University of Education, Winneba
Education for Service

euf Europa-Universität Flensburg

International Workshop

„Childhood, Children and the Future:
African and European perspectives in the 21th century"

March 01. & 02. 2016 in Winneba, Ghana

Program of the international Workshop on:
"Childhood, Children and the Future:
African and European perspectives in the 21st century"
March 01. & 02. 2016 in Winneba, Ghana

01.03.2016

09.00-09.30   Registration open

09.30-09.45   Welcome by the organizers

09.45-10.30   Keynote Address
Yaw Ofosu-Kusi (University of Education Winneba, Ghana)
Childhood to adulthood: Constructions and reconstructions of children's future through imaginations

10.30-12.00   Symposium: Children & Future (Chair Manfred Liebel)

10.30-11.00   **Andrea Kleeberg-Niepage** (European University Flensburg, Germany): The socio-cultural context of young people's images of the future: Similarities and differences between Ghana and Germany
11.00-11.30   **Sandra Rademacher** (European University Flensburg, Germany) & **Maja Maier** (Martin-Luther-University Halle-Wittenberg, Germany): How do young people in Germany and Ghana picture their future lives? - Some preliminary findings
11.30-12.00   **Nicolas Scholz** (Martin-Luther-University Halle-Wittenberg Germany): The significance of school within the future perceptions of adolescents. Qualitative insights from Ghana and Germany.

12.00-13.30   Lunch break

13.30-15.30   Thematic panel I (Chair: Andrea Kleeberg-Niepage)

13.30-14.00   **Manfred Liebel** (Free University Berlin, Germany): Children without Childhood? Against the postcolonial capture of childhoods in the South
14.00-14.30   **Jim Weiler** (University of Education Winneba, Ghana): Children's History / Children's Future Research
14.30-15.00   **Emma Sarah Eshun** (University of Education Winneba, Ghana): Language as a baseline for the development of the Ghanaian child
15.00-15.30   **Kolawole Raheem & Evans Asante** (University of Education Winneba, Ghana): In the eyes of children: Children's attitude and perception towards leadership.

15.30-16.00   Break

16.00-17.00 **Poster session** (Exhibition + 5 min presentation, Chair: Sandra Rademacher)

Nina Paarmann (European University Flensburg, Germany): West African Students and their future perspectives – The significance of gender, history and the social environment for the student's career prospects

Emma Sarah Eshun & Vivian N.A. Acquaye (University of Education Winneba, Ghana)**:** Voices from Ghana: Perceptions of future career aspirations of children of school-going age in Effutu and Gomoa East districts

Ilona Westphal (European University Flensburg, Germany): A better future for marginalized children

Akoété Agossou Agboyibo (Université de Lomé/Togo): The dehumanization of the children by war in Ahmadou Kouroumas Allah n´est pas obligé and Quand on refuse on dit non.

18.00 **Joint Dinner (optional)**

Please note: All presentations take place at

University of Education, Winneba
Conference room of Pecku Building, North Campus

<u>**02.03.2016**</u>

09.00-09.30   Meet and Greet

09.30-11.30   Thematic Panel II (Chair Yaw Ofosu-Kusi)

      09.30-10.00   **Vivian Acquaye** (University of Education Winneba, Ghana): Issues about children and childhood as presented in the creative writing of undergraduate students.
      10.00-10.30   **Bea Lundt** (European University Flensburg, Germany): Children and their Heroes. An empirical research in Winneba
      10.30-11.00   **Abdul Muiz Abass** (University of Education Winneba, Ghana): Children's holistic development: Reflections on creative leisure as a right of the Ghanaian child
      11.00-11.30   **Walter Gam Nkwi** (University of Buea, Cameroon): Wain nii yi ka mii dzwin: Children as Social Security in Kom, Cameroon

11.30-12.00   Break

12.00-13.30   Workshop (Chair Bea Lundt)

Nadine Golly (University Hildesheim, Germany):
Childhood and empowering Learning Spaces for African children in the Diaspora and Possible contributions of African Educators

