CASE STUDY

Diversity in publications: mapping Africanist and non-Africanist publications, and Africa-based and Non-Africa-based publishing outlets

Research and publishing on Africa is at the core of ASCL's mission, predominantly in the social sciences and the humanities. ASCL research staff publications are found in highly rated academic journals, yearbooks, flagship books, blogs, technical reports, policy briefs, and in print and electronic news media. Since area studies are multi-disciplinary by nature, publishing outlets for ASCL research target both Africanist and disciplinary audiences. In this respect, there are publications in Africanist journals (such as *Africa*, *Canadian Journal of African Studies*, *Africa Spectrum*), and books written for an Africanist audience (such as the AEGIS Brill series, our own publication series). Examples of publications in disciplinary journals include for example *American Economic Journal*, *Business History*, *Current Anthropology*, *Nature Climate Change*, and *Urban Studies*. In the context of 'de-colonisation of the academy', these journals, books, and media are often based in the Global North, are agenda-setting, hard to reach/access/publish in by Africa-based researchers).

More interesting, however, and important in view of the timely and pressing agenda to decolonise African Studies and give voices in and from Africa a more prominent place in knowledge production about Africa, is to map ASCL publications in terms of Africa-based and non-Africa-based publishing outlets, and to consider collaboration in terms of publications between ASCL researchers and African colleagues.[2] In this respect, it can be concluded that over the assessment period, publications in Africa-based journals stayed at about 5% of all publications. The trajectory of collaborative publications with Africa-based colleagues is on the rise from 17.4% in 2019 to over one quarter of all publications in 2022, as recorded in both refereed and non-refereed articles. While this may be a coincidence, also influenced by the conditions of the COVID-19 pandemic, we consider it a noteworthy, positive, and structural development of increased collaboration with African colleagues and more sensitivity towards the workings of publication structures in the politics of knowledge production. Examples of supporting evidence include: the VENI project by Annachiara Raia, which, importantly, is built around collaboration with a scholar in Lamu, Kenya; the project by Lidewyde Berckmoes that involves intensive collaboration with a team of young Rwandan researchers; and the publication project by Mayke Kaag and colleagues on 'L'Afrique et ses connexions mondiales: Réflexions sur la confiance, la connaissance. Comment bâtir un monde décolonisé? Trust, Trust Making and the Decolonization of Knowledge Production in Africa's Global Connections' that explicitly targets a (francophone/bilingual) Africa-based publication outlet. These and other examples demonstrate an engagement with the decolonisation agenda in concrete ways that we intend to develop and continuously critically assess in the near future.

Based on annual records of publications in the assessment period, Global North publications accounted for approximately 70% of all publications of ASCL research staff. These comprise of refereed articles (44%) and non-refereed articles 26%). The listing of all publications is included in Appendix G.

---

[2] These categorizations are proposed in general terms. Categorizations in terms of disciplines, nature of referee process and yet-to-be-accounted-for sub-themes are not included. The categorizations are meant to provide a general and easily comparable picture; an entry point for future consideration of other useful subthemes.

Year and publication category	Number	Proportion (%)
2022		
Non-African Publishers (70.6%)		
Refereed	40	42.1
Non-refereed	26	27.4
Collaboration ASC-Africa (26.3%)		
Refereed	11	11.6
Non-refereed	14	14.7
Africa-based publishers		
Refereed	01	1.0
Non-refereed	--	--
Book reviews (3.2%)	03	3.2
Total	95	
2021		
Non-African Publishers (70.2%)		
Refereed	31	46.3
Non-refereed	17	25.4
Collaboration ASC-Africa (19.4%)		
Refereed	10	14.9
Non-refereed	02	2.9
Africa-based Publishers (4.5%)		
Refereed	03	4.5
Non-refereed	--	--
Book reviews	04	6.0
Total	67	
2020		
Non-African Publishers (73.6%)		
Refereed	34	44.7
Non-refereed	22	28.9
Collaboration ASC-Africa (15.7%)		
Refereed	08	10.5
Non-refereed	04	5.2
Africa-based Publishers (5.2%)		
Refereed	03	3.9
Non-refereed	01	1.3
Book reviews (5.2%)	04	5.2
Total	76	
2019		
Non-African Publishers (70.4%)		
Refereed	18	39.1
Non-refereed	19	41.3
Collaboration ASC-Africa (17.4%)		
Refereed	06	13.1
Non-refereed	02	4.3
Africa-based Publishers (2.2%)		
Refereed	01	2.2
Non-refereed	--	--
Total	46	

