameroon’s exports to China augmented to the sum of about 788 Million US Dollars, compared to app. 180 Million US Dollars in the year 2008 (ITC 2018). Although the PRC is a comparably new partner in development cooperation, Africa has received 3.4 billion US Dollars of development aid from the PRC in the years between 2000 and 2014 (Chandran, 2017). The PRC’s foreign development aid, which has been part of the FOCAC agreements, is now officially institutionalized as China has recently installed its “International Development Cooperation Agency” which shifts the country’s position from a recipient to a donor country (IOSC, 2018). In how far Sino-Cameroonian cooperation will continue to be a “win-win-situation” as it is at times referred to, needs to be evaluated in future, since the agency came into existence only in April 2018.

Compared to the economic involvement of the PRC in Cameroon, Germany’s cooperation is of minor relevance (Statistisches Bundesamt, 2018), likewise its influence as a donor country, since development aid with Cameroon amounted to (only) 125,5 Million Euro (BMZ, 2018). The German-Cameroonian trade volume also stagnates on a low level of 43,680 Million Euro in the year 2017, which is only one fifth of the sum traded

between China and Cameroon. The Afro-German development cooperation is anchored in the 2017 Marshall Plan for Africa, following its main objective to create new job perspectives, educational institutions and vocational training for young Africans and to establish structures enabling a prospective future for them (ibid., p. 5; 10), and in so doing, such a policy at least implicitly tries to minimize motives for their migration from their home countries. However, education and international mobility programmes between Cameroonian and German higher education institutions are not part of the package.

Summary

This contribution has aimed to examine in how far the foreign cultural and educational policies, which Cameroon shares with China and Germany, affect the international mobility of Cameroonian graduates. This has been demonstrated by means of an exploratory survey at the Goethe Institute and the Confucius Institute in Yaoundé.

The differences in motives for international mobility in higher education of the two compared samples of students reflect the strategies of foreign educational policies implemented by the PRC and Germany. Whereas the PRC attempts clear cut goals for economic investments and development cooperation, Germany does not provide such a specified strategy for either economic or cultural and educational cooperation with Cameroon. Also, the visa policies are opaque and the mechanisms for undergraduate higher education mobility to Germany are virtually non-existent.

Due to this lack of clarity, it was not possible, however, to exactly define, in how far the visa policy is related to German foreign cultural and educational policies or cooperation measures with Cameroon. Hence, it would be interesting to find correlating data which portray the strategies of education cooperation between Cameroon and Germany and to figure out the exact mechanisms of higher education mobility provided to Cameroonian students planning to study at a German university.

Also, long-term trends and experiences with the Chinese scholarship policies need to be observed as well as what becomes of the Cameroonian students studying in China after their return to Cameroon, or to another country, or how many of them will remain in China.

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Dr. Ina Gankam Tambo

Doctoral degree at the Ruhr-University of Bochum (2014) with research on child domestic work in Nigeria. She is a lecturer at the Université Protestante d'Afrique Centrale in Yaoundé (Cameroon) and has taught at the Ruhr-University of Bochum. Her research focuses on socialisation and school theory, especially in the context of social inequality and in international and historical comparative perspectives. Recently (in 2019) Ina Gankam Tambo founded the German International School of Yaounde where she now acts as the school's directress.

Claudia Baumann/Rüdiger Lauberbach

The Rise of the Global South and the Repositioning of German Actors in Ethiopian Higher Education

Abstract

The higher education (HE) sector in Ethiopia has witnessed an epochal transformation against the backdrop of the so-called global knowledge age. Expansion and internationalization unfold simultaneously and are deeply intertwined. This article analyzes how an economically and politically stronger global South changes the HE landscape in Ethiopia. We focus on cooperation programs of the DAAD (German Academic Exchange Service) and GIZ (German Corporation for International Cooperation) and show how these are adjusted to the new global political conditions. Cooperation with traditional partners from the global North remains important but is increasingly combined and complemented with actors from the global South.

Keywords: *Higher Education, Ethiopia, South Korea, global South*

Zusammenfassung

Vor dem Hintergrund der sogenannten globalen Wissensgesellschaft vollzieht der äthiopische Hochschulsektor seit der Jahrtausendwende einen tiefgreifenden Wandel. Expansion und Internationalisierung sind dabei eng miteinander verbunden. Dieser Artikel analysiert, wie sich der Hochschulsektor in Äthiopien durch einen wirtschaftlich und politisch erstarkten globalen Süden verändert. Im Fokus stehen dabei Kooperationsprogramme des DAAD (Deutscher Akademischer Austauschdienst) und der GIZ (Gesellschaft für Internationale Zusammenarbeit). Kooperationen mit traditionellen Partnern aus dem globalen Norden bleiben für Äthiopiens Universitäten wichtig. Sie werden jedoch zunehmend mit Akteuren aus dem globalen Süden kombiniert und ergänzt.

Schlüsselwörter: *Hochschulen, Äthiopien, Südkorea, globaler Süden*

Simultaneous expansion and internationalisation in Africa

The close of the 20th century and the beginning of the 21st century have witnessed an epochal transformation of higher education (Harris, 2013, p. xxi) and an unprecedented expansion

in scale and scope of border-crossing activities in higher education worldwide (Ennew & Greenaway, 2012, p. 1). The number of students enrolled in HE institutions on a global scale increased from 97 million in 2000 to 153 million in 2007 and is estimated to reach 262 million by 2025 (UNESCO, 2009, p. 1). In sub-Saharan Africa the number of students enrolled in HE increased from 2.5 million in 2000 to 5.2 million in 2010 (Africa-America Institute, 2015, p. 10). Increasing the enrolment ratio further is a vital part of the African Union Agenda 2063 and the vision of an “African Renaissance” (AUC, 2015, p. 17). Tanzania, Uganda, Senegal and Ethiopia recorded the biggest increase in student enrolment, with the latter moving from 79.000 students in 1991 to 600.000 students in 2012 (Teferra, 2014, p. 10). In quantitative terms, the university as an institution has thus gained considerable importance on a global scale and in Africa in particular.

The massive expansion of HE in Africa unfolds amidst and as a part of the current round of globalization(s) and the reshuffling of the global political order(s). As the global South becomes stronger economically and politically, it is increasingly more involved in shaping the HE landscape in Africa (Teferra, 2014). Actors from the global North are learning to deal with the new powers and adjust their modes of engagement.

We would like to contribute to the discussion about the global South in HE by focusing on two German actors in Ethiopia: the German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD) and the German Corporation for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ). The rise of the global South becomes apparent in our article as we describe an aid program in which the DAAD had to replace seconded German professors by South Korean professors after the project was running the risk of failure. The aid project needed non-Westerners to proceed successfully. We then go on to show the growing role of actors from the global South in funding scholarships and point out some of the underlying motives of the Ethiopian government to favor these partnerships.

We are aware that the usage of the terms “global South” and “global North” is controversial but use them to operationalize our work in which we want to underline the growing significance of countries that do not belong to the traditional Western realm. We use the term “global South” also

in reference to South Korea, member of the Organization for Economic Cooperation and Development (OECD) since 1996 and part of the OECD's Development Assistance Committee since 2009. Given the non-traditional character of its cooperation with other actors from the global South and the widespread usage of the term by academics we consider it appropriate to apply the term here (Gray & Gills, 2016, p. 567; Lee, 2012, p. 18 f.; Abdenur & da Fonseca, 2013, p. 1478).

The results are an outcome of research conducted in Ethiopia in two phases by two researchers between 2011 and 2018. We briefly describe how we accessed empirical material but neglect further methodological discussions due to limited space. We interviewed representatives from the DAAD and the GIZ as well as the Ethiopian Federal Ministry of Education (MoE) and the Federal Ministry of Science and Technology (MoST). Further, we interviewed representatives of the Higher Education Strategy Centre (HESC), the Higher Education Relevance and Quality Agency (HERQA) and members of the external and international relations offices at Addis Ababa University, Addis Ababa Science and Technology University, Hawassa University and Mekelle University. Additionally, we interviewed Ethiopian as well as foreign university teachers and talked to Ethiopian researchers in the field of HE, some of them being involved in the government's recent Ethiopian Education Development Roadmap project (MoE & HESC, 2018). While interviews in the first phase were open-ended to assess the topic in a broader context, interviews in the second phase were semi-structured and led to the refined results.

The global South in higher education

There is an emerging body of literature that frames border transcending activities in HE as soft power as it was introduced by Joseph Nye (2004) in the early 2000s (Nye, 2005). Some of the most prominent debates about HE as a tool to expand international influence evolve around the Chinese Confucius Institutes (Yang, 2010). In the West, Confucius Institutes have been suspected to operate with a hidden agenda beyond their official statements, which has caused official investigations in the US (US Senate, 2019; GAO, 2019) and led to the closing of institutes in Sweden, Australia, the USA and Canada.¹

The emergence and development of the Confucius Institutes have influenced the debates of the global South in HE. There are those seeing the Confucius Institutes clearly as a form of soft-power while others discuss them as South-South cooperation (Kragelund & Hampway, 2016). The latter is seen as a symmetric relation which is considered the opposite of imperialist or coercive practices of (neo-)colonialization (Wan & Sirat, 2018, p. 81). Through South-South cooperation the spirit of Bandung is said to be kept alive by prioritizing exchange of experience and knowledge over wealth transfer (Carey & Li, 2016, p. 3).

Jane Knight (2015), widely acknowledged scholar in the field of anglophone HE, questions the "power paradigm" (p. 2) in both approaches and argues that it is not suitable in the field of HE as it further promotes the imbalance of knowledge and power. Academic cooperation, she argues, does not know any winners and losers, and should be seen as a bridge linking international HE and international relations and might best be theorized under the term "knowledge diplomacy" (Knight, 2018, p. 3).

The debate about the role of the global South in HE is ongoing, and it remains to be seen what the impact for Africa is going to be. Teferra (2014, p. 16) states that possibilities for the continent are now better than ever although neither the dominance of Western concepts nor the efforts of South-South cooperation are new in African HE. The dynamics, however, are different, he reckons, since the global South has become more assertive and economically stronger while the global North is facing economic decline (ibid.). We showcase these dynamics using the example of HE in Ethiopia.

DAAD and GIZ: Key actors in Ethiopia's higher education

From its inception in the 1950s onwards, HE remained a marginal phenomenon under Haile Selassie as well as through-out the socialist regime, albeit with shifting foreign influences (Saint 2004; Dagne, 2004). Change began once the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF) ended the Marxist era in Ethiopia in 1991 (Zewde, 2002, p. 264 f.). In 1994 a new constitution was adopted creating the basis for elections, which made Meles Zenawi Prime Minister. Higher education, under the new government, was "embraced as critical national need" (Saint, 2004, p. 85).

In 2005 the MoE initiated the University Capacity Building Program (UCBP), an enormous project that lasted eleven years and changed the landscape of Ethiopian HE profoundly. The GIZ was contracted as "internally appointed agent" of the MoE (GIZ Worldwide, 2019, n. p.) to manage the design and construction of 13 new universities throughout the country. The Ethiopian government financed and led the project and the GIZ was an important partner in helping to expand the HE sector (ibid.). The UCBP was part of a larger effort by the Ethiopian government to massively increase the access to HE. Simultaneously to the construction of entirely new institutions, numerous colleges as well as branches of the few previously existing universities were upgraded and private providers were allowed in the country (Akalu, 2014, p. 401f.).