13.30-14.30   Lunch Break

14.30-15.30   Final discussion & closing ceremony

16.00-17.30   Workshop (optional)

Andrea Kleeberg-Niepage & Sandra Rademacher: How do you picture your future life? The analysis of children's drawings in a cultural comparative perspective**.**

18.00   Joint Dinner (optional)

Please note: All presentations take place at

University of Education, Winneba
Conference room of Pecku Building, North Campus

Table of contents: Abstracts

1. Andrea Kleeberg-Niepage

andrea.kleeberg-niepage@uni-flensburg.de

The socio-cultural context of young people's images of the future: Similarities and differences between Ghana and Germany

To project oneself into the future and to consider one's future life and prospects can be claimed to be an anthropological constant. From a western psychological point of view such imaginations are understood as part of the development of identity in adolescence and the ability to draft several "possible (future) selves" is seen as powerful source for the individual's motivation, activity and behaviour.

However, the idea of the "self" underlying this notion is a rather western idea of an independent individual (self) that has often been criticised for abandoning the social and cultural context of live and of young people's development. Following this critique people's imaginations about their future should differ severely between cultural and social contexts. If there are differences and how these differences can be accounted for were some of the questions that still fuels a Ghanaian-German research project on children's and young people's images of the future.

Based on a meanwhile considerable body of data (interviews, drawings, essays) from both countries this presentation is going to show that young people's images of the future have to be understood as deeply embedded in socio-cultural contexts and rather than just developing "possible selves" as a process of negotiation of powerful societal discourses. As my interpretation is naturally one from a western/German point of view I am going to take the opportunity at this workshop to discuss and question its own culture-specific angle, too.

2. Maja S. Maier / Sandra Rademacher

smaja.maier@zsb.uni-halle.de

sandra.rademacher@uni-flensburg.de

How do Young People in Germany and Ghana picture their Future Lives? Some preliminary Findings

What children and young people imagine their future life to be like is the focus of our ongoing comparative research project. We asked children and young people from Ghana and Germany: "How do you picture your live as an adult?" The collected data comprise of different kinds of documents: essays, drawings, photographs and interviews with children and young people from age 4 to 23 years. In our presentation, we focus on the analysis of photo images. Scientifically, photo analysis within a culturally comparative study is interesting at three different levels of understanding:

First, our general assumption holds that as part of growing up children seek 'something of relevance', i.e. they search their social surroundings for things that have personal meaning to them. The process of taking pictures and especially the search for a subject to take pictures of expresses and shapes this quest for meaning. Thus, our first objective when analysing photographs is to elaborate the specifics of data generated by children themselves.

Second, the methodological idea is that the analysis of photographs taken by the children and adolescents themselves best suits a culturally comparative research approach, because the different photographers' perspectives on their subjects reflect their specific conditions of growing up in different socio-cultural environments. Along these two lines of understanding, we are going to work with two sets of photographs, each consisting of 27 pictures, one taken by a Ghanaian child, the other taken by a German child. We will perform a detailed analysis of one individual picture from each set. The presentation aims at pointing out similarities as well as differences between Ghanaian and German perspectives.

In this workshop, and this is the third level of understanding, it is then possible to discuss and possibly deconstruct the results of these analyses as constructions construed from a German or European point of view. These preliminary findings shall act as a stimulus for further academic discussion about similarities and differences between different analytical perspectives and shall enhance the potential of comparative research on childhood and adolescence.

3. Nicolas Scholz

nicolas.scholz@zsb.uni-halle.de
The significance of school within the future perceptions of adolescents. Results from a comparative study in Ghana and Germany

Large scale international studies and reports have had a significant impact on the ways that we discuss education and schooling globally. At least two effects they have had are evident: Firstly, they rendered education a measureable datum by predominantly making use of quantitative methods (most prominently Hattie, 2009). Hence, seeking for superior outcomes by adjusting educational systems according to the results these studies assert has become the paradigmatic dictum for policymaking in education. Secondly, we can notice that there are certain differences in the issues discussed globally. Considering the foci of these studies, countries like the OECD member states aim at assuring standardized outcomes and, simultaneously, at offering an excellent education for all (cf. the *PISA studies*); while the discourse in others parts of the world, e. g. in countries of sub-Saharan Africa, chiefly focus on providing and establishing systems of basic education (cf. the UNSECO's *Education for All Global Monitoring Reports*).

