<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTE FOR AFRICAN DEVELOPMENT</td>
</tr>
<tr>
<td>THE IAD STUDENT PROJECT GRANT</td>
</tr>
<tr>
<td>A QUEST FOR EMPATHIC LEADERSHIP</td>
</tr>
<tr>
<td>IAD GRADUATE FELLOW PROFILES</td>
</tr>
<tr>
<td>INTERNSHIPS</td>
</tr>
<tr>
<td>IAD GRADUATE FELLOW</td>
</tr>
<tr>
<td>COURSE: STUDYING LAW AND SOCIAL CHANGE IN JOHANNESBURG, SOUTH AFRICA</td>
</tr>
<tr>
<td>IAD PUBLICATIONS</td>
</tr>
<tr>
<td>AFRICAN STUDIES IN EAST ASIA</td>
</tr>
<tr>
<td>IAD ANNUAL SYMPOSIUM: EXTREMISM, SECURITY AND THE STATE IN AFRICA</td>
</tr>
<tr>
<td>IAD DEVELOPMENT INITIATIVE</td>
</tr>
<tr>
<td>IAD RESEARCH REPORT: EXPLORATORY RESEARCH ON MOBILE MONEY TECHNOLOGY AMONG SMALLHOLDER FARMERS IN RWANDA AND ETHIOPIA</td>
</tr>
</tbody>
</table>
Since its establishment in 1987, IAD’s central mission has been unwavering: to focus Cornell University’s interests, research, and outreach on the study of Africa and to expand the depth and breadth of teaching on Africa within the University community. The Institute strives to foster a faculty and student constituency that is knowledgeable about issues of African development and governance in the broadest sense and to serve as a base for strengthening the study of Africa. This is done with the primary objective of creating an enabling environment for the University to play a key role in influencing policies that promote the continent’s development.

The Institute’s true mark has been its capacity to embrace a wide range of disciplines across campus and to always move forward, instituting the necessary policies needed to advance African development studies. Although Ithaca serves as home, the Institute’s impact spans the globe. IAD visitors, Visiting Fellows, and Graduate Fellows are testaments to the diverse constituency that calls IAD home.

As we look to the future, we thank you for your continued support of the Institute and its programs. I hope you share our sense of accomplishment as well as expectations for the future as you go through these pages.

— Muna Ndulo,
Director of the Institute for African Development and Professor, Cornell Law School
With 55 countries and more than one billion people, Africa is characterized by ethnic, cultural, economic, environmental, and political diversity. The continent’s challenges are well documented; health emergencies, poverty, armed conflict, corruption scandals, bad governance, domestic and international terrorism, and hunger and malnutrition tend to dominate the headlines.

Yet the pessimism that colored most discussion of Africa toward the end of the last century has begun to give way to a cautious optimism, characterized by carefully phrased statements about “opportunity” and “hope” and prospects for “catching up” with the rest of the world.

There is good reason for this, explains Cornell Emeritus Professor Erik Thorbecke. “Since about the year 2000, the sub-Saharan African region has enjoyed a quantum leap in the pace of growth, a significant reduction in poverty, substantial improvements in human development indicators, and a more inclusive pattern of growth.”

Indeed, while many of the developed world’s economies stumbled badly after the 2008 financial crisis, Africa’s performance remained generally strong. In the past decade,
the continent’s GDP growth averaged between 4 and 6 percent, and foreign investment grew from $9 billion to $20 billion.

The Institute for African Development (IAD) has not just adapted to these changes; it has also contributed to making them happen. Since its founding in 1987, IAD has worked to expand the depth and breadth of teaching, research, and outreach in and about Africa, building knowledge and interest among faculty and students in a wide range of disciplines. It has also established strong partnerships with African institutions.

Not surprisingly, many Cornellians are now on the front lines of Africa’s transformation, in fields ranging from agriculture to engineering to law to entrepreneurship to the arts.

“Africa is now facing tremendous economic growth on the one hand and dire poverty on the other,” says Professor Ndulo. “But famine, poverty, exile, and conflict need not be the narrative of the continent. A continent as resilient, richly endowed, and indeed blessed as Africa should be a global force, a success story.”

Despite the continent’s continuing challenges, Ndulo adds, “I believe that Africa’s rebirth is real and sustainable. We should not lose hope. As Mandela reminds us, ‘It always seems impossible until it is done.’”

A HOME FOR CORNELL’S DEVELOPMENT WORK ON AFRICA

“Africa is the unrealized and often unrecognized source for business. IAD has a fabulous history at Cornell and has an immensely important future. So much of the preparation of our students really depends on contextualized understanding that we can only get from area studies programs like IAD.” —Chris Barrett, Professor of Applied Economics and Management, Dean of Academic Affairs, Cornell College of Business

In 1987, faculty members urged the Cornell administration to create the IAD to serve as a focal point for the university’s activities on African development. It quickly became a magnet for scholars and practitioners in the humanities, sciences, and social sciences.

“With its twin focus on policy and development, IAD is a very distinctive area studies program, successfully attracting faculty from a wide range of disciplines,” says Nicolas van de Walle, Maxwell M. Upson Professor of Government. “It takes full advantage of Cornell’s unique strength of combining a top notch liberal arts college with an exceptional applied policy tradition in its land grant colleges.”

Today, IAD is a mature, campus-wide, interdisciplinary, problem-focused, collaborative, policy-driven, development-focused institution that has received national and international recognition.

The institute promotes the study of Africa through courses, seminars, meetings, fellowships, and publications, as well as through linkages with other departments, academic units, and institutions both within and outside Cornell. In 2015, IAD’s 35 core faculty came from 23 departments in seven colleges.

According to Michigan State University Professor David Wiley, former president of the African Studies Association, Cornell’s IAD may be “the most distinguished center in African development in the United States.”
IAD’s breadth and depth can be understood by looking at the themes of its weekly seminar, Issues in African Development. The series has become a de facto introductory course on Africa for many Cornell students.

For over a decade, IAD has also organized annual conferences on some of Africa’s biggest challenges. Like the weekly seminars, these meetings provide opportunities for national and international scholars and practitioners to share insight and information with Cornell faculty and students, broadening the understanding and stimulating new teaching and research on the continent’s development issues.

Contributions to these events are published as books and edited volumes. The IAD/ Cambridge Scholars Publishing Book Series, the IAD Occasional Paper Series, and the Institute’s newsletter, Africa Notes, together have a worldwide distribution network with subscriptions from academic, professional, and library communities.

Each year, IAD brings a Distinguished Africanist Scholar to campus in collaboration with many departments to make a presentation, participate in classes, and interact with students and faculty. Recent scholars include Charles Midega from the International Center for Insect Physiology and Ecology in Kenya, and Akin Adesina, then the vice president of the Alliance for a Green Revolution in Africa and now president of the African Development Bank.

Over the past 25 years, IAD has awarded more than 300 tuition fellowships to graduate students from Africa to come to Cornell. Often these fellows complete a professional degree and return to their home countries to take up key positions in government, the private sector, NGOs, international organizations, and educational institutions. At the same time, the presence of IAD Fellows on the Cornell campus is an invaluable resource for other Cornell students.

“The seminar series... transformed my life. I have never had the chance to sit in with people of such caliber who are knowledgeable of what is going on in Africa and who give first-hand accounts of what is actually happening on the ground.”
—Samuel Adarkwah, J.S.D. Candidate, IAD Fellow, Cornell Law School

“Cornell was a wonderful experience for me, and as each day passes I am ever more grateful for the opportunity IAD gave me to pursue my academic and professional interests,” says Wakhile Mkhonza, IAD Fellow 2010 and now Deputy Director for Economic Planning for the Economic Development, Republic of South Africa.

IAD also helps inform the broader public. For example, the 2015 Ebola crisis created panic and confusion on campus and beyond. In response, IAD organized a panel discussion with representatives from academia, health, and international organizations. “It is an epidemic of ignorance that is the problem and that affects everything,” concluded IAD director Muna Ndulo at the time.
As part of Cornell’s internationalization initiative, IAD has developed and expanded numerous programs to create meaningful experiences in Africa for Cornell students. Some of these are offered in collaboration with other Cornell programs, such as Global Health, the Johnson School of Management, and the School of Industrial and Labor Relations.

During the Winter 2016 term, Professor Ndulo for the third time took students to South Africa as part of the course Law and Social Change: Comparative Law in Africa, offered in collaboration with the University of Johannesburg. During the summer of 2016, IAD is offering a course on History and Politics in Southern Africa in collaboration with the Southern African Institute for Policy and Development (SAIPAR) in Lusaka, Zambia.

These courses provide students full immersion in African society and the opportunity to learn first-hand about the history of settler states, federation and liberation wars in southern Africa, and democratization.

Internships and service learning placements are available in academically linked projects, or with institutions in Ghana, Namibia, Senegal, Zambia, Liberia, and Tanzania. These opportunities allow students to engage with individuals and organizations directly involved in policy and program development in Africa, and build awareness of the challenges of development and the needs of the communities where the interns are placed.