After finishing its huge infrastructural project, the GIZ continued its work with training and advising decision makers on institutional and national level. The framework for its activities was set by the Sustainable Training and Education Program (STEP), which replaced the Engineering Education Capacity Building Program (EECBP) in 2015² (GIZ, 2016). The importance that the MoE ascribed to its cooperation with the GIZ was underlined by the location of the agency's office, which was situated inside the ministry, next door to the office of the state minister for HE.³ On the same floor, the GIZ also employed a central coordinator for international cooperation initiatives, while an "embedded expert" advised reform and assessment processes at the HERQA.⁴

The GIZ contributed to central efforts of the ministry regarding the development of the HE sector. It had an important role in the foundation of the Ethiopian Institute for Higher Education (EIHE), an institution designed to train high-ranking university officials in matters of leadership and management.⁵ The first workshop that the EIHE gave after its opening in 2018 dealt with internationalization, showing the significance that Ethiopian actors attribute to border-crossing activities in this field (EIHE Policy Briefing, 2018).⁶ The

development of this institution is accompanied not only by the GIZ, but also by the Center for Higher Education (CHE) in Gütersloh, Germany and the Center for Higher Education Policy Studies (CHEPS) at the University of Twente, Netherlands.⁷ With the support of these Western European agencies (GIZ, CHE, CHEPS) the EIHE will eventually take over responsibilities in the field of leadership training that previously lay, at least to some extent, in the hands of the DAAD.

In the context of its program *Dialogue on Innovative Higher Education Strategies (DIES)* the DAAD offers training courses for high-ranking staff from African universities on management and leadership, on writing grant proposals and on the management of internationalization.⁸ For each of these courses the DAAD partners with universities in Germany or other Western European countries. These institutions then undertake the actual implementation of the training courses (ibid.). More importantly, however, the DAAD facilitates university partnerships as well as student and staff mobility. In this function the DAAD was also involved in the EECBP and the STEP programs, recruiting German university leaders to take leading roles and promote capacity building in Ethiopian HE institutions.⁹ The DAAD recruited for example five German professors to establish and develop the Adama Science and Technology University, which was supposed to be emulated after the German model of a *Technische Universität*. The German professors took the role of the president and the deans, all equipped with five-year contracts. However, none of them stayed for more than two years. The country director of the DAAD stated that there were several reasons why this type of cooperation ended prematurely. The most important one, he reckoned, was that the Ethiopian university staff did not want to be supervised by Germans. The strategy of employing people from the global North to show how to do things in the global South did not work in this particular case.¹⁰

South Korea as temporary role model

The German president of Adama Science and Technology University was replaced by a South Korean professor endorsed by the Ethiopian MoE. His recruitment provided access to an academic and professional network that the ministry seemed eager to tap into in order to increase the number of Korean professors at Ethiopian universities. Hence, in the following years South Koreans quite regularly staffed posts tendered by the DAAD. The Ethiopian MoE had initiated this process and the DAAD eventually accepted it as a solution to its implementation and recruitment problems.¹¹

In 2012 for example Young Kyun Kim was appointed scientific director at the Addis Ababa Institute of Technology (AAiT) which made him the first Korean professor to lead an institute at Addis Ababa University. His colleagues Byeong Soo Lim, Munhong Yim and Ho Yeol Kwon who worked at the same institute were also funded by the DAAD.¹² For the posts that could not be filled with professors from South Korea, professors from the USA, Turkey and Pakistan were hired.¹³ The DAAD had thus revised its strategy and hired not only German professors, but professors from South Korea and other countries, overall mostly from the global South. In the case of the Adama Science and Technology University professors from South Korea enjoyed special recognition and were more wel-

come than their German counterparts. From the perspective of the Ethiopian university staff, the cooperation with South Korean professors seems to have been on a more equal footing.¹⁴

The Ethiopian MoE's initial push to increase the number of South Korean professors in its HEIs, however, might also be explained with the South Korean development model, which resonated with the Ethiopian government at the time. After Meles Zenawi's visit to South Korea and the meeting with the Korean President Lee Myung-bak in 2011, the country in East Asia started to become a role model for the Ethiopian government.¹⁵ The economic model in South Korea is sometimes described as Chaebol-capitalism (referring to the large industrial conglomerates) for being rigidly hierarchical, bureaucratic and directed by the state, but also as highly effective for scale and scope economies (Tudor, 2012, 70).¹⁶ The focus on science and technology in economy and HE was also appealing since the Ethiopian government had installed a ratio of 70 per cent of technology at universities (MoE, 2010, p. 11; MoE, 2015, p. 105; NPC, 2016, p. 58). Cooperation between the countries intensified, which was also expressed in HE. Addis Ababa University signed three Memorandums of Understanding with Korean Universities and the Korea Foundation between 2011 and 2014¹⁷ and an increasing number of Ethiopian PhD students started to attend South Korean HE institutions.¹⁸

Throughout much of the 2010s there was a special interest in the South Korean model of HE in Ethiopia which had substantial impact on the work of the DAAD in the country. Currently, it seems as if this might have been a mere episode in the reshuffling of global political order(s) and HE. South Korean professors contributed significantly to the development of HE by holding leading positions at science and technology institutions, but they are step-by-step replaced by Ethiopians.¹⁹

The Ethiopian Education Development Road Map (MoE & HESC, 2018, p. 4) now names Vietnam and Malaysia as role models for HE. One rationale for the re-orientation could be that those two countries currently appear to be somewhat closer to the socioeconomic realities in Ethiopia, but just as well seem to have an interest in emulating South Korea's development in the HE sector (UNESCO, 2014, 40 ff.).²⁰ Moreover, both countries' HE sectors share a number of characteristics with their Ethiopian counterpart, like the focus on science and technology and a massively increased number of university students over a short period of time (ibid., p. 16, p. 19, p. 32).

Rationales for scholarship agreements

Rapid and extensive expansion of access to HE brings along several issues. Primarily, the focus on so called massification entails problems concerning the quality of teaching and research. Exemplarily, only 58 per cent of university teachers in Ethiopia hold a master's degree and only 15 per cent hold a PhD as of 2015 (MoE, 2015, p. 24). The government plans to increase this number to 70 per cent of university teachers holding a master's degree and 30 per cent holding a PhD (ibid.; see also GIZ, 2016, p. 1).

One possibility to achieve this goal and in the meantime mitigate the effects of the lack in qualified teaching staff is the training of university teachers abroad. In consultation with the

Ethiopian MoE the DAAD increased the number of scholarships for one of its so-called sandwich PhD-programs from eight to 40 per year in 2018.²¹ This *Ethio-German Home Grown PhD Scholarship Program* targets the staff of the two science and technology universities and the Ethiopian institutes of technology.²² This development is concurrent with the general upward tendency in DAAD funding for Ethiopians. In 2013 the DAAD sponsored 417 Ethiopians through its numerous programs, while in 2017 this number had grown to 768 (DAAD, 2018; DAAD, 2014). This scholarship program, however, comes nowhere near satisfying the demand for staff training at Ethiopian universities. Therefore, the Ethiopian government also forges partnerships elsewhere. During the same time that the DAAD decided to expand its program, the Ethiopian MoST finalized negotiations on scholarship programs with universities in China, India, Turkey, Malaysia, Japan and other countries, overall predominantly in the global South. Parts of the negotiations were concerned with allowances on student fees and accommodation as well as other incentives offered by the foreign institutions. This initiative plans to send 4.500 PhD students annually to universities in the above-mentioned countries.²³ While approximately 500 scholarships were already awarded the program was put on hold in late 2018 due to a restructuring of ministries.²⁴

However, the sheer number of scholarships provided and planned clearly shows two things. First, it elucidates Ethiopia's enormous demand for training university staff through cooperation with partners abroad. Second, it becomes clear that this demand cannot be fulfilled solely by working with traditional partners from the global North. Cooperation with partners from the global South has begun to play a significant role in this regard. The decision to send scholarship holders primarily to countries in East and South Asia and not to Western Europe or North America is influenced by budgetary concerns and the fear of brain drain. First, education is more cost-effective than elsewhere. As an official of the MoST put it: "I can have ten students trained [in Asia] for the same cost as one student being trained in the US or Canada". The second reason is the Ethiopian government's fear that it could inadvertently sponsor brain drain. Designers of the scholarship program were afraid that people sent to countries in the global North may not come back after their stay abroad and believed this to be less likely for people being sent to Asian countries.²⁶

The same pragmatism applies in the selection of the cooperation partners. Instead of a coherent internationalization strategy, the MoST admittedly followed a "take-it-as-it-comes" approach.²⁷ Therefore, the fact that Chinese universities are common partners is rather to be attributed to Chinese HE institutions reaching out to their Ethiopian counterparts. Stakeholders on the ministerial as well as on the institutional level described Chinese universities as very cooperative. They invite Ethiopian academics to visit HE institutions in China regularly and offer financial incentives for scholarship programs.²⁸

Conclusions

The HE sector in Ethiopia has seen profound changes throughout the last twenty years. Rapid expansion enabled a wider share of society to study. This process continues to require

considerable resources, which cannot be provided by the Ethiopian government alone. Actors from outside Ethiopia therefore play a significant role within the country.

In light of the changing global order(s), actors from the global South are becoming more important. Its heyday as role model may be over already, but South Korea's importance manifested not only in policies emulated by the Ethiopian government, but also in close connections between the countries' HE sectors. This shift had profound effects on the work of German agencies in Ethiopia. University teachers as well as the MoE preferred professors from South Korea to guide the way towards successful university management. This has led to a shift in employing not only German professors in the DAAD funded project, but professors from other countries, and especially from the global South. This marks a significant change in the logic of promoting national interests abroad.

Given the continued need for qualifying PhD students abroad the DAAD increased its number of scholarships and focused on the support of technical education, a twofold adjustment in quantity and disciplinary orientation. These efforts are being outnumbered by scholarships from the global South. The DAAD as major scholarship provider sees itself superseded by agreements signed between the MoST and universities for example from China and India.

The DAAD and the GIZ remain important actors in Ethiopian HE but have begun to adapt to the new global political conditions. This is merely a snippet of the complex HE landscape and its border crossing dimensions in Ethiopia. There are more stories like this, each of which contributes to understanding the dynamic changes within HE in the global South.

Notes

- 1 Reuters. (2018, February 25). Florida University latest to cut Ties with China's Confucius Institute. Retrieved from <https://www.reuters.com/article/us-usa-china-education/florida-university-latest-to-cut-ties-with-chinas-confucius-institute-idUSKB1L012Z>
- 2 Evelien Blom, GIZ STEP program manager, interviewed February 2018.
- 3 Ibid; Zewdu Kassa STEP component manager, interviewed February 2018.
- 4 HERQA Ethiopia. (2018, December 18). Retrieved from <http://www.neaegovet.com/herqa-ethiopia/Ibid; Kassahun Kebede, HERQA Quality Audit & Enhancement Directorate Director, interviewed March 2018>.
- 5 Abebaw Yirga, Managing Director of EIHE, interviewed March 2018, Evelien Blom (see footnote FN 2); see also: AAU. (2019, January 22) Ethiopian Institute for Higher Education. Retrieved from <http://www.aau.edu.et/blog/ethiopian-institute-for-higher-education/>
- 6 Abebaw Yirga (see FN 5).
- 7 Ibid.
- 8 DAAD. (2019, January 17). DIES Training Courses. Retrieved from <https://www.daad.de/der-daad/unsere-aufgaben/entwicklungszusammenarbeit/foerderprogramme/hochschulen/infos/en/44514-dies-training-courses/>
- 9 Gerald Heusing, DAAD Country Director, Ethiopia, interviewed February and December 2018.
- 10 Ibid.
- 11 Ibid.
- 12 Byeong Soo Lim, AAIT, Dean of School of Multidisciplinary Engineering and Director of the Office of Research and Technology Transfer, interviewed March 2018.
- 13 DAAD. (2019, January 22). Liaison Office Addis Ababa. Retrieved from <http://www.daad-ethiopia.org/en/27212/index.html>
- 14 Gerald Heusing (see FN 9); Byeong Soo Lim (see FN 12); Dereje Woldegebreal, AAIT, Director for Academic Affairs, interviewed in December 2018.