CASE STUDY

INCLUDE

Background

INCLUDE is a Dutch-African knowledge platform of researchers, development practitioners, and policymakers, promoting evidence-based policymaking on inclusive development. The Netherlands Ministry of Foreign Affairs initiated the platform in 2012. The INCLUDE platform consists of a Secretariat (implementation and strategic input), its platform members (advice and consultation), and a Steering Group (governance/decision making body). The Secretariat drives and coordinates the platform and is run by three consortium partners: the African Studies Centre Leiden (ASCL) in Leiden; the African Economic Research Centre (AERC) in Nairobi; and *The Broker* in The Hague. This consortium brings together complementary expertise and synergies for research, knowledge exchange, and policy dialogues in Africa and the Netherlands.

Approach

While most African countries have registered high economic growth, many people remain excluded from the benefits of this progress. Inclusive development is increasingly essential as inequality increases and the adverse effects of high inequality on economic growth and social and political stability manifest. INCLUDE is laser-focused on advancing inclusive development that is context-specific, locally driven, and reflects the voices of marginalised groups such as women and young people. Through research, knowledge exchange, and policy dialogues, INCLUDE works in close collaboration with African networks to develop a locally relevant knowledge agenda, share evidence through accessible knowledge products, and shape the local policy discourse.

Impact

INCLUDE's past and ongoing work spans across a policy areas where sound public policies, leadership, and agency by development-oriented public and private actors can, under certain conditions, make development more inclusive – such as social protection, youth employment, green jobs, digitisation and digital skills, among others. Between 2019 and 2022, INCLUDE conducted several cross-cutting studies on these themes and developed over 183 blogs, 176 news items, and 731 publications (289 policy highlights, 71 policy briefs, 155 reports, 84 two-pagers, and 53 presentations). INCLUDE also organised over 93 events (conferences, stakeholders engagement forums, seminars, workshops, and webinars) to discuss policy-relevant evidence for uptake by policy actors.

A prime example of research implemented within this period is the INCLUDE programme – 'Digital divides or dividends? Including basic services in Africa's digitalization agenda'; with five commissioned case studies on Benin, Ghana, Mauritius, Rwanda, and Uganda and a synthesis report, which was carried out by the Collaboration on International ICT Policy for East and Southern Africa (CIPESA). The research offers great insights into the differing contexts around digital transformation, the scope and scale of digitalisation within basic services, and common challenges when it comes to inclusion. The findings also help to quantify digital divides (particularly rural-urban and gender divides) in the countries studied.

The African Policy Dialogues (APDs) are a flagship activity INCLUDE. The APDs generated diverse knowledge products including 15 policy briefs, 8 newspaper articles, 3 infographics, and 2 short

videos. In total, the 7 APDs hosted 22 dialogues across 6 countries: 3 in Mozambique; 6 in Ghana; 3 in Kenya; 4 in Niger; 1 in Mali; and 5 in Uganda. A key intermediate outcome of the APD work from 2019-2022 is the establishment of networks of actors exchanging ideas about evidence for inclusive development in the respective countries. Due to such networks, APDs were called upon to provide input for government policies on youth employment and labour externalisation in Uganda, transformation of local governments to become more developmental in Ghana and inclusion of all learners (including those from marginal areas) through ICT in Kenya.

Key Publications

1. African Policy Dialogues Fact Sheet

2. Evidence Synthesis Paper: Private Sector Development Interventions and Better Quality Job Creation for Youth in Africa

3. Synthesis Paper: Growth Sectors for Youth Employment

4. Synthesis Report: Boosting Decent Employment for Africa's Youth

5. Green Jobs Report | Video

6. Synthesis Report: Digitalisation of Basic Service in Benin, Ghana, Mauritius, Uganda and Rwanda | Video

7. Synthesis Report: Africa COVID-19 Responses

8. Inclusive Youth Agripreneurship Report | Video

Further Information:

https://includeplatform.net

CASE STUDY

Africa Knows! Conference (December 2020-February 2021)

The Africa Knows! Conference was organised in the framework of Africa 2020, a year that was supposed to be filled with events made possible by the LeidenASA LU subsidy. Due to the Covid-19 pandemic, the events were eventually organised over a period of multiple years, and Africa Knows! took place fully online.

