



TALKING DRUM



November 2020

African Scholars Forum Newsletter

IN THIS NEWLETTER



Participants during the virtual event

Talk on African Heritage sites and climate Justice by Professor Edna Wangui

Climate is important to the preservation of culture

New MGS PhD students Spotlight

Which part of Africa they come from, background, motivation for apply for Ph.D. and coping with grad school in time of COVID-19

“Strengthening Rwandan Administrative Justice” by Professor Malcom Russell

Phase I and II of the project done

Talk on African Heritage sites and climate Justice by Professor Edna Wangui

On the 16th of October, 2020, the Africa Scholars’ Forum held a virtual discourse. It was held online due to the raging pandemic – COVID-19 – that has struck the very core of humanity since the beginning of year 2020. The event was graced by junior scholars, academics, faculty members, experts in the active domains of administration, and community members. The lead discussant and guest speaker was E. Edna Wangui, Associate Professor of Geography from the Ohio University. Her conversation was captioned “African Heritage in a Changing Climate”.

The event was started by the associate dean of MGS who also is the chairperson of the ASF (Professor Rita Kiki Edozie). She introduced the speaker. The dean of MGS David Cash, GGHS Program Director Maria Ivanova, Professor Sindiso Weeks, among others were present at the online event.

As a point of departure, Professor Wangui talked about the entire gamut of heritage. Strikingly, she explained in clear terms the variations between tangible and intangible heritage.



The former has dominated the initial narratives of heritage studies while marginal attention is allotted to the intangible heritage. In the lecture, she noted that knowledge, music, dance, folklore, poetic traditions, etc., are integral parts of the intangible heritage. Though the divisions between the variations are concrete in the West, it is not the same in Africa. Cultural knowledge, traditions, and heritages are viewed in a more synergistic way in Africanist scholarship.

Citing concrete examples, she cited several heritage sites in Africa and how these sites have become vulnerable in light of the effects of climate change. First, she mentioned the Swahili Coast in Eastern Africa. It is part of the historic Indian Ocean trading networks found along coastal domains in Mozambique, Tanzania, Comoros Island, Zanzibar, and Madagascar. It is built on coral, sand, or mud with less than 10m elevation. The place was known for trading, particularly in enslaved peoples. Nonetheless, coastal erosion and shoreline retreat have made the place vulnerable. Equally, she mentioned the Sabratha Coast site that was created in 500 BC. The site is being threatened by rising sea levels and ocean acidification. Equally, the Rock Art is being challenged by humidity, resulting in bio-deterioration; weathering; rising temperatures; and reductions in cloud cover. More so, the sacred groves are traditionally guided forests. Though known for environmental stewardship and spiritualism, the material nature and socio-economic processes that (re)produce the groves are being threatened by changing climate. Similarly, she alluded

“Cultural knowledge, traditions, and heritages are viewed in a more synergistic way in Africanist scholarship.”

to pastoralism and adaptation. In addition, Professor Wangui discussed the adobe building tradition in East Africa and how it is a viable alternative in the face of the adverse effects of the changing climate. Although the buildings are styled in ancient architectures, they are eco-friendly and cooler. Due to modernization, there is systemic erosion of rituals and social structures which used to contribute to the annual renewals of earthen edifice.

In addressing the challenge, to forestall the extinction of the face of the multiple threats Though the impact of the loss the future effects remains preservation of these historic African landscape is custodianship. Also, organizations have a role to sustainability of these ancient

“What happens to a folklore of sacred groves when it is affected by deforestation or wildfires which happens as a result of climate?”

there is need for climate justice these historic monuments in posed by climate change. may not be felt immediately, menacing. Hence, the landmarks that dotted the contingent upon local international, non-government play in the preservation and memorials.