However, the information that these studies offer in terms of the *students' perspectives* are somewhat sparse. While we can assume that the structural organization of formalistic learning in schools follows a universalistic model worldwide (Adick, 1992), we know that practices of schooling correlate with the school's local or national culture (cf. Rademacher, 2013: 163). The question of differences in the role that school *per se* might play for students in different cultural contexts calls for systematic, qualitative approaches. Thus, sequences of interviews with students about their future perceptions obtained from a research project based in Ghana and Germany were hermeneutically analysed with regard to the question of structural similarities and differences in the significance of school. In my presentation I will draw from my case study's results, present them and put them and their implications up for discussion in this international context.

References:

Adick, C. (1992). Die Universalisierung der modernen Schule: eine theoretische Problemskizze zur Erklärung der weltweiten Verbreitung der modernen Schule in den letzten 200 Jahren mit Fallstudien aus Westafrika. Paderborn: F.Schöningh.

Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London; New York:Routledge.

Rademacher, S. (2013). Kulturvergleich als Möglichkeit der Kontrastierung. In M. Hummrich & S. Rademacher (Eds.), Kulturvergleich in der qualitativen Forschung (pp. 157–173). Springer Fachmedien Wiesbaden.

4. Manfred Liebel

mliebel@ina-fu.org

Children without Childhood? Against the postcolonial capture of childhoods in the South

The term "children without childhood" is used in particular with respect to so-called developing countries. Eurocentric thought patterns are embodied in this term that are in turn related to colonial history. In order to prove this, the handling of children and childhoods, which do not correspond with the European or Global Northern predominant understanding of them are discussed in light of postcolonial studies and theories. Suggestions for possible alternative approaches and conduct are made. How postcolonial perspectives can be made fruitful for childhood studies is discussed, after giving an overview of the most important postcolonial streams of thought. Critiques of "colonization" of childhood, which were already articulated in the 1970s and 1980s, are followed by a debate on today's childhood politics practiced in the frame of so-called development policies. Special attention will lie on the treatment of indigenous and working children.

5. Jim Weiler

weiler.j.m@gmail.com
Children's History / Children's Future Research

This study examines how children look at their past and how they look towards their future. Historians have many adages about the need to know the past in order to see the future more clearly. While we intuitively sense that this idea is true, this study looks deeper into this connection. That is, how do children view the/their past and does that connect to how they see the/their future?

Research Questions

The following research questions guided the study

1. How much do these children know of their history?
   a. Their personal history
   b. Their national history
2. How much do they want to know about their history?
3. How do these children think about their future?
   a. Their personal future
   b. Their nation's future
4. Is there a correlation between these children's view of their history and how they see themselves in the future?

Methodology

A mixed approach was used to elicit general quantitative data to measure the responses as well as qualitative data to give more meaning to those responses. With a survey design, the study used a questionnaire to sample 500 JHS 3 students in Winneba, Ghana. The final year students of junior high school was chosen because they were on the cusp of choosing their academic courses for SHS, i.e. making a major decision about their future.

Significance

The findings will further a dialogue regarding the role of history in the nation. If there is, indeed, a significant correlation between how students think about their past and how they view their future, then as a nation, we must do some deep thinking regarding how we want to offer history to the nation's youth. On the other hand, if there is no significant relationship, then different questions must be posed as to what does guide children's thinking about the future.

