

NEW DIRECTIONS IN THE PHILOSOPHY OF EDUCATION

# African Philosophy of Education Reconsidered

On being human

Yusef Waghid



# Nice African Philosophy Education Reconsidered Being

**Yusef Waghid, Judith Terblanche, Lester  
Brian Shawa, Joseph Pardon  
Hungwe, Faiq Waghid, Zayd Waghid**

## **Nice 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

**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     Handbook of African Philosophy Elvis Imafidon, Mpho Tshivhase, Björn Freter, 2023-09-30 This Handbook provides in one volume rich comprehensive and rigorous coverage of specific subject areas and thematic concerns in the ever evolving academic discipline of African philosophy This Handbook is unique in its focus on central and emerging areas within African philosophy such as Afro communitarian philosophy ethics epistemology social and political philosophy existentialism philosophy of religion gender philosophy philosophy of education phenomenology transhumanism African philosophy futures and philosophy of the non human The thirty two chapters in this Handbook explore the rich textual and non textual forms of philosophical knowledge in Africa and adequately represent the broad and diverse scope of African philosophy showing the richness and depth of the philosophical tradition This reference work is indispensable to students and researchers in African philosophy comparative philosophy and world philosophies     **Activist Pedagogy and Shared Education in Divided Societies** , 2022-02-14 Collaborative engagement between activist academics from Israel and Northern Ireland highlighted the challenges and potential of working through education to promote shared learning and shared life in divided societies Following these initial explorations the volume brought together educationalists from Europe the United States and South Africa to widen the range of experience and insights and broaden the base of the conversation The result is this book on the role of shared education not only in deeply divided societies but also in places where minorities face discrimination where migrants face prejudice and barriers or where society fails to deal positively with cultural diversity Together the contributors challenged themselves to develop theoretical and practical paradigms based on practical knowledge and experience to promote activist pedagogies Their shared purpose was to work for more humane just and democratic societies in which education offers genuine hope for sustained transformational change The four main themes around which the book is organized are educating for democratic multicultural citizenship models of shared learning nurturing intercultural competencies and reconciling dialogue in the face of conflicting narratives The book draws on a wide range of international perspectives and insights to identify practical strategies for change in local contexts     *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     **Scaffolding work-integrated learning excursions** Adri Du Toit, Neal Petersen, Iman C. Chahine, 2025-02-28 In South Africa work integrated learning WIL excursions are crucial in preparing university students for the world of work As higher education institutions HEIs evolve to promote equity and inclusivity these excursions are continuously refined to enhance student learning outcomes This scholarly book explores how WIL excursions support self

directed learning SDL and foster skills essential for the 21st century such as active learning intercultural sensitivity and epistemological access A key focus is on the 2023 WIL excursions at North West University NWU which align with South Africa's National Development Plan 2030 and the University Capacity Development Grant's UCDG goal of equipping graduates to address contemporary societal challenges The book examines first year excursions across three faculties Education Health Sciences and Law using both virtual and in person experiences to develop intercultural citizenship communication and a sense of belonging Through research based insights the chapters highlight how these excursions were designed and implemented to help students recognise personal biases deepen cultural awareness and take responsibility for their own learning Additionally the book underscores how students were encouraged to identify their learning needs and access resources that promote ongoing self directed growth By linking WIL to SDL the book provides novel perspectives on fostering inclusivity and preparing students for their academic journeys professional careers and contributions to a more socially just world

**Living African Philosophy of Higher Education** Yusef Waghid, 2025-08-23 This book draws on more than three decades of scholarly engagement and provides a sustained argument for a transformative philosophy grounded in three interrelated genres of human action i.e. ubuntu communal dignity and respect deliberative iteration dialogue and critical engagement and political resistance oppositional agency against injustice In advancing these genres the book offers a fourth emergent genre that animates the preceding three the imaginative use of fiction as a pedagogical and philosophical tool Through this innovative move the book provides both a rigorous exposition and a practical enactment of what it means to live African philosophy in and through higher education The chapters traverse theoretical narrative and pedagogical terrains to illuminate how African philosophy can inform curricula teaching institutional transformation and intellectual resistance The work not only revisits key African philosophers such as Kwasi Wiredu Paulin Hountondji and Sophie Oluwole but also integrates contemporary contributions like those of Blessing Chapfika It offers a deep engagement with the contested genealogies of African philosophy and emphasizes narrative pedagogy as a mode of critical inquiry identity formation and ethical action The book contributes to decolonial and humanizing imperatives within African higher education and speaks directly to scholars educators and students who seek to reimagine the university as a space of justice creativity and collective becoming Ultimately it serves as both a theoretical intervention and a call to action a text that lives through its enactment of the very philosophy it advances

**Citizenship Education around the World** John Petrovic, Aaron Kuntz, 2014-04-24 Though certainly not a new idea citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines This edited volume offers an international perspective on citizenship education enacted in specific socio political contexts Each chapter includes a pointed conceptualization of citizenship education a philosophical framework that is then applied to specific national cases across Europe Asia Canada and more

Chapters emphasize how such frameworks are implemented within local contexts encouraging particular pedagogical curricular practices even as they constrain others Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education