The conference had 50 panels, (co)organised by: Makerere University, the University of Ghana, the University of Cape Town, Eduardo Mondlane University Maputo, the University of Ouagadougou, Moi University Eldoret, the University of Lagos, the University for Development Studies Tamale, Rhodes University, MIASA, University of the Western Cape, the PAL Network, the Alex Ekwueme Federal University in Nigeria, the University of Zambia, the University of Dar es Salaam, the University of Ilorin in Nigeria, the Millar Institute in Bolgatanga, the University of Nairobi, CODESRIA, the Gaston Berger University, the University of Botswana, the Machine Intelligence Institute of Africa, the Nelson Mandela University, Advance Africa, RUFORUM, the University of Jos in Nigeria, the University of the Fee State, the AAU, the IAU, URMIS-Paris, CNRS-France, the University of Mainz, the University of Bayreuth, University Institute of Lisbon, University of Lleida Barcelona, NAI-Uppsala, Palacky University Olomouc, University Of Hradec Kralove, the Universities of Manchester, Cork and Coventry, the Humboldt University, the University of Bonn, the University of Konstanz, the Chemnitz University of Technology, DAAD from Germany, Leiden University, EUR, ISS The Hague, Maastricht University, TU Delft, the University of Amsterdam, the VU University Amsterdam, the Hague University of Applied Sciences, the University of Twente, Wageningen University, ECDPM Maastricht, the Knowledge Platform for Food and Business and the Knowledge Platform for Inclusive Development INCLUDE, Edukans, Aflatoun, Voice4Thought, LinkedinAfrica, the Netherlands University Foundation for International Cooperation NUFFIC, IHE Delft, and the Netherlands African Business Council (NABC).

Each panel had its own time slot: a morning, an afternoon or both. There were no overlapping panels. In total, there were 112 'conveners' and c. 700 unique online visitors, including 362 authors (for 286 papers), and participants in four round tables (videos) and seven keynote speakers (videos). With the exception of two panels, all panels have also been recorded, and most panels produced a written report and/or they have been covered in a conference magazine. Paper presenters were given a choice to put their paper online and more than half of all paper presenters did so.

Streams	Panels	Papers with online visibility	Other papers	Total papers
Institutional Foundations	5	11	8	19
Decolonising Knowledge	7	29	27	56
Europe and Africa	3	8	6	14
Regional and disciplinary specifics	14	54	36	90
Transdisciplinary debates	7	20	27	47
Technology and innovation	5	8	15	23
Youth and Gender Issues	2	11	3	14
Knowledge and impact	7	8	15	23
Total	50	149	137	286

In addition to these conference activities, 54 country profiles about the history and state of affairs of education in African countries, with a focus on universities, thinktanks, and museums were produced. There are 17 blogs online, as well as a kora concert, and free access films. The podcasts include two interviews with the conference organisers, one in French, and one in English. At the end, the LeidenASA organisers and coordinators made a 'final blog', with reflections about the contents of the conference.

CASE STUDY

The ASCL and Open Science

Ideally, Open Science leads to collaborative and more open research practices in which publications, data, software, and other types of academic output are shared. Open Science also leads to greater scientific and societal impact. The ASCL has invested strongly in putting these intentions into practice in recent decades. As early as 2003, ASC Leiden started a SURF-funded project, DARC, which had two main results: (1) one of the first university repositories in the Netherlands, containing hundreds of research publications about Africa; and (2) a metadata service website Connecting Africa.[3]

In the evaluation period 2017-2022, the ASCL has concentrated its efforts on five achievements.

1. Making ASCL publications open access online

Result: 1729 publications in open access (as of 31 Dec. 2022); downloads ranging between 200,000 and 580,000 times a year (https://openaccess.leidenuniv.nl)

2. Making publications and other data on Africa openly accessible online

* https://www.connecting-africa.net (2022: 90673 publications, 38071 unique visitors)

* open access e-docs via ASCL library catalogue

* ASCL website: lists of free online Africana periodicals & Dutch dissertations on Africa

* AEGIS website: AEGIS-Brill Series https://www.aegis-eu.org/aegis-brill-series

* Participating in Ustadh Mau Digital Archive Project (Lamu Island, Kenya)
https://www.ascleiden.nl/content/library-weekly/ustadh-mau

3. Installing a research data management policy

A research data management policy was installed after staff consultation, roughly in line with the Leiden University data management policy.

4. Work on Open Science Infrastructure for African Studies (Wikidata, ERC)

The ASCL Library has collaborated in Wikidata with metadata of African publications. The Library particularly focused on books in Somali and Kinyarwanda, but also on research publications from African countries. The ASCL Library will use this metadata expertise to participate in a project (Almeda: African Literary Metadata), convened by Professor Ashleigh Harris of Uppsala University, which has received a grant from The European Research Council for a period of five years.