6. Emma Sarah Eshun

eseshun@yahoo.com

Language as a baseline for the development of the Ghanaian child

Development, as an economic breakthrough for every nation is imperative. It goes beyond what constitutes financially viable factors which are unique characteristics of developed countries. It is empirical to note that language of developed countries, mostly English language is seen as a vital wealth which has contributed to the unification of nations and global development rather than isolating it from factors that contributes to development. This brings to bare that development cannot be successful without language. Drawing from the Millennium Development Goals (MDGs) which comments that "Language-based development plays a significant role in ensuring that the poorest people speak mother tongues that are not national or international in order to continue to serve their changing social, cultural, political, economic and spiritual needs and goals, the paper analyses children's experiences with the use of Effutu language in achieving their socio-economic goals. It also looks at how Effutu language as their mother tongue develops their education since the language policy of education emphasis the use of Ghanaian languages in the first three years of education in Ghana. Interviews and purposive sampling were used to collect data for the study. Among the major issues that emerged was a clear signal that, in Winneba, 30% of the average children who speaks Effutu use only 4hours a day in communication which gives a total usage of 11/5 out of the total hours that they speak, which is totally a digression of the goals of MDGs. Also, children who spoke Effutu in schools were beaten severely for using their mother tongue in school; a violation of the language policy of education.

7. Kolawole Raheem & Evans Asante

kol12ra@yahoo.com

In the eyes of children: Children's attitude and perception towards leadership

Evidence proves that children are affected by the attitudes and behaviours of adults around them. What they see, what they know, what they want to know and what they can pass on are all affected by the environment. For the past years a number of studies have been conducted in the area of gender and leadership, leadership style, the efficacy of leadership and many others but few if any have thoroughly concentrated on children and how they perceive leadership especially in our part of the world.

Children are obviously relegated to the backdrop when the matter of leadership is discussed. Their views are not solicited for. Leadership skills or styles for children is a subject that is not considered by most parents, teachers, pastors and other social players these children come into contact with. Perceptibly, these children may have their own views about the subject of leadership and therefore, very imperative to look into that.

 In this paper we explore children's perception about leadership; the various leadership roles available within and outside the communities they find themselves, leadership styles and the impact of leadership in sharpening their lives as children. This is explored through the theory of cultural competence since cultural considerations are relevant to all children in whatever they do, whether or not their cultural identity is the same as the dominant culture.

8. Nina Paarmann
nina.paarmann@gmx.de
West African Students and their future perspectives – The significance of gender, history and the social environment for the student's career prospects
Abstract

The concept of identity is always based on questions of membership and – especially in case of gender issues - usually relating to nation building in modern European developments (Dietrich 2007: 68; Hostettler/ Vögele 2013: 16). So this concept of identification finally does not fit on the diverse social environments and life models around the world, especially concerning cultures which did not develop these kinds of social boundaries. In particular African societies often identify themselves with the "household" or "family", which do not only include the consanguinity but the whole community around (Yeboa 2007: 129). This community is also responsible for education in social and "formal" ways. These feelings of affiliation which are established by cultural and educational norms seem to be decisive in questions about future perspectives for the "younger generation".

This speech will focus on the origins and their importance on future perspectives of young students in West Africa. It will be based on qualitative interviews I did with 25 students and 7 lecturers in Ghana, Togo, Benin and Cameroon in August and October 2015 about:
- the student's social origins and current surroundings
- their own thinking about gender-identities in African societies and the different assignments for men and women
- the influence of colonial structures on the current life(-styles) in Africa
- How they like to structure and design their own future as a man or a woman

It is notably that all of the interviewed students, men and women from different ethnic groups in West Africa draw up an optimistic perspective for their own future. The origin and family ancestry seem to be important in these decisions. All students pointed out the importance of the (extended-) family in terms of their future perspectives.

Although it should be noted that there were partly differences between men and women as well as students from matrilineal and patrilineal systems (patrilineal systems are mostly located in rural areas in Ghana).

References:
Dietrich, Anette: Weiße Weiblichkeiten. Konstruktionen von Rasse und Geschlecht im deutschen Kolonialismus. Bielefeld 2007.
Hohstettler, Karin; Vögele, Sophie: Einleitung. In dies. (Hg.): Diesseits der imperialen Geschlechterordnung. (Post-)koloniale Reflexionen über den Westen. Bielefeld 2014, S. 7-34.
Yeboa, Elizabeth Shome: Die städtischen Frauen Accras im Spannungsfeld zwischen Tradition und Moderne. Ihre Interessensvertretung und der Genderansatz in der Entwicklungszusammenarbeit. Hamburg 2009.

