

NEW DIRECTIONS IN THE PHILOSOPHY OF EDUCATION

# African Philosophy of Education Reconsidered

On being human

Yusef Waghid



# Nice Book African Philosophy Education Reconsidered Being

**Jim Garrison, Stefan Neubert, Kersten  
Reich**



## **Nice Book African Philosophy Education Reconsidered Being:**

**African Philosophy of Education Reconsidered** Yusef Waghid, 2013-07 In this book Yusef Waghid considers an African philosophy of education guided by communitarian reasonable and culture dependent action in order to bridge the conceptual and practical divide between African ethnophilosophy and scientific African philosophy Unlike those who argue that African philosophy of education cannot exist because it does not invoke reason or that reasoned African philosophy of education is just not possible Waghid suggests an African philosophy of education constituted by reasoned culture dependent action

*Ta'arruf as a Philosophy of Muslim Education* Yusef Waghid, 2021-01-14 In this book Yusef Waghid constitutes his argument in defence of ta arruf associational knowing as an expanded conception of ta dib good education In the first part of the book he elucidates Abu Bakr Effendi s position on a Muslim educational philosophy which can be couched as rational pragmatic and critical As a backdrop to this in the second part of the book he argues for a notion of Muslim educational philosophy according to ta arruf associational knowing on the basis that it enhances the notion of an autonomous self and its capabilities summons different people to engage in deliberative encounters and provokes the self to be reflectively open towards that which remains in becoming This leads him to posit that ta arruf associational knowing has the potential to cultivate humanity His notion of ta arruf extends practices of tarbiyyah rearing ta lim learning and ta dib good education associated with Muslim educational philosophy

*Rethinking the African Philosophy of Education* Kijika M Billa, 2024-04-08 The African Union AU declared 2024 the year of Education with the motto Educate an African fit for the 21 st Century Building resilient education systems for increased access to inclusive lifelong quality and relevant learning in Africa In response this book delves into issues plaguing African education and proposes some solutions The book attempts to attune African education towards the integration of African cultural values with contemporary societal demands It draws inspiration from the writings and teachings of the late Professor Bernard Nsokika Fonlon a foremost Cameroonian philosopher literary luminary and public intellectual to explore the foundational features of African philosophy of education outlining the four fold dimensions of education from a Fonlonian perspective Topics covered include the physical aesthetic intellectual and moral dimensions as well as judicious conservative progressivism in African education Through an eclectic approach the book constructively brings into conversation African conceptions of education with other philosophical foundations of education to make a case for genuine education as a revolutionary tool for a better and dynamic African community In this book Kijika Billa argues that Afropessimism can be defeated It takes courage first expressed by Fonlon in what I have learned from reading this book to be his visionary works and now laid out by Billa himself herein that there is only one way any society lifts itself up from grim levels of societal decay and that is through carefully defined educational system with clear goals which become the goals of the overall national aspiration and objective around which everything else coalesces D A Masolo PhD Professor of Philosophy distinguished University Scholar at the University of Louisville This book accentuates significant