“My time in Namibia has made me a more thoughtful and appreciative person. Most importantly, I learned the value of thinking beyond one’s immediate physical, cultural, and intellectual environment.”
—Gloria Jepchumba Kurere

“When planning my trip, I expected to share a great deal about American culture with the girls [in the school in Tanzania where I taught], but once in Africa, I learned much more from them than they learned from me.”
—Travis Cabbell
INFLUENCING PUBLIC POLICY

The Institute for African Development has established collaborative links with leading African institutions, among them the African Development Bank (AfDB). Since 2013, AfDB officials have chosen IAD to host the launch of their flagship publication, the African Economic Outlook Report (AEO), which assesses Africa's past economic performance and provides economic projections for the continent as a whole as well as for regions and individual countries.

“The African Development Bank AEO Report is one of the most important and anticipated annual publications out of Africa,” says Professor Muna Ndulo. “Involving Cornell faculty in assessing the report, as well as engaging students in its critique, demonstrates Cornell’s commitment to engagement with Africa and to making its academic expertise available to the creation of policies that will impact the African continent.”

BUILDING INSTITUTIONAL CAPACITY IN AFRICA

IAD has established collaborative linkages with the Southern African Institute for Policy and Research (SAIPAR), an independent research and development center in Lusaka, Zambia. SAIPAR seeks to contribute to improved policy making, research capacity, and governance, and aims to be a catalyst for new ideas and concepts on good governance and development in Zambia and Southern Africa.

IAD Director Muna Ndulo is founder of SAIPAR and a member of its board of directors. A number of Cornell University professors, including Charles Whitehead (Law), David Sahn (Economics and Nutrition), and Nicolas van de Walle (Government), are members of its advisory board.

In the summer of 2015, SAIPAR hosted four Cornell undergraduate students as interns. Since 2012, SAIPAR has also hosted the Zambia Global Health Summer Program, which provides opportunities for an average of eight Cornell students yearly to undertake research in global health.

With support from the Global Cornell initiative, IAD also piloted a two-week spatial analysis training workshop at Kilimanjaro Medical Christian College in Moshi, Tanzania, in 2015. The program was titled “GIS for Development: Conservation, Health, and Land Tenure in East Africa.”

Professor of City and Regional Planning Stephan Schmidt (see photo left) conducted a workshop to improve the capacity of partner organizations to gather data, conduct spatial analysis using geographic information systems (GIS), and monitor and evaluate programs and projects. The goal is to improve decision making in public health research and planning, wildlife conservation, and land tenure formalization. About half of the 30 participants were students at local educational institutions and half were professionals working in those fields.

“Obtaining software licenses to use GIS can be extremely costly,” Schmidt says. “Many developing countries have an extremely limited number of professionals capable of effectively using GIS and teaching it to the next generation of M&E [monitoring and evaluation] practitioners.”

IAD is offering a “training of trainers” session in the summer of 2016 to build capacity within local institutions to do their own training. The workshop focuses on curriculum development that will allow partner organizations to develop their own spatial analysis training programs.
The IAD Graduate Student Africa Summer Project Grant provides applicants with small grants to fund innovative needs-driven projects in rural communities in Africa. The objective is to foster hands-on experience and participation in projects that will have a positive impact on the well-being of the host community and serve as a practical training ground for Cornell students interested in development. The grant does not fund startups and the projects must be community-initiated and sustained.

This summer, IAD supported THREE such projects:

Peace by Pieces – Nakuru, Kenya
Cornell Team: Gaurav Toor, Sam Hummel, Onur Saglam, Khushboo Jain, Tony Zhou, Gelila Abebe, and Sinan Kassam
Faculty Leader: Nicolas van de Walle, Professor, Government

Project Goals: Self-Sufficiency—Allow the Malaika Disability Center for Children to fund its operations internally; 2) Health: Initiate a Community Kitchen to cater to factory workers and residents of informal housing areas with more nutritious dishes; 3) Employment: Employ persons with disabilities (PwDs) as cooks and sellers of the dishes; 4) Stigma: Debunk myths of the unproductivity of PwDs and empower the cooks and the children at the center.

The project’s intent to promote self-sufficiency while maximizing the externalities from the social enterprise was paramount to the team. As such, for the first two weeks in May, we spoke to the partner about the workers and the environment. We had to make a detailed business plan by ascertaining the energy and raw material prices from multiple sources within and outside of Nakuru in order to make the partner’s time worthwhile in the project. This conflict ultimately proved to be productive. The team was able to make its own local contacts and start understanding the material networks in the city. By doing so, we were able to participate in productive discussions with the community partner during the rest of the phases.

By 15th of July, we were able to conduct a full day of operations smoothly. Even though we were not able to reach our aim of providing 400 meals a day by that day, we had finally understood the mechanisms of lunchtime service in Nakuru. By the end of next week, we were able to sell around 392 dishes to factory workers and residents of informal housing areas. After the initial run, we had to tweak our menu to provide less variety since workers preferred eating ugali over rice for every lunch meal. This also cut our costs since the rice day was barely letting us break even. Routing the transporter in a way that the meals would be delivered to respective stops on time and stay warm became the next challenge. Google Maps and traffic experiences helped us draw a physical and time map for the transporter to make it on time to most efficiently deliver the dishes, which were now packed in eating bowls rather than delivered in serving bowls. It was more manageable this way and it eliminated the problem of differential quantities given to different locations by different servers. By the end, we were confident that given some time, the operations will start sustaining themselves and run smoothly over the next few months, years, and hopefully decades.

Given that the entire process of cooking was headed by PwDs, the children at the Malaika Center saw their future selves being productive parts of society, marketing campaign highlighted the social difference in buying a meal, and the increase in self-worth of PwDs we came across (even those not part of the project) has given us impetus to continue with expansions and replicate this model in other cities in Kenya. With the institutional support at Cornell and inspirational backing of Cornell students, my team and I are confident in the importance of the goals and their actualization.
According to the World Bank, “putting all children worldwide in school by 2015 will constitute, collectively, the biggest building project the world has ever seen. Some 10 million new classrooms will be spread over 100 countries. At current costs of about $7,000 per classroom in Africa, $8,000 per classroom in Latin America, and $4000 per class room in Asia, the total price tag for construction will come to about $72 billion dollars through 2015, or about 6 billion annually.”

The Chisekesi Community Education Initiative (ZCEI) aims to develop sustainable secondary education in Zambia by working with local communities to make education accessible to all. Students in the ZCEI raise money for the community, work closely with ZCEI advisers and (depending on funding) take annual summer trips to Chisekesi, Zambia to connect with the community and work with them in building the school and assessing their educational needs.

The inhabitants of rural Chisekesi have no high school and the nearest high school is over 20km away. The distance and cost are largely responsible for the high dropout rate for ninth graders, leading to high illiteracy rates. For those who do not drop out, the long distances make children (especially female children) vulnerable to assault and harassment.

The overall objective is to put in place a modern high school and facilities that will support the communities and individuals concerned with education, health, social and economic development in the region. Once completed, the project will improve the standard of education in the area. Priority in terms of admission shall be given to children from the community. Furthermore, the presence of a high school will make it easy for the community to initiate income generating activities that can develop the community.

Land title to 54 acres of land for the school project has been provided by chief Ufwenuka and Chief Hamaundu. The school has been registered and approved by the Zambian Ministry of Education. Architectural Drawings have been provided by the Zambian Ministry of Education. Building materials, such as bricks, are being made and brought to the school site by the members of the Chisekesi community – an example of community driven participation. Skilled labor (i.e. cricklayers) and unskilled construction labor are also provided by the community. During the first visit, a well was drilled at the construction site and a road is being built from a neighboring town to the school site.
Every day in rural communities throughout sub-Saharan Africa, millions of people suffer from no access to safe drinking water. 319 million people in Sub-Saharan Africa are without access to improved reliable drinking water sources. This knowledge led me to build my first well in 2014, and a second one in 2015. These wells changed the daily lives of hundreds of people living in rural communities throughout the capital by providing clean, accessible, water. In 2016, with funding from the Cornell Institute for International Development and the Little Rocky Project, I was able to build a third well in Yaoundé, Cameroon for a community with no easy access to potable water in Nkoabang, Yaoundé.

Upon arrival, we learned that the community only had two options for water: the gas station across the street and a pond on their property. The water from the gas station was clean, but it required the children and grandmother to wake up at 3am to be the first in line to get water being served at 4am. At exactly 5am, the water would shut off and if the families did not get enough water, they would have to get water from the pond seen below (Fig.1).

The first weeks were mostly digging and getting familiar with how the people from Nkoabang live. We decided to build the new well 300 meters on top of this pond (fig 1) because the road to get to the pond was unsafe. For the next few weeks, we had various interviews and surveys. We even woke up at 3am once, took a cab to the site, and stood in line with the community to fetch water.

After six weeks of hard labor and many field trips, the well was completed and the community started drinking and using the water for their daily purpose. To make sure the water will not be wasted, we organized a committee that will take care of the well and sell the water at a minimum price to cover any problem that may occur. The money will be saved and can only be used for matters concerning the well.

