Introduction

This issue of CAFA's Newsletter continues our analysis of the post-structural adjustment period in African universities. The most immediate impact of structural adjustment programs (SAPs) has been the defunding of African universities and the consequent repression of student and faculty opposition. This phase is vividly presented by Moctar Al Haji Hima, the former President of the Nigerien Students Union, in an interview.

Barbara Koffa graphically illustrates the devastating consequences of years of war on the schools of Liberia and the Liberian children themselves, who often were turned into soldiers. In this context, it is important to note that, though not every country in Africa has recently experienced warfare, (a) African school systems have suffered similar consequences from World Bank- and IMF-constructed SAPs which have literally waged a war on them, (b) the loss of hope caused by the destruction of schooling as a path to a better future has been an important factor in the recruitment of African youth as soldiers (as studies of Sierra Leone and Liberia itself indicate).

Where schools are still functioning, privatization is well underway and it is now taking place even within the public universities, as we learn from an interview with Dr. Gorgui, a Senegalese academic.

Finally, CAFA looks at the role of U.S.-based study abroad programs play in the recolonization of African universities when U.S. academicians take advantage of an immiserated educational system for their own purposes and proceed without regard for the fate of their African colleagues and students. In the hope of contributing to raising awareness of this problem, we propose a “Code of Ethics for Global Education in Africa.” Although the Code is not in a final form, we hope it will stimulate a debate on this matter and that you will send us your thoughts on the Code, which we will publish in a future issue of the CAFA Newsletter.

CAFA SPONSORS

Ousseina Alidou
Dennis Brutus
G. Caffentzis
Horace Campbell
Harry Cleaver Jr.
Emmanuel Eze

Silvia Federici
Mario Fenyo
Julious Ihonvbere
Jon Kraus
Peter Linebaugh
Manning Marable
Alamin Mazrui

Lupenga Mphande
Nancy Murray
Cheryl Mwaria
Marcus Rediker
Gayatri Spivak
Immanuel Wallerstein
Globalization and Academic Ethics
by The Editors of CAFA

One of the consequences of economic globalization has been the internationalization of US higher education institutions and vice versa. International study abroad programs, international cultural exchanges have become a "must" on most American campuses. In the last decade, a number of major U.S. educational organizations have asked that "visitors" should be made to ensure that at least 10 percent of all students who receive baccalaureate degrees in this country will have had a "significant educational experience abroad during their undergraduate years." (See Michael R. Laubacher, Encounters with Difference: Student Perceptions of the Role of Out-of-Class Experiences in Education Abroad [Washington, DC: Greenwood Press, 1990].) Equally important have been the efforts by U.S. administration and funding agencies to turn non-American academic institutions into "global universities," i.e. "global educational centers, recruiting from and catering to an international student body.

We have also witnessed the growing engagement of US academicians and colleagues in the reorganizing of academic institutions in Africa, Asia, Latin America and the former socialist countries, and the management in those same regions of private, formerly English-speaking universities, unavailable for the majority of aspiring students.

All these developments constitute the most substantial innovation in US academic life over the last decade. They have been promised and hailed as a great contribution to the spread of "quality education" and global citizenship. The reality, however, may be quite different. We call on our colleagues to ponder on the implications of these changes, especially for African countries, and to oppose the excessive goals which often inspire them. Consider the following:

1. The internationalization of the curriculum and academic activities is often conceived within a framework of global economic competition that turns international assessment into a means of zero colonial exploitation rather than a means of understanding and valuing other people's histories and struggles.

2. As the National Security Education Program (NSEP) has demonstrated, the Pentagon and the CIA are the most prominent government agencies propagating and financing the internationalization of U.S. academic education. This presence is noticeable since they, more than ever, need a cosmopolitan personnel at a time when the U.S. government is openly aiming for economic and military hegemony in every region of the world.