In summation, the salience of heritage is clear, and there is an urgent need for heritage to be included in climate change discourse. As of today, African heritage is under threat occasioned by climate change. This has been elucidated upon in the above case studies. Also, the connection between two components of Africa heritage cannot be overemphasized and their interdependent relationship can't be underscored when a loss in a component indirectly affects the other. For example, the knowledge of date palm may not be of importance if date itself has been threatened. What also happens to a folklore of sacred groves when it is affected by deforestation or wildfires which happens as a result of climate? Therefore, for us to keep our heritage sites and the sweet stories that they bring, we must address the issue of climate change and analyze its impact annually. There should also be an adequate documentation of conversation with local knowledge, local processes, local institutions, and the need to change as the local condition changes. The loss of heritage may not be felt immediately but incremental loss, over time, could mean we sleepwalk into a world where all kinds of valuable – indeed critical – heritage no longer exists.



by Daniel Ojemire

New UMass Boston PhD Students' Spotlight

Rebecca Yemo, Accra, Ghana



Introductions: Name, education, country?

My name is Rebecca Yemo and I come from Accra, Ghana. I hold a Master of International Studies with a concentration in Global Governance and Sustainable Development from North Carolina State University (NC, USA) and a Bachelor of Arts in Linguistics and Spanish from the University of Ghana (Accra, Ghana)

What areas of research are of interest to you?

Broadly speaking, my area of interest is human security in Africa. Narrowing it down, I am interested in conducting research about human rights enforcement and compliance mechanisms, and of special interest to me is the UN Universal Periodic Review (UPR). I am curious to understand how the UPR mechanism contributes towards human rights protection in Africa. For instance, what is the role of the UPR in enabling human rights compliance in Africa? To what extent are the UPR recommendations being implemented in African countries? There have been two UPR cycles so far and the third cycle is scheduled to end in 2022. I'm hoping that by the time I start working on my dissertation, the final session will have been completed so I can have a larger data pool to work with. I'm not sure exactly how I will frame my dissertation because it is a bit early to figure out that part. When it comes to human rights, there's very little I'm not interested in. I've always been big on 'these are peoples' rights and you can't infringe on them'. My parents refer to me as 'the lawyer' around the house. I originally wanted to build a career in international law as a lawyer and work for the Hague (International Criminal Court). However, while I was doing my Masters, I took classes in international law and global governance and I learnt about many issues in the human rights world that needed to be addressed. This encouraged me to understand and address the systemic issue underlying human rights violations and how we can resolve these issues or prevent them further spreading. In line with this, I decided to pursue a

"I am interested in researching about human rights enforcement and compliance."

PhD program that gave me the opportunity to go out into the field and effect the kind of change I wanted to see in the human rights world.

What was your professional experience before joining UMB?

Before I started working with Africa Digital Rights' Hub LBG, I worked with Lutheran Services Carolinas as a Safe Release Support Program Specialist, where I worked on reuniting immigrant minors who were camped in shelters across the country, to their families in the US. We also supplied information on where they can get legal advice, educational services, etc. I saw this as a way to help provide human rights in the sphere of immigration...At my current job, I work as a Project Development and Implementation manager, addressing digital rights issues in Africa.

How are you navigating the remote learning experience?

In terms of the time difference, it's not really a problem, it works for me. Our classes usually start around early afternoon, my time. I was pretty flexible in choosing times, because I didn't mind staying up late if that worked for everyone. My only problem would have been waking up at 6am for a class, but I knew Ghana was ahead of the US so that wasn't likely. Remote learning is a lot of screen time; not even just attending classes but reading as well. Of course, there is the reading load that we've all seemingly been complaining about it, which sometimes gets overwhelming. It's a lot of work. I'm not sure how many hours a week I'm reading. I guess it's about

coming up with strategies and tricks to do the readings so that you don't spend as much time in front of the screen. Maybe if I had the physical book, it would be easier in some ways, but with the screen it is difficult. I've been looking for an e-reader, like the Kindle, so that it makes it a little easier

"I've come to terms with the reality on the ground and I'm in a coping mechanism mood."