“Since I arrived at Cornell University in fall 2013, I have been excited to tackle agricultural issues in a rural community. One Summer One Well provided me with this opportunity and I gained an incredible amount of knowledge. Because of this project, I was able to see that water is not something to be taken for granted. In addition, I was able to use my three semesters of French at Cornell and my courses in agriculture and development to supplement my experience. Traveling to Cameroon was one of the best experiences I have ever had and I hope that this project will continue for years to come so that other students can have the same opportunity as I did.” —Surayya Diggs
A Quest for Empathic Leadership

A key strength of Cornell’s program in African development studies is the interdisciplinary collaboration between Africanist scholars and the Cornell community. Cornell’s long-standing commitment to capacity-building in Africa is evidenced by faculty here working with their counterparts in Africa on short-term disciplinary training, instruction, and/or research. The presence of Africanist academics at Cornell enriches African area studies immeasurably and enhances the intellectual vitality of the university community through public lectures, performances, panel discussions, and other activities. To this end, the Institute for African Development created the Distinguished Africanist Scholar program. The DAS brings eminent scholars on African development to Cornell for scholarly engagements with faculty and staff, ending with a public lecture.

The Distinguished Africanist Scholar for the fall 2016 was Pumla Gobodo-Madikizela, Professor and Research Chair, Historical Trauma and Transformation, Stellenbosch University. She is also the author of A Human Being Died that Night: A South African Story of Forgiveness. Professor Gobodo-Madikizela focuses on traumatic memories in the aftermath of political conflict, empathy, forgiveness, psychoanalysis and intersubjectivity.

In her public lecture delivered at A.D. White House and titled What Does It Mean to be Human in the Aftermath of Historical Trauma: A Quest for the Empathic Witness, Prof Gobodo-Madikizela explained that in troubled times, it is important to have leaders who welcome and embrace empathy. She began her lecture with the example of Nelson Mandela’s leadership, which she said was inspired by a “moral vision” in which Mandela put his country first, and made choices that transcend personal ambition. She went on to describe how the legacy of Mandela’s wisdom “appeals to the better angels of our nature as we continue to wrestle with the question of how to face the traumatic pasts of our histories without being caught up in cycles of repetition that will make us hostage to the violence and hatred inspired by this past.” In a country with a history of violent anti-apartheid protests, systematic abuses of power by the apartheid government, and state-sanctioned violence against those perceived to be enemies of the state, Mandela recognised his role in building a culture of tolerance.

She pointed out that in contrast to the empathic leadership of Nelson Mandela, the divisive tone of the speeches of the current president of South Africa has permeated many sectors of civil society, “rupturing the sense of responsible citizenship among some South Africans … and breeding a political culture in which the thresholds of intolerance begin to sink lower and lower.” Countries with a history of racial divisions and racial hatred need leaders who have empathy and who can heal their wounded societies and be role models for the next generation of leaders, Gobodo-Madikizela said.

What is empathy and why is empathy important? According to Professor Gobodo-Madikizela, empathy is the ability to see oneself in the other. Empathy goes beyond sympathy and touches an individual’s inner core. It is the capacity to feel with and to participate in shared reflective engagement with the other’s inner life. It is perspective taking – to actually put oneself in another’s shoes. Another important component of empathy is “mentalization,” which happens when people engaging in dialogue become fully aware of one another’s subjectivity. This mutual recognition emerges when there is openness and receptivity to another person and it is a central aspect of difficult dialogue about painful historical pasts.
Professor Gobodo-Madikizela explained that dialogue provides entry points into the lives of others who regarded themselves as enemies in the past. Referencing Martin Luther King Jr., she said that empathic dialogue can help create “the beloved community.” Through dialogue people can come together and be fellow human beings sharing in the vision of a more humane society. She said that the Truth and Reconciliation Commission in South Africa, the processes of community healing adopted in Rwanda, such as the gacaca process, and similar restorative justice processes adopted in countries around the globe, are all strategies established to create a space for testimony, a space for confrontation and listening, for moral reflection and for initiating the difficult process of what she termed “empathic repair.”

She concluded her lecture by comparing her concept of “empathic repair” to the notion of Ubuntu, an African concept that conveys “an ethic based on the understanding that one’s subjectivity is inextricably intertwined with that of others in one’s community.” These are concepts, she made clear, that remind us that we need to build a world where the other matters, so that the patterns of hatred and rage can be broken.

“A sincere apology does not seek to erase what was done. No amount of words can undo past wrongs. Nothing can ever reverse injustices committed against others. But an apology pronounced in the context of horrible acts has the potential for transformation. It clears or ‘settles’ the air in order to begin reconstructing the broken connections between two human beings.”

—Pumla Gobodo-Madikizela
Carol Njiru

Carol Njiru holds a Bachelor of Laws degree from the University of Bristol in England. She has also completed the Advocates Training Program (a year-long post graduate bar course) at the Kenya School of Law, and is currently awaiting admission to the Kenyan Bar. She was previously a trainee Advocate at Nairobi-based law firm Oraro & Company Advocates, one of Kenya’s top dispute resolution firms. The lawyers there have been involved in the country’s most historic cases, including the first election petition under Kenya’s ‘new’ Constitution. During her time at the firm, Carol worked in a variety of practice areas, from corporate & commercial, to banking and finance, employment and intellectual property.

Carol first chose to study law because she was intrigued by the interplay between law, politics, economics and society. As someone who comes from a developing country, she was curious to discover the role which law could play in aiding development, both at a national and international level. Once she decided to pursue a Masters in the U.S., Cornell was a clear choice for its high ranking and specialization in International Law. In choosing Cornell, she hopes to gain the opportunity to learn from the world’s leading scholars in the fields of international trade law, international development and foreign direct investment.

Edgar Akuffo-Addo

Edgar Akuffo-Addo received his Bachelor of Science in Human Biology Health and Society from Cornell University and is currently a second year graduate student pursuing a Masters in Health Administration at the Sloan Program in Health Administration at Cornell University. Growing up in Ghana, he personally experienced the dire effects of an ineffective healthcare system and this is what motivates him to learn about the managerial concepts and policies that high income countries with effective healthcare systems have adopted. His goal is to return to Ghana and help the government transform the healthcare system into one that is efficient and primarily based on preventative medicine.

An entrepreneur at heart, he recently co-founded FK Investment Group which seeks to address the market imperfections in emerging markets that cause social problems and present business opportunities. He is especially interested in the economic development of Africa and the political intricacies in the region. He is also the founder and current president of Global Success Fellowship, a non-profit that seeks to alleviate the effects of poverty on rural settlers and underserved communities. Global Success has engaged in projects ranging from improving the education system in rural communities to nutrition programs for women and children.

An avid soccer fan, Edgar plays soccer at the intramural level. He plans to attend medical school after his graduate program to learn and understand the healthcare system from the lens of a clinician. He believes this will better prepare him to execute the healthcare transformation that Ghana so urgently needs.
Nomfundo Makhubo

Nomfundo Makhubo was born in Standerton, a town in Mpumalanga, South Africa. She holds a B.A degree in Corporate Communications as well as a BA Honors Degree in Communication Studies from the University of Johannesburg. She is currently an IAD Graduate Fellow and is pursuing an M.P.S in International Development.

Nomfundo has worked with the Sibusiso Leope Education Foundation, a South African non-profit organization that focuses on high school learners in the Gauteng province. She is also a One Young World Ambassador, winning its Social Venture Challenge and Resolution Project Fellowship for a community based project focused on youth development in her local community. She is also an African Youth Volunteer, which focuses on developing young people from all over the African continent and integrating them into developmental programs within the African Union and its partners.

Upon completing her program, she intends to carry on with her Graduate Studies in the field of development with a focus on African development. Her role as an IAD Graduate Fellow has allowed her to pursue studies that will provide her with skills to make a meaningful contribution to the world.

Winnie Awino

Winnie Awino is currently pursuing a Masters of Law at Cornell Law School. She received her Bachelor of Law degree with Honors from Makerere University in 2011 and later the Postgraduate Diploma in Law from the Law Development Centre, Uganda in 2012. Prior to her enrolment at Cornell Law, Winnie was a Senior Associate at Sebalu & Lule Advocates, Kampala where she has served since 2011 when she first joined as a junior associate. Her practice at the firm covers corporate and commercial advisory and banking and finance law. She is also enrolled as an Advocate of the High Court of Uganda and a member of the East African Law Society and Uganda Law Society.

In her home country, Uganda, there has been great political and social change in and an even greater demand for regulatory monitoring. Winnie desired to contribute to the legal development of her country, and to pursue her further studies (such as the Masters of Law) only after gaining some working experience and being able to ascertain how best to make this contribution. She is certain that her experience at the Cornell Law School LLM Program will not only enhance her beliefs in the value of hard work and excellence but will also open her networks for continued career growth and development.
The IAD Summer Internship Program supports Cornell University’s internationalization initiative. IAD views the internship program as an integral part of a student’s education, offering experiential learning that provide students with opportunities to apply knowledge and skills learned in the classroom in a real world context. The program integrates the university’s core values on promoting cross-cultural and cross-national understanding with knowledge to enlighten ourselves and benefit the world.

Undergraduate placements with partners in Senegal, Ghana, Kenya, Zambia, Namibia and Tanzania work to foster global learning and interconnections between Cornell students and peoples of the host countries where they are placed.

David Gyuhyeon Sim is a student in the college of Architecture, Art, and Planning. He spent the summer interning at the Ministry of Local Government and Rural Development and the Ministry of Urban Roads in Ghana.

