

Go Africa...Go Germany (GAGG)
Peer Teaching Meeting (PTM)
Report
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with many thanks to the group presenters who corrected and amended the group reports!

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Introduction

By June 2010, three generations of students and young professionals have participated in the Go Africa...Go Germany (GAGG) exchange program. 72 persons from all over the world now have shared a unique experience. One goal of the exchange program is to create a network of participants. A network of people who support the German-African partnership wherever they are.

The Peer Teaching Meeting (PTM) had the goal to do exactly that: create bonds between different generations of participants in order to think about ways to fill the partnership with life.

The German Federal Agency for Civic Education (bpb) funded and organized this meeting. Thomas Krüger, the bpb president, also continues to support this civic education-approach to international exchange.

The debates at the PTM centered around **three main topics**, which will structure this report:

- The institutions
- The five working fields
- The cooperation of the GAGG-alumni with the bpb

The results of the PTM are numerous. Concrete ideas were developed for every aspect of the Go Africa...Go Germany “universe”. They are explained further in the text.

However, one issue needs to attention: One of the main ideas of civic education is to educate multipliers who will then pass on the knowledge to other multipliers, thus initiating a “snowball” system. The alumni of the GAGG-exchange program participants will have the possibility to become qualified as “peers”. As such a multiplier alumni of the GAGG-programs will be in the position to apply for funds for own projects – that might even be realized with the material and immaterial assistance of the GAGG-association.

1. The institutions

The **Go Africa...Go Germany Association (GAGGA)**, the **bpb**, the Federal Ministry for Economic Cooperation and Development (**BMZ**) and the Federal Foreign Offices (**AA**) are the key players in the development and evolution of the GAGG-exchange programs.

Until the fourth generation, the GAGG-exchange programs have been financed by the bpb and the BMZ. The “institutional mix” however changes from April 2011 on. Then, the GAGG-exchange program will then also primarily planned by the **GAGG-association**. The GAGG-association will, in other words, receive funding from the BMZ, the AA and the bpb in order to implement the GAGG-exchange program. While the **BMZ** and the **AA** grant financial resources, the **bpb** will play a **more fundamental role**: on an operational level, the bpb will provide funds

for “structural costs”; on an ideational level, civic education as embodied by the bpb will be the foundation of all activities of the GAGGA.

The GAGGA also has an enlarged field of work. The GAGG-exchange programs are *one of five main activities* that were all discussed at the PTM¹:

1. Exchange/study weeks
2. Network and “peer“ teaching work
3. Multiplier training (“snowball system“)
4. Promotion of employability and entrepreneurship
5. Development and adaptation of civic education methods and researching of cooperative approaches

The planned German African Foundation for Youth Education (**GAFYE**) will, once it is established, continue the activities of the GAGGA.

During the PTM some issues were raised that concern the structure or working of the GAGGA/ GAFYE. These include the following:

- All activity undertaken by the GAGGA should bear in mind the difficulties in information access and the incomplete/ stereotyped picture many have of the “other”; raising awareness is therefore a central task.
- To avoid duplication with existing institutions, the association should (1) carefully determine what other institutions do and (2) reflect on the unique novelty it can bring to the activity in order to make it better.
- It should be tried, where it makes sense, to foster partnerships with other institutions.
- Generally the target groups of the activities should include:
 - o academia
 - o

2. The five working fields

During the PTM, the four working fields (without the pillar “promotion of employability and entrepreneurship”) were discussed.

A. Exchange/ study weeks

Two workshops have dealt with the working field of „exchange/ study weeks“:

- Workshop 1 on „Exchange and Study trip programmes“ presented by Julian Bergmann and Nicolas Hausdorf
- Workshop 2 on „Individual programmes“ presented by Joanna Frivet and Ilka Ritter

¹ The pillar about employability and entrepreneurship did not find its exact counterpart in a workshop during the PTM. The idea is to involve young businessmen and women from Africa and Germany in a three-year qualification programme that combines entrepreneurial skills and civic education.