9. Emma Sarah Eshun and Vivian N.A. Acquaye

eseshun@yahoo.com
vnaaquaye@uew.edu.gh

Voices from Ghana: Perceptions of future career aspirations of children of school-going age in Effutu and Gomoa East districts

The importance of children and childhood is seen in the way influential international agencies like UNICEF, UN, UNESCO, WHO, etc, governments, civil society and NGOs prioritize issues concerning them in their policies. As children will grow to take over world leadership, it is imperative to give them adequate training to fit into those roles. For these children and the world as a whole, the future is very crucial. This paper therefore seeks to examine future career aspirations of children of all school-going age. It also discusses motivations of their choices, perceived benefits to both themselves and their societies and formidable obstructive realities. The target population is children between the ages of six (6) and fourteen (14) years in Effutu and Gomoa East Districts. Among others, it was discovered that although most of them are in school, their ambitions for the future does not merit a place in national spheres. Further, those who aspire for professions that will fit in the job market are disadvantaged by realities of their daily lives.

10. Ilona Westphal

ilona.westphal@uni-flensburg.de

A better future for marginalized children

Factors as poverty, gender, rural life, language, ethnicity, physical and intellectual disability affect access to education. One-third of the children which were not attending school in 2009, were children with disabilities and still, they are left behind as a marginalized group (**DUK** 2009: 5, **DUK & BMZ** 2010: 7, **UNESCO** 2015: 18, 23). The *United Nation Convention on the Rights for People with Disabilities* (**UN-CRPD**) 2006 made Inclusive Education a cornerstone of government policies and turned the UNESCO's action plan *Education for all* (EFA) into a legal obligation. Especially the inclusion of children with intellectual disabilities forms a challenge due to occurring complexities of their disabilities (**HAYFORD** 2013: 75, 84). Still, most of the children with disabilities in Ghana do not go to school. In 2003/2004 Ghana launched a pilot project to implement Inclusive Education in 35 schools to foster the participation of marginalized children (**AGBENYEGA** 2007: 44; **HAYFORD** 2013: 113). The Sekondi-Takoradi Metropolitan District in Western Region has been chosen for the research project (run-time 2015-2017), which examines the implementation of Inclusive Education considering teacher's attitudes towards inclusion with focus on children with intellectual disabilities as well as teacher's self-efficacy. These factors are indispensable requirements to make education and with this, participation in society possible for children with disabilities. The poster illustrates the approach to scientific issues in the research process, which contributes to the implementation of Inclusion from the perspective of international research cooperation with regard to positive future prospects for children with intellectual disability by building a basis to derive implications for the ongoing development considering the actual demands in education to ensure best possible conditions for every child's development.

References

AGBENYEGA, J. (2007): Examining teacher's concerns and attitudes to inclusive education in Ghana. International Journal of Wholeschooling, Vol. 3 (1) 41-56.

DEUTSCHE UNESCO-KOMMISSION (DUK) (Hg.) (2009): Inklusion: Leitlinien für die Bildungspolitik. Bonn. URL: http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/InklusionLeitlinienBildungspolitik.pdf (02.09.2012)

DEUTSCHE UNESCO-KOMMISSION (DUK) & BUNDESMINISTERIUM FÜR WIRTSCHAFTLICHE ZUSAMMENARBEIT (BMZ) (Hg.) (2010): Weltbericht „Bildung für alle" 2010. Kurzfassung. Ausgeschlossene einbinden. EFA Global Monitoring Report 2010. Bonn. URL: http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/efareport2010dt.pdf (02.09.2012)

HAYFORD, S. K. (2013): Special Educational Needs and Quality Education for all. Accra: Salt n Light.

UNESCO (2015): Global monitoring report. Education for All 2000-2015: Achievements and challenges. Summary. UNECSO Publishing. URL: https://www.unesco.de/fileadmin/medien/Dokumente/Bildung/GMR2015_Summary_En.pdf (13.12.2015)

UNITED NATIONS (2006): Convention of the rights of people with disabilities. URL: http://www.un.org/disabilities/convention/conventionfull.shtml (13.12.2015)

11. Akoété Agossou Agboyibo

youngleadership@hotmail.com

The dehumanization of the children by war in Ahmadou Kouroumas Allah n´est pas obligé and Quand on refuse on dit non.

