



# KESSA Newsletter

## Winter 2022

### Editor's Note

KESSA Newsletter is the official newsletter of Kenya Scholars and Studies Association (KESSA). The newsletter aims to showcase members' achievements/accomplishments, share professional development opportunities/resources, and build a sense of community among KESSA members. It follows a Spring (March), Summer (June), Fall (August), and Winter (December) publication schedule as shown below.

Issue	Submission Deadline	Publication Date
Spring	February 15	March 1
Summer	May 15	June 1
Fall	July 15	August 1
Winter	November 15	December 1

To feature in an upcoming issue, please email your submission(s) to [secretary@kessa.org](mailto:secretary@kessa.org) with 'NEWSLETTER ITEM(S)' in the email subject line by the stipulated deadline.

I look forward to receiving your submissions.

Best wishes!

*Jeremiah Ogonda Asaka*  
*Editor, KESSA Newsletter*  
*Assistant Professor, Sam Houston State University*

### KESSA Announcements

#### ***Editor-Designate, KESSA Newsletter***

KESSA Newsletter has an editor-designate position vacancy. The position is unpaid and open to all KESSA members. If interested, send an email to [secretary@kessa.org](mailto:secretary@kessa.org) with 'Editor-Designate' in the email subject line.

#### ***KESSA Newsletter Call for Submissions***

KESSA Newsletter editor is currently accepting submissions for the spring issue, which will be out in March 2023. Please send your submission(s) to [secretary@kessa.org](mailto:secretary@kessa.org) on or before **February 15, 2023**, with "NEWSLETTER ITEM(S)" in the email subject line to be considered for inclusion in the newsletter. Possible submissions include:

- Recent publications by KESSA members (e.g., articles, books, book chapters, blog posts etc.). All book, book chapter, and/or journal article submissions should include an abstract. All recent publication submissions should follow APA format
- Call for submissions (e.g., journal call for abstracts/papers, conference call for abstracts/papers, book project call for abstracts/chapters etc.)
- Professional development opportunities/resources including grants, fellowships, scholarships, teaching resources, and/or professional development programs/workshops among others
- Upcoming events of interest to KESSA members including conferences, workshops, and/or webinars among others
- Awards received by KESSA members including service awards, teaching awards, fellowships, and/or grants among others



## Member Publication

Nyatuka, B. O (2023). Partnering to Bolster Student Achievement: A Case of the Child Friendly School Concept. In J. K. Sagini (Ed.), *Handbook of Research on Race, Culture, and Student Achievement* (Chapter 19). Hershey, PA: IGI Global. <https://www.igi-global.com/book/handbook-research-race-culture-student/297022>

### Abstract

Quality education is key to both individual wellbeing and any nation's sustainable development plans. It is on this basis that the Child Friendly School (CFS) initiative, a joint venture between UNICEF and the Kenyan government was rolled out in schools two decades ago. The CFS has five themes which are meant to sustain the crucial reforms in the classrooms and schools so that they may continue to be inclusive as well as learning-friendly. More specifically, this concept is geared toward enhancing student achievement in the pursuit of education. It is imperative however, to note that understanding as well as implementing the concept requires strong family-school-community partnerships. Guided by the ecological systems theory, this chapter examines the basis, themes and implications of the CFS initiative to family-school community partnerships in the country. The relevant conclusions are drawn as well.

## Professional Development Opportunities

### Post-Doc Opportunities at University Institute of Lisbon

The Centre of International Studies (CEI) at Iscte - University Institute of Lisbon (Portugal) announces the opening of 3 postdoctoral contracts in the area of African Studies or related fields. The positions are offered in the context of ERC Starting Grant "AfDevLives: The Afterlives of Development Interventions in Eastern Africa (Kenya, Tanzania, Mozambique)" (Ref. 101041788), a project hosted by CEI-Iscte and led by Dr. Yonatan N. Gez. The announcements and respective application requirements for each position can be found below:

- [1 postdoctoral position to study the afterlives of development interventions with emphasis on space and mobility](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp1_vf.pdf) ([https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc\\_call\\_final-wp1\\_vf.pdf](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp1_vf.pdf))
- [1 postdoctoral position to study the afterlives of development interventions with emphasis on visual/graphic anthropology and art](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp2_vf.pdf) ([https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc\\_call\\_final-wp2\\_vf.pdf](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp2_vf.pdf))
- [1 postdoctoral position to study the afterlives of development interventions with emphasis on oral history, storytelling, and narratives](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp3_vf.pdf) ([https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc\\_call\\_final-wp3\\_vf.pdf](https://cei.iscte-iul.pt/wp-content/uploads/2022/10/postdoc_call_final-wp3_vf.pdf))

The application period is between 01 November and 31 December 2022. In case of queries concerning the application process, please contact CEI-Iscte research manager Raquel Matoso Silva at [recruitment.cei@iscte-iul.pt](mailto:recruitment.cei@iscte-iul.pt). In case of queries specifically related to the project's scientific aspects, please contact AfDevLives' PI, Dr. Yonatan N. Gez, at [afdevlives@gmail.com](mailto:afdevlives@gmail.com).

**About the project:** International development involves ideologies and activities ostensibly directed towards the improvement of well-being of populations in the Global South. Mainstream development interventions emphasize forward-looking ideas of progress and advocate for novelty. In so doing, however, the sector is often myopic, as evidenced by countless unintended consequences that stretch beyond interventions' official life cycle. Whether deemed as success or failure, such interventions leave behind a long trail of tangible and intangible traces. Project AfDevLives explores how development interventions' representational and material remains are experienced, utilized, and re-appropriated by local actors over time, and how such active immanence of the past affects people's life-worlds. It weaves together three temporal gazes: prospective (development's blueprints); retrospective (sediments of the past, shorthanded as interventions' 'afterlives'); and present-time lived experience. Consciously de-centering formal development discourse and temporalities, the project develops and applies a phenomenological framework oriented around the embodied interweaving of people, objects, and space. Using an interdisciplinary approach centered on social anthropology, research will be conducted in Kenya, Tanzania, and Mozambique, neighbouring Eastern African countries that are among the highest recipients of development aid and whose past and present hold both continuities and ruptures. The project will unfold via an iterative process involving four complementary work packages: Movement, Image, Storytelling, and Synthesis. Working across work packages, countries, and case studies, the project will pursue three categories of objectives: conceptual (methodological toolkit), empirical (based on extensive ethnographic fieldwork), and practical (aimed at the development sector, local heirs of interventions, and the public at large). The project will result in a robust set of outputs.