The idea of this working field is best exemplified by the Go Africa...Go Germany exchange programme: it is about bringing together people from Germany and Africa – either through exchange programs or longer individual or group programs in the partner country. These civic education programs can take different forms.

Ideas raised at the PTM include:

Individual Programmes

Raising awareness: It was further agreed that one of the major obstacles between the German African cooperation in many fields was the lack of awareness and the existence of ill informed perceptions. Consequently, the Foundation would have to intensify its endeavour to raise awareness not only in relation to perceptions but principally in relation to opportunities that were available in Germany for Africans and in Africa for Germans.

University Exchanges: It was intimated that in terms of exchange programmes and university studies, German students more often go to Universities in South Africa or Ghana. Whereas this factor could be partly attributed to the quality of universities in those countries, it was noted that it was largely due to lack of awareness in terms of what universities in other African countries have to offer. To that end, there was need for increased exposure for other universities. The modalities of this would involve **writing reviews** about those opportunities being readily available to the individuals concerned and **a database** that would be linked to sites offering such exchange programmes was necessary.

It was therefore agreed that as a starting point, the **alumni could do reviews of their own universities** and the 1st of January 2011 was set as the deadline by which there should be 10 reviews for African universities and a similar number for German universities. These reviews should be more personal than mere reiteration of facts and give an overview about the respective university with facts that are not readily available on the Internet.

There was also a suggestion that the Foundation could be engaged in the **integration of African students** already studying in Germany to the extent of increasing their contact with civil society. In this regard, the foundation has to set up ties with universities and other institutions.

Internship Opportunities: Another suggestion explored was that the Foundation could be involved in the field of internships for Africans in Germany and vice versa. The concern was that although there were many opportunities available, most of them went unexplored once again due to lack of exposure. This is particularly true for **small and medium sized companies/institutions** that do not have much publicity and international renown. Similarly, the quest in the regard is to cooperate with various entities (private companies and NGOs) in a position to offer internships both in Germany and Africa in order to open up opportunities for young people wishing to gain work experience and this would also foster an exchange of skills, experience and work culture.

Scholarships: This was explored as one of the avenues that the Foundation could be involved in by way of offering a scholarship(s) to African students to study in Germany. It was however noted that this could be a costly venture and as such instead of offering full scholarships the Foundation could locate an organisation that offers partial scholarships to African students and offer to cover some of the expenses such as travel.

Assisting the Alumni in their Projects: Moreover, it was suggested that the alumni should take up **an active role** in coming up with projects that may be for the benefit of the community and that the Foundation should offer support financially. This was later on confirmed when it was revealed that the alumni would be primarily responsible for coming up with project ideas and that, finances permitting, the Foundation will assist in the execution and implementation thereof.

An effective Website: Since the major task in relation to internships, scholarships and exchanges programmes is the raising of awareness, it was agreed that there is an urgent need for a website that will serve as an avenue for such.

Exchange programmes and Study trips

The Exchange programmes and Study trips² started its group discussion by focussing on the following questions:

1. Thinking about the **relationship of GAFYE with existing exchange programs** raises the question about relationships to other existing programs. Should GAFYE

a) The question of **distinction from other programs** has been embraced by the group almost universally.

GAFYE could distinguish itself by placing a focus on specific topics of interest. Together African and German participants could apply for, and later work on **select topics** of interest the foundation could raise. This way the spirit of partnership could be promoted while generating scientific added value able to justify the difficult to achieve financing of the programs.

Suggested topics were:

- **Film festivals** as well as artistic exchanges as cultural multipliers such as the African Festival in Würzburg

- Selection of pressing social problems that could be resolved in a partnership approach, either uni- or multidisciplinary. Qualified candidates could be involved in **implementing their solutions through actual projects**. Examples:

o Solutions for violence in cities.

² Group members: Victor Oteku, Alia Jakoby, Fatoumata Diallo, Selam Legesse, Alice Hohn, Antonia Flieschmann, Linn Rekittke, Anne Hattwich, Linda Poppe, Dennis Kumetat, **Nicolas Hausdorf**, Corinna Braun Munzinger, Alexander Schwartz, **Julian Bergmann**.

