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Nota di contenuto	Preliminary Material / Edward Shizha and Ngoni Makuvaza -- Introduction / Ngoni Makuvaza and Edward Shizha -- Post-Millennium Development Goals in Sub-Saharan Africa: Reflections on Education and Development for All / Chouaib El Bouhali and Grace John Rwiza -- A New Paradigm for Sub-Saharan Africa's Sustainable Education in the 21st Century / Charles Kivunja -- Unpacking the Relevance/Irrelevance Problematic of Education in Zimbabwe / Ngoni Makuvaza and Oswell Hapanyengwi-Chemhuru -- Cognitive Justice and Indigenous Knowledge Systems in the Postcolonial Classroom / Francis Muchenje -- Re-Thinking Education in Postcolonial Africa / Oswell Hapanyengwi-Chemhuru and Ngoni Makuvaza -- Partisan Politics in Civic Education / Tawanda Runhare and Christopher Muvirimi -- Linguistic Diversity and Education / Desmond Ikenna Odugu -- (Re-)Integrating African Languages into the Zimbabwean School Curriculum / Ruth Babra Gora -- State Funding in Selected African Countries / Rajkumar Mistry, , Pierre Du Plessis and Ololade Kazeem Shonubi -- Community-Driven Alternatives to Education in the Neoliberal Context of Burkina Faso / Touorizou Hervé Somé -- Colonialism and the Development of Higher Education / Clemente Abrokwa -- Reforms without Expected Results? / Isioma Uregu Ile -- Neoliberal Managerialism of Higher Education and Human Capital Development in Sub-Saharan Africa in the 21st Century / Edward Shizha -- About the Contributors / Edward Shizha and Ngoni

Sommario/riassunto

What have postcolonial Sub-Saharan African countries achieved in their education policies and programmes? How far have they contributed 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: Post-Millennium Development Goals is an attempt to demonstrate that Sub-Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people. To that end, the contributors are academics with an African vision attempting to come up with African home-grown perspectives to fill the gap created by the lapse of the MDGs as 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. “Rethinking 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 debates on African development.” – Lamine Diallo, Associate Professor, Wilfrid Laurier University, Canada “The 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.” – Michael Tonderai Kariwo, PhD, Instructor and Research Fellow, University of Alberta, Canada.