My experience in South Sudan was the greatest motivator to go back to Africa

Two years passed. While planning for what would be my last summer at Cornell, I found the Cornell IAD summer internship program. I took the program as an opportunity to fulfill the promise that I made to myself two years ago—to return to Africa, to learn and find a way to build a sustainable hope throughout the continent. Although restoring and maintaining peace is important, to me, returning to Africa never really meant going back to the lands of broken peace. I believe that it is essentially economic development—bringing countries out of poverty with sustainable development—that will help to solve many complicated issues across the continent. My previous experience as military personnel was valuable but limited in terms of gaining a better understanding of the society. Hence the purpose of the summer internship was to develop a better understanding of the society I would live in, learn about the challenges and current efforts in achieving economic development, and develop my own visions to reach the development goals.

IN COUNTRY:

Before the arrival I did not know much about the country. I knew it was in West Africa, neighboring Ivory Coast and Togo, a former British colony, and had one of the strongest national soccer teams on the continent. In particular, I did not have much information about the social and economic aspects about the country. My first sight of the country came to me as my taxi drove out of the Accra International Airport and ran through outskirts of the city. Driving on the roads that were overflowing with cars and long overdue for proper maintenance, I travelled through luxury houses, suburban malls, slums, abandoned construction sites, undeveloped lots, and other lost spaces. The city was in a state of disarray, and inequality among the people was so visible.

My internship placement was slightly different from what I had expected, as I learned that I would spend a few weeks in different ministries with flexible, tentative schedules, as opposed to working as a full-time intern at an organization or office. I spent the next few weeks in two different Ghanaian government ministries: the Ministry of Local Government and Rural Development and the Ministry of Urban Roads. I was excited to learn more about the development challenges in the country and how the government is tackling them. But, as it always happens, things did not always go as planned. Part of the problem came from the nature of the work itself. Despite the numerous challenges to be dealt outside, the workloads of some of the offices were low, and bureaucratic inefficiency was palpable. The other side of the problem came from myself. As a temporary intern from overseas without a great deal of expertise and knowledge about the country, the scope of work I could do was naturally limited.

Business advisory and consulting in the rural town of Asutsuare

During my stay I had opportunities to travel outside Accra. The most memorable trip was the one to Sunyani, the capital town of the Brong-Ahafo region, which is about 7 hours northwest from Accra, to attend the 2016 Ghana Urban Forum with the delegations from the Ministry
of Urban Roads. The Forum was an in-depth discussion about the national urban and regional developmental initiatives as Ghana adjusts its future plans to adopt the 2030 Agenda for Sustainable Development (Sustainable Development Goals; SDGs). Contrary to the bureaucratic apathy that I was witnessing daily, the energy of the place—filled with field experts, academia, government officials from across the nation—was tremendous. I wished if only we could transfer that energy and want for change to a well-planned, consistent implementation of policies. I also visited the Kwame Nkrumah University of Science and Technology in Kumasi, where I could further expand my understanding of the challenges in development by talking to professors who were experts in the field of urban and regional development.

AFTER RETURNING:

I think what I experienced in Ghana was a perplexing mixture of opportunities, frustration, and hope. When we contemplate issues in social and economic development, we tend to oversimplify variables and outcomes, often believing that a particular approach or solution will solve the problems and have everyone on the upward trajectory. However, the truth is that there is a daunting degree of complexity in almost every issue, and it is impossible for the outsiders to fully comprehend its dimensions without experiencing and immersing themselves into each scene. And outsiders, from individual volunteers to intergovernmental agencies, play a significant role in the public decision-making.

For instance, the newest public transit development in Accra, the introduction of the Bus Rapid Transit (BRT) system, which was recognized and lauded by many and also funded by the World Bank, has a stellar outlook and profile, but from what I observed in the country its completion later this year is not really going to provide any fundamental help to the city's struggling public transit system, which is dominated by small public vans called ‘trotro’. Trotro is the most effective public mode of public transit and what I used to commute daily, but operations are not properly regulated by the governing authorities. Traffic situations in the major trotro stations are always chaotic and congested.

I would like to end my reflection with another kind of personal experience that I have never had elsewhere. As an international student in Cornell, being a student of a minority race without a US citizenship from a different cultural background, I was always an outsider, often pushed back due to my minority status, in various scenes from public to private, personal experiences. Yet in Ghana I was called a 'white' who often received preferential treatments. Sometimes they were obvious, such as easy access to high-level government officials and the occasional overly-favorable reactions by others in conversations. However, many times they were much less conspicuous and harder to notice, like a slight difference in another person’s facial expressions, gesture and tones, and being the focal point of the conversation when talking in a group.

I would like to thank the Institute for African Development for this opportunity and also Dr. Akunzule and Dennis who were always willing to help me during my times in Ghana. I hope the lessons I learned will help me contribute as a global citizen throughout the world.
Angela Wang — I realized how easy it was, from an outsider’s point of view, to objectify people from African countries. During this trip, I realized I became much more sensitive to how I view other people and relating to people as human beings, no matter where they are from or what kind of background that they have. I was so aware that the worlds that we came from were so different, yet I still saw them as just the same as me. Of course, they were extremely welcoming to me, but I was honestly surprised at how well I got along with them.

All in all, going to Kenya was an amazing experience. It was amazing experiencing a whole different kind of life, and I really learned a lot about being empathetic and seeing people from all parts of the world as equals. I hope I can return there one day, and I also hope I can learn from their hospitality, to help even outsiders feel welcome.
Why did you choose Cornell University for your studies and, based on your experiences, what do you perceive as Cornell’s most remarkable strength?

Cornell’s motto and words of one of its founding fathers, “I would found an institution where any person can find instruction in any study,” rings very true in my decision to come and study at Cornell. The diversity that is embodied in all spheres of the university stood out for me. As a student, this diversity allowed me to flourish outside of my “nutrition box” and to engage my research and academic training in novel ways through the ability to work with faculty and students from various disciplines. Because of this diversity, Cornell also stands tall in having the largest academic unit that is devoted to the study of nutrition in the US. Therefore, the opportunities for multidisciplinary research that this offered were unparalleled. The existence of the Institute for African Development (IAD) and the fellowship they offered also significantly influenced my decision to study at Cornell. For me, this highlighted Cornell’s commitment to contribute to generating knowledge on issues that are important for the development of the continent, thereby influencing positive change. After graduating with my Ph.D., I am very content with my decision to study here, and feel very adequately prepared to contribute to this development.

What do you perceive as the key outcomes and impact of IAD’s work at Cornell and beyond?

The weekly IAD seminar is a key piece of the IAD’s contribution to the stimulating environment at Cornell. Although it was mandatory to attend the seminar in the year that I was an IAD Fellow, in subsequent years, I intentionally scheduled my classes around the seminar so that I could continue to reap the multiple benefits of attending the seminar. Firstly, the seminar brings together fellows and others from the Cornell community, who represent a diverse array of fields of study. This allows for rich and progressive discussions on issues that are relevant for the African continent, and prepares scholars to incorporate issues various aspects into their own. Due to this diversity, the discussions that come out of these seminars are always rich and progressive, and offers a space that broadened my understanding of various governance, security, and development issues affecting our continent, and allowed me to connect these with my own work, thereby enriching it in ways that I had not imagined.

Where do you see some of the emerging issues in Africa? How can IAD ensure its relevance for the new generation of African scholars and in addressing important challenges and problems of the continent?

Although the continent has a multiple emerging issues, in my opinion, urbanization, climate change and the increasing scarcity of water are issues that need to be considered as exceptionally relevant in the coming years. The adverse impacts of these issues also need to be considered in light of the slow progress seen in improving gender equality and promoting women’s empowerment in all arenas.

The IAD is ideally placed within the Cornell community to provide appropriate training and mentorship for scholars to engage in these diverse issues with cutting-edge knowledge and analyses. Through engagement with IAD’s various programs, scholars who are dedicated to the development of the African continent are better prepared for its realities and the complexities. With an increasingly connected world, both the IAD and alumni, especially IAD fellows, would benefit from an active online community. This would allow the IAD to continue to engage alumni for training and mentoring of scholars at Cornell University, and will keep alumni connected with each other; potentially nurturing collaborations to address the challenges that continent is going through.

Dr. Cynthia Matare was an IAD Fellow in 2010. After completing her Ph.D. degree in International Nutrition in 2015, she was awarded the Innovative Methods and Metrics for Agriculture and Nutrition Actions Postdoctoral Fellowship. She moved to Zambia where she was involved in research on women’s empowerment, focusing on women’s workloads and time burdens and how they influence their capabilities to provide adequate and appropriate childcare. She is now an International Consultant working with various organizations on the implementation science of programs aimed at improving maternal, infant and young child nutrition outcomes.
Studying Law and Social Change in Johannesburg, South Africa

This past winter break students enrolled in “Law and Social Change: Comparative Law in Africa” travelled to Johannesburg, South Africa, for the experiential portion of the course. The course’s dual components of academic classroom learning and field experience offer an innovative approach to enhancing and deepening awareness and understanding of the law, societies, cultures, and the challenges of post-apartheid South Africa. During the three-week trip, students spent time examining, analyzing, exploring, and engaging with faculty and students at the University of Johannesburg about issues that impact and effect change in the legal arena.

Although designed primarily for students interested in the comparative study of law in Africa, the course is open to students from across campus. The first half of the course (offered in the fall semester only) is spent on the Cornell campus learning about multiple legal systems including African customary law, constitutional law, labor law, property law, and family law.

