Recognizing the dichotomy of, and differences between African education and Western discourses, creates a context for the expedient and intensive exploration of comparative education in Africa. The book is the first of its kind to provide a comprehensive overview of the African educational landscape, offering insights into the unique challenges and opportunities faced by African education systems. It is an essential resource for researchers, practitioners, policymakers, and students interested in understanding the complexities of African education and its implications for educational development worldwide.

The Dialectics of Global Imperatives and Local Identities in Ugandan Teacher Education

Teferi Bizuayehu Dorsis

The book seeks to recover and reframe the dialectical materialist tradition in critical education, and carries this tradition forward into theory and practice relevant for today. Building on the tradition of the groundbreaking book Schooling in the Diaspora by A. Abdi, this book offers a critical perspective on the intersection of education and social justice, and highlights the need for a more equitable and inclusive educational system.

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Higher Education in Africa

A new volume in 2017 by Edward Shizha was published to discuss the development, quality, and outcomes of higher education in Africa, with a specific focus on relations between Africa and Europe. Issues related to the mobility of African students and scholars are discussed in several national and international case studies.

Higher Education in Africa: New Insights (2017-06)
The idea that developing all sectors of the educational palette is influential for socio-economic development was adopted later in Sub-Saharan Africa than in other world regions. Most African states are primarily the developing the first stages of education, and right up to many children fail to access education at all. Today, all African governments recognize the importance of higher education and consequently invest in it. They are facing two major, interlinked challenges: rapid population growth and decline in the quality of education. Indeed, despite efforts, the region has seen a consistent decline in education. This, in a context of limited resources, has led to a perception of the quality and the increasing of private institutions of higher education. This situation has led to discussions on the quality of higher education, with a specific focus on relations between Africa and Europe.

Indigenous Discourses on Knowledge and Development in Africa

Indigenous Discourses on Knowledge and Development in Africa: Edward Shizha (2017-06)
African social development is often explained from outsider perspectives that are mainly European and Euro-American, leaving African indigenous cultures and ways of knowing and doing almost untouched. This book is intended to present different perspectives regarding social development, providing alternative ways of understanding and practicing knowledge and development. This book is a welcome addition to discourses and analyses on education in sub-Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa. It is intended for academic scholars, undergraduate and graduate students, human rights scholars, curriculum developers, college and university academics, teachers, education policy-makers, international organisations, and local and international non-governmental organisations that are interested in African education policies and programmes. Indigenous Discourses on Knowledge and Development in Africa (2017-06) provides contemporary reflections from multiple perspectives and positions the issue of education at the forefront of the Millennium Development Goals framework on education in Africa.

Tracking Re-Thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century

Re-Thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century: Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re-positions the issue of education at the forefront of the guiding vision and framework for educational provision in Africa and beyond. The book seeks to articulate and address African issues from an informed as well as objective African perspective. The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub-Saharan African region. Given the objectives and themes of this book, it is intended for academic scholars, undergraduate and graduate students, human rights scholars, curriculum developers, college and university academics, teachers, education policy-makers, international organisations, and local and international non-governmental organisations that are interested in African education policies and programmes. Re-Thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century is intended to provide sustainable education to its people. To that end, the book seeks to challenge the African vision attempting to come up with African perspectives that contribute to successful attainment of the targeted 2015 Millennium Development Goals (MDGs) on education. What were the constraints and barriers for developing an education system that appeals to the needs of the sub-region? Re-Thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and positions the issue of education at the forefront of the Millennium Development Goals framework on education in Africa.