- 15 Gerald Heusing (see FN 9); Embassy of the Republic of Korea in the Federal Democratic Republic of Ethiopia. (2019, March 1). Ambassador's Greetings. Retrieved from http://overseas.mofa.go.kr/et-en/wpge/m_10258/contents.do
- 16 For an account of the Ethiopian developmental state and its effects on the higher education sector see Woldegiyorgis, 2018.
- 17 Information through email exchange with Office of External Relationships, Partnerships and Communication (AAU) in 2014.
- 18 Byeong Soo Lim (see FN 12).
- 19 Dereje Woldegebreal (see FN 14).
- 20 This assumption was corroborated in private conversations with Ethiopian researchers in the field of higher education. Some of them were actively involved in the production of the 2018 roadmap.
- 21 Gerald Heusing (see FN 9).
- 22 (see FN 13).
- 23 Simenew Keskes, MoST Director General for Academic and Research Affairs, interviewed March 2018; Balew Demissie, Addis Ababa Science and Technology University, Director of Public and International Relations Directorate, interviewed December 2018.
- 24 Tesfaye Negewo, Senior Officer at the Higher Education Strategy Centre, interviewed December 2018; Gerald Heusing (see FN 9); Balew Demissie (see FN 23).
- 25 Simenew Keskes (see FN 23).
- 26 Ibid.
- 27 Ibid.
- 28 Ibid; Balew Demissie (see FN 23).

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Dr. Claudia Baumann

is a research associate at the Global and European Studies Institute at Leipzig University where she specializes in the fields of higher education and globalization. She was part of the research training group “critical junctures of globalization 1261” funded by the German Research Foundation (DFG). Claudia Baumann acquired her PhD in Global Studies from Leipzig University with the dissertation: Universities as Portals of Globalization – Perspectives on Internationalization at the Universities of Addis Ababa, Hanyang and Jawaharlal Nehru.

Rüdiger Lauberbach

MA in African Studies, PhD Candidate at the Graduate School Global and Area Studies and Associate Member of the Integrated Research Training Group at the Collaborative Research Centre 1199 (SFB 1199) “Processes of Spatialization under the Global Condition”, Leipzig University.

Kirstin Grosse Frie

German-African Cooperation in Global Health: The Role of Social Sciences in Higher Education Degree Studies, Training, and Research Projects¹

Abstract

Global health has gained in importance in Germany in recent years and became visible quite recently both at German institutions of health education and research and on the political agenda of various ministries. What exactly is meant by global health remains vague. In particular, the inter- and transnational conditions and effects of health and disease outbreaks are seen as specific to global health, which requires an inter- and transdisciplinary perspective that includes social science aspects and methods.

Africa has also moved into the focus of Germany's international cooperation policies in recent years. Due to the lack of medical personnel in Africa and also in Germany, the education and training of medical personnel in Africa plays an important role in German-African cooperation in the health sector. Cooperation in the training of health personnel can have primarily economic reasons, but may also follow other interests, such as aid, exchange and cultural diplomacy for the German and African side. While the training of medical personnel is primarily clinically oriented, at least in Germany there is a strong tendency towards less clinically oriented training and study programmes in the health sector. The inclusion of social sciences in the training of physicians and nurses in the curricula is also mandatory. However, the integration of the social sciences is only reflected to a limited extent in the institutional funding of German-African health projects, although it can be assumed that these aspects also play an important role in the training of health personnel in Africa. Greater integration of social sciences into German global health education and research could contribute to this also being incorporated into German-African cooperation. This way, social scientific global health research in Germany and Africa would help to analyse determinants of health at the meta-level so that they can be taken into account in national and international strategies and laws and may be implemented in health projects.

Keywords: *Global health, health professionals, social sciences, health education, international relations*

Zusammenfassung

Global Health hat in den letzten Jahren in Deutschland an Bedeutung gewonnen und erscheint seit kurzem sowohl an Institutionen der Gesundheitsbildung und -forschung als auch auf der politischen Agenda unterschiedlicher Ministerien. Was genau unter Global Health verstanden wird, bleibt allerdings bisher recht vage. Jedoch werden inter- und transnationale Bedingungen und Auswirkungen von Gesundheit und Krankheitsausbrüchen als Spezifikum von Global Health betont, was eine inter- und transdisziplinäre Perspektive erfordert, die insbesondere sozialwissenschaftliche Aspekte und Methoden einbezieht.

Afrika ist in den letzten Jahren ebenfalls in den Fokus der internationalen Zusammenarbeit Deutschlands gerückt. In der deutsch-afrikanischen Kooperation im Gesundheitsbereich spielen, aufgrund des Mangels an medizinischem Personal in Afrika und auch in Deutschland, die Ausbildung und das Training von medizinischem Personal in Afrika eine wichtige Rolle. Die Kooperation in der Ausbildung von Gesundheitspersonal kann primär wirtschaftliche Gründe haben, aber ebenso andere Formen der Kooperation, wie Hilfe, Austausch und kulturelle Diplomatie für die deutsche und die afrikanische Seite bedeuten. Während die Ausbildung medizinischen Personals primär klinisch orientiert ist, ist zumindest in Deutschland eine starke Tendenz zu weniger klinisch orientierten Ausbildungs- und Studiengängen im Gesundheitsbereich zu verzeichnen. Ebenso ist die Einbindung von Sozialwissenschaften in die Ausbildung von Ärzten und Pflegekräften in den Curricula vorgeschrieben. Eine solche Einbindung von Sozialwissenschaften spiegelt sich in der institutionellen Förderung deutsch-afrikanischer Gesundheitsvorhaben allerdings nicht wider, obwohl davon auszugehen ist, dass diese Aspekte auch für die Ausbildung von Gesundheitspersonal in Afrika eine wichtige Rolle spielen. Eine stärkere Integration von Sozialwissenschaften in die deutsche Global-Health-Ausbildung und -Forschung könnte dazu beitragen, diese auch in die deutsch-afrikanischen Kooperationen einzubringen. Sozialwissenschaftliche Global-Health-Forschung in Deutschland und Afrika würde so dazu beitragen, Determinanten von Gesundheit auf Metaebene zu analysieren, so dass diese in nationalen und internationalen Strategien und Gesetzen berücksichtigt und in Gesundheitsvorhaben umgesetzt werden können.

Schlüsselwörter: *Global Health, Gesundheitspersonal, Sozialwissenschaften, Gesundheitsbildung, internationale Beziehungen*

Definitions of global health

A common question and matter of discussion is: what is meant by global health? While not only one definition exists, there seems to be a common understanding that global health is very much related to globalization and international relations and their interconnections to health on a local, regional and national level. According to Koplan et al. (2009, p. 1995) “*global health is an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide*”, while Kickbusch (2006, p. 561) refers to it as “*those health issues that transcend national boundaries and governments and call for actions on the global forces that determine the health of people*”. In a recent qualitative study among German medical teaching personnel on the definition of global health (Havemann & Bösner, 2018), global health was defined as an umbrella term for public health, international health and tropical medicine. The inter- and transdisciplinarity of global health education and research was highlighted and the authors concluded that a continuous challenge of this umbrella term would be to find a fine-tuned balance between a too narrow and a too broad definition of global health.

Even though global health considers international and transnational aspects of health and focuses very much on health in low-income countries, it must be said, that so far education and research in global health is mainly conducted in high-income countries.

The political background: The German global health & Africa strategy

In the last decade both topics, global health as well as a special focus on Africa, have gained in importance in German Higher Education and Development Cooperation policies.

The first German global health strategy was adapted and published by the Ministry of Health in the year 2013. It emphasized in its introduction: “*Global health issues are closely related to numerous other fields of policy such as development, security, trade, economics, human rights, food, agriculture, research, employment, education, migration, environmental and climate protection as well as humanitarian aid. Against this background, solutions that reach across individual sectors are needed. Consequently, questions of global health are now no longer just discussed among experts from the field of health within the context of professional organisations responsible for health.*” (BMG, 2013, p. 2).

Global health received major public attention in Germany with the Ebola outbreak in Western Africa in 2014/2015. Since the German G-7 and G-20 presidency in 2014/2015 and 2017, respectively, it has been an increasingly important topic on the German political agenda. Currently, the German Ministry of Health is developing a new global health strategy in cooperation with several partners from civil society, industry and academia that will be implemented by the end of 2019. In February 2019 the German Ministry for Economic Cooperation and Development published a strategy paper “Global health – an investment in the future” (BMZ, 2019), which mainly summarizes ongoing health activities of the BMZ. It focuses on health systems, prevention, healthy start in life including sexual education and family planning, prevention of pandemics, global financing mechanisms and multilateral cooperation and digitalization. However, even though Germany

has increased its efforts and almost doubled its global health spending in the past 10 years, it is still not achieving the 0,1% of gross national income (GNI) towards official development assistance for health, as recommended by the World Health Organisation (Kickbusch et al., 2017).

Also recently, Africa became a focus of the German and the European Union’s foreign policies. The German BMZ presented its Marshall Plan for Africa for the first time in 2016 also (highlighting) the need for partnership and economic cooperation between the European Union and Africa. One of four fundamentals of this plan is related to the topic health, education and social security. The lack of infrastructure, facilities, equipment and especially of skilled professionals and administrative staff to provide education and basic health care services was recognised. On the German side, among others, intensified economic cooperation with Africa and increasing numbers of scholarships with the goal of mutual learning and more initiatives for the training of skilled health workers and training on family planning and maternal health were requested (BMZ, 2017).

Health care professionals in Africa and the cooperation scenery with Germany

In 2015 the United Nations agreed on the Sustainable Development Goals (SDGs) that since then have shaped the international Agenda 2030 and national implementations of this agenda. It should be noted that the SDGs of this UN Agenda 2030 have also been recognised as major political guidelines for political debates and planning in Germany by governmental as well as non-governmental actors such as federal ministries, governmental agencies, churches, foundations, enterprises, academia and others, which means, they have also entered German-African development cooperation policies including higher education and research.

The SDGs encompass 17 goals with 169 indicators to monitor and evaluate their progress till 2030. The overall aim of the SDGs is to make progress on all goals and to recognise their interdependency to achieve sustainable development. SDG goal 3 is directed towards “good health and wellbeing”, but progress in almost all other SDGs would also have positive direct or indirect impact on health and wellbeing. The strong relation between health (SDG 3) and education (SDG 4) is even highlighted in one of the health goal’s targets: “*3.c: Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States*”.

The SDG 3 also focuses on education and work conditions of health professionals and is measured with the indicator 3.c.1 “*Health worker density and distribution*”. But comparing data on national health workforce might lead to perplexities. While the information about the density of health care workers differ by source (WHO, 2018; Willcox et al., 2015), a critical shortage (defined as <2.2 health care workers/1000 populations) exists in almost all sub-Saharan African countries. There is also a low number of medical schools in most sub-Saharan African countries. Among the 15 countries with the lowest density of medical schools (0.06-0.11 schools per million), 14 are located in sub-Saharan Africa (Duvivier et al., 2014).

However, not only the lack of capacity to educate and train health workers counts for the low number of health workers. At the same time in most countries a large number of unemployed, trained and skilled health workers exists; health workers with skills unsuited for the needs of their countries or communities because the focus has been on clinical training and not on public health. Furthermore, an internal maldistribution of health workers with most of them located in urban areas exists. Other problems are poor working conditions, including unsafe workplaces, inadequate compensation and incentives, and insufficient or no career opportunities.

Trained and skilled health workers often move from the public to the private sector or migrate from the so-called developing to more developed countries, widely known as brain drain. While there is a shortage of health professionals in Africa, at the same time Africa supplies health professionals to the developed world. For example, in Portugal in 2007, more than 25% of all foreign trained doctors were from Africa (Connel et al., 2007). Among the working medical doctors in Germany in 2017, 11,8% had a foreign nationality and of these 6,8% were from Africa (Bundesärztekammer, 2017).