The revival of civil wars in postcolonial Africa obliges children to live and grow up in a world where violence is part of the daily realities. This problem is developed in the media, but also in literature. In this vein Ahmadou Kourouma brings to life the contemporary history of Liberia, Sierra Leone and the Ivory Coast in his novels. So he narrates the journey of Birahima, a small-soldier, who goes through Liberia during the civil war in order to find his aunt who lives there. My contribution will focus on the African child and his future in conflict zones in Africa through Ahmaou Kouroumas *Allah n´est pas obligé* and *Quand on refuse on dit non*. We will first base on the Liberian civil war at the end of the last century and the beginning of this century and we will show how political uneasiness like wars constitutes a danger for the African children's future. Finally we will show how Ahmadou Kourouma makes suggestions for the protection of these children through the way he narrates the history of Birahima.

Keywords: children – future – civil war – small-soldier – political uneasiness

12. Vivian N. A. Acquaye

vnaaquaye@uew.edu.gh

Issues about children and childhood as presented in the creative writing of undergraduate students.

Childhood is a stage in life that moulds the individual and continues to dominate most perceptions of life long after it is over. Most adult reactions are repercussions of childhood experiences. In writing children's stories, it is empirical for most adults to roll back years of growing up and look once again with the eyes of the child at issues of life of which the child is at the centre. As a requirement for academic progression, level 100 students of Basic Education Department, University of Education, write simple stories about children and childhood. This paper looks at issues they raised in their stories and what they make their ideas different from expectations. A greater percentage portrays tragedy as a catalyst to future greatness or to a successful life. Another phenomenon deduced from their stories is the creating of a foil that almost always ends world apart from the protagonist. Education as a right is portrayed as a delicacy which is given out of pity or as an insurance policy to safeguard the future of the parents or sponsors. A cross section of the writers was interviewed to find out their perception of children and childhood. They all agreed that parents or sponsors must benefits from children's education otherwise it is base to finance it. Most of them were of the view that hardship they encountered in childhood groomed them to face children, they assert to the idea that a child as a right as long as the parent or guardian can afford to let him or her have it. In spite of their negative attitude to childhood, they all agree that the psychologically fulfilled child could make a better adult.

13. Beatrix Lundt

lundt@uni-flensburg.de; bea.lundt@gmx.de

Children and their Heroes. Research Studies in Winneba
Abstract

In the years 2012 and 2013 I began with interviews in schools in Winneba. It was carried out in the context of a conference about "Narrating (Hi)stories in West Africa" I organized in the Goethe-Institute Accra. I wanted to test the hypothesis of the Western Folkloristic research, that children in Africa loose the story-telling tradition and the value system of their own culture, are extremely influenced by the offer of new mass-media and take over their western heroes system. Also African researchers complain the loss of the familial tradition of the oral culture.

I had African students as interviewers and gained 278 Interviews with children between 12 and 16 years. Questions were the favourite story of the children, their media-use and where they have the story from. After having told a story there was a discussion with the interviewer about the hero and his actions. The last part was about the future of story-telling and the future perspectives of the children themselves.

From the very beginning it turned out that the hypothesis could not be confirmed at all. All children had favourite stories, most of them from their family. They refused foreign stories totally, preferred their grandfathers or another child to tell, and described the traditional telling-situation. Most of them had no access to television and films and did not miss it

Interesting was that the children seemed not to understand the question about the hero in the story. Sometimes they found the looser of the story being the hero. Or they said several figures to be the hero. The most important value for a figure they loved was list not power. Very often it was a child that turned out to be cleverer as the grown-ups. All of them expected to be famous and rich in the future, they gave doctor and lawyer as their aim. But they were sure that oral telling traditions would survive even in their own family. They did not see a contradiction between the oral tradition and their profession in the future. In my presentation I want to give some of the results of this research and discuss it comparing European and African patterns. The figure of the single hero seems to be important in individualistic cultures of the West, combined with values like success by being strong. The worldwide fascination of the hero-figures seems to be totally overestimated, the continuation of the traditional story-telling being underestimated.