3. The globalization of U.S. universities has been facilitated by the underdevelopment of public education throughout the Third World, open recommendations of the World Bank and IMF in the name of "rationalization" and "structural adjustment.

4. In some African countries where universities have been shut down, the idle facilities are often used by American study abroad programs. These programs benefit from the cheap cost of study, and
On the History and Current State of the Student Movement in the Niger Republic

Based on an interview with Mustapha Ali Haji Ilyas, Former President of the Nigerian Student Union with Olumiwa Akinola, Coordinator of CAFA

Nzaram, December 5, 1996

The Nigerian student movement has gone through different phases in recent years, because it was formed during the military government of General Karsh, and only recently has been able to regain its initiative, even though it was never completely destroyed and it continued to operate underground.

It is a broad movement and I want to first deconstruct the idea that it is an officially-recognized movement, as some have claimed. In the period from 1974 to 1985, the leadership — then in the Executive Committee and the Directing Committee of the Union of Nigerian University Students (UNUS) — was predominantly Hausa, but within it there were also committees coming from other ethnic groups. Those who stay the ethnic element, and keep asking, “is what ethnic group does this and so belongs?”, are people interested in promoting divisions within the student movement, who try to convince some groups that they are being marginalized. It is true that between 1974 and 1985, the majority of the leadership was Hausa, but even among the Hausa there was great diversity. There is uniformity as far as the language, but not so far in the criteria. The student movement is not the same as the political party, or the political science, or the political organization. If you come from the grassroots as far as your ideological formation is concerned, if you master the principles of the organization, that is. If you support all the anti-imperialist principles, you can aspire to become a general delegate for a supporting committee, or to become a member of the Executive Committee. And if you have been a member of the Executive Committee and have demonstrated that you can defend the interests of the youth, you can become a member of the Executive Committee of the student union.

A common complaint is that the student movement is not the same as the political party, or the political science, or the political organization. If you come from the grassroots as far as your ideological formation is concerned, if you master the principles of the organization, that is. If you support all the anti-imperialist principles, you can aspire to become a general delegate for a supporting committee, or to become a member of the Executive Committee. And if you have been a member of the Executive Committee and have demonstrated that you can defend the interests of the youth, you can become a member of the Executive Committee of the student union.
but at the international level as well. It supervises the affairs of all Nigerian students wherever they are, whether they study at home or abroad. Therefore, they are the questions the congresses take into account. Are you a good student? Are you well equipped intellectually and politically? Are you a suitable candidate for defending everybody and reproducing the principles of the organization? The other factors are of interest for the student movement, because it is truly a mass organization.

Certainly the USN has always had regional structures as well. This is because of the activities it organizes during the vacation period. Usually, USN functions full time, about two months a year, become the Directing Committee members and organize activities during the vacation period. When the students return to the rural areas, the committees too return to their villages, to help their parents or to set up other activities. What's happening in that by returning to their region, the students realize what has taken place in the life of the community during the three months when they were away, and can make an assessment of the evolution of the population during the year. Which means to make a more complete and reliable analysis of the national situation. People examine how the international situation has affected the conditions of people in the country and then they examine the national life in all its structures. It's not just the problems of students that are considered, but also the problems of the peasants. How do they managed to survive? Has there been improvement or regression in their conditions? Has the national situation affected the life of the organization? The problems have to be identified to be essential.

The Directing Committee relies on the work of the "vacation structures" to make this type of analysis. These vacation structures are set up in April and function from April to October, when the people involved participate in the activities of the general councils of the organizations. These structures present their reports regularly to the USN, so that the movement of the rural regions can be made. The vacation structures, then, are a positive thing and they are not organized on ethnic lines. They are chosen to go to this or that region and they return to organize activities for the vacations, there is no connection with the regional or ethnic origin of the committees involved.