The emigration of other health professionals such as nurses also contributes to the shortcoming of health professionals in Africa. For instance, Germany has a shortage of health professionals, especially nurses. Therefore, the German Federal Employment Agency's International Placement Services (ZAV) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH have for instance set up a joint project to bring well-qualified nurses from Serbia, Bosnia and Herzegovina, the Philippines and Tunisia to Germany (GIZ, 2018). The project is said to have advantages for all three sides: Nurses are able to live and work in Germany under fair conditions. At the same time, unemployment is reduced in their countries of origin, and these countries benefit from migrants' financial remittances. In Germany, meanwhile, hospitals and care facilities are able to fill their vacancies with qualified staff from abroad. While this initiative is not targeted at countries in sub-Saharan Africa (as yet), it is likely that migration of health professionals from sub-Saharan Africa might increase in future under similar conditions.

But even if attracting health professionals from Africa might not be envisaged primarily by the German government, the education and training of health care professionals in Africa itself is a promising investment strategy (World Bank, 2008). The involvement of the medical industry and the attractiveness for private investments in Africa is in line with the German Marshallplan with Africa. As described by Adick in this journal edition (Adick, 2019), cooperation has many facets. In her analysis, she distinguishes between the types of Aid (understood as donations to recipients in need), Exchange (meaning formats of 'connections' that are encompassing 'true' vice versa cooperation), Cultural Diplomacy (which stands for educational transfer across borders as part of the official foreign policy of a given country) and Trade (considered to be entrepreneurial types of international educational transfer). While a World Bank publication, including examples of successful business models in medical and nursing education focuses on trade, some German global health projects might also fall into this category which can be found in motives like the „Qualification

of African students (physicians, engineers, etc.) in the context of pilot seminars and workshops at local colleges; so that they can also be introduced to German products and services.” (BMWi, 2017, p. 4). But other programs of global health cooperation of Germany as well as of other donor countries might also encompass non-economical motives such as the ones (aid, exchange, or cultural diplomacy) depicted in Adick (2019). For instance, the Hospital Partnerships Programme of the BMZ (<http://www.klinikpartnerschaften.de/en>) focuses on „exchange“ between peer-to-peer partnerships and on mutual learning and emphasizes “equal” German-African partnerships while a stronger focus on „aid“ can be found in the Product Development Partnerships (<https://www.gesundheitsforschung-bmbf.de/en/product-developmentpartnerships-pdps-8692.php>) that target diseases which disproportionately affect underserved populations and where commercial incentives are missing.

Social sciences & global health in higher education degree studies, training and research projects

In Germany, different categories of health professionals are educated and trained on different levels, for example in form of post-secondary and technical and vocational education, and in higher education institutions such as classical Universities, but also Universities of Applied Sciences (Fachhochschulen) for which Germany is renowned. This may challenge allocating programs of cooperation between German and African partner institutions; for instance, if nurses are studying at higher education institutions receiving academic degrees in Africa while they are at present trained on non-academic levels in Germany which, however, might change in future because of the demands, to reschedule professional trainings to fit into the European Higher Education Credit Transfer System (ECTS) including the Bachelor, Master and Doctoral Degree structure.

Furthermore, the field of health professionals is manifold: next to classical professionals as medical doctors and nurses more and more new non-clinical professions and specializations are demanded on the growing health (care) market. These new professions have often broader interdisciplinary curricula that add special knowledge and skills in management, social science or ICT to the classical clinical education. It is also a question which of these new requirements and competencies are allocated to which newly defined professions and to which level of academic or non-academic education. But even in the classical medical education new knowledge and skills are needed to provide quality care in times of globalisation, digitalisation, and demographic change and to be integrated into the curricula. All this challenges the former idea of a monolithic block of purely ‚clinical‘ knowledge and teaching.

Social sciences have already entered medical training, e.g. Medical Sociology which is part of the curriculum for medical studies and also part of most public health master degrees and postgraduate courses. Social science training in health offers e.g. basics of qualitative and quantitative research methods, understanding of health inequalities and social determinants, patient centered care, and health service organization. Also, global health, that is not part of the curriculum (yet), is discussed as an important topic in medical teaching. Global health might not only be an interesting topic for medical stu-

dents but is becoming ever more relevant with increased migration and the import of “new” diseases not common in Germany. Furthermore, students and later patients might benefit from global health programs when they include forms of exchange so that students can work in a setting with less resources and the absence of modern medical technologies. Such an experience probably makes students more patient-centered and lets them work more resource-efficiently (Frenk et al., 2010).

But even though both, social sciences and global health, have come to being recognized as important for health professionals in Germany, they are mostly taught by different professionals: social scientists with a health focus or an additional public health degree teach social science related modules, and teaching staff with a medical background, who often have an additional training in tropical diseases or public health, teach global health. Even though the interconnection of social sciences and global health has been recognized by several authors (Bozorgmehr, 2010; Havemann & Bösner, 2018), the topic of global health is so far not yet really recognized by those social scientists who are involved in the education and training of healthcare professionals. However, a statement of an interviewee in a paper on global health among medical teachers shows that there is an opportunity for social scientists to strengthen their position in global health teaching and research in Germany: “Exactly, I think, this is a field, where we can foster aspects of social sciences within the medical training. And we can use a topic, that is actually very interesting and that allows us to reach out to students by their call it *Schweitzer-motive*.” (one interviewee in Havemann & Bösner, 2018, p. 9).

Those few anthropologists, political scientists, and sociologists working in the field of global health in Germany are generally not involved in the education and training of medical doctors and nurses; and therefore social science aspects are also not (yet) included in German-African cooperation programs on education and training of health professionals in Africa. This is to be regretted, because the ongoing epidemiological transition with an increase of chronic diseases, the strong influence of social determinants on the health of the African population, and the need for prevention and quality health care in resource constraint systems increases demands for non-clinical social sciences-based knowledge among health professionals. Social science modules and training would provide skills to health professionals to take leadership for health systems management, transformation, and research in Africa.

The missing link between social sciences and global health in Germany is also reflected in the current German institutional health funding for Africa. The following examples of current health funding programs with Africa are listed and categorized by whether they are clinically, public health, or social science oriented.

Mainly clinically oriented funding programmes:

Bundesministerium für Bildung und Forschung; Federal Ministry of Education and Research (BMBF):

- Product development partnerships: targets diseases which disproportionately affect underserved populations and where commercial incentives are missing, German-African

cooperation possible but also open to other countries (<https://www.gesundheitsforschung-bmbf.de/en/product-development-partnerships-pdps-8692.php>)

- German-African Networks for health research: five networks conduct research on high-burden diseases in Africa to enhance clinical and laboratory practices. The initiative unites researchers from 26 African institutions in 14 countries as well as 10 German partners (<https://www.gesundheitsforschung-bmbf.de/en/research-networks-for-health-innovations-in-sub-saharan-africa-8690.php>)
- European and Developing Countries Clinical Trials Partnership: clinical research to accelerate the development of new or improved drugs, vaccines, microbicides and diagnostics against HIV/AIDS, tuberculosis and malaria as well as other poverty-related infectious diseases in sub-Saharan Africa, with a focus on phase II and III clinical trials (<http://www.edctp.org>)

Bundesministerium für Gesundheit; Federal Ministry of Health (BMG):

Global Health Protection Programme: the main focus is supporting partner countries and the WHO in epidemic prevention measures (<https://ghpp.de/en/>).

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung; Federal Ministry of Economic Cooperation and Development (BMZ):

Hospital Partnerships: supports health partnerships worldwide but most are between German and African organizations. The range of focal themes covered encompasses mental health, nursing, oncology, ehealth, gynaecology and midwifery, ophthalmology, paediatrics, orthopaedics, surgery and dental health. The focus is on peer-to-peer partnerships for mutual learning (<http://www.klinikpartnerschaften.de/en>)

Deutsche Forschungsgemeinschaft; German Research Foundation (DFG):

African Cooperation Projects in Infectiology: joint research projects between scientists in Germany and Africa investigating infectious diseases and their social and societal implications. The DFG primarily seeks to encourage researchers in human and veterinary medicine to apply for funding of projects on the investigation of neglected tropical infectious diseases (https://www.dfg.de/en/research_funding/announcements_proposals/2017/info_wissenschaft_17_37/)

Mainly non-clinical, public health oriented funding programmes:

Deutscher Akademischer Austauschdienst;

German Academic Exchange Service (DAAD):

Partnerships for the Health Sector in Developing Countries: aims to offer medical training and further education opportunities in the medical field for partner universities, which are cutting-edge and suit the local context (<https://www.daad.de/der-daad/unsere-aufgaben/entwicklungszusammenarbeit/foerderprogramme/hochschulen/infos/en/44500-pagel-partnerships-for-the-health-sector-in-developing-countries/>)

Partly social science oriented funding programmes:

Deutsche Forschungsgemeinschaft; German Research Foundation (DFG):

German-African Cooperation Projects in Infectiology (see description among clinically oriented funding programmes)

Open to clinical, public health and social science oriented funding programmes:

Volkswagen Foundation:

Knowledge for Tomorrow – Cooperative Research Projects in Sub-Saharan Africa: Funding for symposia, workshops and summer schools, not only for health but thematically open (<https://www.volkswagenstiftung.de/en/funding/our-funding-portfolio-at-a-glance/knowledge-for-tomorrow-%E2%80%93-cooperative-research-projects-in-sub-saharan-africa>)

Unsurprisingly, most Governmental initiatives are mainly clinically oriented including some which also support kinds of public health education and research. Social scientists can only apply for German-African Cooperation Projects in Infectiology at the Deutsche Forschungsgemeinschaft (DFG) which is next to clinical research also targeting social science research in the field. However, so far almost all funded projects have been clinically oriented.

How global health research by social scientists can contribute to a complex understanding of health problems can be illustrated by a research project on barriers to breast cancer care in Mali led by the author (Grosse Frie et al., 2018; 2019): Epidemiological and more clinically oriented studies had shown that in Mali and other sub-Saharan African countries the mortality rate for breast cancer patients is very high, and that this is related to late stage diagnosis. Education campaigns targeting the female population and health care professionals were commonly recommended to improve on prompt health-care seeking and timely referral. By using qualitative and quantitative social science research methods the trajectories of breast care patients in Mali were analysed. High costs of cancer diagnosis and treatment and financial constraints on the individual and national level were identified as main barriers for survival and for receiving and providing adequate care. Therefore, solutions need to consider how to cover the costs of cancer care for Malian patients and, even more importantly, initiatives of the global community are needed that allow countries such as Mali to access and provide necessary drugs and technologies for adequate cancer care. Those factors on the meta- and macro-level need to be targeted by global health programmes and initiatives before implementing awareness and early detection programmes for breast cancer (Grosse Frie et al., 2018).

Social science based global health research focusing on determinants of health at different levels, as well as the interconnection between these levels, are rarely conducted, although such analyses could guide Germany and the international community in providing sustainable solutions for global developments in health and healthcare as formulated in die SDG 3 of the Agenda 2030. The integration of such research in German-African cooperation programmes in health education

could also encourage African scientists in conducting global health research to integrate their perspectives and analyses in scientific discussions. This could also help African countries to demand international solutions that are necessary to improve the health and healthcare in their countries.

Conclusions

This paper described Germany's Global Health Strategy and Africa Strategy, which show that both global health and Africa have become increasingly important for international cooperation. It has been described that global health is strongly related to international and transnational aspects of health and therefore requires interdisciplinary and, in particular, social science approaches in global health teaching and research.

An important aspect of cooperation with Africa in the health sector is the education and training of health professionals, on the one hand to improve the shortcomings of skilled personnel in Africa, but, on the other hand, also to be able to possibly counteract the shortage of skilled health professionals in Germany. German-African cooperation in the education and training of health professionals serves different aspects such as aid, exchange and trade. Further research could pay more attention to different motives and formats of cooperation in the global health sector such as pharmaceutical or medical technology business motives in exporting models of medical schools and health trainings, or increasing the donor country's image and diplomatic status by means of donations to alleviate health crises or sponsoring joint high potential research projects.

While social science aspects are already included in the training of doctors and nurses in the curricula in Germany to meet the demands of the local health care market, they have so far not been taken into account in the more clinically oriented cooperation with Africa in the field of health education and training. This might be due to the fact that the participation of social scientists in the global health teaching and research in German medical university departments is still absent, and the current institutional funding for German-African cooperation in health education and research is still mainly clinically oriented.

