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Nota di contenuto	Why Comparative and Decolonial Studies in Philosophy of Education? -- Cai Yuanpei's Vision of Aesthetic Education and his Legacy in China -- Comparison of Self-reflection in Humboldtian Bildung and the Kyoto School: Rethinking Assumptions on Reflection in OECD 2030 -- A Philosophical Perspective on the Purpose of Education in Indonesia -- Sikolohiyang Pilipino: Implications for Formal and Informal Learning Institutions and Settings in the Philippines -- Beyond Education: A Comparison of Tagore and Hu Shih's Educational Philosophies --

Lessons from Ubuntu for Moral Education -- Omoluabi and Asabiyyah
Philosophies: Afro-Arabian Perspectives on Inclusive Education Policy in
Nigeria -- The “happy island” of Polish Music Education: Self-
Orientalization of Educational Philosophies in Post-Soviet Europe --
Advancing and Applying Comparative and Decolonial Studies in
Philosophy of Education -- Afterword: Philosophical Remarks on
Decolonizing Philosophy of Education. .

Sommario/riassunto

This book introduces the educational philosophies of notable African and Asian thinkers who tend to be little recognized in Europe and North America. It offers specific resources for diversification of higher education curricula. The book expands the philosophy of education, in clear language, to include ideas of major non-western educational thinkers who are little discussed in previous publications. It includes critical analysis of non-western concepts and consideration of their relevance to schools worldwide. The book features discussions of how the work of Tagore and postcolonial thinkers offers diverse visions that increasingly inspire a decolonizing approach to education. This book offers a unique emphasis on how a decolonized philosophy of education can especially enable a rethinking of approaches to education in arts and humanities subjects.