5. **Collaboration**. Another main element of Open Science is the way the ASCL collaborates in Africa. Researchers know that it is important not only to listen to respondents and to work together with African partners, but also to actively engage with all partners in research and projects. This also means influential participation. Some examples of these collaborations are the research projects by Lidewyde Berckmoes (Pedagogies of peace and conflict in the Great Lakes region), Azeb Amha (Oyda

---

[3] Proudman, V. M. (2007). Connecting Africa. Repository Service. Africa Studies Centre, Leiden, the Netherlands: A portal for Africanists: Publications and experts unite - increasing global visibility of Africanist research. [Tilburg University, 2007].
https://pure.uvt.nl/ws/portalfiles/portal/927603/CA_Casestudy_DRIVER_Population.pdf

language, Ethiopia), the collaborative project INCLUDE, and Annachiara Raia's work on the Ustadh Mau Digital Archive.

CASE STUDY: Talented early career research

PhD policy and training

In 2019, the ASCL started its own Graduate Programme African Studies (GPAS), headed by Prof. Rijk van Dijk. This was made possible by integrating with Leiden University, and the establishing of the ASCL Chairs. The GPAS mission is to enhance the pursuit of PhD degrees in African Studies at Leiden University, by providing the necessary support and intellectual resources to ensure their academic quality, relevance, and originality. A graduate programme is not to be confused with a graduate school. The ASCL PhD candidates are registered with either the graduate school of Social Sciences, Humanities, or Law, depending on who their first promotor is.

The GPAS lecture programme consists of the following elements:

- Presentation seminars by PhD candidates. Originally meant to present their '8 months' paper, now open to all types of research relevant presentations.
- Literature review seminars. Discuss papers or chapters within a specific research theme.
- African Studies Trailblazers Seminars. An ASCL researcher presents and discusses a main piece of academic writing from their own discipline (discontinued).
- Masterclass with a seminar speaker from the ASCL seminar programme.
- Thematic sessions moderated by a promotor and her/his own candidates.
- Since 2019, two writing retreats have been organised.

The ASCL organises a compulsory course on Scientific Integrity, and PhD candidates are encouraged to take part in the course on Theoretical Foundations, which is part of the RESMA curriculum.

Ad hoc workshops are organised for GPAS members and other PhD candidates at Leiden University. For instance:
- PhD Peer Coaching Sessions
- Pitch your research project
- How to moderate a discussion
- Publishing
And more.

GPAS members are also encouraged to attend PhD workshops and courses organised by Leiden University in general (if applicable, paid for by the Centre), and the courses offered by Leiden Global in particular.

All candidates are invited to an annual monitoring review with a member of the research staff who is not involved in their PhD project. This review gives them the opportunity to discuss matters pertaining to supervision, progress, life beyond the PhD, etc.

All PhD candidates can make use of a desk at the Centre, including the necessary facilities. There is a large room reserved for PhD candidates, and sharing this space has led to academic (writing groups) as well as social exchanges (WhatsApp group, book club – reading and discussing novels by African authors).

The ASCL PhDs are represented in the Department Council (works council), and in recent years a PhD committee was established to discuss all matters pertaining to the programme.

The interest in the Graduate Program is high (see also Appendix D). Over the period of evaluation, 40 PhD students enrolled, making a total of 63 PhD students active at the ASCL. Fourteen PhD defences were achieved. The gender composition of the GPAS students is balanced and there is strong representation of African-born, -raised, or -educated students.

Africa Thesis Award
Since 2003, the ASCL's Africa Thesis Award has encouraged Africa-focused research by MA students at universities in the Netherlands, and universities on the African continent. The competition aims to encourage students' research and writing on African topics and to promote the study of African cultures and societies. The quality is high and the theses are based on independent research related to Africa and they represent a diverse range of disciplinary fields. The winner receives a grant of € 500; the winning thesis is published in the African Studies Collection series, and the winner is asked to give a presentation in Leiden on the subject of the thesis.

Year	Winner	Nationality	University	Total theses	African universities	NL universities
2017	Adriaan Steyn	South African	University of Stellenbosch	47	17	30
2018	Cynthia Olufade	Nigerian	University of Ibadan	30	19	11
2019	Nsima Stanislaus Udo	Nigerian	University of the Western Cape	41	24	17
2020/2021	Tamia Botes	South African	Wits University	27	15	12
2022	Robert Okello	Ugandan	EUR/ISS the Hague	25	16	9