

Epifania A. Amoo-Adare, PgDip Arch., Ph.D.

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SUMMARY:

- Social Science Researcher with 17 years' experience. Areas of expertise include research in gender, spatiality and development; ethnography in gender, globalization and the urban built environment; formative and summative evaluations of education programs.
 - Educator with 18 years' experience. Areas of expertise include lecturing at tertiary level in social sciences; coordinating a graduate course program; advising doctoral and master's students; education program management in post-conflict context; e-learning curriculum design and development; standards-based performance assessment design (including teacher training); EFL and ESOL education.
 - Administrator with 28 years' experience. Areas of expertise include project design, development and supervision; budget planning and monitoring; office management; total quality management; benchmarking; customer service; recruitment.
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EDUCATION:

Ph.D., Education (Curriculum Studies), June 2006, **University of California, Los Angeles**

Title: *Akwantu, Anibuei ne Sikasem*: Asante women's critical literacy of contemporary space

RSA/UCLES Teaching English as a Foreign Language, April 1995, **Westminster College**,

Postgraduate Diploma, Architecture (RIBA part II), October 1994, **London South Bank University**

B.A. (Hons.), Architecture (RIBA part I), July 1990, **University of Westminster**

RESEARCH & TEACHING INTERESTS:

Critical Pedagogy, Critical Social Theory, Critical Spatial Literacy, Cultural Studies, Decoloniality, Development Studies (especially International Educational Development), Gender and Women's Studies (especially Womanism and other 'Third World' Feminisms), Globalization Studies, Mobility Studies, Post-Disciplinarity, Socio-Spatial Theories, and Urban Studies.

LANGUAGES:

English (fluent), Twi (mother-tongue), Spanish (good), Portuguese (beginner), Dari (complete beginner), Russian (complete beginner), Arabic (complete beginner), and German (complete beginner).

COUNTRIES WORKED IN, RESEARCHED ON, OR VISITED FOR WORK:

Afghanistan, Armenia, Azerbaijan, Georgia, Germany, Ghana, Qatar, United States, and United Kingdom; Middle East (Iraq, Lebanon, Palestine, Syria, Yemen), and Asia (Afghanistan, Bangladesh, Cambodia, Indonesia, Myanmar, Nepal, Pakistan, Viet Nam).

ACADEMIC TEACHING EXPERIENCE:

Associated Researcher, Centre for Development Research (ZEF), Department of Political and Cultural Change, University of Bonn (01/17 – Date)

Acting as an advisor to six doctoral students who are respectively conducting research in Algeria, China, Indonesia, Pakistan, Panama, and Zimbabwe. In addition, on the supervisory team for a Ph.D. student, who is studying at the Institute for Statistical, Social and Economic Research (ISSER), University of Ghana, Legon.

Senior Researcher ‘The Multidimensionality of Space’, Centre for Development Research (ZEF), Department of Political and Cultural Change, University of Bonn (11/13 – 12/16)

Engaged in the selection of incoming students and provided guidance and feedback on doctoral students’ academic proposals and other writing (e.g., during the ZEF-wide interdisciplinary course), plus acted as an advisor to six doctoral students who are respectively conducting research in Algeria, China, Indonesia, Pakistan, Panama, and Zimbabwe. In addition, on the supervisory team for a Ph.D. student, who is studying at the Institute for Statistical, Social and Economic Research (ISSER), University of Ghana, Legon.

From Oct 2014 to June 2016, was responsible for coordinating the department’s doctoral study program for incoming students; including facilitating the smooth implementation of various disciplinary courses (on concepts, methods and academic writing), the end-of-course examination process, field visits to Bonn-based NGOs and government offices, the presentation of doctoral proposals, and other related activities. Additionally, I have taught various courses to doctoral students in development studies within ZEF, as well as master’s students in sociology, political science, development studies, and North American Studies within the University of Bonn. Also, taught doctoral students from the University of Legon, Ghana. The courses are as follows:

- July 2015, *Writing Critical Reviews of Literature*, mini-seminar for visiting students from The Ghanaian-German Division For Development Studies (GGDDS) Doctoral Program at Institute for Statistics, Social and Economics Research (ISSER), University of Ghana, Legon.
- Oct 2014-Feb 2015, *Our Environment and Us: The Human-Nature Interface and its Disciplinary Perspectives in the Social Sciences*, Society, Globalization and Development MA-Course at the University of Bonn.
- Dec 2014, *Neither Gender Nor Development? Decolonial Options for Rethinking Gender and Development*, ZEFa Disciplinary Doctoral Seminar at the Center for Development Research (ZEF), Department of Political and Cultural Change.
- Dec 2014, *De-Colonial Option(s) and Other Counter Narratives on Gender and Development Theory*, The Ghanaian-German Division For Development Studies (GGDDS) Doctoral Program at Institute for Statistics, Social and Economics Research (ISSER), University of Ghana, Legon.
- April-July 2014, *Crossroads Asia & Counter Narratives of Development: The ‘Post’ in Area Studies & Development Theory*, Society, Globalization and Development MA-Course at the University of Bonn.
- Dec 2013, *Gender and Development: The Basics*, ZEFa Disciplinary Doctoral Seminar at the Center for Development Research (ZEF), Department of Political and Cultural Change.

In addition, this position included scientific research responsibilities (**details below on page 3**).

Visiting Lecturer, Advanced Performance and Scenography Studies (A.PASS), Brussels, Belgium (05/16)

Designed and taught a workshop called *(Un)thinking Research Practice: Decolonizing Theory, Mobilizing Methodologies, and Open-Ended Becoming(s)* to artists attending the post-master and Ph.D. level research program. The premise of this workshop was that a critical pedagogy on the space of research knowledge production, and its related forces of (re)production, is a necessary condition for any intervention in (and of) that space. To this end, the workshop challenged widespread understandings of research space and knowledge production as a binary researcher-researched structure that is given and fixed. It also highlighted the importance of decoloniality, positionality, the mobility paradigm, and the open-ended becoming of researchers for better contestation of power-knowledge regimes that reify and universalize context-specific ontologies, cosmologies, ecologies, epistemologies, and philosophies on existence. This also included questions of mobilizing and decolonizing methodologies, plus other modes for enabling the development of threshold theories as part of a process of (un)thinking hegemonic research practices.

Visiting Lecturer, A.PASS Advanced Performance Training (A.PT), de Singel, Antwerp (11/10)

Co-designed and taught a workshop called *Spatial Literacy* to performance professionals attending the APT post-master performance research program. The premise of the workshop was that a critical pedagogy on space, on the forces involved in the production and reproduction of space, is a necessary condition for any intervention in space. The workshop discussions served to challenge widespread understandings of space as a structure that is given and fixed. In contrast, the workshop was used to develop understandings of space as both a manifestation, as well as a vehicle, of the productive relations of power.

Adjunct Faculty, Human Development Department, Pacific Oaks College, Pasadena (08/04-07/06)

Designed and taught a class called *Art and Social Change: Politics of Space and Representation in Film* to students getting their B.A. or M.A. degrees. Students learned how to critically look at media artifacts (i.e., films and public art) to see how the places people call home and their social relations and identities in those spaces are being re-presented. Students were required to develop a nuanced approach to reading literature in the fields of media and cultural studies, education, architecture, gender studies, postcolonial studies, and other social theory. Responsible for creating the syllabus; administering the class; guiding students' learning; and grading their work.

Teaching Assistant, Urban Schooling Division, UCLA Graduate School of Education (09/98-03/99)

Participated in the facilitation of a *Sociocultural Theory & Child Development Practicum* class that provided undergraduate students with social and cultural understandings of language and human development. Responsible for facilitating classroom discussions; teaching students to conduct participant observations and to write field notes; and grading student papers.

English for Speakers of Other Languages Teacher, Tower Hamlets College, London (09/97-08/98)

Prepared mixed-nationality, immigrant, adult students, who were speakers of other languages, to pass the intermediate level of the London Open College Federation Accreditation in English Language. Responsible for creating a year-long syllabus that addressed each student's practical and academic language needs; assessing students' language ability through testing; and facilitating the development of students' reading, writing, listening, speaking and study skills in the English language.

ACADEMIC AND POLICY RESEARCH EXPERIENCE:

Senior Researcher 'The Multidimensionality of Space', Centre for Development Research (ZEF), Department of Political and Cultural Change, University of Bonn (11/13 – 12/16)

Contributed to the work of 7 German research institutes, comprising the German Federal Ministry for Education and Research (BMBF) funded Crossroads Asia network, by developing research expertise on the multidimensionality and relativity of space. More specifically, was responsible for developing 'space' as an explicit research focus and perspective by bringing conceptual expertise and developing methodological approaches to spatial analyses in collaboration with network colleagues who work on the thematic areas of conflict, migration and development. This work included drawing on the empirical research of the network's work packages for the spatial analysis of social processes in order to yield theoretical insights into the multidimensionality of space and into local spatial realities, which are socially constructed through interaction, as well as into their relations to the externally defined borders of the conventional world regions of Central and South Asia. Additionally, responsible for key inputs into the development of a Crossroads Studies program through the provision of a learning guide (both subject content and pedagogy) that highlights the synthesis of Crossroads Asia research at the level of concepts, methodology and reflexive research praxis.