There is another aspect to this question. Between 1985 and 1987 the Nigerian student movement suffered a serious setback under the dictatorship of General Gowon, who dissolved its organization after killing a number of its members and deporting others. The result was a state of paralysis, because the student movement was not taken as an organization, so the only organizations that the regime allowed were cultural or regional ones. But our comrades could not remain segregated for too long and they started these channels. People organized for cultural activities around the literary associations or the regional associations that always organized activities for the vacations. It was through these works-camps that the students were able to address national questions again. At the current level, the regional associations were the only ones that could meet because trying to organize was very risky, and when they did, the activities were systematically persecuted; they were taken by the police and deported, or were sent before time to do the civil service. But they could organize on the regional level because the authorities allowed it. So, there were conditions and people wanted to start activities, even if they did not have the means to defend themselves. That people knew that the regional structures were not automatically only people from the region.

Under the cover of regional associations, the student movement organized activities for the comrades imposed by the dictatorship, but without pushing too far, because it was not possible to organize political activities like before. What they could organize were cultural activities, educational and literary programs to be carried out during the vacation period. There were also fund raising activities to help comrades in difficulty or to finance the activities for the vacation structures. When students came back they always gave a report of their activities and they would give people a lot of information about the national situation. And that when the students movement revived in 1987 there was an opportunity with respect to an understanding of the national situation.

In 1987, when the Nigerian students regained the initiative, they were able to form the Kouande government, at the end of its regime, to accept the challenge of their structures in the Kouande organizational form, in Union of Nigerian Students Union (SNUS), in the USN, in the USN (Union des Ecoles Nationales) of the University of Nigeria. When the movement was revived, in April of 1987, there was no regime with the past, because the reports produced by the vacation structures served to analyze what had occurred during the 1983-1987 period. At that time, it was agreed that it was necessary to form a national organization. The most active sections of the USN—now of the students from Nnamdi, from Corona (Nigeria), from Lagos (Nigeria), Abuja (Nigeria), Ibadan (Nigeria), Ibadan (Nigeria), Ekiti (Nigeria)—then, during the vacati on, assembled the USN in the University of Nigeria, to discuss what could be done to get the government to recognize the organization, so that it could regain its credibility and its means of intervention, which in the past had made it the only major voice in front of different dictatorships. It was also the only movement organized at the national level.

There were two types of schemes. The first proposed that the university students must divide and form high schools and elementary schools students independent, but have their own organization. Another scheme proposed that the old USN and the USN to keep. These were political inflections that took place during the vacations. In any case, the mandate was to launch a new movement which would reach the military government and, therefore, the most military dictatorship which continues even after the death of the first Kouande and his replacement by Alh Babangida.

It was necessary between 1985 and 1990 to find the means to launch a movement that could prevail over the military regime and create the conditions for democracy. There were the questions from which people started with in 1960. At that time, one began to give equal representation at the regional level, and there was a road, therefore, for the masses who knew the regional structures well in order to wage the mobilization campaigns. Thus, the comrades were grouped according to their regional origins and they were put in a position of being able to go on a mission at any time of the year without facing anything to the organization. They could keep in contact easily with their younger brothers who had remained in the region. Thus, it was much easier for them to go and mobilize the comrades fast, if it was necessary, the more to state that the members of the USN continued to be persecuted. This is why it was considered necessary to strengthen the regional structures, and give them a precise mandate. It is not because the structures are grouped autonomously according to their ethnic origin. They grouped because they had a common concern which they exercised at the level of the different regions. I think that any democratic society must recognize the true people to have a particular locality, otherwise they would not be able to meet their needs and demands. This is democratic and political regionalism in full respect of the principles of the organization, in the country, in the high schools, and regional colleges. This is what happened in 1981.

At the end of 1981, the student unions were recognized, and it was decided that the mandate of the vacation structures was finished and they were dissolved. At the level of the University of Nigeria, there was no longer a USN. But now the Directing Committee decided that the "vacation structures" should exist in conformity with the way things were before the regional structures were imposed, and that they should again function from April to October, until they have to continue. This was what resulted from the guidelines of the USN, which manages the activities of the high schools.
A. What has been the impact of the international financial institutions on the development of Nigeria? How have they influenced the government's economic policies?