- Local climate change solutions.
 - **Common thesis and research projects:** Groups may apply for scientific research on one issue of concern, which could be analyzed in different angles. Output may be a German-African history book, German-African political relations volume etc.
 - Programs focusing on African languages.
 - b) Necessarily some overlapping regarding content will occur. The group generally embraced the idea of **distinction in content as well as in spirit**. Group members embraced the spirit of **equal and symmetric partnership** not necessarily explicit in all programmes.
 - c) Possibly GAFYE could choose to cooperate with similar networks and programmes on topics of choice. Generally group members were concerned of **losing independence and profile through unspecific networking**
 - d) Group members mentioned to improve the existing programme by **increasingly representing Francophone-Africa**.
2. Very important is **the issue of membership or partnership**. Will the GAFYE focus on a) intra-group relations or b) be more open to external partners.
- a) Focus on **intra-group relations**. Many group members were in favour of strengthening intra group relations by focusing the foundation on **existing networks and alumni**. The question raised was then how to keep the network alive and engage it purposefully.
Ideas to strengthen intra-group relations were:
 - Regular follow- up seminars
 - Theme-specific workshops, ranging from business (project management) to civic education topics.
 - Opening the network for the knowledge of its participants through expert peer teaching seminars: current peers can share their expert knowledge through speeches and presentations with other peers.
 - A database of group members as contact-persons.
 - Transparency and information as principles for group interaction to build trust and strengthen the network.
 - b) Opening up to **external partners** was not universally embraced. Some group members feared a for the programmes profile by extending the network too extensively.
 Mentioned possibilities of a foundation structure more open to external partners included opening up by connecting with existing foundations via a large database. GAFYE work could then also be **project-centred** and function in an open-source approach connecting skilled members of the network in order to perform a project.
3. Considerations for **target groups** were based upon the question of a) distinction from other programmes as well as b) finding purposeful multipliers as well as c) maintenance of intra-group cohesion.
- a) **Distinction** from other programmes.

The elitist structure of most programmes was mentioned. To distinguish GAFYE calls were made to include:

- Vocational training activities.
- Reach out to non-academic groups.

b) Finding purposeful **multipliers**

As possible multiplier- target groups of GAFYE were mentioned.

- Existing Diasporas Africans in Germany and Germans in Africa, or Germans who have lived in Africa and Africans who have lived in Germany may constitute valuable resources for the advancement of the foundation. GAFYE could connect students of Africa in Germany with the alumni and Germans who have studied in Africa for a connection of interest.
- Journalist/writers/ artists.

c) Maintenance of **intra-group cohesion**.

Some group members opted for a rather restricted structure of the GAFYE in order to focus on existing investment in the alumni network. Others found it valuable to increase the number to a greater spectrum of interested actors and organizations.

Main problems in the discussion were the **open question** of the range of financial possibilities and lack of information about the current status, achievement, organizational structure, and decisions of the project-managers (see below). These insecurities lead to extensive brainstorming rather than focusing on concrete structures. The structures proposed ranged from open-source, project-based network to a restricted-access alumni follow-up network.

Workshop 3: Programs of civic education for multipliers

The essence of the **presentation** in the plenary was to offer an exposition of the **programmes of civic education for multipliers** within the context of German-African relations. It assessed the chances and challenges faced by existing programmes and, more importantly, the manner in which the Foundation should approach the issue of multipliers in order to maximise benefits to be derived from the reform.

From the onset it had to be determined what exactly “civic education” entails. It was agreed that **civic education embraces numerous aspects** such as political education, economic education, and social and cultural education and as such there was need for a holistic approach that took into account the link between these facets of education. An overview of the existing civic education for multipliers focusing on German-African was offered in order to discern lessons that can be drawn from them in terms of how they operate and what their weaknesses are. It was noted that the most **common methods** used are seminars, conferences, summer schools, exchange programmes, festivals and scientific research.

