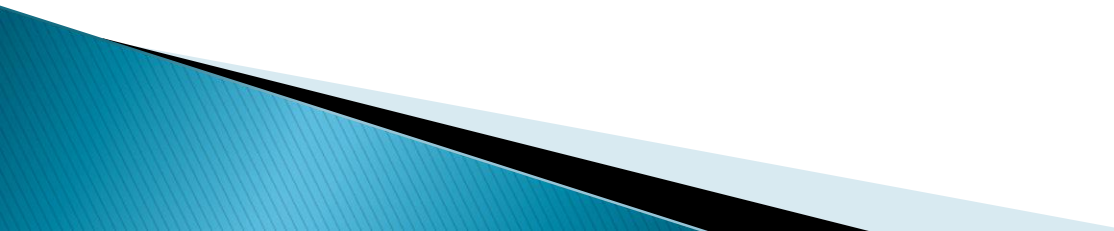


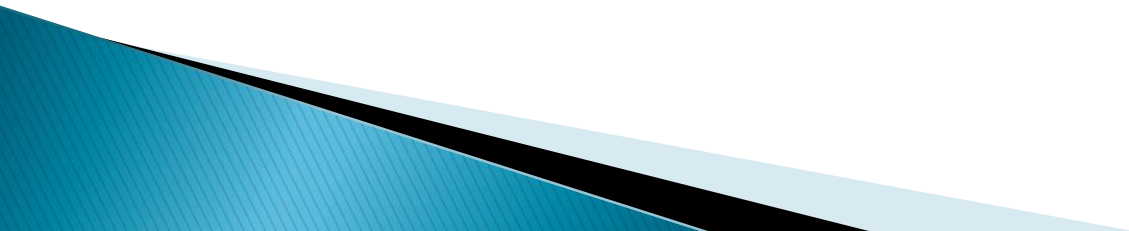
STRADDLING ACTIVISM AND ACADEMIA WITH PAN-AFRICAN ORGANIC SCHOLAR-ACTIVISM IN GHANA

Obaapanin Adu Oforiwaa
University of Education, Winneba
Ghana

Profile

- ▶ Member of staff of the University of Education Winneba (UEW), Central Region of Ghana, the premier institution of Higher Education for training Teachers in the country.
 - ▶ Distant Learning Docotoral student of the University of Sussex at Falmer, Brighton
 - ▶ Co-Deputy Coordinator of the ASASEYAAMMA, (Pan-Afrikan Green Campaign for Global Justice), Co- Deputy Convenor of the Sheroes Heritage Learning International Convention (SHLIC).
 - ▶ Honorary Co-Vice President of the All-Afrikan Students' Union Link in Europe (AASULE)
- 

The Journey-Activism Background



Student activism -AASU



Jubilee2000 Afrika campaign



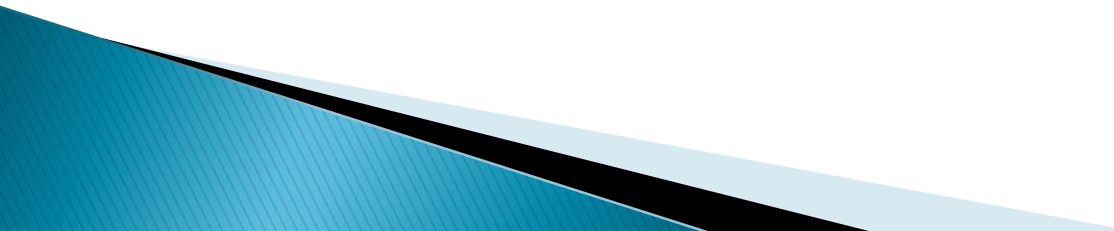
Rendezvous of Victory

<http://www.icare.to/antislavery2004.html>

http://news.bbc.co.uk/2/hi/uk_news/3584050.stm



Journey

- ▶ Sheroes Heritage Learning International Convention (SHLIC)
 - ▶ Asaaseyaamma
 - ▶ One World Week (OWW)
- 

Academia

Expectations

To become an academic in order to be a better activist to win change. (Angela Davis, Ifi Amadiume, Micere Mugo)