The second half of the course offers opportunities for immersion in South African law and culture. Students live on the campus of the University of Johannesburg, where they spend the first week taking intensive law courses. Law cases and discussions are led by University of Johannesburg Dean of the Faculty of Law, Professor Lethokwa Mpedi (labor law and employment discrimination). Dean Mpedi is joined by other UJ faculty including Professor Mispa Roux (socio-economic rights), Professor I.M. Rautenbach (historical account of how South Africa’s constitution was developed and the jurisprudence that has emerged from the South African constitutional court), Professor Ernst Marais (land restitution), and Professor Sipho Nkosi (customary law and the plural legal system).

The second and third weeks offer students the opportunity to enhance and reinforce academic learning by involving themselves in South African society and engaging with individuals and organizations directly involved in the administration of law in the country.

Classroom discussions are followed by visits to museums and communities in Johannesburg. This past winter, students traveled to Soweto (the largest black township) to visit the home of the late president Nelson Mandela. In Klip Town Square, where South Africans of all races gathered in 1954 to adopt the Freedom Charter, which served as the foundational document of the 1996 South Africa Constitution, students got to walk and sit where the delegates had met to create this historic document. The Hector Person Museum, which commemorates the 1976 SOWETO uprisings; the Apartheid museum; and the Liliesleaf Farm and Museum were also included in the week’s itinerary. Students spent a day at Constitution Hill, seat of South Africa’s Constitutional Court since 2004. There they learned about the infamous Number Four prison, site of the Old Fort, where both Mahatma Gandhi and Nelson Mandela were once imprisoned.

Visits and discussions with staff of the Southern African Litigation Center and the Sonke Gender Justice Network helped create awareness of the different areas of legal work practiced by South African lawyers. Fireside chats were held after dinner most evenings. Students were joined by practicing lawyers from the Johannesburg bar, who spoke about their legal practice and law in the country.

For the last three days of the course, students traveled to Mogalakwena Research Game Park, located in Limpopo Province, for community engagement. The Modikwa Primary School served as the site for engagement with the administration and students. At the park, students interacted with research scientists and Ph.D. students from all over the world, learning first-hand through night walks, animal viewing, and conversation about the challenges of conservation and wildlife.

The course continues to attract Cornell students interested in learning how the law (specifically in South Africa) can be harnessed to bring about social, economic and political change.
IAD Publications

The Cornell Institute for African Development publishes scholarly books dealing with multi-disciplinary development issues relating to Africa. As a major location of academic and policy discourse on Africa, IAD hosts a wide-ranging program of conferences, topical seminars, and lectures that provide an abundance of pertinent scholarly work worthy of publication.

Much of this material is published as part of the IAD/Cambridge Scholars Publishing Book Series. IAD/CSP offers both conference volumes and solicited manuscripts that together encompass a wide range of theoretical and practical legal, political, economic, and social development topics. The series contributes to development policy in Africa and provides meaningful, contemporary studies of Africa and the world. Manuscripts are peer reviewed.

Topics covered include good governance, promises and perils of aid, agricultural education and training, gender and social change, the importance of remittances, and financing development.

FORTHCOMING...

When Courts Do Politics: Public Interest Law and Litigation in East Africa
J. Oloka-Onyango, Professor of Law, Makerere University, Uganda

When Courts Do Politics is an engaging study of East African courts—in Kenya, Tanzania, and Uganda—and how they have engaged with questions traditionally off-limits to adjudication and court-based resolution. Using the phenomenon of public interest litigation (PIL) against the backdrop of an incisive look at history and politics in the region, the book provides a critical and informative account of the many ways East African courts have engaged with state power in a bid to deliver justice to the victimized and marginalized. The book uncovers the conceptual and structural factors that have allowed public interest litigation to emerge as a critical factor in the struggle for more inclusive and equitable structures of governance and social order in the countries under study. As judges battle with time-honoured legal precedents, received dogmas, and contending societal forces, the struggle in the courts is never straightforward but may at times be transformative.

J. Oloka-Onyango is a Professor of Law at Makerere University and an active litigant, advisor, and campaigner on a wide range of human rights and social justice issues in Uganda and internationally. His most recent book is Battling over Human Rights: Twenty Essays on Law, Politics and Governance (Langaa Research and Publishing, 2015).

RECENT...

Growing Democracy in Africa: Elections, Accountable Governance, and Political Economy
Edited by Muna Ndulo and Mamoudou Gazibo

What is the state of governance in sub-Saharan Africa? Is it possible to identify best practices and approaches to establishing political systems that promote accountability, transparency, peace, and civic space to all? These are the questions addressed in this book.

While the concept of governance is considered central to political science, our understanding of it is still imprecise, with extant studies focused primarily either on think-tank indicators, economic management, or political studies of democratization. This book critically examines the record on democratization in Africa thus far and seeks a new, integrated, focused approach to the study of governance.

Muna Ndulo is Professor of Law; Reich Director, Berger International Legal Studies Program; and Director, Institute for African Development, Cornell University. He has served as consultant for organizations including the World Bank, the African Development Bank, and the Economic Commission for Africa. He has consulted on constitution-making in Kenya, Zimbabwe, and Somalia and has served as UN Senior Legal Advisor on numerous missions.

Mamoudou Gazibo is Professor of Political Science at the University of Montreal (Canada). He has been a consultant for international organizations including the African Union and the International Organization of Francophone States. He was chair of the constitution drafting committee in Niger and has served as senior adviser to the Nigerien Prime Minister.

IAD other publications can be found at https://iad.einaudi.cornell.edu/publications-0
African Studies...
EAST ASIAN COUNTRIES—specifically China, Japan, and Korea—are competing to increase their presence on the African continent. These countries’ governments are expanding official development assistance (ODA) to Africa and generally increasing investment from East Asia to Africa. China recently deployed its first infantry battalion to South Sudan to take part in a UN peacekeeping mission, which was interpreted as a shift in China’s policy toward Africa, and Japan and Korea have also been increasing their roles in peacekeeping missions in Africa.

The three countries have hosted summits with African countries: China’s Forum on China-Africa Cooperation (FOCAC), Japan’s Tokyo International Conference on African Development (TICAD), and Korea’s Korea-Africa Forum. Much has been written about this trend, especially the issue of whether China’s emergence is a new form of imperialism in Africa, but little attention has been given to academic activities of Chinese scholars, let alone Japanese and Korean scholars.

African Studies in China

Although the economic interactions and cultural exchanges between China and Africa go back many centuries, the contemporary Sino–Africa relationship began with the formal establishment of diplomatic ties with Egypt in 1956. While occasional books and reports on Africa were published in China before the Communist Party finally won the civil war with the Nationalist Party and established the People’s Republic of China (PRC) in 1949, few Chinese people were interested in Africa because most parts of Africa were under colonial rule, Africa had no political status in international affairs, and China itself was in chaos due to numerous wars, starting from the Opium Wars.

Beginning in the late 1950s, African Studies in China concentrated on the nationalist independence movements, especially those in North Africa. From the early 1960s to 1965, African Studies was encouraged by the leaders of the Communist Party, including Mao Zedong probably because of strategic value of African countries to China as illustrated below. The institute of Asian–African Studies was founded under the Central Party External Ministry and the Chinese Academy of Science. In this period, Peking University was chosen as the site for the Institute of Afro–Asian Studies. Beijing Foreign Studies University began to teach Swahili in 1961 and Hausa in 1964. Although many academic papers and books by Soviet scholars were also translated, studies on Africa in China during this period were largely pragmatic and politically motivated rather than purely academic. For example, works by anti-Western or socialist leaders such as Jamal Abdel Nasser of Egypt, Kwame Nkrumah of Ghana, Ahmed Ben Bella of Algeria, and Majhemout Diop of Senegal were translated in this period. This political motivation can be attributed to the fact that the PRC was not admitted to the United Nations until 1971 and thus aspired to have as many allies as possible in Africa because Africa was a hot battlefield of the Cold War. China’s policy toward Africa seems to have paid off because China secured support from 26 African UN Member States in taking over the Republic of China (Taiwan)’s membership in the United Nations in 1971.