A **fundamental weakness** that was identified is that some of the programmes are conducted in a manner that does not reflect a true German-African partnership but are rather one-sided in terms of participants and location (e.g. programmes only take place in Germany or only focus on African participants). Programmes for German multipliers often concentrate on development issues in Africa while programmes for African multipliers seem to have focus on academia

and professional knowledge. Consequently, it was emphasised that the Foundation has to **embody the concept of a true partnership** as envisaged by the former Federal President Horst Köhler and realised within the Go Africa Go Germany exchange programme.

The **group discussion** fundamentally dealt with the following questions: Who should be the Foundation's multipliers? What is it that the Foundation is multiplying? and How is such multiplication to be conducted?

1. **Who should the Foundation's multipliers be?**

The question raised was whether the Foundation should be limited to "elitist" multipliers. The consensus was that if the Foundation is to reach a diverse range of youths, it had to **embrace a relaxed approach to multipliers** and essentially engage with multipliers that would be able to reach the diverse target groups. It was therefore agreed that it was not necessary that the people identified as multipliers should be in possession of an academic qualification or engaged in multiplication in a formal way. Multipliers could do so informally and by virtue of their identification with the subject or experience and by use of their personality and pedagogical skills.

In light of the integral role played by the **media**, it was emphasised that the Foundation has to have journalists as multipliers and it was recommended that in the coming exchanges it would be helpful to include German and African journalists as scholarship holders. **Other multipliers** would include university professors, artists (both musical and visual), students, civil society leaders, politicians and businessmen.

More importantly, it was agreed that we as **the alumni** have to play an active role as multipliers because we all benefit from an intense exchange experience and as such can share our insights into the German-African Partnership in general. Furthermore we know what the Foundation is about and what it seeks to achieve and are therefore in a position to raise awareness of its existence, objectives and activities. More importantly, several alumnis have certain expertise which can be subject of a **project** such as media skills, economic know-how etc.

2. **What is it that the Foundation is multiplying?**

The foundation has to focus on **raising awareness** of its activities in relation to the five pillars identified. That notwithstanding, it was noted that the first and foremost issue to be focused on was bridging the knowledge gap and improving German perceptions in Africa and vice versa. This therefore made the civic education aspect of the Foundation a central one that has to be pursued under all the pillars. Moreover, there is need for **expertise sharing** and **project based cooperation**. In order to raise awareness, the idea was brought up to have an **up-to-date commentary on political issues** in Germany and Africa as well as cultural information.

3. **Means of Multiplication**

It was noted that if the Foundation is to reach a wider target group it had to employ methods of multiplication that would appeal to various groups. In addition to the **usual methods** of seminars, publications, television, radio and

the internet, the Foundation will have to engage in **innovative and youthful methods** of spreading its message. These would include film festivals, artistic expositions, theatre or even break dancing and hip hop (an example was given of a break dancing group in Uganda that used hip hop to address social issues and the group was able to appeal to many youths).

In addition to this, it was suggested that it could be helpful at some point to do a **documentary** that seeks to depict what the programme is about and its benefits as seen through the eyes of the participants. Furthermore, it was agreed that it is more effective to have **workshops** where participants share their experiences in an interactive environment because people are more receptive and open to sharing and discussing issues in such an environment. Moreover, the need for an **effective website** for the Foundation was once again reiterated as it is going to be the most utilised mode of multiplication. With regards to the issue of having up-to-date access to political issues it was suggested that it would be helpful to have links to German news in English because as it stands at the moment most of the links that exist are in German and this present a major obstacle to increasing knowledge of German political, social and cultural issues as well as an understanding of the German point of view on world issues.

Workshop 4: Network and alumni work

In addition to conceptualizing the framework of the GAFYE as “the house of the GAGG-family”, discussions centered on the question **how a project undertaken by alumni should be initiated, adopted and coordinated with the GAFYE**. The goal is not only to have an efficient process but also to conceive it as transparent as possible so that all the alumni are informed and can participate.