It was argued that the involvement of social scientists in global health education and research in Germany needs to be fostered because of two reasons: firstly, to analyse determinants for global health inequalities with social science methods in order to offer solutions that can be considered in the German and international global health agenda and programmes; secondly, to ensure that in future social science modules are integrated into German-African cooperation programmes on health education and research. It would provide African health professionals with the necessary skills that provide leadership to their health systems. And since global health research also needs the African perspective, social science research on global health might empower African countries to point to (international) solutions needed for the health of their population and to bring determinants of health inequalities on the international political agenda.

Notes

- 1 The following article is based on the paper which I presented at the VAD (German Association of African Studies) international conference at the University of Leipzig in June 2018, when I was affiliated to the Martin-Luther University Halle-Wittenberg as a research fellow.

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Dr. Kristin Grosse Frie

holds a Doctorate (Dr. phil.) in Sociology and has worked at German university hospital and research institutes on social determinants of health and health services. After a research visit at the London School of Hygiene and Tropical Medicine, she worked as a social scientist for the WHO (World Health Organisation) in Lyon. From 2015 – 2016 she conducted a research project in Mali as part of her DAAD scholarship (German Academic Exchange Service) in cooperation with the Institute of Medical Epidemiology, Biometrics and Informatics at the Martin-Luther-University Halle-Wittenberg. Meanwhile she holds the post of advisor at the “Deutsche Gesellschaft für Internationale Zusammenarbeit” (GIZ) in the programme University and Hospital Partnerships with Africa.

Neue Perspektiven auf alte Herausforderungen: Was nehmen wir aus der Studie „Wirkungsorientierung in der entwicklungspolitischen Inlandsarbeit“ für die Projektarbeit im Ausland mit?

Die von VENRO begleitete Wirkungsstudie „Wirkungsorientierung in der entwicklungspolitischen Inlandsarbeit“ beschäftigt sich mit den Fragen, welches Wirkungsverständnis bei Bildungsprojekten im Inland angemessen ist und welche Faktoren eine wirksame Inlandsarbeit befördern können.

Inwieweit sind die Modelle und Methoden auch für die Auslandsarbeit nutzbar? Diese Frage diskutierten Mitarbeitende entwicklungspolitischer Nichtregierungsorganisationen im März 2019 auf einem Workshop. Dabei traten ein paar spannende Ergebnisse zu Tage, auf die wir in diesem Artikel kurz eingehen werden.

Was ist überhaupt eine Wirkung?

Die Teilnehmenden diskutierten intensiv. Nicht alles war neu und einige Ergebnisse wurde kritisch hinterfragt, so beispielsweise die Definition von Wirkungen. Sind kognitiver Wissenserwerb, Sensibilisierung und Reflexion auf Seiten der Zielgruppen bereits Wirkungen? Oder sprechen wir erst dann von Wirkungen, wenn dem Wissen Taten folgen? Im Kern geht es dabei auch um die Frage, welche Ziele mit entwicklungspolitischen Projekten verfolgt und erreicht werden können. In Auslandsprojekten sprechen wir eindeutig erst dann von Wirkungen, wenn wir Verhaltensänderungen erkennen.

Wissen führt nicht immer zu Veränderung

Wir möchten mit entwicklungspolitischen Auslandsprojekten positive Veränderungen bei den Menschen im Globalen Süden bewirken. Was passiert, wenn wir durch unsere Bildungsmaßnahmen diese gar nicht erreichen können? Denn das ist eine Erkenntnis der Studie: Sie besagt, dass es bei Lehr- und Lernprozessen keine „Durchgriffslogik“ von Maßnahmen auf Wirkungen gibt. Eine Annahme, die jedoch vielen Wirkungslogiken zu Grunde liegt. Es handelt sich dabei vielmehr um komplexe, selbstreferentielle Lernprozesse. Das heißt zum einen, dass Kenntnisse über bestimmte Sachverhalte bei Lernenden nicht zwangsläufig zu einer Verhaltensänderung führen. Zum anderen sind Lernerfolge nicht unbedingt unmittelbar sichtbar und messbar. Für die Teilnehmenden war dies eine interessante neue Erkenntnis und sollte zukünftig auch in Auslandsprojekten mitgedacht werden.

Wie betroffen sind die Zielgruppen?

In Auslandsprojekten ist es möglicherweise durch die direkte Betroffenheit der Zielgruppen einfacher, Wirkungen in Form

von Verhaltensänderungen zu erreichen als bei Bildungsarbeit im Inland, so eine Vermutung der Teilnehmenden. Um dies zu veranschaulichen, wird ein sehr vereinfachtes Beispiel herangezogen: Eine Informationsveranstaltung über die Rechte von Kindern an Schulen, an denen Lehrer gewaltvoll mit Schülerinnen und Schülern umgehen, könnte wirksamer sein als an einer Schule ohne Gewaltprobleme, da die Kinder betroffen sind. Vielleicht seien die „Fridays for Future“-Demonstrationen weltweit so erfolgreich, weil die Schülerinnen und Schüler sich von der Klimakrise betroffen fühlten, so eine Teilnehmerin.

Gute Trainer bewirken viel

Die in der Studie vorgeschlagenen Wirkungsmodelle betrachten verschiedene Einflussfaktoren auf Wirkungen, wie den Kontext, in dem die Maßnahme eingebettet ist, und die Rolle von Referentinnen und Referenten bei Bildungsmaßnahmen. Es geht also nicht nur um die Lerninhalte, sondern vielmehr darum, wie sehr die Trainerinnen und Trainer es schaffen, eine gute Beziehung zu den Teilnehmenden aufzubauen. Die persönliche Motivation der Zielgruppen ist ein weiterer Einflussfaktor: Wie gut sie das Erlernte umsetzen, hängt davon ab, mit welcher Haltung die Zielgruppen schon vor einer Bildungsveranstaltung den Inhalten begegnen und wie motiviert sie sind.

Einflussfaktoren in Zukunft mitdenken

Ein Ergebnis des Workshops ist, dass diese Einflussfaktoren insbesondere in der wirkungsorientierten Planung von Projekten noch stärker berücksichtigt und hinterfragt werden sollten. Die Studie ist ab sofort online erhältlich unter www.waxmann.com/buch3923. Um die Studienergebnisse gemeinsam zu reflektieren und daraus zu lernen, wird VENRO weitere Workshops anbieten und Anleitungen zur Umsetzung wirkungsorientierter Ansätze für die entwicklungspolitische Bildungsarbeit im Inland erarbeiten. Weitere Informationen können unter www.venro.org abgerufen werden. Die Ergebnisse stammen aus einem Workshop der VENRO-Arbeitsgruppen *Wirkungsorientierung* und *Ko-Finanzierung* mit der Referentin Susanne Höck (Co-Autorin der Studie).

Lili Krause & Katharina Stablocker, VENRO
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Deutsche Gesellschaft für Erziehungswissenschaft /
Kommission Vergleichende und Internationale Erziehungswissenschaft

InterCap – Kapazitäten gemeinsam entwickeln: Europaweites Projekt zum Globalen Lernen über Migration und Entwicklung in der interdependenten Welt

Wie zahlreiche Studien zeigen, hat sich die öffentliche Wahrnehmung von Migration und ihren Folgen in den letzten Dekaden in Europa erheblich verändert – und dies nicht zum Positiven. Eine Reihe von EU-Berichten zu Sicherheit und Migration stellt fest, dass die Besorgnis der Bürgerinnen und Bürger über Terrorismus und extremistische Ideologien zu einer wahren Herausforderung für die Sicherheit in Europa angewachsen ist.¹ Diese Bedenken hinsichtlich realer und subjektiv empfundener Bedrohungen werden durch nationale politische Interessen, Medien und Rassenvorurteile vorangetrieben² und haben negative Folgen für den Zusammenhalt und die Kohärenz der Entwicklungspolitik auf europäischer Ebene und weltweit. Außerdem beeinflussen sie das öffentliche Bewusstsein für die Themen der globalen Entwicklungsagenda. Das wichtigste Instrument, um die Einstellung der Bürgerinnen und Bürger zu ändern, ist Bildung. Nur eine entsprechende Wissensvermittlung vermag ein kritisches Verständnis der globalen Herausforderungen in der interdependenten Welt zu fördern und Menschen dabei zu unterstützen, sich ihrer Rolle und Verantwortlichkeiten in einer globalisierten Gesellschaft bewusst zu werden.

Das von EuropeAid geförderte Projekt *InterCap* vereint 13 Organisationen aus 12 verschiedenen EU-Ländern (Deutschland, Zypern, Österreich, Italien, Litauen, Kroatien, Griechenland, Polen, Vereinigtes Königreich, Malta, Bulgarien und Slowenien). Es hat eine Laufzeit von 2017 bis 2020. Die beteiligten Organisationen sind auf die Ausbildung von Lehrkräften, Bildungsreformen, nachhaltige Entwicklung und Migration spezialisiert. Darüber hinaus sind über 40 weitere Akteure wie Regional- und Lokalbehörden, Ministerien, Universitäten und zivilgesellschaftliche Organisationen Teil des weit gefassten Netzwerks. *InterCap* zielt darauf ab, europäische Partnerschaften zwischen zivilgesellschaftlichen Organisationen (NGOs) und Universitäten aufzubauen. Das Projekt will Kapazitäten von Bildungsakteuren in Europa erweitern und das Globale Lernen zu Migration, Sicherheit und nachhaltiger Entwicklung in einer interdependenten Welt fördern. Um diese Ziele zu erreichen, führt *InterCap* vielfältige Aktivitäten durch, die auf nationaler sowie auf europäischer Ebene Wirkung entfalten sollen. Dazu gehören unter anderem der Aufbau von Partnerschaften und Netzwerken, praxisorientierten Projekten mit NGOs, Hochschulen und örtlichen Gemeinschaften. Weiterhin werden Schulungspakete für das Online- und Präsenzlernen, internationale Konferenzen sowie eine digitale Bibliothek mit Beispielen guter Praxis angeboten. Damit will *InterCap* den wachsenden Herausforderungen, insbesondere der zunehmenden Radikalisierung und diskriminierenden Einstellung gegenüber Migrantinnen und Migranten, in den europäischen Ländern entgegentreten. Zugleich rücken das Thema der nachhaltigen Entwicklung und die Agenda 2030 in den Fokus von Bildungssystemen und Politikgestaltung.

Darüber hinaus bietet *InterCap* Trainingseinheiten und Workshops für Lehrerausbildende und Lehrkräfte sowie Praktika

für Lehramtsanwärterinnen und -anwärter an, die im jeweiligen nationalen Kontext die Kapazitäten der Bildungsakteure aufbauen. Die Lerneinheiten sind den Themen Migration, Entwicklung und Globales Lernen gewidmet, die zugleich auf innovative pädagogische Methoden und Bildungsansätze zurückgreifen. Zum Beispiel werden die Workshops in Deutschland, wo *InterCap* durch den World University Service (WUS) durchgeführt wird, mittels partizipativer Theatermethoden gestaltet und an den Bildungskontext, vor allem zu den Themen Migration und nachhaltige Entwicklung, angepasst.

Unter der Webseite <https://www.developptogether.eu/en/training-package> können Sie sich registrieren und erhalten direkten Zugang zu den 6 Modulen aus dem *InterCap*-Schulungspaket (kostenfrei):

- Modul 1 „Migration, Sicherheit und nachhaltige Entwicklung in einer interdependenten Welt: Theorie und Praxis (4 Std.)“,
- Modul 2 „Entwicklungspolitische Bildung/Globales Lernen und Lehrerbildung: Europäische Union (2 Std.) und einzelne Länder (2 Std.)“,
- Modul 3 „Partizipative Bildungsmethode: Philosophie für Kinder (P4C) (6 Std.)“,
- Modul 4 „Partizipative Bildungsmethode: Offene Räume für Dialog und Untersuchung (OSDE) (6 Std.)“,
- Modul 5 „Partizipative Theatermethoden für globales Lernen mit Bezug zu „Theater for Living (6 Std.)“,
- Modul 6 „Train the Trainer-Pädagogik (4 Std.)“.