Despite the Cultural Revolution that started in 1966, African Studies managed to retain its life, while many other areas, including the study of social sciences, humanities, and law, were labeled a “tools of capitalists” and thus suppressed, except for the indoctrination of Marxist–Leninist–Maoist thought.
After the death of Mao Zedong in 1976 and reforms initiated by Deng Xiaoping, African Studies restarted in a more academic and practical fashion than an ideology-oriented style.21 Two nationwide associations of African Studies were established: The Chinese Association of African Studies was established in 1979 and had 550 members as of 2000,22 and the Chinese Society of African Historical Studies, established in 1980, had 160 members as of 2012.23 Since the end of the 1970s, articles in academic journals have generally covered three topics: 1) The primary resistance or resistance during the colonial period; 2) African nationalist movements since the First World War; and 3) Important figures, either among the first generation of nationalists or influential figures who made strong contributions to the liberation movement.24 In the 1980s, several textbooks and monographs were published and Chinese scholars began to switch their interest to specific topics.25 The principal subjects focused on in the 1990s were socialism, ethnic issues, international relations, African democratization, South Africa, cultural studies, economic studies and Sinophone relations.26 Some problems remained, however, such as a dependence on secondary resources published in English; insufficient fieldwork experience, especially in anthropological and ethnographic studies; and insufficient international communication.27 African Studies has rapidly progressed since the early 21st century, as the scope of research has expanded to include anthropology and many researchers are conducting fieldwork.28 With the expansion of Sinophone relations, China’s trade with African countries has increased dramatically; however, African Studies is facing new opportunities and challenges.29 While the discipline is progressing, it does not appear to be meeting the needs of society at large, especially those entities that are expanding Chinese enterprises in Africa.30 In addition to several prominent government-run or affiliated research institutes, only 10 Chinese universities, including Peking University, out of more than 2500 Chinese universities and colleges have centers for African studies,31 but no university is currently offering a major in African Studies, which would stimulate future Africanists. This can perhaps be attributed to rigid regulations of the Chinese government.32 Fortunately, more Chinese universities are offering African language education. For example, Beijing Foreign Studies University began to offer a major in Zulu in 2012, Amharic in 2014 and Yoruba in 2015, in addition to Swahili and Hausa.33

More and more African students are studying in China (see Fig. 1) and China has been enhancing educational partnership with Africa. In addition to rapidly increasing the Confucius Institutes which focus on Chinese language and culture education in Africa,34 the Chinese government launched a program called the “20 Plus 20 Project,” which partnered 20 universities from China with 20 universities from Africa.35 The Chinese universities provide students and faculty exchange opportunities, government scholarships, and Chinese-language training to African students.36 Additional initiatives not organized by the Chinese government include the Sino-African Law Deans’ Conference, which started in 2013.37

**Figure 1: Number of African Students studying in China**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>8,799</td>
</tr>
<tr>
<td>2009</td>
<td>11,909</td>
</tr>
<tr>
<td>2010</td>
<td>16,403</td>
</tr>
<tr>
<td>2011</td>
<td>20,744</td>
</tr>
<tr>
<td>2012</td>
<td>27,052</td>
</tr>
</tbody>
</table>

Sources: Ministry of Education China Association for International Education CHINA DAILY

African Studies in Japan

Intellectuals in Japan first recognized African issues in the late 19th century through European scholarly works.38 Some Japanese intellectuals conducted fieldwork as early as the 1920s39 or authored scholarly works,40 perhaps owing to Japan’s close ties with Ethiopia and her growing exports to South Africa in 1930s.41 Japanese academia, however, began to establish an academic relationship with Africa only after World War II;42 as was the case with China,43 the chief stimulus of Japan’s interest in Africa was the Bandung conference of 1955.44

In the early years, African Studies in Japan focused on primatology and then cultural anthropology, but research funding was the biggest challenge before the Ministry of Education began to provide research subsidies (Kakenhi) in the 1960s.45 Primatologists began to conduct field research in 1958 followed by anthropologists in 1960; further, other fields, including history, linguistics, and political science, began to develop.46 The Japan Association for African Studies was established with 200 members in 1964 and had about 400 members in 1984,47 700 members in 2001,48 and 900 members in 2004.49 This increase, however, was attributed to the increase of graduate students; overall, the number of Africanists has been stagnant.50
Lack of academic courses on Africa has also been a problem. For example, there were no courses on African history and no professors who had majored in African history at any Japanese universities as of 1984 and not much seems to have changed since then. Also, Japanese Africanists felt an inferiority complex for being latecomers to the field as compared to Western scholars. One major obstacle to introducing new perspectives has been a reluctance to hire foreign scholars, including Africans. Before 2001, the Ministry of Education imposed stringent restrictions in Japanese universities regarding establishment of new departments, including African Studies. Despite the recent liberalization of such restrictions, very few research institutes exclusively conduct research and educational activities in African studies. Three universities (Tokyo University of Foreign Studies, Kyoto University, and Tenri University) out of about 800 Japanese universities and colleges are offering a major in African Studies, as opposed to the United States, where more than 70 universities and colleges offer this major.

The Japanese government has played an important role in the development of African studies in Japan. In addition to TICAD, The Japan External Trade Organization (JETRO), a government-related organization, has been instrumental as a research center on Africa by publishing reports and books on Africa.

African Studies in Korea

During the colonial period (1910–1945) and then the Korean War (1951–1953), most Koreans did not have opportunities to be highly educated and thus not much academic progress was made. Korea was devastated in this period and remained poorer than many African countries until the 1960s. As a result, the Korean academia did not have capacity to conduct area studies – e.g. to conduct a field trip or invite many experts from overseas – until 1970s. Two major journals of African studies, African Affairs and Journal of the Korean Association of African Studies, have been published in Korea since 1979 and 1986, respectively. The Hankook University of Foreign Studies (HUFS) began to offer Swahili as a major in 1983 and thereafter added Hausa and Zulu with studies of sub-regions related to each language. This university is still the only Korean university that offers a concentration in African languages and 50 new undergraduate students choose to study in this department each year. Two other universities out of about 340 Korean universities and colleges are offering courses in studies of Francophone countries in Africa at either the undergraduate or graduate levels. Still, as of 2007, there were fewer than 50 Africanists in Korea and there was only one research institute for African studies at Hankook University of Foreign Studies. The Korean government has been instrumental in promoting African Studies, similar to China and Japan, but Korea remains far behind these two countries. However, African Studies has been flourishing since 2010 with the increase in government research funding; six Korean universities currently have research institutes for African Studies. The Korean Ministry of Foreign Affairs also established the Korea–Africa Center, a government-affiliated research center in early 2015, more than four years after China.

African Studies in Korea shares many problems with China and Japan. In addition to insufficient academic programs and research capacity on Africa, a lack of scholars from Africa poses a challenge. Further, a lack of quality materials on Africa written in Korean is another challenge to Africanists. For example, the General History of Africa series published by UNESCO was translated and published in China. Three of these volumes have been translated in Japan and even North Korea has translated two, but none has yet been translated and published in Korea.

Challenges to East Asian Countries

Many African countries are far more distant from East Asia than from Europe or even the Eastern coast of the United States. Lack of geographical proximity, however, should no longer be an obstacle to academics in the age of information. So, what are the real challenges to African studies in the region?

Most people have extremely superficial knowledge of Africa because the Western stereotype of the Africa as a “dark continent” was transplanted and is still prevalent in the region.

First, most people have extremely superficial knowledge of Africa because the Western stereotype of the Africa as a “dark continent” was transplanted and is still prevalent.
in the region. African history and culture is only seldom mentioned in East Asian middle schools and high schools. Although there is a growing community of African migrants in East Asia, these communities are often not closely connected with local people. Thus, most East Asians do not have many chances to have a close relationship with Africans that would correct stereotypes and foster interest in Africa. And while more East Asian travelers are visiting Africa, it is questionable whether a short sightseeing visit will result in sincere interest. Second, language barriers pose another problem. Many East Asians find it difficult to learn a foreign language other than English, which is an obstacle to studying non-English speaking countries or areas in Africa. Third, while African Studies largely began or was boosted by language studies and education in the region, extremely few interdisciplinary studies programs are available to students, which is an obstacle to fostering future Africanists. Fourth, East Asian countries still do not have many African scholars in the region, although having more scholars from Africa would be vital to further developing African studies in the region. Finally, African Studies in the region has been relatively dependent on government initiatives, which casts some doubt on the sustainability of the recent African Studies boom in the region, especially in China and Korea. This important role played by the governments can be partly explained by the fact that East Asia still has far fewer economic ties with African countries than the Europe or the United States does, contrary to general assumptions. Thus,

ENDNOTES

1 “China” in this paper generally refers to mainland China only.

2 “Korea” in this paper generally refers to South Korea only.


11 ibid., at 62.

12 Ibid., at 62–63.

13 Ibid., at 63–64.

14 Ibid., at 63.


17 Ibid., at 63.

18 For example, China had military ties with African countries including Uganda, Somalia and Egypt.


20 Ibid., at 64.


25 Ibid.

26 Ibid., at 8.


29 Li (2010). supra note 24, at 10.

30 Ibid.


32 The Chinese government periodically determines and proclaims a nationwide list of university majors. In order to create a new major and thus a new department, a Chinese university must obtain pre-approval of the Ministry of Education as well as other relevant ministries, which can be complicated and time-consuming.

33 These languages are taught mainly for the training of personnel of Xinhua News Agency and other media. Li (2010), supra note 24, at 17.


35 The program was initiated in 2009 at the Forum on China-Africa Cooperation, and launched in 2010 by the Ministry of Education.


fewer corporations and private investors have incentives to show interest in or fund African Studies. In addition, many renowned research institutes in East Asia have been either established or affiliated with the respective governments, and the private sector, including think tanks and some non-governmental organizations (NGOs), generally has less capacity than the US counterparts. However, there have been hopeful signs as well. The three governments are likely to continue to compete for increased presence on the continent in the foreseeable future. Additionally, academics in the three countries have formed networks by hosting a joint symposium, etc. during the recent years, and these should contribute to strengthening research capabilities in the region. Finally, the number of African students studying in East Asia has been increasing steadily, so we will see more scholars from Africa based in East Asia in the not-so-distant future.

The number of African students studying in East Asia has been increasing steadily, so we will see more scholars from Africa based in East Asia in the not-so-distant future.
IAD ANNUAL SYMPOSIUM:
Extremism, Security and the State in Africa

By Alyssa Findley ’17
(Alyssa Findley is a senior in the College of Arts and Sciences).