From idea to project

To structure the process “from idea to project”, the following scheme was developed:

1. **Two deadlines a year.** First, it should be made clear until what date project proposals have to be handed to the GAFYE for receiving resources. Two deadlines a year allow for flexibility in the managing of the GAFYE and are also an incentive for the alumni to develop their proposals.
2. **Call for support** to alumni pool. Second, if someone has an idea of a project, s/he should write an e-mail to all the alumni with a short description of the idea and ask if anybody is interested to participate. In this way, it is assured that all the alumni are informed and also that everyone can participate.
3. **Response gathering.** The responses by the alumni are gathered by the one who initiated the process.
4. **Team building.** Now, the project team has to be constituted. Every alumni interested and also external persons constitute the project team who is in charge of the further process.
5. **Project proposal.** The project team now develops the concrete project proposal with respect to the guidelines as set out by the GAFYE (idea for guidelines see below).
6. **Funding.** The project proposal will be sent to the GAFYE for funding. A jury in which alumni participate will propose these projects that should receive funding to the BpB.

7. **Reporting back.** If funding received, the project will start. The alumni should be informed and kept up to date.
8. **“It flies”.** The project starts.
9. **Evaluation.** After the project has ended, it should be evaluated so that lessons can be learned and future projects avoid the same mistakes.

A project proposal

One of the most important steps is of course **how to write a project proposal**. Guidelines will be developed by GAFYE; but the workgroup has already collected some ideas which questions should be addressed in such a project proposal.

1. **What** is the project about?
2. **Why** is this relevant for the GAFYE? Which pillar does it address? And which values lie at its core? (Roof and pillar relevance)
3. **Who** will be involved? What is the target group?
4. **When** should be realized? (timeframe)
5. **Where** should it take place?
6. **How** will it proceed?
7. **How much** material and immaterial resources are needed?

These points all amount to developing a “business plan”. It is obvious that not all alumni will have the time and resources to develop such plans. Therefore one task of GAFYE will be the **formation of alumni into “peers”** (this refers to the alumni network part of the institutional structure).

Note however that these steps are **not an official opinion** of the GAFYE but the results of one workgroup during the PTM. They need to be discussed by all alumni and ultimately be decided upon by the directors of GAFYE.

Workshop 5: Research and new media for partnership-based cooperation

The main idea is to **conduct research on conditions that affect the facilitation of the programmes and activities** under the first four pillars of the future foundation. Thus, the focus is on **applied research** rather than scientific research, which guides the set up and the implementation of GAFYE’s work and also allows to evaluate its success afterwards.

It also aims to identify important working areas and new ideas. For instance, (comparative) studies should be conducted with the intention of **answering open questions on Youth cultures and interests in African countries as well as in Germany**. This will help to identify gaps and bottle necks that affect the successful implementations of identified projects and the development of a real partnership between Africa and Germany by giving an **overview of socio-economic and political structures** faced by Youth in Germany and parts of Africa.

It is a pragmatic approach whose results could be a release of guidelines and/or manuals on **best practices**. Apart from exploring new areas of research necessary to start and implement GAFYE’s work, it is prudent to evaluate the already existing or finalized activities in the long run.

A **documentation** of audio files of speeches and discussions, publications and other attachments such as the above mentioned guidelines or manuals are to be used as working materials for mentoring purposes within the overall peer

teaching approach of the foundation. Participants of the different generations should also be actively involved in the research process.

1. Approach

Commissioning of experts: the foundation may commission individuals, institutions as well as former participants of GAFYE's activities who have the peer status, such as the alumni of Go Africa...Go Germany program, to conduct studies either on their own or in a cooperative manner. They can be reached through contacts from institutions working in the area of Youth, directly from departments of universities or other research institutions as well as calls for applications. As a precondition, it will be necessary to establish close links to other players active (or potentially active) in the field of applied research on Youth in Africa as well as Germany.

By this way, a **virtual think tank** consisting of professional consultants, institutions working in the field of (applied) research on Youth and the members of the GAFYE with peer status is to be created.