B. How did World Bank, IMF, and the US impact the Nigerian government during the military regime? How much did they dictate the Nigerian government's policies?

C. Do you think the World Bank and the IMF are dictatorial organizations? How did they help or harm the process of democratization in Nigeria?

D. Have you seen any positive effects of the policies put up by the World Bank and IMF in Nigeria? How effective were their policies?

E. What are the problems associated with the World Bank and the IMF in Nigeria? How have these organizations contributed to the corruption and government's mismanagement of funds?

F. What impact have the policies of the World Bank and IMF had on Nigerian education and health services? How have these organizations contributed to the education and health sector in Nigeria?

G. How did the military regime respond to the policies of the World Bank and IMF? How did they react to the conditions imposed by these organizations?

H. How would you rate the impact of the World Bank and IMF in Nigeria? Would you recommend or oppose their policies in the future?
Post-war Education in Liberia

by Barbara R. Koffa

Seven years of war have caused a massive destruction in the physical infrastructures of our country. Homes, schools, and other public buildings, shops, stores, even roads took the wrath of the warring parties. And then increased in number from two, initially, in December 1989. Charles Taylor’s National Patriotic Front of Liberia and the National Alliance for Democracy and the Reconstruction of Liberia, the National Army that was supporting the incumbent president Samuel Doe. Doe’s forces flew at the height of the war. All war-torn factions wanted to use not only of small arms but also of heavy artillery which caused the maximum damage.

Recreating the educational system in the aftermath of the war has been extremely difficult in several ways. First, we have had to deal with the psychological and physical abuse which so many Liberian boys and girls had suffered. It has been an uphill battle to get them to return to the classrooms, since their minds, as well as their bodies, need rehabilitation first. Meanwhile, stories abound about how those who have gone through the rehabilitation process return to the battlefield at the first opportunity that presents itself.

Two of the institutions that are having an impact on education are the Children Assistance Program (CAP) and the Don Bosco Homestay Program, which is run by the Society of Don Bosco, a Catholic group. Here the children who vacationed in luxury resorts, sought psychological therapy with trained counselors, and engage in physical activities like sports, especially football, which is very popular in Liberia. Combined education of body and mind help to point the children in the right direction, although there is a large number of them who absolutely refuse rehabilitation.

While the situation of education has improved immensely, compared with the period immediately after the first cease-fire in 1990, much more to be done. In addition to the damage suffered by the school buildings, all the benches and chairs have been destroyed as they were used as fuelwood during the war. This has added to the burden on the parents, who in addition to having to buy books and uniforms once for the classes and benches, as a pre-requisite for admission of their children’s wards to school.

But the standard of living of our people has greatly fallen in the aftermath of the war. The majority of parents who work as civil servants are underground salaries are still based on the pre-war scale. So, in April 1992 and go without a pay-check for months at a time. Recently, the government introduced what it called the “Educational Assistance Program (EAP),” which is supposed to reduce the financial burden on the parents who have to send their children to school. The scheme reduces the school fees that students must pay in order to enter government-owned elementary, junior and senior high-schools and also pays their fees for the National Entrance examination by the West African Examination Council (WAEC), which is taken annually by ninth and twelfth graders in Liberian schools.

While the EAP has led to an increase in the number of students enrolling in government-owned schools, the situation has worsened due to the lack of space in the classrooms, and has not fully reduced the burden on the parents who must still provide for books and other requirements for their children. Moreover, the larger enrollment means that some students have to stand outside the classrooms and miss valuable teaching time.