Im Laufe des Projektes und über den Projektzeitraum hinaus stehen der WUS und seine *InterCap*-Partner vor vielen interessanten Aufgaben. Dabei ist zu wünschen, dass die Arbeit von *InterCap* die entwicklungspolitische Bildung fördert und dazu beiträgt, eine offene und gut informierte Gesellschaft in der Europäischen Union aufzubauen. Weitere Informationen über *InterCap* sowie Zugang zu den Schulungspaketen finden Sie unter www.developptogether.eu und auf der Webseite vom WUS unter www.wusgermany.de/de/globales-lernen/intercap.

Anmerkungen

- 1 Vgl. European Commission (2015). *Europeans' Attitudes towards Security*. Special Eurobarometer 432, Wave EB83.2. DR-04-15-208-EN-N, Brussels: European Union. [doi: 10.2837/41650].
- 2 Vgl. European Report on Development (2013). *Post-2015: Global Action for an Inclusive and Sustainable Future*. Overseas Development Institute (ODI), German Development Institute/Deutsches Institut für Entwicklungspolitik (DIE), European Centre for Development Policy Management (ECDPM). Brussels: European Union. [doi: 10.2841/45903].

Alexandra Samokhvalova
World University Service – Deutsches Komitee e. V.
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Rezensionen

Francis Fukuyama (2019): Identität. Wie der Verlust der Würde unsere Demokratie gefährdet. Hamburg: Hoffmann und Campe. ISBN: 978-3-455-00528-8; € 22,00

Als das Sowjetimperium zusammenbrach veröffentlichte Francis Fukuyama 1989 einen Artikel mit dem Titel „*Das Ende der Geschichte?*“ – mit einem Fragezeichen. Drei Jahre später erschien das Buch – diesmal ohne Fragezeichen – und machte ihn weltberühmt. Mit dem Ende war der Sieg des Kapitalismus, die liberale Demokratie gemeint. Wie wir wissen, ging die Geschichte weiter mit unschönen Ereignissen wie den Balkankriegen, dem Terroranschlag auf das World Trade Center am 11. September 2001, Kriegen im Irak und Afghanistan u.a.

Mit dem Ende wart es ganz anders gemeint, schreibt der Autor im Vorwort des neuen Buches. Er verweist auf das Fragezeichen und auf das letzte Kapitel, in dem er sich mit dem letzten Mann von Nietzsche beschäftigt.

Nicht zu verleugnen ist, dass nach 1989 die Weltwirtschaft stark angewachsen ist. Der Anteil der Weltbevölkerung, der in Armut lebt, ist seit 1990 von 29,2% auf 20,3% (2018, WHI 2018) zurückgegangen. Auch die Zahl der demokratischen Staaten wuchs von 1970 bis 2010 kontinuierlich von 35 auf über 120 an. Allerdings ist diese Entwicklung nach der Finanzkrise 2007/8 und Eurokrise 2009 wieder rückläufig. Staaten mit autoritärer Struktur nehmen nicht nur in der Türkei, in Ungarn, Polen und den USA zu. Warum dies so ist, versucht Francis Fukuyama mit seiner These über Identität zu erklären.

Mit dem Wirtschaftswachstum hat zwar auch die weltweit ökonomische Ungleichheit zugenommen, dies sei aber nicht der Grund für einen globalen Rechtsdruck. Gewissermaßen macht Fukuyama die linke emanzipatorische Bewegung der späten 1960er Jahre dafür verantwortlich. Ihre Ansprüche von Political Correctness, Multikulturalismus und Solidarität mit Ausgebeuteten dieser Welt haben quasi eine Gegenbewegung verschiedener Gruppierungen ausgelöst, die bisher marginalisiert waren und fürchteten, ihre Identität und Würde in dieser Gesellschaft zu verlieren.

Zudem bangt die Mittelschicht durch die Finanzkrise und zunehmende ökonomische Ungleichheit um die eigene Zukunft und die der Kinder. Der Kampf der benachteiligten Gruppen um Identität und Würde mündet im Zorn gegen die Eliten, die die Gesellschaft in diese Lage gebracht habe. Dieser Zorn hat u.a. den Brexit und den Sieg von Donald Trump erst ermöglicht.

Mit dem Sieg der liberalen Demokratie könnten nicht die Kräfte des Nationalismus und der Religion überwunden werden, weil das Problem des *Thymos* (Platon) nicht gelöst sei. *Thymos* ist der Teil der Seele, der sich nach Anerkennung und Würde sehnt. *Isathyimia* ist das Bedürfnis, anderen gegenüber gleichwertig zu sein, während *Megalothymia* den Wunsch darstellt, von anderen als überlegen betrachtet zu werden.

Fukuyama bezieht sich nicht nur auf Platons *Thymos*, sondern vor allem auf G.W.F. Hegels *Phänomenologie des Geistes*, Kapitel IV, auf das Thema *Herr und Knecht*. Das ist das

Thema nicht nur bei Leibniz und Hegel, sondern das ewige Thema der Literatur – von Tolstois *Herr und Knecht* über Brechts *Herr Puntila und sein Knecht Matti* bis Peter Handkes *Das Mündel will Vormund sein*.

„Das Problem der Megalothymia ist jedoch“, so Fukuyama, „dass einer kleinen Anzahl von Personen, die als überlegen gelten, eine große Anzahl von Menschen gegenüberstehen, die für minderwertig gehalten werden und auf die Anerkennung ihres Wertes verzichten müssen“ (Der SPIEGEL 42/2018, 120).

In dem Schlusskapitel mit der Frage von Lenin *Was tun*, meint der Autor, wenn die liberale Demokratie überleben will, muss es eine *Bekennnisation* werden. Während es falsch wäre, Identität mit Rasse, Ethnizität oder Religion zu verknüpfen, ist ein Bekenntnis zum Staat (*dass ich für die Verfassung und die Gesetze des Landes aktiv eintrete*) notwendig, um die liberale Demokratie zu retten. Die liberalen Staaten haben durch die Zuwanderung von Menschen erheblich wirtschaftlich und kulturell profitiert, so ein Bekenntnis wird auch Migranten helfen, sich mit dem Staat zu identifizieren. Umgekehrt hat der Staat das Recht, Menschen auszuweisen, die sich nicht zur Bekenntnisation bekennen. Aber die Identität ist nicht statisch, ist weder festgelegt, noch durch Geburt vermittelt.

Es bleiben viele Fragen offen:

- Lässt sich der Zerfall des Staates in viele einzelne Gruppen mit diversen Ansprüchen aufhalten?
- Wird die Schere, die zwischen Arm und Reich immer weiter auseinander geht, wieder durch eine Bekenntnisation geschlossen?

Gleichwohl ist es Fukuyama wieder gelungen, seinem Ruf als Seismograph der Zeit gerecht zu werden. Das Buch ist nicht nur lesenswert, sondern auch anregend und diskussionswürdig.

Asit Datta

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Felix Ekardt (2017): Wir können uns ändern – Gesellschaftlicher Wandel jenseits von Kapitalismuskritik und Revolution. 2. Auflage, München: oekom Verlag. ISBN: 978-3-96006-843-0; 14,95€

„Warum fallen uns Veränderungen so schwer? Warum gelingt die Transformation hin zu einer nachhaltigen Gesellschaft nicht? Scheitern wir mit unseren Vorsätzen an unseren Genen? Oder ist der Kapitalismus an allem schuld?“ Diesen und weiteren Fragen widmet sich Felix Ekardt in seiner Publikation „Wir können uns ändern – Gesellschaftlicher Wandel jenseits von Kapitalismuskritik und Revolution“ – und gibt Hoffnung.

Dem Leiter der Forschungsstelle Nachhaltigkeit und Klimapolitik in Leipzig und Berlin, Professor für öffentliches Recht und Rechtsphilosophie an der Universität Rostock sowie Mitglied des Leibniz-Wissenschaftscampus für Phosphorforschung gelingt auf 156 Seiten eine multiperspektivische Analyse einschlägiger Narrative im Diskurs einerseits sowie verschiedener Wirkmechanismen (individueller) Veränderung

und (gesellschaftlichen) Wandels andererseits. Mit dem Buch soll aufgezeigt werden, „inwieweit Wandel bewusst herbeigeführt werden kann, sei es beim Einzelnen oder kollektiv in Gesellschaften. Veränderung versteht, wer die Antriebe menschlichen Verhaltens versteht. Und Gesellschaften versteht, wer einzelne Menschen versteht“ (S. 11).

Im Rahmen der vier Kapitel

1. Was ist das: gesellschaftlicher und individueller Wandel?
2. Geld, Macht, Gene, Wissen, Hirnforschung: Wichtige, aber oft überschätzte Bausteine zum Verstehen von Wandel
3. Verhalten und Wandel umfassender verstehen
4. Wege der Ermöglichung von Wandel – gesellschaftlich und individuell

werden mit Blick auf diese Zielsetzung in insgesamt 29 Kerngedanken Erkenntnisse aus unterschiedlichen Forschungs- und Denkrichtungen aufbereitet – jeder Kerngedanke kurzweilig und – da immer wieder an unmittelbare Erfahrungszusammenhänge aus der individuellen Alltagspraxis anschließend – eingängig präsentiert. Ekardt bedient sich dabei u.a. Erkenntnissen im Kontext von Psychologie, Soziologie, Evolutionsbiologie, Hirnforschung, Fortschritts- und Verfallstheorien, Transformationsforschung sowie Glücksforschung. Nach eigener Zielsetzung richtet sich die Publikation somit an ein breites Publikum und stellt Aspekte der Arbeit des Autors in der Forschungsstelle Nachhaltigkeit und Klimapolitik aus den letzten Jahren dar (vgl. S. 10). Insofern bietet dieses Buch sicherlich vielen Leserinnen und Lesern, die sich mit Fragen individuellen und gesellschaftlichen Wandels beschäftigen, wertvolle Anregungen.

Claudia Bergmüller-Hauptmann
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Daniel Bendix (2018): Global Development and Colonial Power. German Development Policy at Home and Abroad. London und New York: Rowman & Littlefield. ASIN: B07B269WYT; 115,99€

Das Buch untersucht die Rolle Deutschlands als Kolonialmacht und spürt Verbindungen zur aktuellen Entwicklungspolitik nach. Der Autor, der seinen Ph. D. an der University of Manchester absolviert hat und über mannigfaltige internationale Erfahrungen verfügt, ist Dozent für „International Social Sciences and Global Development“ an der Theologischen Hochschule Friedensau in Möckern-Friedensau und war lange Mitarbeiter des postkolonial orientierten Vereins Glocal e.V. in Berlin.

In seiner Einleitung weist Bendix darauf hin, dass die deutsche Kolonialpolitik und ihre längerfristigen Folgen ein vernachlässigtes Forschungsgebiet sind. Ihm geht es bei seiner Untersuchung um die Effekte kolonialer Spuren im Denken und in aktueller Entwicklungspolitik, vor allem auch im Bereich entwicklungspolitischer Bildung („Development Education“¹), und in der Arbeit von Nichtregierungsorganisationen und staatlicher Aktivitäten im Bereich der Entwicklungspolitik. Oft geschieht dies anhand von Beispielen zu Tansania und

Ostafrika und mit ihrer Geschichte der größten deutschen Kolonie auf dem Kontinent bis 1918.

In einem ersten größeren Kapitel diskutiert Daniel Bendix die historischen Zusammenhänge um Deutschlands Kolonialpolitik bis zu heutiger Entwicklungspolitik. Betont wird hier nochmals, dass es eine Kontinuität zwischen dem Vergangenen und heutiger Politik gebe. Unter Verweis auf postkoloniale Studien geht es um Wissensbestände und Praktiken, die sich tradieren. Die Konstruktion eines kolonisierenden Selbsts und eines kolonisierten Anderen wirke sich in der Ausbreitung und Aktualität von Rassismus aus. Mit Blick auf internationale Literatur wird der Anspruch heutiger Entwicklungspolitik als partnerschaftliches Handeln in Frage gestellt und das Überlegenheitsdenken westlicher Länder dagegen gestellt. Intensiver wird die Rolle kolonialer Differenz diskutiert.