Research Specialist, Reach Out to Asia (ROTA), Qatar Foundation, Doha (03/10 – 10/13)

Conducted policy-based research on issues in support of ROTA's mission and strategic objectives to 1) increase access to educational facilities, programs and resources, 2) improve the quality of education, 3) engage youth as leaders, 4) conduct advocacy on education issues, and 5) develop its institutional systems and capacities to work within ten countries in the Middle East and Asia. The research provided contextual analysis upon which ROTA developed program initiatives, improved program quality, and supported advocacy efforts for education best practice, thus, contributing to a broader body of knowledge on issues pertaining to education in crisis, youth development, and other related issues. Further visibility was brought to ROTA's endeavors, through this research and its dissemination in national and international forums. Additionally, as part of a small team, was responsible for providing day-to-day technical support in the following areas: program design, program implementation, program evaluation, program quality, program representation, strategic planning, knowledge management and emergent organizational learning processes.

Gender & Elections Legal Auditor (Consultancy), UNIFEM, Kabul (08/09 – 12/09)

Supported the UNIFEM Women, Peace & Governance Unit's election programming through an analysis of the reserved seats quota provisions of Afghanistan and a review of the 2009 election results to ensure that the quota was being legally implemented according to the Constitution of Afghanistan and the regulations of the Independent Elections Commission (IEC).

Gender Researcher, Afghanistan Research and Evaluation Unit (AREU), Kabul (04/08 – 05/09)

Managed a research study on the impacts of Afghan women's participation in NGO-initiated groups of the National Solidarity Program (for local governance) and the Microfinance Investment Support Facility for Afghanistan (for microfinance) on gender relations in the women's families and communities. Responsible for conducting and supervising research activities in the area of gender, managing staff responsible for research activities within the program, and developing and moving forward research ideas in the area of gender that fitted the criteria of AREU's strategic plan. Additionally, represented AREU in the area of gender in external meetings and other forums, as well as acted as a resource person for other AREU staff to ensure that a gender perspective was incorporated into other research areas.

Staff Researcher, UCLA CRESST/ Center for the Study of Evaluation, Los Angeles

Office of Naval Research Project (06/04-09/04)

Participated in the testing and development of a prototype evaluation model to be used to evaluate the effectiveness of distance-learning courseware for United States navy civilian officers' skills gap remediation. The model provides a framework for examining the requirements for conducting evaluation of online learning, and includes a focus on learner acquisition of knowledge and skills. Responsible for conducting research study sessions to test the evaluation tool with a representative sample of research subjects, and preliminary qualitative data analysis using Atlas.ti software.

California Professional Development Institutes (CPDI) Project (01/02-09/03)

Participated in the evaluation of CPDI in order to understand and improve the quality of statewide teacher professional development, especially in regard to teachers of English learners. Responsible for interviewing training facilitators and teachers in the state of California; conducting classroom observations; analyzing qualitative data using Atlas.ti software; writing reports; and working on the re-design of interview and observation protocols used in the studies. In addition, conducted English-Language Arts performance-assessment scoring training sessions with teachers in the Inglewood Unified School District.

LAUSD Comprehensive Assessment System Project (11/98-01/02)

Participated in the design, development and implementation of English-Language Arts standards-based, performance assessments for over 350,000 students in grades 2 to 9 in the Los Angeles Unified School District. Responsible for analyzing California State Standards; analyzing works of literature at various grade levels; developing assignments, rubrics, anchor papers, training papers, and teacher guidelines; pilot

testing assessments in classrooms; conducting teacher scoring training sessions; scoring student responses to assessments; and writing reports.

PROGRAM MANAGEMENT, ARCHITECTURAL AND OTHER EXPERIENCE:

Education Program Manager, Catholic Relief Services (CRS), Afghanistan (06/07 – 03/08)

Managed 5 multi-year education projects, including a partner-led educational project for hearing-impaired children and the implementation of the USAID Partnership for Accelerating Community Education in Afghanistan (PACE-A) project, which is implemented in Kabul, Kapisa, Herat, Ghor and Panjshir provinces of Afghanistan. This work was done by providing overall program guidance, budget management, gender-sensitive monitoring and evaluation, linkages with the PACE-A management unit, and liaisons with donors, government and other non-governmental actors. Responsible for overall management of 42 national staff, fundraising, and spearheading an action-learning agenda through relationships with research institutions such as the *Saltzman Center for War and Peace Studies* (Columbia University). Also, worked closely with the education technical advisors and program/project management staff, using best practices from the PACE-A consortium, to develop and implement innovative standards for “quality classrooms” within a community-based education framework; i.e., for early childhood education, primary education, and accelerated learning programs.