Another serious problem causing the fabric of post-war education in the lack of teachers. In many parts of the world teachers’ services are the least compensated and Liberia is no exception. However, in post-war Liberia many of them have decided to leave for greener pastures at home and abroad. Many teachers who left the country and went to neighboring countries because of the war, later decided to stay rather than return to the situation that were to be expected. As a result, the few remaining in the school system have to make sacrifices and teach both morning and evening set of students to graduation. Working both with local and international NGOs to save a big trend in Liberia.

Many schools have no textbooks for the students, and when the books become available they are often not exposed or for the average Liberian. So, very often, the students must study without books or have to share those with their colleagues. To try to solve this problem, UNESCO has sponsored a project undertaken by the Ministry of Education. The idea is to print textbooks by Liberian authors for the students’ use. Let us hope that this initiative will succeed.

Unfortunately, the National Government has failed to prioritize education. Instead, more such as security and defense take the larger share of the National Budget. The result, however, will have to change, if any improvement is to occur in the education of our youth. Presently, the situation with education in dismal. In most rural schools the teachers have to work in very expensive and hardly get paid. They have to sacrifice even more than their urban colleagues. They sit in crumbling buildings, on sand bricks, trying to teach children who have had to walk for miles to get to school. Often our teacher teaches three or four different grades and the lack of textbooks in even more chronic. It seems that some help may be forthcoming from international NGOs planning to assist these schools. However, the overall picture is desperate. Definitely much attention needs to be focused on our country’s educational system, because it is facing very serious problems in post-war Liberia.

Barbara R. Koffa is a Liberian journalist who has worked for both the print and the electronic media in Liberia. She has a BA degree in Mass Communication from the University of Liberia and is currently a student of Law at the St. Lewis Arthur George School of Law at the same University. She works as a producer/reporter for the Talking Drum Studio, which produces funding and reconciliation programs for Radio in Liberia.
The World Bank, Privatization, and the Fate of Education in Senegal

Interview with Dr. Gorgui from the English Department of the Université de Dakar. (Dr. Gorgui is presently a Fulbright Visiting Scholar at the Ohio State University in the Department of African American and African Studies)

Q: Dr. Gorgui, can you tell us how structural adjustment and privatization have affected higher education in Senegal?

A: We often hear that the changes that SAP has introduced have created a "new Senegalese University," but this reform is not what the Senegalese people had expected. The "new university" means a limited number of students and a small number of teachers, and marks the end of public education in Senegal. From independence till approximately 1980, the years of President Senghor's government, the Senegalese University was open to everybody. If you had a baccalauréat degree, you were entitled to study, and the students were coming from every part of the country and from every social group and class. Students from poor families and rich families met there, because scholarship depended on your social background as well as your academic achievements. The measure of the students' families was also taken into account for admissions. The university was open to everybody, it was truly a "public university."

However, since 1980-1983, a new era has been in place, under pressure by the World Bank and IMF which have introduced the local authorities to limit the number of students that are admitted into the universities. Other than being poor, their argument was that the country could not develop. So much money was invested in education. (Senegal apparently is one of the countries that spend the greatest part of the national budget in education.) The idea is that selection will guarantee excellence. Thus, today, no attempt is made to measure the students from different family backgrounds. Students now do not have the same opportunities they had in the past, because the students who have affluent parents can afford to go to private schools, while students coming from poor families cannot afford it. So, now, access to education varies depending on one's social class.

Q: Why should going to a private school make a difference?

A: You are privileged if you go to a private school because private schools have more resources. We are told that they are run better because they are run on a profit basis and teachers are dismissed if they do not do well their job. In reality, most of these teachers have not attended any teachers' training schools or college. So, normally, these schools are not better than the public ones as far as the preparation of the teachers are concerned, and the impression do not properly supervise them.

Q: Who sponsors the private schools? How are they created? Is their operating part of a conspiracy to kill public education?

