



ONLINE GLOBAL LEARNING

SANKOFA CONNECTIONS: HISTORY & MODERN CULTURE IN GHANA

Oakton Community College
13 - 29 May 2025



PROGRAM OVERVIEW

About Ghana

Ghana takes its name from the great medieval trading empire known as the Ghana Empire. It was founded by the Akan Ethnic group in the 13th century. The empire was rich in gold and traded widely with the Portuguese, Dutch, English, and others between the 15th and 16th centuries. This made it become known as the Gold Coast. The 17th century saw a shift to the slave trade, with devastating effects on the country and huge implications for modern world history. Ghana was the first African country south of the Sahara to gain independence from the colonial rule of the British in 1957. Its revolution was led by the nationalist and Pan Africanist Kwame Nkrumah, and the country has since become a model for African economic recovery and political reform. Ghana is well known for being among the world's leading producers of high-quality sun-dried cocoa. Agriculture, forestry, and fishing employ more than half of the population. The country has a rich indigenous culture with people groups such as the Ewe, Fante, Nzema, and Ga Dambe, all with close ties to religion and institutions of chieftaincy. About 50 indigenous languages are spoken in Ghana, the major ones being Akan, Ewe, Ga, Dagaare, and Dagbani. English is the official language. Harvest season, marriage, birth, puberty, and death call for various festivals and rites. These occasions are seen as an expression of anti-colonialism in the 21st century.

"Sankofa" is an Akan word from Ghana, that means "we should retrieve things of value from our knowledge of the past", symbolizing the importance of learning from the past while moving forward. This phrase suggests a global conversation with a learning-oriented focus. The program explores Ghana's history and the impact of globalization on modern culture today. Through interactive discussions with guest experts in Ghana, students have the opportunity to hear impactful perspectives on the transatlantic slave trade, expression through music and poetry, the role of women in society, and youth activism in West Africa.

TRANSFORMATIVE LEARNING JOURNEYS

EDU Africa aims to promote the process of student transformation by utilizing the unique context of Africa to help students broaden their intellectual horizons and grow personally, cross-culturally, professionally, and as global citizens.



**INTERCULTURAL
COMPETENCE**



**GLOBAL
CITIZENSHIP**



**PERSONAL
GROWTH**



**INTELLECTUAL
GROWTH**



**PROFESSIONAL
DEVELOPMENT**

LEARNING OUTCOMES

By the end of this program, students should be able to:

1. Discuss the effects of Ghana's history on culture, identity and well-being in Ghana today (IG, GC)
2. Compare and contrast expressions of culture in Ghana and the US (IG)
3. Devise ideas for increased equity and social justice in their own communities (GC)
4. Develop intercultural communication skills and attitudes of curiosity, empathy & respect (PD, IC)
5. Reflect on personal culture, values and belief systems (PG)

Note: Specific learning outcomes and activities can be constructed in collaboration with EDU Africa's dedicated curriculum development team.

DAILY PROGRAM

2025	Time (CDT) 9 - 10:30	Session	Facilitator	Learning Outcome Achieved
Pre-Program		Students will be notified of the pre-program reading and activities to be completed ahead of time		
13 May	15 min	Program Introduction	EDU Africa Program Facilitator/s	2, 4, 5
	60 min	Orientation to Ghana & cultural worldviews		
	15 min	Complete Transformation Questionnaire 1		
15 May	10 min	Welcome and Icebreaker	Prof. Kodzo Gavua	1, 4
	50 min	The Impact of the Transatlantic Slave Trade on Identity in Ghana		
	30 min	Discussion and Reflection		
20 May	10 min	Welcome and Icebreaker	Prof. Kodzo Gavua	1, 2, 4
	50 min	The Global Impact of Ghanaian Music		
	30 min	Discussion and Reflection		
22 May	10 min	Welcome and Icebreaker	Aba Wilson-Sam	1, 3, 4
	45 min	Feminism, Gender & Women's Rights in Ghana		
	35 min	Discussion and Reflection		
27 May	10 min	Welcome and Icebreaker	Nii Solomon	2, 3, 5
	45 min	Exploring Culture & the Arts through Spoken Word		
	35 min	Discussion and Reflection		
29 May	10 min	Welcome and Icebreaker	EDU Africa Program Facilitator/s	1, 2, 5
	60 min	Reflection Activity		
	15 min	Complete Transformation Questionnaire 2		
	5 min	Wrap up and Farewell		

SUSTAINABLE DEVELOPMENT GOALS

This program engages students with the principles of the following United Nations Sustainable Development Goals:



OUR PROGRAMMING TEAM

Our team works collaboratively with faculty to curate and deliver quality programs. Each program will have a dedicated Program Manager to assist with content development. An assigned Program Facilitator will conduct the sessions, lead reflections, and support participants on their learning journey. Finally, a Technical Support Team is available to set up and ensure the smooth running of the online global learning program

LOCAL PROGRAM FACILITATORS

All EDU Africa programs are implemented by trusted Program Facilitators who undergo an intensive 12-module training series. The training modules include details on EDU Africa's transformation goals, reflective practices, emergency procedures, child protection policies, and communication skills, among other elements. We source and carefully select our facilitators from the region to ensure that they can effectively meet specific program themes and needs. Their embodiment of EDU Africa's values of friendliness, collaboration, innovation, stewardship, and learning helps them to holistically support both leaders and participants throughout their program. This guarantees that the planned itinerary and activities come to life. The assigned Program Facilitator/s will be available at all times to assist with any student and educator needs, thus ensuring the smooth running of the program.

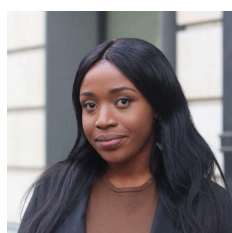
PROGRAM CONTRIBUTORS

Prof. Kodzo Gavua



Professor Kodzo Gavua is an ethnographer, an archaeologist and a musician. He is now working as an Associate Professor of Archaeology and Heritage Studies at the University of Ghana. Professor Gavua is passionate about public archaeology, anthropology of tourism, art history and material culture studies. On top of his work at the University of Ghana, Professor Gavua, established and now coordinates the A.G. Leventis Digital Resource Centre for African Culture in Accra.

Aba Wilson-Sam, Value for Women



Aba Wilson-Sam is a seasoned gender specialist based in Ghana, with experience in global finance, digital innovation, business operations and partnerships. She has worked on Women-in-finance initiatives with the UK government, accelerating women's participation in senior corporate leadership and spearheading grass-root financial inclusion in Africa. Aba holds a Masters Degree in African Development with a focus on gender at the London School of Economics and a Bachelor's degree in Economics with Econometrics at the University of Kent.

Nii Solomon, Spoken Word Artist



Nii Solomon is an award-winning Ghanaian tour guide and the Creative Director of Village Minds Production, a theater company he established in 2015 to bring his literary creations to life. Alongside his role as a published poet and playwright, Nii Solomon actively engages in philanthropy through his company, collaborating with NGOs on theater for development initiatives aimed at addressing pressing social issues. His theatrical works confront topics such as streetism and urban-rural migration in Ghana, offering insightful perspectives on how these challenges can be tackled.

TIME COMMITMENT

11 Hours

Students will be expected to be available for morning slots of 90 minutes each, for a total of 6 non-consecutive days. There are some activities and assignments that will need to be worked on outside of the meeting slots. The time commitment required for online meetings is 9 hours throughout the program. We recommend a further 2 hours of individual time.

PROGRAM EVALUATION

Transformation Questionnaires

EDU Africa's Transformation Questionnaires are pre-and post-test student self-evaluations designed to help gauge their transformation in line with EDU Africa's transformative learning goals. Students complete Transformation Questionnaire 1 at the start of the program, providing a benchmark score against which we compare their results for Transformation Questionnaire 2 (completed at the program's end). A report is drawn from the student data collected and shared with faculty in the weeks after the program has ended.

Reflection Sessions

Reflection sessions encourage students to think through, process, and make meaning of their experiences on the program. Through a combination of formal and informal reflection techniques, students will be asked questions and invited to engage in structured activities that encourage them to articulate their thoughts and feelings, internalize any lessons or moments of growth, and ultimately, to transform, in line with the program learning outcomes.

REASONABLE ACCOMMODATIONS FOR FUNCTIONAL DIFFERENCES

We are committed to providing an inclusive and accessible environment for all our program participants by supporting functional differences, disabilities, and any other special needs. If participants have any specific needs that we might be able to accommodate during the program or have requirements for extra time or resources, please let us know in advance so that we can do our best to assist them.

STUDENT ELIGIBILITY REQUIREMENTS

Students participating in this program should be aware of and be prepared for the following:

- Ability to access high-speed internet connectivity and use the following online platforms:
 - Zoom
 - G-Suite
- Willingness to adapt to unpredictable circumstances (e.g., connectivity issues)
- Speaking openly about the themes of race, colonialism and inequality with people from different backgrounds
- Commit to the hours outlined in the program and be considerate of the difference in time zones
- Signing and adhering to the policies outlined in EDU Africa's Online Global Learning Participant Agreement Form

Please advise your Program Manager of any functional differences that may require modifications to increase student access to the program.

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