International Development Fellow, Catholic Relief Services (CRS), Tbilisi (07/06 – 06/07)

Managed the Parish Social Ministry and Volunteerism in the South Caucasus project, which is a multi-country program in Armenia, Azerbaijan and Georgia concerned with the mobilization of parish volunteers to take charitable actions that are informed by Catholic Social Teaching. This work included leading and implementing the mid-term evaluation for the project. Additionally, responsible for working with local partners in support of country-specific CRS-supported projects and activities devoted to positive transformative social change and engagement of CRS-U.S.’ constituency, including programming work in the areas of education, conflict transformation, counter-trafficking and civil society development. More specifically, gained exposure to a broad range of CRS multi-country programming activities in the South Caucasus (i.e., Armenia, Azerbaijan and Georgia), as follows: project development and proposal writing; project implementation management; monitoring and evaluation; working with local partner organizations and representing CRS to donors; budgeting and financial management; training activities; Catholic Social Teaching; and Justice Lens. Also, was a member of the CRS-Caucasus Executive Committee and participated in activities such as a Growth Strategy workshop, a Management Quality Assessment, and a South Caucasus SPP Implementation Plan and M&E workshop.

Project Coordinator, Curriculum Project, UCLA Globalization Research Center-Africa, Los Angeles (02/02-07/06)

<http://web.csulb.edu/~jsteven4/globalinkafrica.html>

Coordinated the design, development, evaluation and implementation of GlobaLink-Africa, which is a research-based, online, high school curriculum on globalization and how it affects Africa, Africans and United States-Africa policy. The project was supported under the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education. Responsible for providing clear definitions of the curriculum’s globalization key concepts; writing and reviewing case study material and performance assessments at grade-level; producing teacher curriculum guidelines; facilitating curriculum focus groups for content validation; analyzing and reporting on data; promoting end-use in schools; conference presentation; budget planning and monitoring; and supervising three staff members and consultants’ activities.

Administrative Officer, Customer Service Unit, London Borough of Southwark (05/97-09/98)

Set up and maintained office systems for the Housing Services Customer Service Unit, which designed and implemented a performance management system to monitor the performance initiatives of the various social housing management and development business units across the council’s housing department.

Responsible for office administration; collecting and collating performance monitoring statistics to rank housing management contractors' performance; producing the Housing Department's monthly Performance Brochure for reporting to the Senior Management Team, the Housing Committee and the business units; and working to achieve the unit's objectives to obtain Investors in People status and to adhere to the best practices outlined in their Performance Standards, Quality Management and Benchmarking, Equal Opportunity and Health & Safety policies.

Development Assistant, Strategic Services Development Team, Bristol City Council (11/96-05/97)

Participated in the co-ordination, execution, oversight, and control of projects that enabled social housing development on council land/property for rough sleepers in Bristol city. Responsible for carrying out site visits; undertaking site evaluations; attending meetings; preparing reports; dealing with enquiries about land/property for purchase, disposal, lease or sale; assisting in the monitoring of social housing development on private land/property; and observing the Council's Equal Opportunity, Race Equality, and Disability policies in all aspects of the work.

Administrator, Grand Union Housing Co-operative Ltd., London (02/95-11/96)

Organized and ran the Co-op's office on a day-to-day basis in order to facilitate the management of 76 housing units, for 120 Co-op members. Responsible for office administration; attending meetings; budget planning and monitoring; preparing funding applications; liaising with the building repairs manager, the finance officer, and the Tower Hamlets Local Authority offices; coordinating and promoting housing training sessions for Co-op members; and pro-actively implementing the Co-op's management and development policies and procedures. In addition, supervised the practical training of a Youth Training Scheme student, and designed and obtained planning permission for a staircase extension for one of the properties.

Assistant Site Architect, Architect Co-Partners, Accra (04/91-08/91)

Participated in the site supervision of building contractors' work to meet building regulation standards and time deadlines on the NAM Conference Buildings Project. Responsible for monitoring and inspecting building construction work; organizing fortnightly meetings with contractors and other consultants; and attending meetings.