- Concrete **research activities** should include:
- Commissioned research on the different pillars, e.g. civic education and exchange and study trip programmes and individual programmes
- Support given to alumni of the Go Africa... Go Germany programme or participants of other GAFYE programmes/activities with peer status in writing their master thesis, which relate to the activities or research for the foundation. This can be done through **calls for papers**.

As a precondition, a **commission** should be put in place which will be in charge of the selection of researchers as well as the coordination and evaluation of their work.

Results of the research are to be prepared in the following **forms**:

1. **Guidelines** and manuals for teaching or guiding multipliers and designing different activities
2. **Games** and other **new media** tools may be created that demonstrate the different living situations, conditions and needs of Youth in Africa and Germany based on the research results, also to attract people to the different regions/to raise attention and interest. These can be used within peer teaching as well.
3. **Background information papers** on the different relevant socio-economic and political conditions of Youth in the African regions where GAFYE aims to set up their activities

2. Tools

New media: A comprehensive and easily usable **website** should be generated, which provides for distinguished access possibilities for main editors, alumni and guests. The website will provide a knowledge base for Germany and Africa. This will include direct knowledge as well as providing information on other institutions that operate in the field of interest. There could also be contacts for field experts/peer teachers from within the alumni network for people

interested. It will also contain a calendar, in order to announce activities by the association as well as events focussing on relating issues.

Altogether, the following concrete options were discussed:

- Generally, a so-called “**live homepage**” should be created, which combines the features mentioned above
- A **virtual academy** for research facilitation and presentation – also placed on the live homepage - should be given high consideration. Here, the results can be posted including records of events, lectures and workshops, databases on existing research studies on Youth in Africa and Germany in relevant areas and the manuals/guidelines etc. generated from the research studies. In addition, eLearning modules such as online courses may be offered via this platform.
- In order to promote the network and attract peoples interest, there can be online competitions/ games focussing on topics of general interested as mentioned in the four pillars as well as the schedules of the GAGG exchange programs so far

For the set up and management of these facilities, a small group of administrators for efficient management is needed.

For the Virtual Academy, the aim should be to use alumni and other participants as well as professionals to administer the academy in a cooperative way. People should be commissioned to answer frequently asked questions, write essays relating to the seminars, write teasers, etc. For the technical issues and to manage the day-to-day activities, professionals should be employed.

3. Partners

Among the potential partners to implement the above described applied research studies are:

- Institutions active in research on Youth in Germany/ Europe. As mentioned in the presentation, these could be for instance: Deutsches Jugendinstitut (www.dji.de); Forschungsgruppe Jugend und Europa (www.fgje.de); The European Knowledge Centre for Youth Policy (www.youth-partnership.net); among others.
- Institutions active in research on Youth in Africa. As mentioned in the presentation, these could be: Council for the Development of Social Science Research in Africa (CODESRIA) Child and Youth Programme ; The African Child Policy Forum/The African Child Information Hub; country-specific local organizations active in (applied) research on Youth in Africa.
- University departments with a focus on Africa, such as those of the Bayreuth University
- Consultancies, which are well experienced in applied research work and have experts in the relevant thematic fields. Both, the potential consultancies as well as the concrete relevant thematic fields are yet to be identified.
- Churches, because they are well spread and have a long term experience with exchanges.

4. Areas of focus

Individual programmes: Applied research/Case studies could be conducted on the following subjects:

- The possible target groups and their living conditions, as these could be very different across African countries and Germany
- Existing or non-existent vocational training and their structures
- Work conditions e.g. timing of leaves and holidays for workers, or other target groups such as teachers, artists, students etc.
- Tuition fees, Different university selection programmes, language barriers, existing players doing similar programmes, problems and challenges of such programmes, mobility and logistics of traveling

Exchange programmes: Research areas could be quite similar to those on individual programmes. Other focus areas could be:

- Studying barriers related to study trips abroad
- Analyzing topics and specific themes to be provided within workshops
- Studying the interests, incentives or perceptions of people in Africa or Germany on travelling abroad
- What methods are effective in conducting civic education (are conferences effective? special programmes e.g. summer schools etc?)
- Where and how can the Youth participate in decision making?
- What structures exist locally for the Youth, Youth and media, Youth cultures
- How can learning processes be effected and evaluated?