and I don't have to be in front of the computer all day long. I've come to terms with the reality on the ground and I'm in a coping mechanism mood. I have a strict timetable I stick to: when I do my readings or I have to do assignments, I don't pick calls or reply to messages from anyone. I also have to combine the demands of school with my part-time job. I tend to sacrifice my socializing time; I don't even remember the last time I watched

a TV series. There's definitely some difficulty in trying to strike a balance between school, work, and your personal life. Also eating! I've been doing better at eating lately and I'm trying not to feel guilty taking breaks with my friends...I'm trying to get used to skim reading and picking out what is important in the reading, what the basic element of what the reading is talking about.

I love my cohort; I enjoy everyone and the little community we have. There have been so many obstacles, the distance, etc., but we are still united and try to help each other out. It doesn't feel like a competition, we're all trying collectively to move ahead with each other. And the fact that we're all really open with each other; it feels very human. I really wish I could see everyone face to face, invite people over for dinner, just bond over anything else aside school talk, but the distance makes that impossible. That makes things difficult. It's a really nice thing to have, see how much we have accomplished from a distance. If we were all there, we could have study groups for example. The department has also been helpful. We have that support; we reach out to someone and we have instant help with things. I don't feel like I'm alone. Everyone is stepping up in their own way, which helps, I would say. In terms of learning, our cohort is so diverse—so many countries, so many ways of thinking—it really helps in courses. If we have a reading on Kenya, I can learn a few things about Kenya.

What are the next steps for you at UMass Boston?

Next steps include finding my way to Boston come January, though that's not just dependent on me, but external factors (getting my visa, finding a place to live, getting ready to relocate, etc.). Those are more on the personal side. My next steps as a student include sticking with the program and learning the core concepts of each class, so I have a better understanding of each core area of the program. I'm excited to begin my research. I'm excited to see everyone in person, I'll be so excited, I hope COVID is gone by then because I want to hug everyone! I'll be so excited. I just really can't wait to see everyone and have people over for lunches or dinners or just hang out.



by Margaret Gatonye

James Kintu, Kampala, Uganda



Introductions: Name, education, country

My name is James Kintu, I come from Kampala, Uganda. Academically, I have a double master's in Public Administration and Management from Makerere University in Kampala, and in Business Administration from the East and Southern Africa Management Institute (ESAMI), based in Arusha, Tanzania.

What areas of research are of interest to you?

Now, my areas of interest for research is climate change governance and Food Security. I come from a very fertile country and it hurts me to read that we are a part of the people who are food insecure—not just Uganda, but East Africa and Africa. So, I wondered why? Why with our supportive environment and good soil are we food insecure? With my research I go beyond just climate change to explain why there's food insecurity, which is due to more than climate change effects.

“My areas of interest for research is climate change governance and Food Security.”

What was your professional experience before joining UMB?

What I have done briefly—I've been a civil servant in the office of the President of Uganda since 2000 and growing in ranks from Assistant Secretary to Senior Assistant Secretary, through Principal Assistant Secretary to Undersecretary level until June 2020. These were served with transfers on promotion in the Ministries of Works and Transport; Finance, Planning, and Economic Development; Prime Minister's Office; Foreign Affairs; and finishing my career at the Ministry of Local Government.

How are you navigating remote learning experience?

This learning virtually...I've been on a learning curve. When we use the computer back home, there's less online stuff than what we're doing in class. Especially with it being virtual, you don't have a friend close to help you with something. Somehow, we are getting

on. Through asking the professors, the people, the students, and so on, how did you upload these documents, how did you do this...this helps.