Expectations

Student Resistance Leaders in Ghana and Afrika

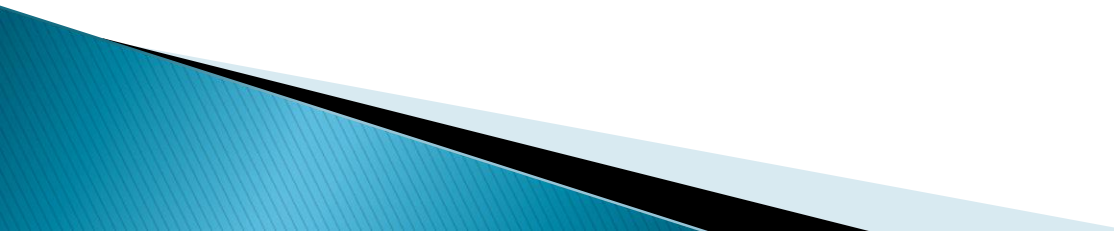
- ▶ independence and anti colonial struggles in Ghana, (Osagyefo Kwame Nkrumah, Takyiwaa Manu),

Apartheid in South Africa (Steve Bantu Biko, Tsietsie Mashinini, Ruth First)

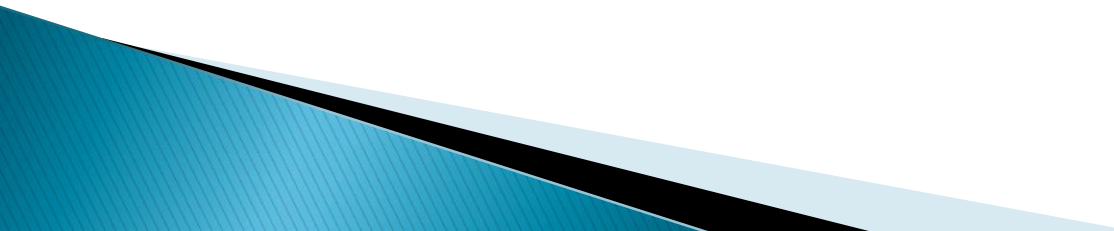
Academia

Gender Mainstreaming Directorate (UEW)

(radical spaces to consolidate progress towards female emancipation and gender empowerment)

- ▶ Research
 - ▶ policy advice
 - ▶ training and education
 - ▶ Support radical efforts beyond Academia
- 

Academia– Accomplishments

- ▶ UEW Anti–sexual harassment policy/ UEW Gender policy developed
 - ▶ Quota in admission for females especially science disciplines (*UEW corporate strategic plan, 2009–2014*)
 - ▶ Gender Club
- 

Academia– Accomplishments

- ▶ Exploring Academia–Community Engagement Possibilities

- ▶ Publications

- ▶ Gender and Promotions in Higher Education: A case study of the University of Education, Winneba, Ghana. *International Journal on Education, Learning and Development*, Vol. 1, issue 2, December, 2013, pp. 95–109
- ▶ A critique of Amina Mama’s Article; “Restore, Reform, but do not transform: The gender Politics of Higher Education in Africa”. *International Journal of Basic Education*, Vol. 3, Issue 1, pp. 76–86, November 2013
- ▶ Waking up Higher Education Institutions for Post–2015; perspectives from the Global South, The Association of Commonwealth Universities, October, 2013, <https://beyond2015.acu.ac.uk/submissions/view?id=36>.

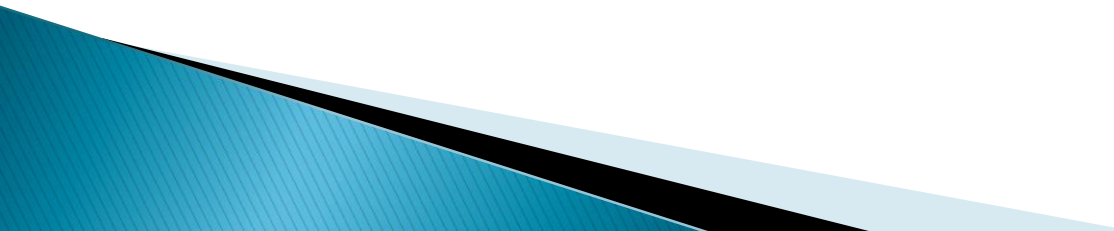
Challenges

- ▶ Absence of space in Academia for Radical Activism (e.g. Reparations)