Multipliers Training: Here investigations can be carried on:

- The studies of existing Institutions/organisations working in the same area. It is important to evaluate the work of these existing organisations e.g. multipliers in health education or politics.
- How can different multipliers be reached in the different contexts in Africa and Germany?

Other remarks:

- All research initiatives should consider representation of African and German researchers whose work should be on the basis of partnership.
- Alumni should be part of selection committees/control boards. They should have a significant say or vote. Participants can also suggest institutions and actors for research work.
- In the medium term, more scientific research could also be envisaged. This could include, for instance, studies on the perceptions of Africans of Germany and Germans of Africans and their history. This could be used as a base for writing history books. One can also compile country reports.

2. How do the alumni/ peers fit into the GAFYE?

GAFYE will be a huge independent structure with bureaucracy and many different projects. A group of over 100 persons (including the participants of the 4th generation) will have taken part in the GAGG-program by mid 2011. Not

everyone will want or has the possibilities to commit a considerable amount of time and resources to the German-African partnership. But still: a relatively huge group with various interests and motivations will be available to fill the alumni “network” with life. For some this might mean to inform others of job or other opportunities, or to strengthen personal ties between the continents. This is the practical, informal, non-institutionalised aspect of the German-African partnership.

The foundation of GAFYE however goes one step further. It aims at **creating a long-lasting partnership** in a formal, institutionalized and structured approach. The alumni having participated in the GAGG-program are in the position to **go beyond their personal commitment** – in cooperation with the GAFYE. Highly **professional projects** can be undertaken.

If such **institutionalized cooperation** between the alumni and GAFYE is wished for, then, it was argued at the PTM, it might be necessary to organize the group of alumni. Communication between GAFYE and the alumni group should not be limited to individuals but go through a legitimized, institutionalized body. On the other hand, it might also be possible to develop concrete projects without the need to **create an alumni association**.

At the PTM, a model was developed which visualizes the possible relationship between GAFYE and the alumni. This does not predispose anything, but is just a model. It is open for discussion. It is obvious that if alumni want to receive funding from other sources, they are free to do so.

Questions that remain and that need to be discussed openly by everybody:

- 1) Should an alumni association be created?
- 2) If so, when and how should this association be created? (There was the idea to “take over” the already existing GAGG-association once the GAFYE has been founded.)
- 3) What should the alumni’s association relationship with the GAFYE look like?

3. What are the next steps?

Alumni network activities

These open questions as well as all other ideas need to be discussed openly with everybody. All responsibilities are only temporarily distributed in order to begin and to continue the discussion process. All **workgroups** should elect their speaker once interested members have come together and every alumni should feel free to participate and present him/herself in elections to be held. This is obviously most true if the alumni decide (by internet vote) to form an association. The possible **election** of an alumni board should follow a transparent democratic process.

The workgroups will need to **report back** to the alumni group in a two-week interval (even reporting that nothing has happened should be reported).

Online platforms

One of the priorities will be to create and be in charge of an **alumni website** which might be incorporated into the GAFYE-website. Alexander Schwartz and

Serge Tchepnkep (both third generation) have agreed to begin the process. Alex will also send around a **mailing list** and create a **forum**.

Contact to GAFYE

Lan Böhm, first generation, will be in touch with developments of the project team and report back to the whole alumni group when there are any **news**.

Also, the alumni representatives in the GAGG-association will inform the rest of the group of news: the alumni who will be on the GAGG-association's board are Miriam Shabafrouz, first generation & common paper; Lan Böhm - first generation; Alex Nguyen - first generation; Victor Oteku - second generation; Alexander Schwarz - third generation.

Working groups

The **presenters** of the five working groups during the PTM will be in charge of initiating the formation of five corresponding working groups. They will send around the revised results of the PTM and ask for registration with the working group. Speakers will be elected by the new working group members. The group will self-organize (using google docs) and work on the different topics. Every two weeks the speakers will report back to the whole group.