14. Abdul Muiz Abass

abamuig@gmail.com
Children's holistic development: Reflections on creative leisure as a right of the Ghanaian child

The paper (video documentary) explores children's rights to creative leisure as a necessity for holistic development of children in Ghanaian society. Even though much work has been done on various issues related to the rights of the Ghanaian child more attention is needed on creative leisure of the child in order for them to develop holistically. The effort will be based on the various human rights instruments on children's rights, especially the UNCRC and the 1992 constitution of Ghana by focusing on children in Winneba municipality and some slums within the Accra metropolitan area. The paper (video documentary) intends to show that creative leisure as a right and its current practice do not reflect the real creative and cultural education needs of the child. Hence it is vital to consider human rights based policies and active programmes that will promote the creative ability of the child even as they play and engage in activities of leisure.

15. Walter Gam Nkwi

nkwi.walters@ubuea.cm
Wain nii yi ka mii dzwin: Children as Social Security in Kom, Cameroon

Children the world over are considered very important and this was recognized by the United Nations Organization in 1979 when it declared that year as International Year of the Child. They are acknowledged as the future leaders of the society and people without children leave with trauma. In some African societies children are abandoned to feign for themselves and in others they care for the old. This paper critically engages the role of children as social security for the old in Kom and the challenges for the future due to changing socio-economic dynamics. In pre-colonial and colonial Kom society children were social insurance or "firewood which warms the old." The renewed globalization of the late 20th century and migration flows is impacting negatively on this system of social security. The future of children as effective social security as was the case in the past is not guaranteed. This paper examines the changing dynamics of wain nii yi ka mii dzin and what the future holds for it. Methodologically, this study will employ a trans-disciplinary approach in the gathering and analyses of data   .

16. Nadine Golly

golly@uni-hildesheim.de

Childhood and empowering Learning Spaces for African children in the Diaspora and Possible contributions of African Educators

I'm writing this abstract as a Black German scholar involved in teacher's education at two German universities and as Black activist involved in educational work within the Black Community in Germany. These activities leads me to schools weekly and my main engine is to provide Black children and children of Colour a self-defined and safer space to live and learn surrounded by diversity-conscious, gender-sensitive, justice-oriented and anti-racist education that takes into account all dimensions of sustainability. I developed a concept1 that aims to support children in their own educational processes and their identity, that includes the participation of parents in educational matters and the recognition and strengthening of professionalism of all employees inside the educational system, but in particular it focuses on how Black children in a white educational system get their right for Education. In Winneba I would like to outline the concept: "It is good that you are, how you are and it's great that you are exactly that way." And my ideas of certain steps to arrive. One of them is empowerment. A curriculum that includes Black children empowers children's learning, growth and well-being. Empowerment assumes that the resources and potential of each child are the starting point and focus for learning, growing and development. Empowerment allows each Black child to think, I can be me, no matter what you think of me. It is good that I am who I am and it's great that way. It includes also role models and the knowledge of history and I would like to use the format of the workshop2 to discuss with other scholars and educators how certain ideas can be realized for example in

Form of children/young students exchange with the Diaspora and continental schools or groups to give children spaces and with it a voice what they imagine as a good childhood and necessary conditions for it. It's not thought as a one-way exchange but in both directions as it is claimed that knowledge is an important path for all children no matter on which continent. It is important to know for Black children in Germany that the first Black professor Anton Wilhelm Amo in Germany was by Ghanaian origin but for Ghanaian children as well. And it is important for Ghanaian children as well as for German children to know about Yaa Asantewaa.

1Nadine Golly (2016): „'Es ist gut, dass du bist, wie du bist und es ist schön, esdich genauso gibt.' Perspektiven für Schwarze Kinder in Kindergarten und Schule", in: Denise Bergold---Caldwell· Laura Digoh