



Network  
*Family and  
Schooling  
in Africa*



Unité de Recherche  
Démographique  
(URD)

Université de Lomé

**International Colloquium**  
*of the Network on Family and Schooling in Africa (FASAF)*  
in collaboration with  
the Unité de Recherche Démographique (URD) at the Université de Lomé

**Schooling of vulnerable populations in Africa:  
State of Knowledge and Policy Responses**  
Lomé, December 13-15, 2010

**CALL FOR PAPERS**

Recent studies on the progress in education have shown that while many educational indicators have improved over the time, reaching the Education For All (EFA) objective by 2015 will not be a reality for many countries, particularly in sub-Saharan Africa. Indeed, based on the Education for all Development Index (EDI), the 2010 EFA monitoring Report shows that among the 30 countries less likely to achieve the EFA objective by 2015 ( $EDI < 0,80$ ), the majority (ie 17) is located in sub-Saharan Africa.

In addition, the overall situation of the African continent is characterized by inequalities not only between countries, but also within countries, when comparing different geographical areas or social groups. The objective 2 of the Framework for Action of the Dakar Forum, held in 2000, highlighted the necessity to put an increasing attention to vulnerable or marginalized groups, by “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”. Indeed, as countries progress towards the EFA objectives, the efforts to expend for reaching the more vulnerable groups will be more important. A big number of children are in situations of vulnerability which prevent them to benefit from the right to education recognized by the international pact on cultural and economic rights (article 13).

Research on the factors of schooling, precisely on inequalities in terms of access and performance in school has highlighted the diversity of these factors and the complexity of their combination. If poverty is definitely a major impediment to schooling, others like demographic, economic, social, cultural, and political factors must be considered.

By putting the accent on the concept of vulnerability, the colloquium is proposing extending the approach of the factors of inequalities in education. The expected proposals of abstracts would concern one of the following thematic or “entry points”, knowing that some of them might be linked (for example fostering and child labor). Proposals can be based either on quantitative or qualitative approaches, using original data or be based on secondary analysis of existing data, and concern any level of the educational system (from early childhood education to higher education). It is also expected from authors a critique on the methodology of the data sources as well as the indicators used and, of course, the concept of vulnerability itself. Qualitative type proposals focusing on the issue of inadequacy of education systems with the constraints, specific needs of the different situations and groups of vulnerable children are welcome. Proposals informing on the experiences of programs or policies targeting vulnerable children, in terms of good practices, limits and ways of strengthening programs are also welcome.

### **Children from the poorest groups**

As social inequalities are increasing in many countries of sub-Saharan Africa, poverty became one of the most documented factors when analyzing the determinants of schooling. Thus, access to education for the poorest has a central attention within social policies (e.g.: Poverty Reduction Strategic Paper). But there are many remaining questions: how to measure poverty or how to identify the poorest groups? What are the schooling strategies developed by the poorest, in terms of sending and maintaining children in school (according to their individual characteristics)? What kind of policies is more efficient in term of avoiding the exclusion of these children from the educational system? (e.g.: Lessons from pilot experiences in Africa on conditional transfers programs, school gratuity, etc.)

### **Orphans**

There has been an increasing interest in the well-being of orphans, in general, and their schooling in particular. This increasing interest is linked to the AIDS pandemic: most of the studies on orphans concern the most afflicted regions of the continent. Yet, the issue of orphans might not be related to AIDS only. In many regions of the continent, adult mortality remains high for many other reasons and schooling of orphans is still a big issue. Results from the literature reveal that the expected negative relation between parental death and children's schooling is not systematic. Results also show that there is a difference in term of schooling when comparing paternal, maternal, and double orphans. To what extent do orphans access and are maintained in school? What is the role played by traditional solidarities and other social institutions?

### **Street children**

Street children are increasingly becoming pronounced in many sub-Saharan African cities. Despite all the risks inherent in child streetism, the street is becoming a place of socialization where many young people spend their entire childhood and adolescence, some authors even talking about "children of the street". The reasons are multiple and just a few is known on the education situation of these children. What are the different education alternatives for these children?

### **Child labor: from work for socialization to different types of exploitation and trafficking**

The root factors of child labor are multiple, starting from the social and cultural factors to economic factors, without ignoring the malfunctioning of the educational system itself. Child labor can take different forms, starting from work for socialization to different types of exploitation and trafficking. This thematic area is dedicated to the analysis of the work/schooling relation; for instance how children's participation in schooling varies with the type of work, and what are the strategies for work/schooling combination?