A: Ten years ago it was very difficult to open a private school, but today it is very easy. Once you have been a teacher in a public school you are given the opportunity to open a private school. You just need to come with your proposal, and you can get from a bank or possibility can be helped by the government and then you can open your school. "Conspiracy" is a strong word, but without admitting it the government is really seeking to kill the public education system. I am convinced that the government wants to get rid of public schooling and lay education in the hands of the private sector. This means that in the future, education will not be available to everybody. Most likely it will be a privilege of the rich. People from the poor suburbs of the rural areas will no longer have access to it. There will be a big gap between the rich and the poor, not only as far as the living conditions, but also work and regard in education. Maybe I am being pessimistic, but even if public education survives, its quality will be considerably poor compared to that in the private sector.

Q: What is the main difference between public and private schools?

A: If you go to the private school you can study from October until the end of academic year in July, and then you can sit for your exams and probably you have a better chance to pass than students who come from the public schools. For there are many strikes in public schools. Moreover, public school teachers are not very motivated by teaching because they have to teach in the schools where they are officially passed by the government, and then they have to teach in the private schools as well and they spend more of their time there. So the problem of "excellence" is a serious one. Those who are from the private schools have more opportunities to show their "excellence" because they are given more opportunities to honed and "excel."

Q: As a teacher how are you affected by those interrogations?

A: If you ask a question in a classroom and many students answer, you are always inclined to think that the student comes from a private school, and that most of them do. It is a common thing. Now you have to be sick to benefit from education.

Q: Let's talk about "demonstration," which generally benefits the "élite," and "admission rights" by department. What is your understanding of these concepts? What is your understanding of these concepts that the World Bank and the IMF keep pushing on African governments and Ministers of education? How do they work in Senegal?

A: "Demonstration" means the shifting of decision-making from the ministry of education to the different university departments. Before the introduction of the World Bank and IMF, the assignments of the students to different departments used to come from the Ministry of Education. Now a list has been set on the number of students going to the university, and the decision to assign students to different departments is being made by the teachers. They decide practically on the basis of the grades the students have received until the time of examination. So from the beginning of the academic year the battle began. They have a limited number of spots for each department and each college. I understand that the figure really comes from the World Bank and the IMF and they (the university staff) have to abide by the quota. In the English Department we receive a quota. We receive approximately 1000 in 1990 applications and we are told not to admit more than 400 to 500. So, you see if you receive these applications you have got to select the best exam among the lot and naturally the students who have had access to better schools (Q. "are more connections") are privileged.

Q: Does it mean that even if you pass the examination and have the passing grade point average 10 or 11 or 12 out of 20, you can be rejected, because you did not have any regular schooling and there is no seat left for you?

A: Yes, those who have received a better education in the private schools have a better chance to get the seats, while those from public schools are rejected.

Q: The World Bank's adjustment and globalization agenda throughout Africa undermines the privatization of education, so that you now have a sudden boom in private schools, including technical schools within public universities. Is this happening in Senegal? I heard, for example,...
instance, there is a plan to create a private Institute of Management and Economics that will compete with the Department of Economics within the same public university. How will these kinds of conflicts operate?

A: The way I understand it is that there are some teachers who are in the same field, in this case economics, who get together and set up an institute within their college. I don’t know how to explain it, but that is how it is. The argument is that the university has not been able to provide proper services for the public and the private sectors outside the university, they have not created the proper expertise, and the teachers who know they have this expertise make the connection possible. So, outside people more efficiently and contact the teachers for the kind of assistance and expertise they need, and they pay for it.

Q: Is it a private deal? A private training enterprise?

A: Yes, they offer private training and people pay for that.

Q: Can a student who is not a member of a private company, but is enrolled in the university’s Department of Economics attend the training offered by the institute within this Department?

A: Only if you can pay for it yourself.

Q: And yet this institute is within the public university?

A: It is in the public university and the money earned goes into the pocket of the teachers.

Q: Isn’t this a form of privatization?