themes of integrating philosophy of education with African education systems from a Fonlonian perspective Bernard Nsokika Fonlon s advocacy for a holistic morally integrous and culturally rich education is presented as a visionary framework for transcending current educational limitations aiming to cultivate wise ethical and engaged citizens Kijika Billa offers a brilliant integrated approach which calls for a reimagined resilient education system that deeply reflects African values and aspirations preparing individuals for meaningful contributions to the continent s development Yusef Waghid DEd PhD DPhil Emeritus Professor of Philosophy of Education Stellenbosch University This book constitutes a springboard in the direction of proper African cultural context of education or Africanization of educational values Remi Prospero Fonka PhD Senior Lecturer Catholic University of Cameroon Bamenda It is gratifying to see Kijika Billa a young and emerging scholar take up Fonlon s challenge on the need for genuine intellectuals steeped in African cultural philosophies of education as dynamic products of a world in perpetual motion Fonlon could have wished for no better in intergenerational intellectual conversations Francis B Nyamnjoh Professor of Social Anthropology University of Cape Town     *The Routledge Handbook of Pacifism and Nonviolence* Andrew Fiala,2018-02-02 Interest in pacifism an idea with a long history in philosophical thought and in several religious traditions is growing The Routledge Handbook of Pacifism and Nonviolence is the first comprehensive reference designed to introduce newcomers and researchers to the many varieties of pacifism and nonviolence to their history and philosophy and to pacifism s most serious critiques The volume offers 32 brand new chapters from the world s leading experts across a diverse range of fields who together provide a broad discussion of pacifism and nonviolence in connection with virtue ethics capital punishment animal ethics ecology queer theory and feminism among other areas This Handbook is divided into four sections 1 Historical and Tradition Specific Considerations 2 Conceptual and Moral Considerations 3 Social and Political Considerations and 4 Applications It concludes with an Afterword by James Lawson one of the icons of the nonviolent American Civil Rights movement The text will be invaluable to scholars and students as well as to activists and general readers interested in peace nonviolence and critical perspectives on war and violence     **Towards an Ubuntu University** Yusef Waghid,Judith Terblanche,Lester Brian Shawa,Joseph Pardon Hungwe,Faiq Waghid,Zayd Waghid,2023-04-19 This book explores the argument to reconsider the idea of a university in light of the African ethic of ubuntu literally human dignity and interdependence The book discusses through the context of higher education discourse of philosophy and comparative education how global universities have evolved into higher educational institutions concerned with knowledge re production for various end purposes that range from individual autonomy to public accountability to serving the interests of the economy and markets The question can legitimately be asked Is an ubuntu university different from an entrepreneurial university thinking university and ecological university While these different understandings of a university accentuate both the epistemological and moral imperatives in relation to itself and the societies in which they manifest it is through the ubuntu university that emotivism in the forms of dignity and humaneness

will enhance a university's capacity for autonomy responsibility and criticality This book would be of academic interest to university educators and students in philosophy of education comparative education and cultural studies

**The Bloomsbury Handbook of Schools and Religion** Jo Fraser-Pearce, James W. Fraser, 2023-09-21 The Bloomsbury Handbook of Schools and Religion provides the first truly global scan of contemporary issues and debates around the world regarding the relationship's between the state schools and religion Organized around specific contested issues from whether or not mindfulness should be practised in schools to appropriate and inappropriate religious attire in schools to long term battles about evolution sexuality and race to public funding Fraser Pearce and Fraser carefully curate chapters by leading experts exploring these matters and others in a diverse range of national settings The Bloomsbury Handbook of Schools and Religion offers a refreshingly new international perspective

**Democracy and Education Reconsidered** Jim Garrison, Stefan Neubert, Kersten Reich, 2015-12-22 Democracy and Education Reconsidered highlights the continued relevance of John Dewey's Democracy and Education while also examining the need to reconstruct and re contextualize Dewey's educational philosophy for our time The authors propose ways of revising Dewey's thought in light of the challenges facing contemporary education and society and address other themes not touched upon heavily in Dewey's work such as racism feminism post industrial capitalism and liquid modernity As a final component the authors integrate Dewey's philosophy with more recent trends in scholarship including pragmatism post structuralism and the works of other key philosophers and scholars

**The Emergence of Teacher Education in Zambia** Brendan P. Carmody, 2020-05-01 This book offers a detailed history of the development of teacher education in Zambia Also analysed is the nature of education offered at different times and how the teacher and his/her education reflect this arguing the need for a fundamentally new philosophy of education and a mode of teacher formation in line with it

**Comparative Education for Global Citizenship, Peace and Shared Living through uBuntu**, 2022-06-08 There is a dire need today to create spaces in which people can make meaning of their existence in the world abiding by cultural frameworks and practices that acknowledge and validate a meaningful existence for all People are not just isolated individuals but are connected in diverse ways with other persons within our natural and social environment which is part of the whole universe The African philosophy of uBuntu or humaneness is re emerging for its timely relevance and potential as indispensable in our quest for global citizenship peace and mutual understanding in securing sustainable human development in the broader ecosystem Comparative educationists have the challenge to devise theoretical frameworks epistemological and pedagogical constructs as well as pragmatic useful and effective ways of promoting the virtues of compassion and recognition of our common humanity in eliminating the ills of domination and control that are guided by greed hatred jealousy and intolerance Comparative Education for Global Citizenship Peace and Shared Living through Ubuntu paves the way for a better understanding of the critical importance of the collective search and endeavor towards achieving the virtues of nonviolence peace shared values of living together global citizenship improved quality of life