### **Health issues and schooling**

The objective of this thematic area is to document the issue of access and performance in school according to the different types of disability (physical and mental) of children, and more largely health problems (from the child as well as from other members of his family). To what extent does a health problem lead to delays in schooling and subsequently to drop-outs?. In the context of poverty, the choice between paying for health care or for schooling is generally done at the detriment of schooling. On the supply side, to what extent is the educational system equipped to meet the needs of children with disability?

### **Consequences of armed conflicts**

Many countries are facing situations of armed conflicts, either directly or indirectly as neighbor countries. What are the consequences of these conflicts on children's schooling? This concerns child soldiers but also children victims of these conflicts because they lost their parents and some of them are constrained to migrate, etc. These armed conflicts have also impacted on the supply side (schools, teachers...) which need to be documented.

### **Fostering and schooling**

The literature on child fostering reveals the ambivalence of the relations between fostering and schooling. Fostering which is a practice prior to the implementation of formal school, can be supportive of schooling and at the same time an obstacle to schooling. Even when schooling can be the motivation for fostering, the situations and schooling trajectories of fostered children are diverse and vary according to the nature of the relationships between the sending and receiving families. The objective is to investigate the different types of fostering and the resulting schooling situations. What is the situation of fostered children outside the extended kinship, which is more frequent in cities? Does the practice of sending children to live with non-relatives in city still constitute fostering?

### **Methodology: discussing existing sources of data**

This session will be dedicated to existing sources of data allowing the analysis of the schooling of vulnerable children, in order to highlight their strengths and weaknesses. This will concern cross-sectional data like census data and household surveys data (Living standards surveys, Demographic and Health Surveys, MICS surveys, SIMPOC surveys, etc.), and data collected in a longitudinal framework (event history data, and demographic surveillance system data).

### **Submission of abstracts**

The deadline for sending proposals (abstract) is **May 31, 2010**.

Proposals should be sent electronically to the following addresses:

**jfkobiane@issp.bf; marc.pilon@ird.fr**

### **Format of abstracts**

Proposals (maximum of 2 pages) will include the following:

- Title of the proposed paper
- Detailed address of the author(s)
- The session (thematic area) to which the proposal is dedicated
- Objectives of the paper
- Originality of the paper
- Data
- Method(s)
- Expected key findings

### **Format of papers**

Papers will be a maximum of 15 pages, including appendixes.

Police: Times New Roman 12, single line spacing.

### **Publication**

Selection of papers presented at the colloquium will be made for the publication of a collective book.

### **Language**

Papers should be written in either French or English. The organizing committee is expected to have simultaneous translation during the colloquium.

### **Steps followed by the scientific committee**

- Selection of abstracts in mid-June 2010.
- Information to authors at the end of June 2010.
- Deadline for sending papers: October 31, 2010.
- Accepted papers will be posted on FASAF website. Therefore, authors should send the final version of their paper by e-mail, in PDF format (preferably) or Word format.
- At the end of the colloquium, the scientific committee will become an editorial committee.

### Scientific Committee

- Jean-François Kobiané, Institut Supérieur des Sciences de la Population (ISSP)/Burkina Faso
- Marc Pilon, UMR Centre Population et Développement (UMR/CEPED)/France
- Émilien Kokou Vignikin, Unité de Recherche Démographique (URD)/Togo
- Laure Pasquier-Doumer, DIAL/Institut Recherche pour le Développement (IRD)/France
- Richard Marcoux, Department of sociology/Université Laval/Canada
- Parfait Eloundou-Enyegué, Cornell University/Etats-Unis
- Stephen Kwankye, Regional Institute for Populations Studies (RIPS)/Ghana



International research network

## Family and Schooling in Africa

Officially launched in June 1997 within the Union for African Population Studies (UAPS), FASAF network « Family and Schooling in Africa » is comprised of researchers and statisticians from ten African countries, and from countries of the North. It has the following objectives:

- Promote the secondary exploitation and appropriated analysis based on existing census and surveys data ;
- Improve data collection and the use of questions on education for incoming census and surveys, and promote the implementation of specific surveys;
- Endow decision makers with new knowledge for their analysis of the articulation between the supply and demand for education;
- Reinforce national research capacity building and work for close collaboration between research institutions, statistical offices, and technicians of ministry of education.

The coordination of the Network is hosted by the Institut Supérieur des Sciences de la Population (ISSP) at the University of Ouagadougou.

→ Contacts of the coordination: [jfkobiane@issp.bf](mailto:jfkobiane@issp.bf); [marc.pilon@ird.fr](mailto:marc.pilon@ird.fr); Web Site: [www.fasaf.org](http://www.fasaf.org)