Architectural Assistant, Building Design Partnership, London (11/90-03/91)

Participated in the production of architectural design work for the UK Channel Tunnel Terminal in Kent, and architectural competition work for a mixed-use development competition in Salisbury, UK, a town-center competition in Queensland, Australia, and an office development competition in London, UK. Responsible for architectural drawing, model-making and related administrative duties

Residential Sales and Accounts Officer, British Telecommunications PLC, London (09/91-09/92)

Dealt with residential customers' orders, queries and complaints. Responsible for ensuring customer satisfaction; encouraging on-time bill payment; placing customer orders; and resolving problems with service.

Recruitment Officer, British Telecommunications PLC, London (08/85-01/87)

Recruited clerical, engineering, and telephonist staff. Responsible for placing job advertisements; short-listing applicants; liaising with job centers, line managers, staff and the public; interviewing and inducting new staff.

COMMUNITY AND PROFESSIONAL SERVICE (VOLUNTARY):

Member, Engender (South Africa) International Advisory Council (02/11-Present)

Member, Joyce Cain Award Committee, Comparative and International Education Society (CIES) (09/14-08/15)

Member, Learning Metrics Task Force (LMTF) Implementing Working Group, Phase III (03/13-10/13)
Member, Adolescent and Youth Task Team, Inter-Agency Network for Education in Emergencies (INEE) (08/11-10/13)
Outreach Officer, Underrepresented, Racial, Ethnic and Ability Groups (UREAG) Committee, Comparative and International Education Society (CIES) (04/12-03/13)
Board Member, UCLA Globalization Research Center-Africa Advisory Board (07/04-06/05)
Editorial Board Member, Ufahamu: A Journal of African Studies, UCLA James S. Coleman African Studies Center, Los Angeles (11/02-11/04)
Committee Member, Institute for Gender Studies in Africa, UCLA James S. Coleman African Studies Center, Los Angeles (01/00-12/00)
Mentor, Society of Black Architects (SOBA), London (11/97-09/98)
Management Committee Member, Women's Branch, Workers Education Association, Bristol (11/96-05/97)
Development Committee Member, Phoenix Housing Co-operative, London (05/96-11/96)
ESOL Teacher, Migrant English-Language Training Project, London (05/95-08/95)
Management Committee Member, Shepherd House Project, London (01/93-09/93)

PROFESSIONAL AFFILIATION:

- Society of Authors (2012-2015)
- Comparative and International Education Society (CIES) (2004-Date)
- Gulf Comparative Education Society (GCES) (2011-Date)
- Postcolonial Studies Association of the Global South (PSAGS) (2016-Date)
- Asociación Latinoamericana de Poetas, Escritores y Artistas (ASOLAPO) (2016-Date).

TECHNICAL EXPERTISE:

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| ▪ Social Science Research | ▪ Curriculum Theorizing and Planning |
| ▪ Analytical Software Use (Atlas.ti and SPSS) | ▪ Public Speaking |
| ▪ Assessment and Evaluation | ▪ Professional Editing |
| ▪ Project Design, Development and Management | ▪ Academic Writing for Publication |

FORTHCOMING PUBLICATIONS AND WRITING IN DEVELOPMENT:

- **Amoo-Adare, E.** (in development). “(Un)thinking Science: A “Personal is Political” Guide on a Pluriversal World of Knowledges”. Crossroads Working Paper Series. Bonn, Germany: Center for Development Research, University of Bonn.
- **Amoo-Adare, E.** (in review). “My Life in Your Hands: Womanist Reflections on Love, Space & Pedagogy.” In L. Maparyan (Ed.), Womanism Rising: Womanist Studies is Here! (New Visions in Womanism, Feminism, and Indigeneity series). University of Illinois Press.
- Siriwardane de-Zoysa, R. & **Amoo-Adare, E. A.** (in review). “Social Imaginaries of the Waterfront in the Postcolonial City.” In P. Godfrey & C. Atkinson-Palombo (Eds.). Contested Terrains: Cities and the Possibilities for Transitions to Just Sustainabilities. (Equity, Justice, and the Sustainable City book series) New York: Routledge.

Additionally, published and presented in the areas of Women, Culture, Globalization and the Politics of Space, plus Education.

PROFESSIONAL DEVELOPMENT:

July 2012 Knowledge Management, IMA International, Bangkok, Thailand
June 2012 Impact Assessment, INTRAC, Oxford, UK
June 2011 Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, INEE, Doha, Qatar