for all and a better appreciation of the positive implications of interdependence      *Animals and African Ethics* Kai Horsthemke, 2015-07-21 The claim is frequently made on behalf of African moral beliefs and practices that they do not objectify and exploit nature and natural existents like Western ethics does This book investigates whether this is correct and what kind of status is reserved for other than human animals in African ethics      Reimagining Utopias Iveta Silova, Noah W. Sobe, Alla Korzh, Serhiy Kovalchuk, 2017-07-13 Reimagining Utopias explores the shifting social imaginaries of post socialist transformations to understand what happens when the new and old utopias of post socialism confront the new and old utopias of social science This peer reviewed volume addresses the theoretical methodological and ethical dilemmas encountered by researchers in the social sciences as they plan and conduct education research in post socialist settings as well as disseminate their research findings Through an interdisciplinary inquiry that spans the fields of education political science sociology anthropology and history the book explores three broad questions How can we re imagine research to articulate new theoretical insights about post socialist education transformations in the context of globalization How can we re imagine methods to pursue alternative ways of producing knowledge And how can we navigate various ethical dilemmas in light of academic expectations and fieldwork realities Drawing on case studies conceptual and theoretical essays autoethnographic accounts as well as synthetic introductory and conclusion chapters by the editors this book advances an important conversation about these complicated questions in geopolitical settings ranging from post socialist Africa to Eastern Europe and Central Asia The contributors not only expose the limits of Western conceptual frameworks and research methods for understanding post socialist transformations but also engage creatively in addressing the persisting problems of knowledge hierarchies created by abstract universals epistemic difference and geographical distance inherent in comparative and international education research This book challenges the readers to question the existing education narratives and rethink taken for granted beliefs theoretical paradigms and methodological frameworks in order to reimagine the world in more complex and pluriversal ways      *Heritage Knowledge in the Curriculum* Joyce E. King, Ellen E. Swartz, 2018-04-27 Moving beyond the content integration approach of multicultural education this text powerfully advocates for the importance of curriculum built upon authentic knowledge construction informed by the Black intellectual tradition and an African episteme By retrieving examining and reconnecting the continuity of African Diasporan heritage with school knowledge this volume aims to repair the rupture that has silenced this cultural memory in standard historiography in general and in PK 12 curriculum content and pedagogy in particular This ethically informed curriculum approach not only allows students of African ancestry to understand where they fit in the world but also makes the accomplishments and teachings of our collective ancestors available for the benefit of all King and Swartz provide readers with a process for making overt and explicit the values actions thoughts and behaviors reflected in an African episteme that serves as the foundation for African Diasporan sociohistorical phenomenon events With such knowledge teachers can conceptualize

curriculum and shape instruction that locates people in all cultures as subjects with agency whose actions embody their ongoing cultural legacy

**The Bloomsbury Handbook of Global Education and Learning** Douglas Bourn, 2020-02-20  
2021 PROSE Award Finalist Reference Works Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world Terms such as global learning global citizenship and global education can be seen within national education policies and international initiatives led by the UN UNESCO European Commission and OECD The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates provides analysis of policies and suggests new directions for research in these areas Written by internationally renowned scholars from Brazil Canada Finland Germany Ireland Italy Japan Pakistan Poland South Africa Spain Sweden Taiwan UK and the USA the handbook offers a much needed resource for academics researchers policy makers and practitioners who need a clear picture of global learning

*African Ethics* Jonathan O. Chimakonam, Luis Cordeiro-Rodrigues, 2022-08-25 This is the first comprehensive exploration of African ethics covering everything from normative ethics and applied ethics to meta ethics and methodology as well as the history of its evolution African Ethics provides an in depth exploration of Ubuntu ethics which is defined as a set of values based on concepts such as reciprocity mutual respect and working towards the common good Ubuntu ethics also strongly emphasize the place of human dignity The book engages with both theory and practice and how these ethical ideas impact upon the actual lived experience of Africans It also includes important political considerations such as the impact of imperialism colonialism and capitalism on African ethics as well as the negative impact of apartheid and the renaissance made possible by the Truth and Reconciliation Commission whose work was premised heavily on African ethical ideas This book is not just a wide ranging and incisive introduction but also a reformulation of key concepts and current debates in African ethics Crucially African Ethics is an inclusive text one that speaks from an African perspective and contributes to the decolonizing of contemporary ethics