A: Yes, A similar thing is going on in the large schools where privatization is also evident. There are hundreds of private schools in the district in Daras, even in the poor districts. This has been encouraged by the government. These private schools are created with their own management. But here these institutes use the university premises, they offer private training and the teachers get paid directly. It is a case of mismanagement, because the university has not created teaching opportunities for the teachers, outside of their regular schedules.

Q: So, the institute is operating within the public university and benefiting from public investments, but it is not accepting the regular university students. This is not mismanagement, it is a question of mismanagement to public assistance. If I were a taxpayer and this is an institute that receives my tax money, why is it that my children cannot have access to public education through that very institute whose creation is partly due to my tax money? If my child does not want to go through the general training, but would like to attend the institute, why couldn’t he, since the institute is part of the public university?

A: I think it is a problem of mismanagement, because the university authorities have to devise a new system to enable the teachers to serve outside their regular teaching hours.

Q: Don’t the teachers have the option to operate outside the university hours as private consultants? Isn’t that possible in Tanzania? And isn’t there something problematic in the use of public structures to run private activities?

A: Well, we do have inside the university students who are not by private companies—in addition to the regular students. They use the expertise of the teachers for two, three years and then become accountants or whatever else they want. This needs to be organized; the money that students from the private sector pay can even sustain the university.

Q: Is there a students’ or a teachers’ union that deals with these unfair policies? Are there people addressing these issues? Are teachers at all aware of the teachers’ union?

A: Most of them are, but I don’t know the position of the teachers’ union on this issue. What I can say is this, yes, it is a problem. Activities are carried out by teachers within the university and the money does not enter into the account of the university. It goes into the pockets of the teachers.

There is also the added problem that you are recruited into a department, you teach there, and receive a salary for that. Apart from the fact that now you use the premises of the university for private teaching, it is bad for your regular students because the time you should allocate to them is used now for your private activities.

Q: But what is the union saying? Is your union a real union in the traditional sense of the word?

A: Are you criticizing our union?

Q: No! I am not criticizing! I just want to understand what type of union you have. Is it a union that is just concerned with the salaries of the teachers, or is it a union that is also committed to teaching and learning and to the protection of the university’s integrity regardless of ....

Dr. Gogozi: (laughs...) It seems they are committed to teaching and learning, but survival is also important...
WHO IS CAFA AND WHAT DO WE STAND FOR?

The Committee for Academic Freedom in Africa (CAFA) consists of people teaching and studying in North America and Europe who are concerned with the increasing violations of academic freedom that are taking place in African universities and who believe that it is crucial that we support the struggle our African colleagues are conducting to assert and preserve their rights.

CAFA was organized in the Spring of 1991 and since then we have been involved in numerous campaigns on behalf of African teachers and students. We have also created and continue to update a "Chronology of the African Student Movement from 1985." The CAFA Newsletter contains scholarly articles on the impact of the World Bank and IMF policies on African education as well as action alerts and other information about student and faculty struggles on African campuses.

CAFA's objectives include:
* informing our colleagues about the current situation on African campuses;
* setting up an urgent action network to respond promptly to emergency situations;
* mobilizing our unions and other academic organizations so that we can pressure on African academic authorities as well as international agencies like the World Bank and IMF;
* organizing delegations that will make direct contact with teachers and students and their organizations in Africa.

The annual fee for membership in CAFA is $25. CAFA's coordinators and the editors of the CAFA Newsletter are:

Ousseina Alidou  
Department of Black Studies  
Ohio State University  
Columbus, Ohio 43210-1319  
email: alidou.1@osu.edu

Silvia Federici  
New College  
130 Hofstra University  
Hempstead, NY 11550-1090  
Tel.: (516) 463-5838  
email: aucszf@hofstra.edu

George Caffentzis  
Department of Philosophy  
University of Southern Maine  
P.O. Box 9300  
Portland, Maine 04104-9300  
Tel.: (207) 780-4332  
email: caffentz@usm.maine.edu