

YOUTH VOICES FOR YOUTH POLICY: REFLECTIONS ON SENEGALESE ENGLISH CLUBS AS URBAN LEARNING SITES

MARIKA TSOLAKIS

INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON

Wilson Center

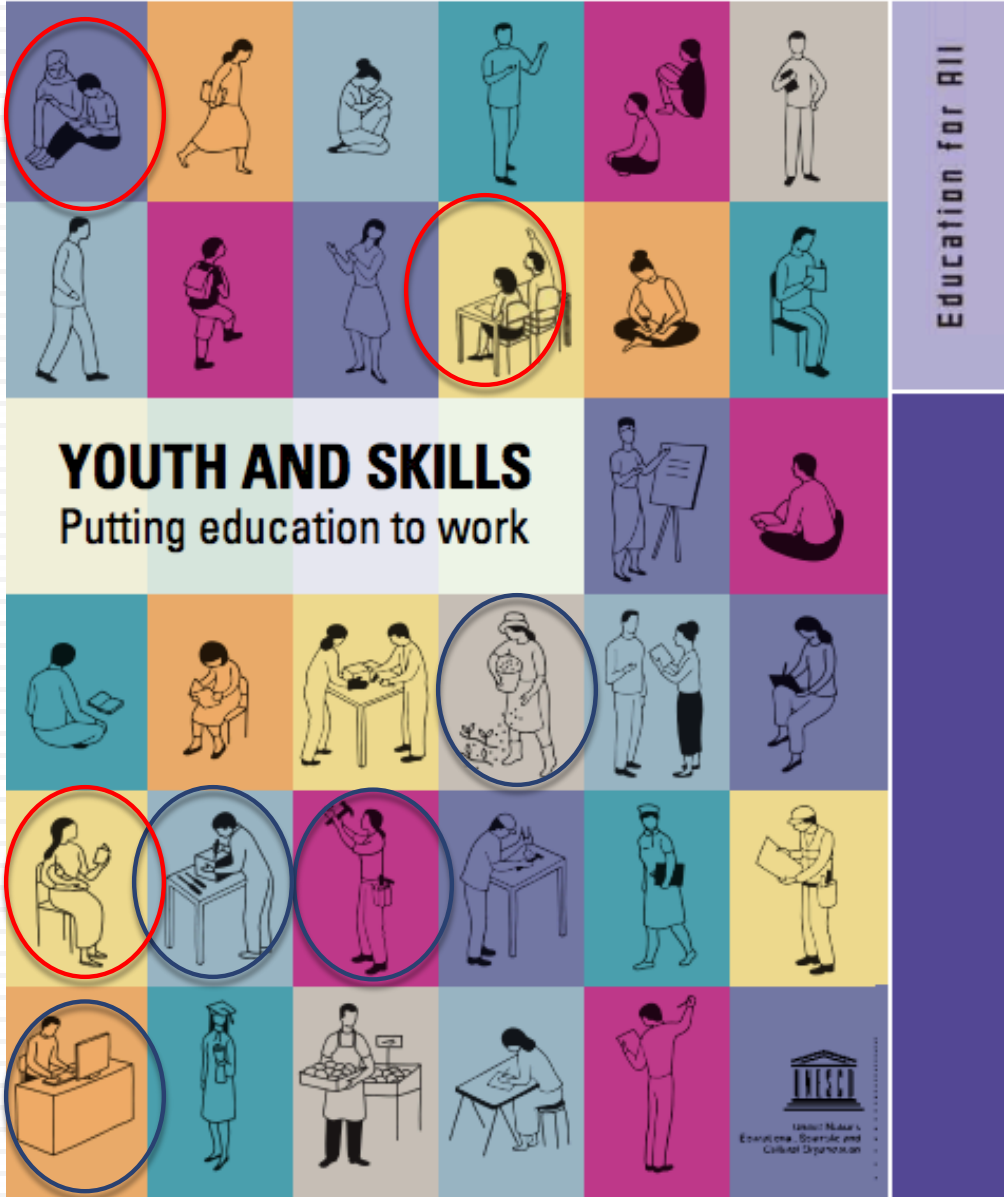
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Presentation Aims:

- Problematize current approaches to urban youth
- Describe and evaluate learning within Senegalese English Clubs (ECs)
- Discuss implications for urban youth policy within a human development agenda

EFA Global Monitoring Report

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Values and aims?