In weiteren Kapiteln wird dann die Praxis des deutschen Kolonialismus analysiert und mit Entwicklungspolitik verbunden erörtert. Des Weiteren wird auf die Selbstdarstellung der Entwicklungspolitik eingegangen. Dabei nimmt Bendix die sehr diversen Plakatkampagnen von NGOs in den Blick und untersucht kritisch die enthaltenen Botschaften. Als ein Beispiel staatlicher Werbung für den Gedanken der Entwicklungspolitik dient ihm die Plakatwerbung des BMZs zu den „Big Five“, also den wesentlichen Wildtieren in Afrika. Hier drücke sich der koloniale Blick deutlich aus. Es geht weiter um die Politik der Geburtenkontrolle und ihrer historischen Verbindungen und dann um mögliche Auswege aus dem intensiver untersuchten kolonial beeinflussten Denken und Handeln.

Der Autor widmet ein ausführlicheres Kapitel auch der „Development Education“. Schon der Titel des Kapitels lässt Kritik erwarten: „Development Education and the (De-)Stabilisation of Colonial Power“, nährt aber immerhin die Hoffnung, dass die dargestellten Ansätze der Bildung für nachhaltige Entwicklung, des Globalen Lernens und der entwicklungspolitischen Bildung auch kritische Teile gegenüber westlichem Dominanzdenken enthalten könnten. Zu Beginn des Kapitels werden die Aktivitäten um den Orientierungsrahmen für den Lernbereich Globale Entwicklung und die diversen Entsendeprogramme, wie „weltwärts“ u. a., mit ihren Zielen hinsichtlich eines global verantwortlichen Bewusstseins, erwähnt. Kontrastierend werden Studien zu Rassismus in deutschen Klassenzimmern dargestellt. Skizziert wird auch die Diskussion um postkoloniale Kritik, wobei immerhin auch die Gegenkritik mit erwähnt wird. Dies ist dann auch in den folgenden, ausführlichen Darstellungen der Fall. Hier geht es kurz um die Entwicklung des Globalen Lernens und dann um die erwähnten Debatten, auch um kritisiertes Unterrichtsmaterial. Ausführlich analysiert der Autor den Orientierungsrahmen für den Lernbereich Globale Entwicklung, wobei er diverse Widersprüche in dessen Texten erkennt. Dies ist allerdings auch kein Wunder, schließlich handelt es sich hier um ein wissenschaftlich gestütztes Policy Paper, dass aber eben auch ein Policy Paper ist und somit verschiedene Strömungen deutscher Diskussionen im Bildungsbereich aufnimmt. Dies scheint dem Autor nicht ganz klar geworden zu sein.

Zu unterstreichen ist allerdings der Schluss des Autors, wonach früher schon diskutierte historische Wurzeln aktuellen Denkens zeitweise aus den einschlägigen Publikationen verschwunden sind und erst seit den Interventionen aus postko-

lonialer Perspektive wieder neu aufscheinen. Verdienstvoll ist es, deutsche Diskussionen auch für die englischsprachige Leserschaft zu erschließen.² Denjenigen, die hier andere Blickwinkel in den Vordergrund stellen würden, sollte dies ein Anreiz sein, es ihm nachzutun.

Anmerkungen

- 1 Wobei es bei einem Autor aus dem postkolonialen Diskurs erstaunlich ist, dass das „Development“ hier als Begriff nicht wenigstens distanziert genutzt wird, schließlich wird der Entwicklungsbegriff in Deutschland schon sehr lange kritisch gesehen.
- 2 Der Orientierungsrahmen für den Lernbereich globale Entwicklung, der in Deutschland inzwischen 40.000-mal gedruckt wurde, ist seit einiger Zeit auch in englischer und demnächst auch in spanischer Sprache zugänglich.

Bernd Overwien

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Thomas Hoffmann (2018): TERRA. Globale Herausforderungen 1: Die Zukunft, die wir wollen. Themenband. Klasse 10-13. Stuttgart: Ernst Klett. ISBN: 978-3-12-104704-8; 26,95 €

„The future we want – Die Zukunft, die wir wollen“ – unter diesem Motto formulierten die UN-Delegierten der „Rio+20-Konferenz“ für nachhaltige Entwicklung ihre Vision einer nachhaltigen Entwicklung, die deutlich macht, dass Zukunft als etwas in weiten Teilen gestaltbares verstanden wird. Zur selben Zeit lässt sich in der Nachhaltigkeitswissenschaft eine Entwicklung feststellen, in der die Analyse von Problemen nicht nachhaltiger Entwicklung und die Suche nach Evidenzen für solche Entwicklungslinien zunehmend komplementiert wird durch explizit lösungsorientierte Forschungsansätze (Miller et al., 2014) und die Notwendigkeit von gesamtgesellschaftlichen Lern- und Verständigungsprozessen betont wird (Barth & Michelsen, 2013).

An diesen Entwicklungen setzt das Lehrbuch für den Geographieunterricht der gymnasialen Oberstufe „TERRA. Globale Herausforderungen 1: Die Zukunft, die wir wollen“ an und betont den Gestaltungswillen mit Blick auf zukünftige Entwicklungsprozesse als didaktische Zielsetzung. Mit seinem umfassend auf Nachhaltigkeit ausgerichteten und konsequent lösungsorientierten Ansatz, in dem ausgehend von innovativen Ansätzen und konkreten Lösungen die dahinterliegenden Problemstellungen und Herausforderungen aufgearbeitet werden, betritt das Lehrbuch Neuland und setzt sich wohltuend von klassischen Ansätzen der problem- und defizitorientierten Behandlung von Nachhaltigkeitsthemen in (Geographie-)Schulbüchern ab.

Diese Orientierung wird bereits im Prolog des Buches deutlich, in dem anhand des 1987 verabschiedeten Montreal-Protokolls zur Erhaltung der natürlichen Ozonschicht dargelegt wird, wie die Entwicklung einer am Nachhaltigkeitsprinzip ausgerichteten Lösungsstrategie sowie ein entschlossenes Handeln aller relevanten Akteure zu einer nachhaltigen Entwicklung führen kann. Im ersten Kapitel wird dann die Vision einer nachhaltigen Entwicklung in all ihren Facetten und Konsequenzen eingeführt. Angelehnt an die Kampagne „The Future We Want“ der Vereinten Nationen unter Schirmherrschaft des damaligen Generalsekretärs Ban Ki-moon wird Nachhaltigkeit dabei einerseits als wünschenswerte Zukunftsvorstellung beschrieben und vor dem Hintergrund heutiger Herausforderungen und Problemstellungen betrachtet, andererseits werden konkrete individuelle und gesellschaftliche Strategien einer nachhaltigen

Entwicklung eingeführt. Mit den nachhaltigen Entwicklungszielen (SDG) der Agenda 2030 wird hierfür ein übergreifender Rahmen erläutert und eingeführt, auf den im Buch durchgehend Rückbezug genommen wird.

In fünf Kapiteln werden dann die aus Sicht des Geographieunterrichts besonders bedeutenden Aspekte Ressourcen, Klima, Meere, Boden und Nahrungssicherheit sowie Städte behandelt, wobei die Herausforderung nicht nachhaltiger Entwicklung in ihrer komplexen Problemlage immer detailliert besprochen, aber zugleich mit konkreten Lösungsansätzen und Handlungsmöglichkeiten verbunden wird. In einem Epilog werden diese Handlungsmöglichkeiten aufgegriffen und Positivbeispiele vorgestellt, die den kreativen und lösungsorientierten Zugang des Buches noch einmal verdeutlichen. Ein umfangreiches Glossar und eine Übersicht mit überlegt ausgewählter Literatur runden das Lehrbuch ab.

Mit dem Lehrbuch *TERRA. Globale Herausforderungen 1: Die Zukunft, die wir wollen* legt Thomas Hoffmann eines der ersten umfassend auf Nachhaltigkeit ausgerichteten Lehrbücher vor – sicher das erste, das konsequent auf Lösungen und Handlungsmöglichkeiten setzt und damit Schülerinnen und Schüler motivieren möchte, komplexe Herausforderungen nicht nur zu verstehen, sondern eigene Einflussmöglichkeiten zu erkennen und ergreifen zu wollen. Die Darstellung der einzelnen Kapitel erfolgt dabei überaus kenntnisreich, detailliert und anschlussfähig für den Geographieunterricht, auch wenn dadurch einige für nachhaltige Entwicklung zentrale Themen weniger prominent sind, als die Leserin erwarten würde. Warum Biodiversität nur als Unterpunkt im Kapitel Klima und Ernährung, und Landwirtschaft ausschließlich unter dem Gesichtspunkt der Bodennutzung und Nahrungssicherheit behandelt werden, lässt sich wohl nur so erklären. Eine Fülle von mutmachenden Beispielen und innovativen Initiativen ziehen sich durch das Buch – ein Ansatz, den man mehr Lehrbüchern sowie Beiträgen zum Nachhaltigkeitsdiskurs wünschen würde. Selbstlernaufgaben zur Überprüfung der eigenen Kompetenz runden das Ergebnis ab und erlauben eine vertiefte Auseinandersetzung auch wenn diese stark kognitiv auf Fachwissen orientiert sind. Eine Orientierung an den Schlüsselkompetenzen einer nachhaltigen Entwicklung (Wiek et al., 2011) könnte hier die Botschaft des Lehrbuches noch unterstreichen.

Thomas Hoffmann hat mit diesem Lehrbuch ein ambitioniertes Vorhaben erfolgreich umgesetzt. Das Ergebnis ist ein Lehrbuch, das in einer innovativen, lösungsorientierten Herangehensweise umfassend in Nachhaltigkeit einführt und komplexe Problemlagen mit dem aktuellen Forschungsstand und konkreten Handlungsmöglichkeiten verbindet. Damit ist diese Ausgabe über den engen Kontext des Geographieunterrichts eine wertvolle Ressource für alle, die im Unterricht eine fundierte Einführung in aktuelle Nachhaltigkeitsfragen vornehmen wollen.

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Matthias Barth

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Schlaglichter

Ökumenischer Förderpreis „Eine Welt“ (red.): Bereits zum sechsten Mal wurde am 21.06.2019 der Ökumenische Förderpreis durch den Katholischen Fonds und die Inlandsförderung von Brot für die Welt vergeben. Die Preiskategorien sind in 2019: „Globales Lernen in der Schule“, „Kirchliche Partnerschaftsarbeit“ und „Politische Bildungsprojekte“. Bei der Preisverleihung im Rahmen des Deutschen Evangelischen Kirchentages wurden die diesjährigen Preisträger, das Bildungszentrum WeltGarten Witzenhausen, die Partnerschaftsgruppe der Katholischen Kirchengemeinde St. Georg in Vreden und das Konzeptwerk Neue Ökonomie in Leipzig, ausgezeichnet.

Der Ökumenische Förderpreis „Eine Welt“ will das vorbildliche, vielfältige und kreative Engagement in Aktionsgruppen, Kirchengemeinden und Bildungseinrichtungen für eine gerechte globale Entwicklung und für Solidarität mit den Armen und Benachteiligten in der Welt auszeichnen und sichtbar machen. Der Preis ist mit 3.000€ dotiert. Weitere Infos unter <https://www.katholischer-fonds.de/Ökumenischer-förderpreis>.

Religiöse Bildung in der migrationssensiblen Schule: Angesichts der vielen Menschen, die seit 2015 vor Krieg und Verfolgung nach Deutschland geflohen sind, stehen pädagogische Einrichtungen wie Schulen und Kindertagesstätten vor einer großen Herausforderung. Bildungseinrichtungen bilden das Fundament für Spracherwerb, Bildung und Integration der Heranwachsenden und müssen dabei der Vielfalt der Lernenden gerecht werden.