OVER THE WEEKEND of October 28-29, Cornell’s Institute for African Development held its fall symposium, featuring talks from leading scholars on Africa. This symposium’s theme Extremism, Security, and the State in Africa focused on the complex and multidimensional issues of development and security in their broadest sense as well as the fundamental underpinnings of conflict through an inter-disciplinary approach.

The conference was opened by keynote speaker, Carne Ross. Mr. Ross is the founder of The Independent Diplomat, a unique non-profit which advises marginalized democratic governments and political groups on diplomatic strategy, helping those most affected by diplomatic decisions have a say in international negotiations, for instance helping the Marshall Islands secure dramatic and positive outcomes at the recent UN climate talks and today advising the democratic opposition in Syria. He is the author of Independent Diplomat: Dispatches from an Unaccountable Elite, and more recently, The Leaderless Revolution: How Ordinary People Will Take Power and Change Politics in the 21st Century.

The theme of Mr. Ross’s talk was “Perpetual Peace is gone forever; welcome, Perpetual War!” The title of his talk references the writings of Immanuel Kant, who proclaimed perpetual peace could be sustained, should certain principles be maintained: this, ironically, was written from a place has since been the site of conflict.

Ross’s talk dealt with the ways in which conflict has evolved in the 21st century which make 20th century strategies for resolving conflicts ineffective. In the 21st century, there has been an expansion in the
meaning of war, with an evolved lexicon of weaponry and the rise of unconventional modern tactics such as cyber warfare. The prevalence of non-state actors, in particular, he said, changes the way states must behave, and makes them increasingly ill-suited to modern conflict. Because there is no "return address" for non-state actors such as terrorist groups, tactics which are designed with an unmoving and homogenous opponent in mind are simplistic and likely to fail in their efforts.

He cited drone warfare as one such ineffective method: it has become a primary recruiting force for terrorist groups, such as ISIS, in the Middle East, despite states’ intent to use it to destroy those same groups. In fact, by creating a climate of fear which is then attributed to the abstracted West, it only contributes to feelings of resentment and powerlessness, and creates conditions which can lead to radicalization.

As did many scholars who spoke after, Mr. Ross urged stronger communication and deeper understanding of local factors. It is too easy to "other" those whose voices we don’t hear, and often decision-making bodies, such as the United Nations or state actors, are too far estranged from the nuances of the conflict to make decisions precisely-calibrated to the needs of people affected by these conflicts.

He gave the example of the Kurds in Syria, who were not able to be represented before the United Nations, because they are not a state, despite having a clear stake in the ongoing conflict in Syria. Ross explained that many times, in not consulting local sources about the conflict, we can miss solutions clearer to those nearest the action, and more culturally fluent. The distanced, top-down approach of states, and the exclusion of important decision-making to states or bodies composed only of states, can prohibit such solutions, and that we must evolve past these outdated models in order to effectively deal with conflict as it functions in the world today.

The following day, each speaker presented his or her paper grappling with the theme from different angles and contexts. The symposium was divided into three parts: Religion, Security, and the State; External Actors, Conflict, and Security; and Reconstruction, Building Peace in Post-Conflict Societies. Presentations ranged from research on combating religious extremism, from both preventative and responsive standpoints, state and non-state collaboration, and post-conflict reconstruction.
The IAD Development Initiative supports original and innovative scholarly development-related research in Africa in collaboration with partners on the continent. The initiative fosters research that covers diverse and interdisciplinary topics, that bridges both theory and practice, and that lend itself to practical impact, policy engagement and relevant learning forums both in the field and within academic arenas. The primary goal is to advance the understanding and design of reliable and adaptable methodological approaches to tackling development issues; produce new knowledge in the various field(s) of study; integrate and build capacity in the research process while linking theory and practice; and, working with partners to create or encourage emerging innovations within Africa.
TRANSITIONS TO ADULTHOOD: Education, Skills, Family Formation, and Labor Market Outcomes

David Ezra Sahn, International Professor of Economics in the Division of Nutritional Sciences and the Department of Economics

POVERTY IS INTERGENERATIONAL and the decisions made at crucial points in a person’s life and the attainment of skills and ability are closely linked to whether or not a person can improve their quality of life and escape intergenerational poverty. Evidence proves that the home environment in the preschool years has not only a very strong impact on children and their later academic and labor market success, but its impact is extremely difficult to reverse.

Although there is a rather exhaustive literature documenting the link between the level of education and individual earnings, a number of issues remain poorly understood. For example, there is a need to better understand choices about how long to continue schooling and the determinants of late (or non-) enrollment, giving schooling importance in the standard of living enjoyed by young men and women. Similarly, in order to fully understand the relationship between schooling and socioeconomic outcomes, a better understanding of the effect of schooling on cognitive and non-cognitive ability is needed, as well as how such skills affect labor market participation, wages, and earnings. Additionally, for both young men and women, schooling duration and cognitive and non-cognitive abilities may affect the timing of other key transitions, such as marriage and parenthood, which are jointly determined with and strongly related to significant changes in an individual’s ability to engage in remunerative work and socioeconomic status.

For disadvantaged young people, the nature and timing of the transitions to adult roles as labor force participants, spouses, and parents will thus significantly determine whether they will be able to escape from the poverty of their parents, or if instead this poverty will persist across the generations. Here again, educational determinants, the accumulation of skills, and outcomes (e.g., in the labor market) play a central role.

This research addresses the paucity of research in this area by exploiting the dynamics of schooling, skills, and work, as well as related outcomes such as family formation for a cohort of young men and women. It investigates how family background, the community environment, and public policies shape the skills, opportunities, and constraints facing women and men early in the life course in low-income environments. The research is in collaboration with the African Development Bank and the World Bank.

RESEARCH AND DISSEMINATION

We have been engaged in three major activities on the research side: data collection and preparation of appropriate data sets, preparation of research papers, and presentation of research papers in various forums as part of our outreach efforts.

A considerable amount of time was devoted to completing fieldwork in Senegal, as well as data cleaning and data set preparation for the Senegal survey. We have also commenced research using the Senegal survey, while continuing our work on Madagascar. The fieldwork in Senegal involved a great deal of activities, with members of our team from Cornell taking several trips and spending several months getting the data set ready for analysis.

In terms of specific research papers, we are working on the following:

1. **The Role of Personality, Cognition, and Shocks in Determining Labor Outcomes of Young Adults in Madagascar**
   (David E. Sahn and Kira Villa)

   There is growing evidence that noncognitive skills affect economic, behavioral, and demographic outcomes in the developed world. However, there is little such evidence in developing country contexts. This paper estimates the joint effect of five specific personality traits and cognition, measured through achievement test scores on the age of entry into the labor market, labor market sectoral selection, and within sector earnings for a sample of young adults in Madagascar. The personality traits that we examine are known as the Big Five Personality Traits: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Additionally, we look at how these traits interact with household-level shocks in determining labor market entry decisions. We find that personality, as well as cognitive test scores, have an effect on these outcomes of interest, and that their impact on labor supply is, in part, a function of how individuals respond to exogenous shocks.

2. **Young Mothers are Working, But Are They Getting Paid? Evidence on Female Labor Outcomes in Madagascar**
   (Catalina Herrera, David E. Sahn, and Kira M. Villa)

   Women represent the majority of the unpaid labor force in developing countries, particularly in sub-Saharan Africa. However, to date, there is little empirical evidence on the role of fertility in female labor force participation in the informal sector. We analyze the effect of young women’s timing of their first birth on their entry in the labor market and selection into different types of employment.
Using a panel survey in Madagascar, designed to capture the transition from adolescence to adulthood, and a multinomial logistic approach, we estimate the effect of early childbearing on selection into five employment categories: unemployed, informal paid employment, informal unpaid employment, formal employment, and student. Our results suggest that young mothers are more likely to work, but they are more likely to participate in the unpaid informal sector, compared to young non-mothers.

3 Internal Migration among Senegalese Youth
(Aichatou Fall and David E. Sahn)
This paper analyzes the determinants of internal migration among young people in Senegal. We estimate the migration decision as a function of socioeconomic and community characteristics, as well social capital/networks. Further, using multinomial logit models, we distinguish these effects by destination type (rural vs. urban). We find that being the firstborn, effects by destination type (rural vs. urban). We find that being the firstborn, access to social capital/contact at the destination has a significant positive effect on migration, however, this effect is differentiated by the kind of resources provided by the contact. In fact, the provision of housing and job or job search increases migration, while having a contact who only provides information does not. Furthermore, we found that these effects are larger for women and urban migration. They are also differentiated by the wealth of recipient. Access to a contact who provides only information increases the likelihood of migration of individuals from wealthier households, who are able to fund their own migration. We also found no significant difference in the magnitude of these effects, based on the strength of the tie to their contact.