If you're going to be active in the community, you have to be willing to put your academic interests aside a little bit and think first about what the community wants and need" (Kitty Kelly Epstein, 2013)

- ▶ Identity
(radical, troublesome, controversial, tarnishing the institutions image. (Best & McLaren, 2010)

Challenges

- ▶ Publish or perish, what? Where (*peer refereed journal*)
 - ▶ International conference paper – to be locally presented first
 - ▶ Academic jobs that reward activism are rare
 - ▶ Lack of appropriate resources
- 

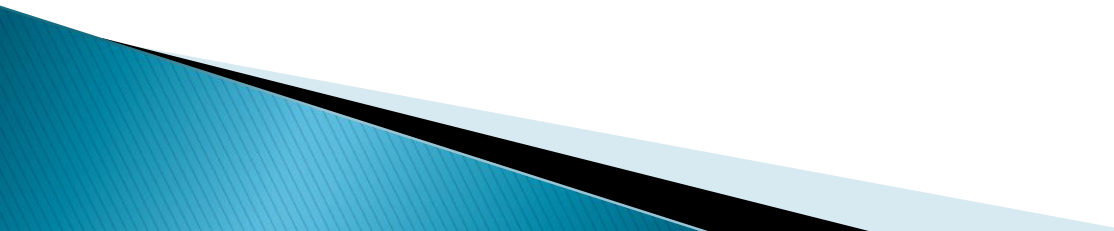
Challenges

- ▶ Attitude / perception on Activism (most *colleagues not interested and involved* in activism)
- ▶ Job insecurity (Tenure)
 - “*one solution is to postpone activism until you have obtained tenure*” (Flood, Martin & Dreher, 2013)
- ▶ Power dynamics (institutional culture)

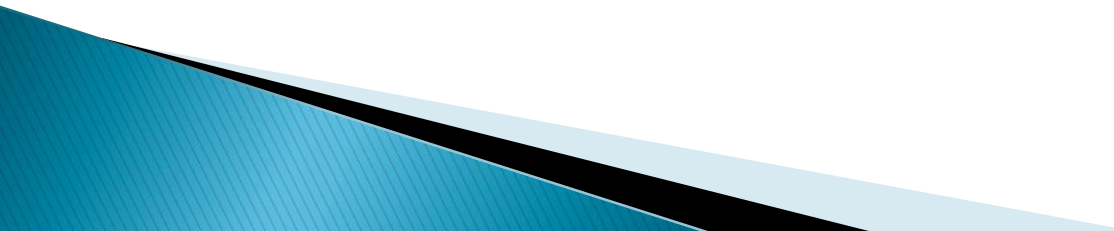
Reflective quotations

- ▶ “ *activism is for students, the era of activism is over. student activism today has been resigned to the margins of current socio-political space*” (**student leader**)
- ▶ “ *academia is fertile grounds for activism, and this is common in the US . Unfortunately universities in Africa are conservative and used to the traditional ways of doing things*” (**Professor**)
- ▶ “ *I believe I still have the ideas and energies for activism, having been a student leader during my undergraduate years but my current position and career make it difficult and impossible*” (**Administrator**)

Recommendations

- ▶ Networking now and beyond the conference for international solidarity
 - ▶ Support consolidation of AAFUS Ghana Engagement Link (AAFUS–GEL)
- 

Recommendations

- ▶ More of such fora for younger people and those who are interested in radicalizing academia
 - ▶ Academic research/publications must open up to radical thoughts and attention paid to early career academics
- 

References

- ▶ Adu, A. A (2004) Importance of remembering slavery
<http://www.icare.to/antislavery2004.html>

Adu, A.A (2004) London notes its slave trade role
http://news.bbc.co.uk/2/hi/uk_news/3584050.stm

Best and McLaren(2010) Academic Repression: Reflections from the Academic Industrial Complex

- ▶ Flood, M.G, Martin, B & Dreher J. (2013) Combining academia and activism: common obstacles and useful tools, Australian Universities Review, 55 (1), pp. 17–26
- ▶ Kitty Kelly Epstein, 2013