

Prof. A.B. Nsamenang & T.M.S. Tchmobe (Eds.)

African Educational Theories & Practices: A Generative Teacher Education Curriculum

L'Harmattan (Forthcoming 2011)

“This monumental piece of work – covering nine thematic sections in thirty-six intellectually heavy weight chapters, mobilising forty-five contributors from sixteen different countries – breaks new ground in its efforts to address the challenge of *kutiwa kasumba* (brainwashing) that has been Africa’s burden since the colonisation of the continent and since its assimilation of western education ... Africa happens to be the only region of the world where all the role models to which its children in their formative years are exposed (angels and saints, great achievers, film stars, etc) are of a race that is different from theirs. African children are the only ones in the world whose socialisation begins with acculturation (learning about other worlds in a foreign language), instead of beginning with enculturation (being deeply entrenched into your own world first and foremost).”

Pai Obanya International Education Strategist, Professor of Educational Evaluation, University of Ibadan, Past Director, UNESCO-BREDA

“*African Educational Theories and Practices* is a courageous volume and one much needed as Africa seeks its own way forward, building on its strengths and traditions while acknowledging the importance of others' views as well. This volume moves beyond a well founded critique of the failures of western education in Africa, to present ways forward that arise from the continent itself. In publishing this book the editors and authors provide a service not only for Africa, but for education globally.” **Alan Pence**, UNESCO Chair for Early Childhood Education, Care and Development, Director ECDVU, and Professor University of Victoria, Canada.

“The contributors to *Educational Theories and practices* are united in the view that for Africa’s institutionalized public basic schooling, currently based largely on Western models and values, to be relevant to African realities and aspirations, now and in the long-term, it must of necessity seek to harness, adapt and utilize Africa’s centuries-old cultural knowledge and sociocultural cognitive systems in its attempt to prosecute modern enterprises and programmes of education in a global context. In sum, the challenge to both the teacher trainer and the teacher practitioner is to acquire knowledge, expertise and skills that require continuous resourcefulness, creativity, adaptability and inventiveness in the spirit of a generative approach to Africa’s educational philosophies and practices of the future.” **Mubanga E. Kashoki** Professor of African Languages, Institute of Economic and Social Research, University of Zambia

“This volume is a major contribution. Addressed primarily to those who will devote themselves to teaching African children, *African Educational Theories and Practices* provides an up to date, Africa-focused review of the major issues of schooling and learning. There is no doubt that teachers across the continent will find much to consult, to try out, and to think about, as they try to solve educational challenges, one child at a time.” **Dan Wagner** Professor of Education, University of Pennsylvania Graduate School of Education & Director, International Literacy Institute.

“For too long, educational theories and practices in African and other non-western countries have been based on theories and thinking about child development and childhood developed within a western social context. This volume represents a valuable and highly welcomed source of knowledge, connecting education and practices in school to local cultural practices and thinking in African countries. The different chapters cover both new and existing theorising as well as present educational practices anchored in local knowledge. It is a new and highly important book for teachers, researchers and others aiming at improving the quality of education for children in Africa.” **Anne Trine Kjørholt** Professor & Director, Norwegian Centre for Child Research, Norwegian University of Science and Technology

"Cet ouvrage est d'une grande importance si l'on considère son volume (36 chapitres), le nombre d'auteurs (46 contributeurs), de pays couverts (16 pays). Mais il est surtout important par rapport aux questions soulevées et aux propositions qui y sont faites. Le problème posé est réel: le système éducatif africain souffre effectivement de la "kutiwa kasumbalisation". Les conséquences de celles-ci sur l'acculturation des cadres africains, sur les difficultés de transmission et d'assimilation des connaissances, sur la "perdition" de l'Afrique sont, si pas fatales, en tout cas constituent de sérieuses contraintes pour le développement de notre continent". **Bernard Mumpasi Lututala**, Secrétaire Exécutif Adjoint, CODESRIA.