*African Epistemology* Peter Aloysius Ikhane, Isaac E. Ukpokolo, 2023-05-31 This book investigates how knowledge is conceived and explored within the African context Epistemology or the theory of knowledge has historically been dominated by the Western approach to the discourse of knowledge This book however shines a much needed spotlight on knowledge systems originating within the African continent Bringing together key voices from across the field of African philosophy this book explores the nature of knowledge across the continent and how they are rooted in Africans ontological sense of being and self At a time when moves to decolonize curricula are gaining momentum this book shows how understanding the specific ways of knowing that form part of the every day life of the African will play an important part in rebalancing studies of philosophy globally Employing critical conceptual and rigorous analyses of the nature and essence of knowledge as understood by indigenous African societies the book ultimately asks what could pass as an African theory of knowledge This important guide to the connections between knowledge and being in African philosophical thought will be an

important resource for researchers and students of philosophy and African studies      Education, Democracy and Citizenship Revisited Yusef Waghid, 2010-11-01 This book contains a revised collection of previously published articles spanning a period of five years 2004-2009 during which my original thoughts on democratic citizenship education have been developed Central to this book is the notion that democratic citizenship education ought to be deliberative, compassionate and friendly in order that teachers and students/learners may respect one another and take risks in and through their pedagogical encounters In this way hopefully students and teachers may become more critical, explorative and engaging Yusef Waghid      **African Democratic Citizenship Education Revisited** Yusef Waghid, Nuraan Davids, 2017-11-28 This edited collection explores how democratic citizenship education manifests across the African continent A recognition of rights and responsibilities coupled with an emphasis on deliberative engagement among citizens while not uniquely African provides ample evidence that the concept can most appropriately be realised in relation to its connectedness with experiences of people living on the continent Focussing on a diverse collection of voices the editors and authors examine countries that have an overwhelming allegiance to democratic citizenship education In doing so they acknowledge that this concept enveloped by a certain Africanness has the potential to manifest in practices across the African continent By highlighting the success of democratic citizenship education the diverse and varied contributions from across this vast continent address the malaise in its implementation in countries where autocratic rule prevails This pioneering volume will be an invaluable resource for researchers and students working in the fields of education and sociology particularly those with an interest in education policy philosophy of education and global citizenship initiatives      Philosophical Foundations of Education Winston C. Thompson, 2023-03-23 This volume introduces philosophy as a foundational discipline of education Taking a broadly inclusive approach to the branches of philosophy it offers an accessible yet duly rigorous orientation to the field Revealing the values, premises, arguments and conclusions that inform contemporary philosophical discussions of education this book equips its readers with the conceptual and analytical resources necessary to engage with and make meaningful contributions to that grand discourse for years to come About the Educational Foundations series Education as an academic field taught at universities around the world emerged from a range of older foundational disciplines The Educational Foundations series comprises six volumes each covering one of the foundational disciplines of philosophy, history, sociology, policy studies, economics and law This is the first reference work to provide an authoritative and up-to-date account of all six disciplines showing how each field's ideas, methods, theories and approaches can contribute to research and practice in education today The six volumes cover the same set of key topics within education which also form the chapter titles Mapping the Field, Purposes of Education, Curriculum, Schools and Education Systems, Learning and Human Development, Teaching and Teacher Education, Assessment and Evaluation This structure allows readers to study the volumes in isolation by discipline or laterally by topic and facilitates a comparative thematic reading of chapters across the volumes Throughout the series attention is



paid to how the disciplines comprising the educational foundations speak to social justice concerns such as gender and racial equality     International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg

**Education, Crisis and Philosophy** Yusef Waghid, 2022-03-31 This book brings together a discussion of educational philosophy nihilism and humanity to rethink education in times of crisis with a particular focus on teaching and learning in universities The book argues that an educational crisis manifests when the value of academic institutions come under attack looking closely at how higher education practices have been devalued The book is situated in the context of three intertwined crises the coronavirus pandemic economic decline resulting in poverty and unemployment and the crisis of human migration It questions what the role of education is or ought to be in times of crisis and how our humanity ought to be cultivated during such turbulent times This novel and timely text will be of great interest to researchers academics and postgraduate students in the fields of educational philosophy higher education and international education

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