Beyond Work: Human Development

- 'development as freedom' (Amartya Sen, 1999)

Role of education:

- Intrinsic and instrumental
- Forming capabilities of value to the learner
- foundation of democratic society

English Clubs

- Non-formal, participatory
- Inclusive: age, gender, educational background, ethnicity
- High schools, neighbourhoods, associations and tertiary institutions
- Free of cost



Research Methodologies

- Qualitative
- Four case studies
- Observations of 7 ECs in Dakar region



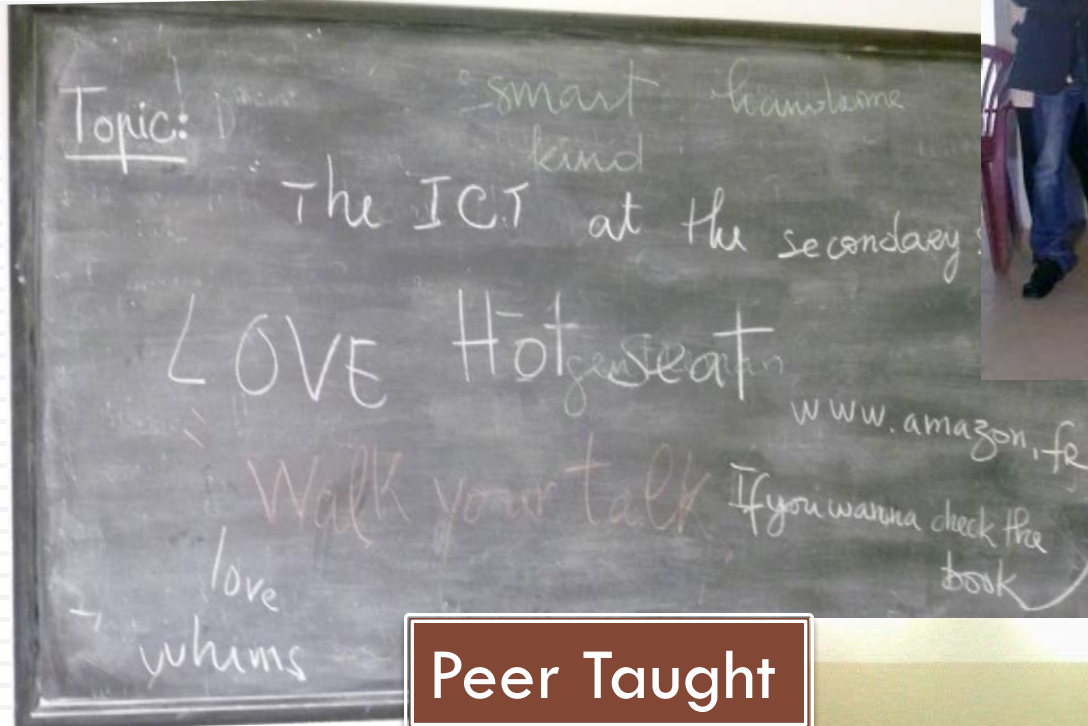
Motivations...

Nowadays you can't work without speaking English because all the training schools, all the subjects, they use English. (Khadija)

I like speaking English so much because, in a way, I feel like I sell myself with it. I show my personality with it. I say to myself that if I speak English, I'll be more interesting to others... (Khadija)

All the Anglophones are there and they all love each other. (Ahmed)

Learning Processes



Peer Taught



Learning by Debating



My favourite subjects? My favourite subject is... for example, when we talking about Africa, yeah, I like that. How we do, how can we do to, to developing Africa. (Amadou)

Constructive Democracy

“The practice of democracy gives citizens an opportunity to learn from one another, and helps society to form its values and priorities.”

(Sen, 1999, p. 7)

It's a place where everyone is free to speak. It's freedom of expression. You say what you feel. I mean, you give your opinion, and we see if it's good, bad. We discuss and afterwards we categorise. It's like that. (Khadija)

Youth Voices for Youth Policy?

- Qualitative data exposes what's happening on the ground
- Students *motivations* and *processes* should relate to curriculum and content
- Aims of urban youth education: beyond work?

References

Sen, Amartya K. 1999. *Development as Freedom*. Oxford: Oxford University Press.