The cohort is really excellent. It's because it gives us a few advantages: first, you're all on the same step so you too feel the security of being among a smaller amount of people. Second, cross-pollination of ideas—people have different areas of research but since we're all on the same path, we can share ideas and notes. I'm already seeing the level of connectivity we have after only two months. They are able to see someone has not joined a class yet and will ask the professor to wait a minute, or they haven't turned in an assignment and someone will message and ask if you've turned it in yet. So, you can tell that they care. An example [of how I'm navigating] is what you are seeing yea? If you're in your own country, you have ways of dealing with [power supply issues]. You charge to the iPad fully and if the power goes off, you pick up the iPad and use that. If you need IT help, you can ask someone in the neighborhood.

What are the next steps for you at UMass Boston?

One, I look forward to joining colleagues. Two, I want to hone my skills of research and presenting of reports...I want to be a consultant, so I want to hone these skills and report writing skills. I want to see my colleagues and reach out to the local community and see how I can give back to the community. I will also be trying to audit the environment and seeing how people do things [in the US]. I will start with the community Church. What entry point can I have—do they have town hall meetings I can attend? I want to volunteer and join the community. I also look forward to meeting new friends, including those in other PhD programs. Finally, when I graduate, I look forward to helping Uganda, where I come from, and Africa, my continent; and the world, depending on need to serve humanity.



Margaret Gatonye, Nairobi, Kenya



Introduction: Name, education, country?

My name is Margaret Gatonye and I am originally from Central Kenya. I have a dual master's degree in International Affairs with a focus on African Studies and Environmental Studies at Ohio University. I also have a master's in Project Planning and Management from the University of Nairobi and a bachelor's in Mass Communications from Jomo

Kenyatta University of Agriculture and Technology.

What areas of research are of interest to you?

It's too early to think of a definite research area for my dissertation, but I have a passion for the environment and its conservation, specifically marine and freshwater fisheries. I

am hoping to research on the intersection of environment, fisheries governance, food security and climate change, sustainability development, and gender.

***“I have a passion
for the
environment and
its conservation,
specifically marine
and freshwater
fisheries”***

What was your professional experience before joining UMB?

For the last 6 years I have worked in different capacities with civil societies, government institutions, private sector, and as a consultant. My work broadly was centered on improving the livelihoods of farmers through social enterprise, advocacy, and in the private sector. Beyond Kenya, I also implemented projects in Tanzania, Uganda, and Rwanda. These projects were funded by various organizations, including the European Union (EU), United Nations (UN), WorldFish, Indian Ocean Commission, and the Government of Kenya, among others. I brought the same energy when I arrived in Athens at Ohio University by working with local NGOs like Rural Action and the Ohio Student Farm through the Initiative for Appalachian Food and Culture project, funded by the Sugar Bush Foundation. I served as a liaison between both organizations, Ohio University, and the Athens community to help implement Good Agricultural Practices with the Amish community as part of my community engagement initiative.

One way I'm keeping sane during the pandemic is by continuing this work to help the community. At the moment, I am still in Athens, Ohio, which allows me to continue contributing to the community. For instance, COVID-19 had impacts on the food security of the Athens community, especially international students. For the last two years, I was working at the Ohio Student Farm, and when the pandemic began, we noticed the food insecurity in the community. To alleviate the food insecurity created by the pandemic, I helped launch a food initiative. The goal is to supply fresh food produce to international students and families in Athens's community. So far, the initiative has helped over 20 international students and families. Since I am still in Athens due to taking classes online, I still continue working with the initiative. However, I have had to take a step back a bit due to the workload of a PhD program, and trained someone to continue the initiative. It was truly a rewarding experience and I hope to bring the same spirit to the Boston community.

How are you navigating remote learning experience?

Remote learning has been hard, especially the first few weeks, and the fact that all my cohort members are in different parts of the world. For example, we have people from Ghana, Kenya, Indonesia, Uganda, Pakistan, Ireland, Spain, and India. Being away from my cohort is challenging. But, Covid-19 has brought us together in the sense that we share the same difficulties. We have a very vibrant and diverse team. It's also been challenging navigating various learning platforms for different online courses, but it's getting better with time. We have a WhatsApp group that we use to communicate with each other. Overall, it has been helpful meeting weekly online to share our mutual challenges.