Unter dem Titel „Religiöse Bildung in einer migrations-sensiblen Schule“ hat die Evangelische Kirche in Deutschland Überlegungen und Anregungen zur Ausgestaltung von Schulen vor dem Hintergrund religiöser Vielfalt vorgelegt. Die zentrale Botschaft dieses Textes ist die Ermutigung, auf religiöse Bedürfnisse von Migrantinnen und Migranten einzugehen und Religion als wichtige Ressource für die Integration in den Blick zu nehmen.

Eine wertschätzende Haltung gegenüber der Herkunftsreligion ermöglicht es, sich wahrgenommen zu fühlen. Jeder Mensch hat ein Recht auf religiöse Bildung – und dieses sollte gegenüber Migrantinnen und Migranten zum Ausdruck kommen. Dabei ist daran zu erinnern, dass religiöse Bildung jedoch keineswegs nur ein Recht für Geflüchtete oder Migrantinnen und Migranten darstellt – „religiöse Bildung ist vielmehr unter den Bedingungen der Globalisierung ein unverzichtbarer Teil allgemeiner Bildung“ (S. 10).

Religion nimmt bei der konstruktiven Bearbeitung von Migrationserfahrung, von Flucht und Trauma eine wichtige Aufgabe wahr. Religion ist zur Bewältigung schwieriger Erfahrungen eine wichtige Ressource und sie sollte als diese wahrgenommen und anerkannt werden. Gleichzeitig hat religiöse Bildung zur Aufgabe, eigene religiöse Erfahrungen zu reflektieren und an eine offene Gesellschaft anschlussfähig zu machen, Toleranz zu ermöglichen und pluralitätsfähige Haltungen zu entwickeln. Für die jungen Migranten ist Religion häufig ein zentraler Marker von Identität und Differenz. Nicht selten

wird Religion erst in der Begegnung mit einem anderen Kontext wie der säkularen deutschen Gesellschaft zu einem solchen Marker. Eine religions-sensible Schule zeichnet sich dadurch aus, dass sie ihre Schülerinnen und Schüler auf deren individuellem Weg unterstützt und begleitet. Diese Begleitung ist im Hinblick auf das Recht auf Religion einerseits aber auch den Schutz vor Radikalisierung andererseits von hoher Bedeutung.

Eine besondere Bedeutung hat in diesem Kontext der Religionsunterricht. Dieser bietet Raum für die Aufarbeitung (religiös geprägter) Erfahrungen, Fragen und Konflikte und vermittelt, dass Religion und Toleranz zusammengehören. Zudem werden Kompetenzen gefördert, die sich positiv auf das Zusammenleben in einer pluralen Gesellschaft auswirken. Da es nicht für alle Migrantinnen und Migranten konfessionell bzw. religiös passende Angebote religiöser Bildung gemäß Art. 7.3 GG gibt (und geben kann), werden katholische und evangelische Religionslehrkräfte gebeten, „bildungsdiakonisch“ (S. 14) die Aufgabe zu übernehmen, Menschen der verschiedenen Kulturen und Religionen im Religionsunterricht zu beschulen, sie zu stärken und gegenseitiges Verständnis zu ermöglichen. Vor diesem Hintergrund sollte der Religionsunterricht dialogisch und kooperativ weiterentwickelt werden.

Die Orientierungshilfe bietet Argumente für die Berücksichtigung von Religion im Bildungskontext und zeigt zentrale Prinzipien einer religiösen Bildung im Migrationskontext auf.

Evangelische Kirche in Deutschland (Hg.): *Religiöse Bildung in der migrationssensiblen Schule. Herausforderungen und Ermutigungen der Kammer der EKD für Bildung und Erziehung, Kinder und Jugend, EKD-Texte 131*, Hannover Oktober 2018. Weitere Informationen können unter der folgenden Adresse eingesehen werden:

<https://www.ekd.de/131-religioese-bildung-in-der-migrationssensiblen-schule.htm>

Datenblatt Entwicklungspolitik (red.): Das Welthaus Bielefeld hat eine aktualisierte Version des „Datenblatts Entwicklungspolitik“ mit den neuesten statistischen Daten (veröffentlicht überwiegend von den UN und ihren Unterorganisationen) über weltweite Entwicklungen auf übersichtliche Weise erstellt und publiziert. Es soll Lehrerinnen und Lehrern, Erwachsenenbildnerinnen und -bildnern, Journalisten etc. dabei helfen, Veröffentlichungen, Vorträge und Veranstaltungen auf eine zeitnahe empirische Basis zu stellen oder Angaben aus Schulbüchern zu aktualisieren.

Statistiken und Daten ersetzen keine Theoriebildung, keine ethische Bewertung, keine Bereitschaft zum entwicklungspolitischen Engagement. Sie können aber helfen, unser Wissen und unsere strategischen Überlegungen auf eine bessere, empirische Basis zu stellen. Die jeweils neue Ausgabe kann als kostenloser Download abgerufen werden: http://www.welthaus.de/fileadmin/user_upload/Bildung/Datenblatt-Entwicklungspolitik.pdf

„Karte von morgen“ (red.): Die neue digitale „Karte von morgen“ macht sichtbar, wo Menschen nach dem Slogan „Eine andere Welt ist möglich“ handeln. Als interaktive Onlineplattform sammelt und dokumentiert sie Initiativen des Wandels und nachhaltige Unternehmen transparent und übersichtlich. Jede/r kann dabei mitmachen: Orte des Wandels – beispielsweise Bioläden, Gemeinschaftsgärten und Bildungsinitiativen – aufspüren und eintragen, besuchen und bewerten: <https://kartevonmorgen.org/>

Linkliste „Aktiv gegen Rechtspopulismus“ (red.): Rechtspopulistische Tendenzen gefährden seit einigen Jahren demokratische Werte. Umso wichtiger ist es, dass die (politische) Bildung sich dieser Thematik annimmt. Die Linkliste „Aktiv gegen Rechtspopulismus!“ des Portals Globales Lernen bietet hierfür Bildungsmaterialien, Argumentations- und Handlungshilfen, Aktionen und vieles mehr für alle, die in der schulischen und außerschulischen Bildungsarbeit tätig sind. Abrufbar ist die Liste unter: https://www.globaleslernen.de/sites/default/files/files/pages/aktiv_gegen_rechtspopulismus.pdf

Neues Fokus-Thema „Fridays for Future“ (red.): Der 16-jährigen Schwedin Greta Thunberg ist es gelungen, nachdem Wissenschaftlerinnen und Wissenschaftler sowie Mahnende jahrzehntelang eher wenig Gehör bekamen, einer breiten Öffentlichkeit bewusst zu machen, dass Klimaschutz nicht mehr warten kann. Ihrem Engagement ist es zu verdanken, dass mittlerweile Schülerinnen und Schüler auf der ganzen Welt immer freitags für das Weltklima auf die Straße gehen. Das Portal Globales Lernen (www.globaleslernen.de) hat nun eine neue Fokusrubrik „Fridays for Future“ erstellt. Interessierte finden hier Bildungsmaterialien, die Ursachen, konkrete Folgen und Auswirkungen des Klimawandels behandeln. Weiterhin werden Initiativen, Aktionen und (Fort-)Bildungsmöglichkeiten vorgestellt, die zum Mitmachen anregen und eigene Handlungsmöglichkeiten aufzeigen.

Imagine Africa 2060 (red.): „Imagine Africa 2060. Geschichten zur Zukunft eines Kontinents“ betont die Vielfalt, die innerhalb des afrikanischen Kontinents existiert. Autorinnen und Autoren berichten elf utopische sowie dystopische Geschichten mit unterschiedlichen Erzählweisen und vermitteln Leserinnen und Lesern den Reichtum der afrikanischen Literaturszene, um sich gegen die Eintönigkeit vieler Denkweisen und einem ungenierten Rassismus entgegenzustellen. Weitere Infos unter: <https://www.peter-hammer-verlag.de/buchdetails/imagine-africa-2060/>

Netzwerktreffen der Bundesvereinigung Kulturelle Kinder- und Jugendbildung (red.): Vom 27. bis 30. August 2019 findet in Berlin das Netzwerktreffen der Bundesvereinigung Kulturelle Kinder- und Jugendbildung (BKJ) statt. Es steht unter dem Motto „jugend.kultur.austausch global 2019“. Akteurinnen und Akteure der kulturellen Bildung, die mit Partnerorganisationen im Globalen Süden ein entwicklungspolitisches Projekt planen, sind mit ihrer Partnerorganisation zusammen zur Teilnahme eingeladen. Das Netzwerktreffen bietet den teilnehmenden Tandems die Möglichkeit, in Workshops ihr gemeinsames Vorhaben zu planen und ihre Zusammenarbeit zu vertiefen. Begleitend gibt es Input zu möglichen Projektinhalten und -formaten, deren Fokus auf den 17 Nachhaltigkeitszielen der Vereinten Nationen liegt. Weitere Informationen sind online abrufbar unter: <https://global.bkj.de/internationales/jka-global/netzwerktreffen/>

Materialkompass für Unterrichtsmaterialien zur Verbraucherbildung (red.): Der Verbraucherzentrale Bundesverband (vzbv) betreibt ein Webportal, das Lehrkräften, Pädagoginnen und Pädagogen sowie Interessierten geprüfte Unterrichtsmaterialien zu lebensnahen Themen, mit einem Schwerpunkt auf digitalen Medien, zur Verfügung stellt: <https://www.verbraucherbildung.de/suche/materialkompass>. Das Portal bietet den transparenten und unabhängigen Vergleich zu Materialien der verschiedensten Herausgeber, wodurch ein Beitrag zur Qualitätssicherung frei erhältlicher Unterrichtsmaterialien geleistet wird.

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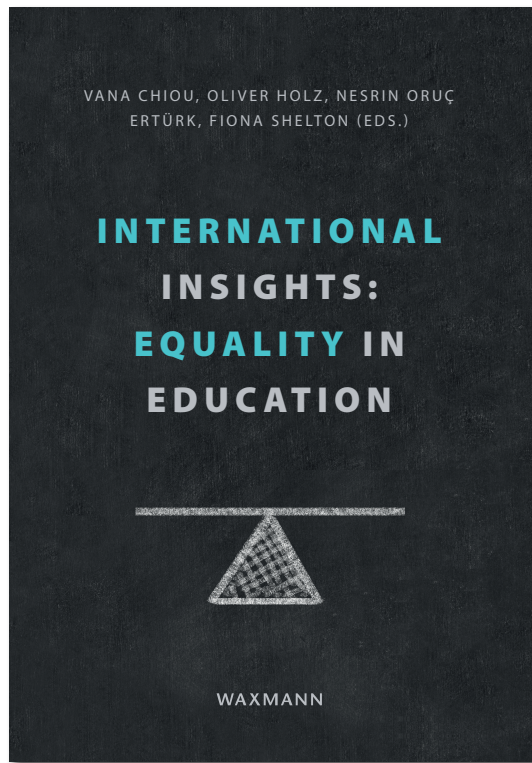
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Vana Chiou, Oliver Holz,
Nesrin Oruç Ertürk, Fiona Shelton
(Eds.)

International Insights: Equality in Education

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Educational institutions should offer a safe and secure environment for young people. Part of that should be educational equity, which is a measure of achievement, fairness, and opportunity in education. This publication analyses and discusses educational equality from different angles. All contributions reflect on the current situation of 11 European countries. All of them are part of the Bologna process and are dealing with the challenges of the development of a European Higher Education Area. This ongoing process is reflected in the present publication, with a specific focus on equality in education.

The authors cover aspects like inclusion and inequality, internationalizing education, and accessing education, but they also deal with learning foreign languages, education for the future, assessment, feedback and student success, lifelong learning, teacher training as well as different aspects of the LGB(T+) community and gender and education.

