

Call for Paper Submissions
Pan-African Feminist Popular Education in Global Africa: Resisting and Building
Locally and Globally through Liberatory Transformative Education.

Deadline for Submissions

Abstract: 6th March 2023

Extended abstract: 2nd May 2023

Full paper: 30th June 2023

All submissions and enquiries should be emailed to: contact@feministafrica.net

Issue Editors: Mjiba Frehiwot and Asanda Benya

This special issue proposes to look at and highlight pan-African feminist popular education in global Africa. Global Africa in this instance refers to African descendants at home and abroad. Those abroad include persons who have African ancestry; but who cannot tie their direct lineage to a particular community due to the Indian and Atlantic Ocean slave trades and those who migrated as a result of forced or voluntary migration from the continent.

While academic debates about knowledge production, teaching and learning often focuses on knowledge produced and learning happening in formal institutions and ‘traditional’ classrooms, decolonial and pan-African feminists have equally emphasised the multiple ways of knowing and alternative sites at which knowledge production and learning take place (Mama 2017). Popular education, which has a long history within the feminist and pan-African movement, is one way in which learning outside the classrooms has occurred (Fakier & Cock 2018; Endresen 2013; Choundry & Kapoor 2010; Chigudu 2002).

Popular education has been used to engage with communities and movements around questions of sovereignty, liberation, justice, freedom, and autonomy. In this call, pan-African feminist popular education refers to emancipatory and transformative political learning and unlearning, mediated by activities at the micro, meso and macro level. It occurs across global Africa conducted by activists that identify as pan-Africanists and as pan-African feminists, and those who do not necessarily identify this way, but are actively working towards a full liberation of Africa, all African people including women.

Popular education can take many forms including political education classes/spaces, popular newspapers or internet news sites, artistic expressions, and informal discussions. It links and troubles the porous boundaries between lived realities, activism, and theory. Whether dialogical or cyclical, it invites people to take control of their own learning for social and political transformation. In other words, popular education at its very core is liberatory and transformative and encourages the ‘student’ to become a change agent in their community

(local, national, or global). Paulo Freire (2000) in his text *Pedagogy of the Oppressed* contends that education, if used for its intended purpose, should transform the student (both formal and informal) into agents of transformation. Popular education, at its root, seeks to transform the worldview of those engaging it in. To that end, it is a liberatory intellectual and political project that “awakens” people to their collective capacity, ignites “radical conversations” (Mama, 2017), supports resistance to injustices and inspires a re-imagining of alternatives (Freire, 2000). These acts of resistance are at the heart of the larger Pan-African and Feminist movements globally.

Popular education in global Africa has been tied to both the pan-African and African feminist movements. At the pan-African level this education emphasises the unification and liberation of Africa and African people including women (see Tsikata 2014). At the feminist level it highlights women’s oppression and marginalisation and reflects on gender equity and stresses the need to build a different and just world where women are not on the margins. While cognisant of the genealogy and main concerns of each of these ‘strands’, here, when reflecting on pan-African feminist popular education, we are inspired by those who dissolve the boundaries (see feature articles in FA 19, 2014; especially Rhoda Reddock 2014; Aliou Ly 2014; Amira Osman 2014). We thus emphasise, how together these ‘porous strands’ within popular education are pursuant of a holistic liberation, one that is catalysed and facilitated by more democratic, creative, and at times playful, pedagogical sensibilities and methodologies. Their conjoined aim is to unpack relations and practices of domination, disrupt hierarchies and create alternative ways of being and doing that facilitate emancipation, equity, and autonomy at a structural and at a personal and bodily level (see Manicom & Walters 2012 and hooks 2003).

While not always documented, examples abound of feminist movements, activists, communities who have relied on pan-African feminist popular education to make sense of the conditions under which they live, to resist multiple forms of domination and oppression, to dream of alternative worlds and to build power from below. This special issue is an invitation to critically reflect on these practices and initiatives. We are especially looking for papers that reflect on the work happening across Global Africa. We are particularly interested in contributions from the six regions of global Africa including but not limited to Latin America, the Caribbean, West, Central, East, North, Southern and Central Africa. We welcome feature articles, standpoints, organization features, conversations with pan-African feminists doing popular education and creative works. Feature articles should not exceed 6500 words. Other contributions should not exceed 2000 words. Please submit contributions electronically to info@feministafrica.net

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We welcome contributions that address the following themes:

- i. Philosophies, politics, and praxis of particular instances/models of popular education.
- ii. The lives and works of popular educators.
- iii. Changing contexts and approaches to popular education.
- iv. Recuperating, reconstructing, and reworking lost traditions of popular education.
- v. The media of popular education in Global Africa.
- vi. Popular education as an act of resistance, thinking through and building alternatives.
- vii. Digital popular education as a praxis for on the ground struggles
- viii. Other topics related to Pan-African Feminist Popular Education

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Articles may be submitted electronically via <https://journals.ug.edu.gh/index.php/fa/index>

Download the FA style guide at: <https://feministafrica.net/>

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