What are the next steps for you at UMass Boston?

I plan to relocate to Boston in a couple of months. However, I am excited about meeting everybody in person and integrating into the Boston community. I look forward to learning the different elements of my PhD program and to graduate on time. Ultimately, I will use the experiences I acquire to impact communities in Africa in general, particularly my home country, Kenya.



by Balkissa Diallo

Chidimma Ozor, U.S. born Nigerian



Introductions: Name, education, country

My name is Chidimma Ozor and I am a U.S. born Nigerian. Born in Ann Arbor (MI), my parents were immigrants from Nigeria. They were recently naturalized as U.S citizens. I have two master's degree from the University of Michigan. The first one is in Liberal Studies and the latest one in Social Work. Currently, I am a first year PhD student in the School for Social Inclusion and Global Development.

What areas of research are of interest to you?

I am interested in researching social impact and social enterprise organizations to determine if they are a benefit or detriment to the countries and communities in which they have been founded. The research is significant because some of these organizations implicitly enable white savior industrial culture. When we think in terms of social identities, specifically race/ethnicity, so many of these organizations create a power dynamic between the population they seek to serve and foreign workers, who are often dismissive of indigenous and local knowledge and wisdom.

“I am interested in researching social impact and social enterprise organizations”

What was your professional experience before joining UMB?

I served as a clinical health coach with a primary care start-up during my time in Las Vegas. The company is based in Boston. I have also taught yoga and meditation for over 10 years. And I'm a certified personal trainer and indoor cycling instructor. Currently, I have a consulting firm that does anti-racist, anti-oppressive, diversity, equity, and inclusion training and consultation. I am also a social justice podcaster. I often say we not only have a racism problem, we have a connecting the dots problem. I am constantly connecting the dots for others in my various service roles. I am still working towards

getting my clinical license and open my own private therapy practice serving Black women, Black people, and members of the LGBTQ+ community.

How are you navigating remote learning experience?

I am aware of structural barriers because we enter spaces enjoying different privileges. As a result, I am not feeling the negative impact of remote learning plus I am an introvert. While less interaction is good for me, it is not the case for everyone. For example, I remember discussing how comfortable I felt with remote learning during one of my MSW courses and a classmate who is legally blind shared with us their daily struggles due to distance learning. This made me realize I have more work to do and that we should think about barriers for disabled people / people with disabilities. As a social worker, I am also constantly thinking about those with mental health concerns and how remote learning specifically and the remote environment in general are affecting them.

What are the next steps for you at UMass Boston?

I was welcomed in UMass Boston community with open arms. I was recently elected to serve on the GEO (Graduate Employee Organization) Organizing Committee at UMass Boston. And last week I moderated the panel discussion GEO hosted called, *Connecting Social Equity and Well-being: Anti-Racism, COVID-19, and Student Labor on Campus*. I hope to continue doing my research while serving the UMass Boston community. I remain productive through mind + body movement. I recently discovered an amazing life hack: I read journal articles while riding scenic rides (all over the world) on my Peloton indoor cycling bike.

“As a social worker, I am also constantly thinking about those with mental health concerns and how remote learning specifically and the remote environment in general are affecting them.”



by Balkissa Diallo

Maryam Salihu, Nigeria



Introduction: Name, education, country

Maryam Salihu, Nigeria. I am a Ph.D. student in the Public Policy program at the University of Massachusetts Boston.

What areas of research are of interest to you?

I am interested in theories that examine economic policy in sub-Saharan African countries and inter-country relations to reduce income and gender inequality on the continent.

What was your professional experience before joining UMB?

Before joining the University of Massachusetts, I worked as an Analyst at Abt Associates, a government consulting firm in Cambridge, MA, where I worked on criminal justice policy and international development. I hold a BSc in Economics and Finance from the University of Wisconsin, Superior, and an MA in Economics from the Andrew Young School of Policy Studies at Georgia State University. I am a Frédéric Bastiat Fellow at the Mercatus Center at George Mason University. I am also affiliated with the Centre for the Study of the Economies of Africa.