4 Cognitive Achievement Production in Madagascar: A Value-added Model Approach
(Fred Aubery and David E. Sahn)
The aim of this paper is to assess the formation of adult cognitive skills in a cohort of Malagasy young adults, by focusing on the causal effect of each year of schooling. We use a value-added model approach by including prior achievement in the model, which changes the nature of the estimation: what is estimated is no longer the factors of final achievement but the determinants of the achievement gain between the two measures. In other words, the model estimates the value-added of a unit of a specific input (here, an additional year of schooling) on knowledge acquisition from adolescent years to adulthood, with all other conditions held constant. The presence of school infrastructures (independently of their quality) has an incentive effect on schooling but no direct effect on learning. Our results suggest a strong effect of additional schooling on learning: progressing through school is the main factor of learning both academic and non-academic skills, even after controlling for school quality and parental inputs. The estimated effect of each additional year of schooling gets larger, once we control for endogeneity. Secondly, we observe acceleration in learning: cohort members who were enrolled in higher initial grades in 2004 performed better on the final tests. Finally, parents’ education, which appears to be a strong predictor of early knowledge acquisition and early grade progression, has less impact on later achievement. 

Beyond the preparation of the above papers, we have presented our research results at the following seminars and conferences as part of our dissemination efforts:


Mobile money or the transaction of money using a mobile phone (frequently referred to as a mobile wallet) offers numerous benefits, particularly to those who often do not have access to banks or financial institutions such as smallholder farmer in rural areas of Africa. They are not usually viewed as a viable and profitable market. Even with its many challenges, mobile money can widen financial inclusion, increase rural poor households’ access to credit, and facilitate their overcoming recognized barriers to socio-economic development, helping communities tackle poverty.

The main objective of this study is to explore, assess and document the awareness and usage of mobile money technology among smallholder farmers in rural Rwanda and Ethiopia, focusing on the opportunities and challenges for growth. This will occur at the practical (field) and policy levels. The partners in this study are ABER, a development organization in Rwanda, and Addis Ababa University in Ethiopia.

Why Research among Smallholder Farmers?

Despite the benefits that have come with mobile money, many challenges still remain. Central to this research is an attempt to identify some of those challenges as they pertain and affect smallholder farmers in Rwanda and Ethiopia. Brooks, Morrison, Owen and Shelton built the case for more research in relation to any service or platform:

“Rigorous, peer-reviewed studies on user side issues are lacking. To date, most of the research on mobile banking has focused on supply-side issues. The evidence that does exist on the topic is anecdotal and does not provide conclusive evidence of user impacts, positive or negative (2013, p. i).

Additionally, these authors argue that most of the existing research on mobile banking is limited to privileged populations, often leaving out the population, mainly the poor, who can benefit most from this technology (2013). From the target audience standpoint, agriculture is the backbone of most African economies. Smallholder farmers
especially play a central role in the economic growth process.

In describing the importance and significance of this research, one of the partners said: “Many farmers do not have bank accounts and this can be intimidating in cases where one is not able to read or write and yet needs to transact cash. Mobile money makes financial transactions quite fast and reliable with little or low risk of theft or loss, so farmers would trust it more and use it quite often” (2016).

The Role of Research in Development Practice and Policy

We can’t emphasize the significance or importance of research enough in development practice and policy. When we look at mobile money technology, it is one thing to promote a service or product but it’s another to really go deeper and understand how that service improves people’s lives. This research will be extremely valuable in really understanding the broader issues around mobile money in both Rwanda and Ethiopia. Through discussions with farmers, service providers and policymakers, in both countries, it’s clear that this type of research will help in addressing complex financial and technological problems and challenges that require an integrated approach.

Purpose of Research Trip to Rwanda and Ethiopia

The main objectives of this trip were twofold. First, it was to continue networking and building the necessary relationships for the overall research process. Thus, extensive time was spent with the partners on the ground, discussing and planning next steps of the research. In both countries, mobile service providers and policymakers were central to and engaged in the conversations. The focus of the visits was to highlight more details about the research and to also get feedback in terms of what type of data might be helpful for outreach to smallholder farmers.

Secondly, the trip was also to begin preliminary piloting of the research instruments and methods. Because this study will investigate the awareness and use of mobile money technology among smallholder farmers, in rural Rwanda and Ethiopia, multiple methods of data collection will be employed using both quantitative and qualitative approaches. This includes a survey, in-depth interviews, focus group discussions, observations and review of secondary data. This process will also entail profiling the users based on the location, demographic/background, gender, size and type of business, access to financial services, and other relevant indicators. Questions focus on the following themes: personal background, farming background, access to and use of mobile phones, knowledge and usage of mobile money services, strengths and challenges of using mobile money, policies and impact on livelihood. The questions are framed from both a programmatic and policy approach. The instruments were translated into the local languages, by the field partners in both countries.

In terms of the process, researchers must understand that simply asking people to identify their problems is negative discovery and can disempower and depress communities (Eade, 2003).

Research and analysis approaches that ensure that communities maintain their dignity are critical. The 10 Seed Methodology is a participatory learning technique that can be used to gather base-line information, conduct a needs assessment, complete a worldview analysis, and carry out a stakeholder analysis (Jayakaran, 2008). This approach is being used in both Rwanda and Ethiopia to gather initial general data. Each group, composed of 8-10 farmers, uses 10 ‘seeds’ (or stones/fruit as was the case in Rwanda) to categorize and prioritize responses to questions, illustrating this in the form of percentages. It is an excellent example of a methodology that fosters community dialogue and empowerment while gathering information. It initiates the principles of participation, empowerment and community responsibility (Jayakaran, 2008). This was especially evident in Rwanda.

In the pilot process, it was clear that the 10 Seed Methodology helped to eliminate the intimidating nature of the formal survey. It clearly put the smallholder farmers more at ease and opened them to sharing information.

Conversations with Mobile Network Operators in Rwanda and Ethiopia

“For research to have any impact, the results must inform and shape policies and programs, and be adopted into practice.” (International Development Research Centre, 2016).

Research is essential for informing and guiding policymakers and service providers. This has been one of the key lessons learned in previous research studies on mobile money in Kenya. In Rwanda, where mobile money is provider-driven or led, meetings were held with all the three major telecom networks—MTN, Tigo and Airtel.

In Ethiopia, mobile money uses a bank-led model. All mobile money is transacted through a bank. This has implications in terms of access to rural communities, where banks are often not available. To discuss the current mobile money situation, in Ethiopia, we met with managers at a key bank that facilities mobile money services and the largest mobile network operator in the country—HelloCash.

In both countries—Rwanda and Ethiopia—the service providers are very interested in participating, within reason and by invitation, in the research. Ultimately, they want to get data that helps them improve outreach to smallholder farmers.

Potential Project Impact

Research is a conduit to change. It clearly can guide practice and policy. As outlined in the initial proposal, this study can have tremendous impact both in Rwanda and Ethiopia in
numerous ways. The recent trip to test research instruments was a confirmation. This impact is evident in the following aspects of the research process:

1. **Rural Problem Solving using Participatory Methodology**: The use of the 10 Seed Methodology was extremely effective in engaging rural smallholder farmers in identifying and addressing their own challenges as it relates to financial inclusion using mobile money. This research is meant to empower farmers to become their own advocates for better financial services that can transform their ability to reduce poverty in their families and communities.

2. **Facilitating Effective Program Design**: From our ongoing process and discussion, it is clear that field partners in Rwanda and Ethiopia perceive this research as beneficial in finding solutions to challenges faced by smallholder farmers. They confirmed that the process and findings will have direct impact on the design of programs that effectively address issues faced by smallholder farmers, specifically financial exclusion within traditional banking systems.

3. **Local Capacity Building**: In addition to empowering the smallholder farmers, the research process has the potential to help build the capacity of researchers on the ground. Researchers and assistants, in both Rwanda and Ethiopia, will be learning new approaches (e.g. 10 Seed Approach) to collecting data in their communities which hopefully could ensure a long term impact. The Africa Director of ABER, who was with us in the field, has already requested for all the materials on the 10 Seed Methodology. We have linked her with the founder and author of the methodology and sent her all relevant articles.

4. **Gender and Empowerment**: Recognizing that gender looks at issues related to both men and women, a focus on women in agriculture is critical in Africa. Women tend to have less access to financial resources, making them much more vulnerable to shocks. However, they tend to be central to the agricultural value chains in both Rwanda and Ethiopia. An understanding of the issues that women face will be helpful to the partners on the ground in developing effective programs and policies that are more financially inclusive, especially using mobile money. While testing our methods, we confirmed this. We asked the question on women’s access to mobile money. In Rwanda, the farmers confirmed that the first issue needs to be development practitioners and policymakers addressing the access to mobile phones among women—even before we try and discuss financial services through the mobile phone. Likewise, in Ethiopia, the farmers also confirmed that mobile phone access, let alone mobile money, for women is still a tremendous challenge, especially in rural areas.

5. **Policy Development**: The process and workshop are meant to bring all the stakeholders together—farmers, policymakers, private and public sectors, NGOs, global organizations, academic institutions, service providers and others to define and integrate immediate solutions and chart a long term plan for the future.

**Summary**

The research process continues. As part of the process, the more immediate activity is the Institute for African Development (IAD) in collaboration with the Cornell International Institute for Food, Agriculture and Development (CIIFAD), are organizing the Spring Symposium to focus on the theme, ‘Mobile Money, Development and Financial Inclusion in Africa.’ Among other objectives, this Symposium will begin to help integrate mobile money into curricular activities.

**SOURCES**

Brooks, Morrison, Owen and Shelton

Eade, Deborah. Development Methods and Approaches: Critical Reflections.
