The Dialectics Of African Education And Western Discourses Counter Hegemonic Perspectives Black Studies And Critical Thinking

Dialogue in Pursuit of Development Planning and Development in Education The Struggle for the School

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interest in a specific type of knowledge, which Koopman refers to as 'a science of government'. This 'science of government' leaves the learners with a blurred understanding of science that is disconnected from external nature and human nature, and is presented as a series of abstract concepts and definitions. The book also investigates the dialectical tensions between the science curriculum and the work of various phenomenological scholars, namely Edmund Husserl, Martin Heidegger, Merleau-Ponty, and Max van Manen to discuss these tensions. Dialectics of Education is a rich collection of essays analyzing both the role of education in shaping ideology in the United States and the political implications of struggles for educational justice. This book seeks to recover and reframe the dialectical materialist tradition in critical education, studies and carries this tradition forward into theory and practice relevant for today. Building on the groundwork laid by Anti-colonial schooling in Capitalist America, that was first published in 1976, author Ali A. Abdi presents a Marxist perspective on educational policies and pedagogy and highlights the potential for struggle in both the political arena and the classroom. This book is an essential tool in the growing resistance against the privatization of education and for the struggle for educational rights for all students regardless of ethnicity or social status. "Dialogue is often considered to be the hub of international relations, not least in development co-operation. However, it is extremely difficult to achieve dialogue, in its true sense, between partners in development. Its efficiency is severely constrained due to the asymmetry in financial and human resources and knowledge. Dialogue in development co-operation is an interaction between equals. How to open not only a dialogue but a channel for all actors involved and the main line of inquiry in this study. More than twenty practitioners with long experience of working with development co-operation present personal reflections and ideas about the concept and process of dialogue." lists publications cataloged by Teachers College, Columbia University, supplemented by The Research Libraries of The New York Public Library, & it: The Dialectics of African Education and Western Discourses addresses how colonial Afri cans who have worked or are currently working in the Canadian academy address their dual legacy of African and Euro-American knowledge paradigms. Reflecting a range of approaches to hegemonic Euro-American paradigms that can be summarized as - appropriation, ambivalence and alternatives, - the authors bring African indigenous knowledge and praxes into play in addressing issues in various sub-fields of education from philosophy and gnostics to teacher education and classroom practice, memory work and storying to higher education policy and development studies, language and mathematics pedagogy to giftedness and special education. By simultaneously engaging Western and African worldviews, theory, policy and practice, the twelve essays provide an intervention in and contribution to critical approaches to education as a comprehensive global field and as an aspect of African studies. This reissue, first published in 1986, offers a comprehensive treatment of educational development in four countries in West and East Africa: Nigeria, Uganda, Kenya and Tanzania. The author focuses on the role of education in promoting or hindering national development; the way the educational system varies in response to societal and dialectical forces; the place of education in major theories of change and development; and the contribution made by education to economic, social and political development. Clearly and concisely written, the book will be of interest to teachers, administrators, educational planners and scholars in comparative education and the history of education. This association is part of a new program for the social and human sciences in South Africa. Philosophy of education basically deals with learning issues that attempt to explain or answer what we describe as the major questions of its domains, i.e., what education is needed, why such education, and how would societies undertake and achieve such critical learning possibilities. In different temporal and spatial intersections of people's lives, the design as well as the outcome of such learning program were almost entirely indigenously produced, but later, they became performative responsive to externally imposed demands where, as far as the history and the actualities of colonized populations were concerned, a cluster of de-philosophizing and de-epistemologizing educational systems were imposed upon them. Such realities of colonial education were not conducive to inclusive social well-being, hence the need to ascertain and analyze new possibilities of decolonizing philosophies of education, which this edited volume selectively aims to achieve. The book should serve as a necessary entry point for a possible re-routing of contemporary learning systems that are mostly de-culturalizing and de-historicizing. With that in mind, the recommendations contained in the 12 chapters should herald the potential of decolonizing philosophies of education as liberating learning and livelihood praxes. "This collection of critical and scholarly analyses provides an insightful and timely resource for decolonizing philosophies of education. It is an opportunity that continue to shape discourses, policies, curricula and practices in all levels of educational and social institutions. It also usefully challenges versions of postcolonial studies that fail to recognize and demystify the continuity of colonial hegemony in contemporary societal formations in both the global north and south."

Michael A. Peters, Professor, Educational Policy Studies, University of Illinois at Urbana-Champaign

Toh Siew-Hian, Distinguished Professor, University for Peace, Costa Rica & Laureate, UNESCO Prize for Peace Education (2000) "Decolonizing philosophies of education edited by Ali A. Abdi is a collection of twelve essays by noted scholars in the field who provide strong readings of postcolonialism in education with an emphasis on de-philosophizing and de-epistemologizing educational systems. The book is an important contribution in the field of educational philosophy, and it is a valuable resource for those interested in the ongoing struggle to decolonize education. It is a valuable resource for educators and policymakers who are committed to promoting education for social justice and equity."
Questions of territory, space and identity are critically important in the international geopolitical context as well as central to contemporary research in the social sciences. Processes connected with globalization have reconfigured identities and territories at multiple scales, connecting and disconnecting places in complex ways and re-enforcing old while producing new forms of segregation and polarisation. Global processes meet the complex and locally specific South African and Indian geographies of inequality, expressed at national, regional and local scale. In the South African case, a political imperative to transform the legacies of racial inequality from colonial and apartheid rule underscores the centrality of racial identities. However, racial discourse and differentiation embodies and at times masks a complex mix of place-based, gender, class and cultural identities, expressed in a multi-scalar politics of territory. Over 50 years into independent rule, Indian identity politics continues to build, to a large extent on caste and the intricate ways in which caste-affiliation merges with religious, socio-economic, political and place-based identities. In both contexts, the politics of identity and territory simultaneously unify and divide. The spaces, territories and identities (re)produced in the complex contexts in which the global, national, regional and local meet lie at the heart of the research from which the papers in this book have been generated. The research investigated the reconfiguration of Indian and South African identities and territories through dialogue primarily between geographers, but also other social scientists, from India, South Africa and France. This handbook brings together in one volume an international panel of authors who tackle the topic of the dissatisfaction with education systems worldwide.