“I am interested in theories that examine economic policy in sub-Saharan African.”

How are you navigating remote learning experience?

Learning is interesting. It involves long hours of zoom. It saves a bit of time (like getting ready and commuting).

What are the next steps for you at UMass Boston?

Next steps for me: do well academically and proceed to the dissertation portion of my PhD.



“Strengthening Rwandan Administrative Justice” by Professor

Malcom Russell



The Strengthening Rwandan Administrative Justice (SRAJ) Project, launched in early 2017, is a 3-year, USAID-supported initiative aimed at improving the quality, consistency, legality, and transparency of decision-making by Rwandan district authorities in administrative cases that involve thousands of citizens and businesses. The district level is where the overwhelming majority of administrative decisions are rendered under the country’s decentralized governance structure. By gathering detailed information about the both the legal framework governing administrative justice in the country (including gaps, ambiguities, and contradictions), as well as the functioning of administrative decision-making in practice (challenges involving capacity, management, data, and public awareness), the Project is able to generate evidence based policy recommendations that can inform key reform interventions—including improved training for public officials and better information dissemination to citizens about their rights in the administrative process.

“...the Project is able to generate evidence-based policy recommendations that can inform key reform interventions...”

Latest Developments: At present, thanks to the project’s field research on topics like labor regulation and land expropriation, the project has raised government and public awareness of challenges facing administrative justice in the country. At the same time, recent TV programs on labor regulation and administrative justice and public procurement and administrative justice and broadcasting of video dramas on labor dispute resolution, child labor protection, and land expropriation have stimulated vibrant public discussion of these topics.

Rationale: Administrative justice involves a government’s use and observance of proper legal and procedural rules in rendering decisions in individual cases affecting the rights

of citizens and businesses. Because these decisions may number in the many thousands in the aggregate, they dwarf the number of civil and criminal cases decided in the courts. These decisions also tangibly affect the public's perception of the government's fidelity to the rule of law and fundamental notions of 'everyday' justice. When administrative decisions are improperly made or procedures not followed, the public may not only be frustrated and feel poorly treated, but may flood district officials and the Ombudsman's Office with complaints. Still other citizens and businesses may bring appeals to the courts, consuming state resources and occupying the time of state attorneys in cases that otherwise could

have been decided correctly at the district level in the first place. Stated otherwise, we know that the procedural dimension of justice systems matters greatly to citizens. When citizens have a basic understanding of their rights and how the decision-making process works, when they are treated with courtesy and respect, given an opportunity to describe their situation and present evidence on their behalf, and provided with a written decision with supporting reasons, they are likely to view an administrative process as fundamentally fair – and less likely to feel that they have to appeal to the courts, politicians, or other forums for redress. Ultimately, a procedurally sound system of administrative justice enhances public trust in state institutions, as well as investor confidence in regulatory governance.

Project Phases: The SRAJ Project consists of three phases:

Legal and Policy Framework and Contextual Analysis Report. In the first phase, the Project carefully documented the operable legal and policy framework governing administrative decision-making by district authorities in the four subject areas. The idea was to describe how the law and applicable procedures should be followed (so that deviations from these norms can be identified), while also identifying gaps, ambiguities,

The SRAJ Project consists of three phases: Legal and Policy Framework and Contextual Analysis Report; Analysis of Local Administrative Decision-making in Practice and Capacity-Building/Training Activities, Media Outreach, and Legal/Regulatory Reforms.

and contradictions in the law that have been posing a problem for local officials, central authorities, and the courts. Administrative case statistics (including appeals to the courts and complaints filed with the Ombudsman's Office) have also been analyzed. All of the information was shared with Government of Rwanda (GoR) stakeholders for their input.