**Public Theology, Religious Diversity, and Interreligious Learning** Manfred L. Pirner, Johannes Lahnemann, Werner Haussmann, Susanne Schwarz, 2018-06-14 This book describes the relationship of Christian Public Theology to other religions and their ways of contributing to the common good It also promotes mutual learning processes in public education to strengthen the public role and responsibility of religions in pluralistic societies This volume brings together not only public education and public theology but also scholars from a variety of disciplines such as philosophy cultural studies and sociology and from different parts of the world By doing so the book intends to widen the horizon and provide fresh impulses for public theology as well as the discourse on public religious education

**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

*Curriculum in International Contexts* Ashwani Kumar, 2018-12-13 This book is an exposition of how political cultural historical and economic structures and processes shape the nature and character of curriculum landscapes globally By developing theoretical connections and providing contextual background Kumar explores how colonialism and imperialism state led ideological control and the wave of neoliberalism and capitalism insidiously impact the process of curriculum development in different parts of the world Kumar also underscores how intellectual movements such as Marxism and postmodernism have shaped curriculum theory in varied political and economic settings By emphasizing the connections between and among diverse cultural and political conceptualizations of curriculum this volume contributes to the internationalization of curriculum studies discourses

**The Right to a Human Minimum** Stephen Onyango Ouma, 2025-08-02 This book provides a profound exploration of the concept of a human minimum as articulated by the renowned African philosopher H Odera Oruka It delves into the pressing issue of global inequality and examines how basic rights such as access to food shelter education and healthcare are fundamental to human dignity and should be accessible to all regardless of socioeconomic status In a world where the gap between the rich and the poor continues to widen Oruka s philosophical framework is a blueprint for addressing this divide Through a critical analysis

of Oruka's work this book presents the philosophy of a human minimum and describes why basic rights are essential to ensuring justice equity and sustainable development It contextualizes these ideas within contemporary challenges including poverty unemployment and the global disparities exacerbated by economic systems that favor wealth accumulation by the few This exploration pushes beyond abstract theory offering practical insights into policy solutions and societal structures that can uphold the dignity of every individual It argues that achieving this requires not only ethical responsibility but systemic change in political and economic structures By rethinking development governance and social justice through the lens of Oruka's philosophy the book presents a compelling case for policies and actions that guarantee the human minimum for all This book is of interest to scholars of philosophy social justice advocates policymakers and anyone committed to addressing global inequality It provides a roadmap for how societies can move toward a more equitable future

**The Palgrave Handbook of African Education and Indigenous Knowledge** Jamaine M. Abidogun, Toyin Falola, 2020-06-02

This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems Indigenous Islamic and Western education models and how African societies have maintained and changed their approaches to education within and across these systems African education continues to find itself at once preserving its knowledge while integrating Islamic and Western aspects in order to compete within this global reality Contributors take up issues and themes of the positioning resistance accommodation and transformations of indigenous education in relationship to the introduction of Islamic and later Western education Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society

**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

**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 **Higher Education and Love** Victoria de Rijke, Andrew Peterson, Paul Gibbs, 2022-01-01 This book explicitly unites the concepts of higher education and love to

examine how these concepts are mutually compatible As the world of higher education moves towards the metrics of value and the worth of knowledge becomes more valued in its use rather than its discovery a crisis brews If higher education is to contribute to the wellbeing of the self and of others then the institution needs to be radically reviewed to see if and how love contributes to higher education within and beyond its walls This book addresses the core question of what would the university might be like today and into the future if the timeless notion of love was the basis of its educative process notwithstanding the material artefacts the university helps to create but also as a way of framing approaches to higher education **Advancing Self-Directed Learning in Higher Education** Mncube, Dumsani Wilfred, Maphalala, Mncedisi Christian, 2023-05-01 Self directed learning SDL is considered a core concept in problem based learning PBL and student centered learning More importantly the current face to face model of curriculum implementation faces many challenges that seem to question its dominance over other models The violent nature of the COVID 19 pandemic has again vindicated SDL practitioners and research enthusiasts to continue seeking solutions that will enhance skills to cope in a rapidly changing technological globalized world However the higher education sector is challenged when promoting SDL due to a slow pace of digital integration since the education system is not fully transformed This has necessitated an urgent need for global discourse on how universities globally are implementing SDL strategies to enhance the quality of curriculum delivery Advancing Self Directed Learning in Higher Education provides insight into various strategic approaches that could be adopted for the successful implementation of SDL in higher education It is written for professionals who want to improve their understanding of how to improve student teaching and learning and the quality of curriculum implementation in higher



education In this realm this book provides ideas to its readers about the approaches pertaining to strategy and innovative measures practical implementations and tools in the field of curriculum and SDL Covering topics such as educational technology intentional education practice theory and student experience this premier reference source is an essential resource for teachers policymakers lecturers research scholars students of higher education administrators librarians academicians and researchers Buber and Education W. John Morgan,Alexandre Guilherme,2013-09-27 Martin Buber 1878 1965 is considered one of the 20th century s greatest thinkers and his contributions to philosophy theology and education are testimony to this His thought is founded on the idea that people are capable of two kinds of relations namely I Thou and I It emphasising the centrality of dialogue in all spheres of human life For t Engaging Higher Education Curricula Elmarie Costandius,Eli Bitzer,2015-06-30 The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education Rather than promoting a blueprint for change the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground This book together with its Coda that takes the conversation beyond critical citizenship education to include responsible citizenship provides compelling reasons and sound suggestions for a way forward

*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

## **Nice African Philosophy Education Reconsidered Being** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Nice African Philosophy Education Reconsidered Being**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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