

## Summaries

**Jeannett Martin: Characteristics and Professional Future Making of West African Muslim Women with University Education: A Literature Review.** The article provides a literature review on the group of Muslim women with University education in West Africa and their professional future making. Based on the analysis of mainly social science studies, special features of this small but growing group are identified. It is argued that in diverse West African societies, Muslim women with University education find themselves in paradoxical situations that can be described as “quandaries” that are difficult to resolve. The review further points to open questions about the professional future making of Muslim women academics in West Africa.

**Ulrike Schultz: “Today, Children Are Going to School”. Aspirations, Development Discourse and Schooling in Lodwar (Northern Kenya) from 1989 to 2022.** While hopes and expectations for the next generation in many countries of the Global North are shaped by family traditions, gender stereotypes and class affiliation, in countries of the Global South they are closely linked to the development discourse and the associated processes of social change. In this discourse, Western education seems to be the only alternative, not only in terms of one’s own future, but also in terms of the development of society. Investigating the case of the Turkana, mobile pastoralists living in Northern Kenya, it became apparent that the aspirations of parents, children and young adults are shaped by this discourse. Reflecting on the biographies of three women and her now adult children, the paper reveals that in view of the economic situation of the Kenyan nation state and the marginalization of the Turkana within the nation state, Western schooling leads not only many young people but also entire families into a trap. Diversification strategies are abandoned and everything is put on one card (schooling). This in turn undermines the conditions that in many cases led to the success of school careers. Fewer and fewer families can draw on resources in mobile livestock farming and sell livestock from time to time to ensure continuous and successful schooling for their children. This development is accompanied by an inflation of degrees and competition in a private education market, in which many Turkana families cannot compete. This leads to an increasing gap between aspirations and the possibilities and opportunities available to young Turkana and their families within the education system and on the labour market. Individual (successful) graduates are confronted with high expectations and many obligations that make it difficult for them to pass on their success to the next generation. This is another reason why, one can speak of an “education trap”.

**Norina Eliane Fischer: Mine, Yours, Ours? Jordanian Students’ Educational Decisions Navigated between Collective Expectations and Their Own Aspirations.** Educational decisions represent an investment in the future. Various aspirations and goals are linked to the decision to attend a specific university. Thus, the educational decision provides information on how the present and possibilities of

the future are individually evaluated. This article focuses on the decision to study at the German Jordanian University, which includes a year abroad in Germany. What goals and expectations are attached to the choice? What role does student mobility play in the decision-making process? And last but not least, to what extent is it a collective decision that is influenced by the family? The trajectories of nine students are used to shed light on their educational decisions and the associated visions of the future. Jordan, a country located in a conflict-ridden region with a young population, provides an exciting context. It becomes clear that educational decisions are multidimensional and are accompanied by an interaction between educational and migration aspirations.

**Issa Tamou: “Why are People still Going to School?” Debates about Formal Education as a Reflection of a Changing Employment Landscape in the Postcolonial Northern Benin.** The growing insecurity generated by school and the despair of young graduates are challenging the discourse that presents formal education as the classic path to success and making a living. This questioning is often a source of misunderstanding within families, between disillusioned young people and their parents. It is, in fact, an opposition between two generations that project different, even antagonistic, perspectives on the same reality (the usefulness of school). Indeed, while parents see all the opportunities that school offers them, young people think about the time they are investing and the unemployment they will face at the end. Based on ethnographic field research, including interviews, questionnaires and observations with young people, parents, teachers and other actors, I analyse how education campaigns reinforce feelings of social prestige and hope, and thus serve as an alibi for promoting mass schooling in rural areas of northern Benin. It also shows how perceptions of school and prospects can influence young people’s decisions about their future orientation.

**Banu Çıtlak: Promise of Education, Integration and Resistance within the Migration Context.** The paper examines the notion of integration through formal education by focusing on immigrant families in Germany. The article focuses on the predominant discourse that persists in reiterating the binary code of the formal education system, which encompasses educational success or failure as a synonym for the migration policy code of integration or disintegration. This equation is made even stronger by a meritocratic philosophy that doesn’t consider the othering processes and ignores all the restrictions that migrant youth face in education, the labour market, and the market for vocational training. The ambiguity between the actual possibilities and the attainable goals, embodied in the predominant imperative of “social mobility through education”, creates resistance within the group of immigrant parents and youth. The article argues that under these conditions, the family system may provide alternative ways of recognition for young people, which can be taken as a counter-concept with its own values that reject media-mediated narratives of integration and their symbolic representatives. By utilizing empirical data, the article

provides insight into the past and present experiences of family members and the factors that contribute to the resistance of immigrant families.

**Erdmute Alber: Transformations of Parental Care through “Education For All”: A Research in Northern Benin.** Due to large educational campaigns and the neoliberalization of the schooling system at the beginning of the 21st century, parental responsibilities and duties towards their children have changed fundamentally in the Republic of Benin. This concerns not only the costs for enrolment and educational means, but also for additional expenses related to schooling, as for instance the costs for their daughters’ pregnancies during their schooling careers. In addition, parents do often take responsibility for their children’s children. As grandparents, they help enabling their children’s further schooling careers. Last but not least, parents often pay additional educations such as apprenticeships, in order to help their children integrate in the labour markets, if schooling alone is not enough. Looking at these empirical findings, the slogans of the educational campaigns, such as “education for all” appear as an alibi that veils the unwillingness or inability of the nation state to take responsibility for a functioning schooling system and to provide the population with real educational chances. This gap is filled by the parents and their moral and economical ability to support their children as far as it is possible for them.

**Fabian Besche-Truehe: The Historical Development of University Access in a Global Comparison.** Most inter-state comparisons of education systems are limited to figures on participation in higher education. In contrast, this paper presents a new metric that takes into account the hierarchical structure of education systems and focuses on access to higher education. These continuation rates were collected for up to 180 countries and 120 years and show that, although expansion started in the 1990s, a relatively high number of education systems currently still have rather elite access to higher education, despite high enrolment rates in secondary schools. Inter-state differences are attributed in this paper, among other things, to colonial pasts. Although a clear association of rising continuation rates and rising unemployment among the highly educated is not apparent, it is worth considering regional variation in labour markets. This is because in the regions of West Asia and North Africa, which are characterised by above-average youth unemployment, the unemployment rate among the highly educated is also rising sharply. Here, expanding access to higher education does not appear to fulfil the promise of education.