Analysis of Local Administrative Decision-making in Practice. In the second phase, the Project engaged in intensive data-collection at the district level regarding (a) local decisional procedures and practices; (b) the quality and legality of decisions being rendered; (c) interviews with district officials regarding their views on decision-making activities, including challenges and opportunities for improvements in capacity-building and in legal/procedural reforms; and most important, (d) a survey of 600 citizens with recent cases in the four subject areas regarding their experiences in the administrative process. The detailed reports on all of the field research have been publicly disseminated and [shared with a variety of governmental and non-governmental stakeholders](#). These reports include those covering findings and recommendations on [labor regulation](#), [public procurement](#), [land expropriation](#), and [public employment](#), as well as a [consolidated report](#) with statistical annexes for all four subject areas ([Labor](#), [Procurement](#), [Land](#), [Employment](#)). [A Summary of Key Findings and Recommendations was also produced for wider distribution](#). This information will continue to be discussed by these stakeholders in facilitated roundtables that can generate tangible legal, policy, and capacity-building improvements.

Capacity-Building/Training Activities, Media Outreach, and Legal/Regulatory Reforms. Based on the above findings and recommendations, the Project is now helping support a number of different evidence-based reform activities by (a) conducting a mass media public education effort through radio and TV talk shows and the airing of accessible issue-oriented dramatization videos, including those on [the role of the labor inspector in dispute resolution](#), [child labor protection](#), and [land expropriation](#). These video dramatizations and numerous TV and community radio broadcasts featuring panel discussions on administrative justice topics grew out of a [workshop on CSO-media collaboration around the topic of administrative justice](#); (b) engaging in dialogue with public officials about possible relevant legal and procedural reforms; and (c) developing

and executing training and other capacity-building activities for district decision-makers and legal advisers (so as to improve the quality and consistency of decision-making and learn from prior experience and court decisions). Thus far, the project has contributed to the design and adoption of [two new graduate diploma courses in labor regulation and public procurement to be offered at ILPD](#), and has designed new executive (short) training courses in labor and employment law (also to be offered at ILPD on a sustainable basis), including those on labor mediation, labor inspections, occupational safety and health, international labor standards, and social dialogue.

Accomplishments Thus Far: The Project has completed the Phase I and Phase II work, mapping the applicable legal frameworks in the four focal areas of decision-making and sharing key findings and conclusions with government and CSO stakeholders, most notably substantial quantitative and qualitative data on administrative justice challenges at the district level from the vantage point of both citizens and public officials. Phase III is underway, featuring public dialogue and mass media outreach work (TV and radio talk shows and citizen call-in segments), as well as planning for new training courses for practicing lawyers in procurement and labor law at ILPD. In addition, discussions are underway for the design and implementation of short training courses for district leaders and legal advisers that are informed by the Phase II findings.

The Project is in the midst of Phase III work and is garnering significant attention from the government and leading media outlets. Recently, the Project's video dramatization of good labor dispute resolution practices was shown to 500 private sector participants at a Ministry of Public Service and Labor (MIFOTRA) Employer Compliance Forum in Eastern Province, winning praise from the Minister of Labor and the attendees. There have also been several other public outreach efforts, including TV and radio shows on challenges in the promotion of administrative justice in labor dispute resolution, public procurement, and land expropriation. These shows have featured panel discussions by experts as well as citizen call-in segments. More recently, the work and research findings of the Project have been featured in widely circulated newspaper stories addressing reform needs in land expropriation.



by Daniel Ojemire

AFRICAN SCHOLARS FORUM EDITORIAL BOARD

Professor Rita Kiki Edozie—Chairperson of ASF & Editor-in-Chief
Ojemire Benjamin Daniel—Managing Editor
Margaret Gatonye—Managing Editor
Gifty Debordes-Jackson—Senior Program Assistant
Balkissa D. Diallo—Program Assistant

For more information, contact the African Scholars Forum at AfricaScholarsForum@umb.edu or at 617.287.5550