The **five working groups** are:

1. Exchange and study trip programs
2. Individual programs
3. Programs of civic education for multipliers
4. Network and alumni work
5. Research and new media for partnership-based cooperation

It might be reasonable to unite groups one and two since they are dealing with almost identical topics.

Since one of the most important tasks will be to discuss the **question of alumni self-organization** (in the form of an association for example), a **sixth working group** has been formed which will include physical meetings in Berlin but also online discussions. Benjamin Zasche and Alex Nguyen will be in charge of organizing and communicating with respect to this working group.

Setting priorities

The ideas collected at the PTM can serve as a starting point for the group work. As resources are scarce, priorities need to be defined. The participants of the PTM have voted on all ideas, or rather: each participant was granted six points. It was possible to allocate one or more points to one or more ideas. The idea with the most points has the highest priority. To include everybody an **internet vote** will be set up where everybody should vote – even those who already did at the PTM. The votes from there will be lost.

Each alumni gets six points and can vote on any proposition from the three fields: Foundation, Alumni Outreach and Alumni Network.

The reason is simple: new ideas might be advanced; they should be included and have an equal chance of receiving points.

The deadline will be communicated in order to clarify questions first in the forum so that everybody can vote.

Level of action	Foundation	Alumni Outreach	Alumni Network
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General recommendations	Cooperate with existing institutions		
	Employ people		Conduct follow-up meetings both physical and virtual
	Reduce costs through using existing contacts		Create local GAGG-alumni-groups
	Brand the GAFYE		Conduct peer teaching/project execution teaching
	Extend cooperation to non-anglophone countries		Create alumni database
	Decide upon 3-yrs topic focus		Create open world map
	Minimum length of exchange program: 1 week		Share GAGG experiences intra-generations
Target group	State officials	University exchange students	
	Sport trainers	University students	
	Teachers	Vocational school students	
	Scientific community	High school students	
		artists	
		Civil society leaders	
		diaspora	
Cooperation partners	Embassies	Cinemas	
		Local radio	
		Local TV stations	
		Professional associations	
		universities	
		schools	
Activities without "interaction"	Research: publications (audio/ visual files)	Write reviews for own/ other universities	
	Provide handbooks/ manuals for journalists	Write news clippings	
	Provide additional funding to existing exchange programs	Write comments on current political affairs	
	Provide scholarships	Write country reports	
	Do comparative research (GER-Africa)	Publish newspaper articles	
	Call for papers/ writing competitions	Create database (scholarships)	
	Research: instruction videos	Create database (exchange programs and universities)	
	Research: games	Create database (internships/ traineeships)	
	Commission research to experts	Raising awareness for GAGG-program (formal means)	
Activities with "interaction"	Language classes	Conduct summer schools	
	Internships in small/ unknown NGOs, business etc.	Conduct workshops/ seminars with focus on civic education and other fields	
	Research: workshops/ conferences	Create program of "welcome peers"	
	Provide additional civic education to existing programs	Film festivals	
	Create virtual academy with different research products and interactive courses	Raising awareness for GAGG-program (formal means)	
		Raising awareness for GAGG-program (informal means)	

What to do next?

1. **Discuss** the open questions/ ideas.
2. Become a member of one of the **work groups** (write Mail to presenter):

- a. Exchange and study trip programs (Julian Bergmann, Nicolas Hausdorf)
 - b. Individual programs (Joanna Frivet, Ilka Ritter)
 - c. Network and alumni work (Josef Hien, Osang Ankwenseng, Jospeh Matimbwi)
 - d. Programs of civic education for multipliers (Lan Böhm, Simiso Velepini (Lotta Mayer))
 - e. Research and new media for partnership-based cooperation (Lena Giesbert, Alexander Schwartz)
 - f. Future of alumni organization/ relationship with GAFYE “Berlin chapter” (Benjamin Zäsche)
3. **Work/** discuss/ develop ideas in work groups – **report** back to everybody.
 4. **Vote on the organization of the alumni and vote on the priorities.**

GAFYE and the GAGG-alumni

Annex

