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identity are critically important in the international geopolitical context as well as central to contemporary research in the social and behavioral sciences. They are intricately intertwined with the countries' territories at multiple scales, connecting and disconnecting places in complex ways and re-organizing old worlds while producing new ones. This is particularly true for Sub-Saharan Africa and South Indian geographies of inequality, expressed at national and regional scale. In the South African case, a political imperative to transform the legacies of racial inequality from colonial and apartheid rule underlies the centrality of race. Gone is the social and economic differentiation and at times a mask of complex mix of place-based, gender, class and cultural identities, expressed in a multi-scalar politics of terrain. The past few years into the 21st century has been a time to build a new reality which has not only transformed the existing social and economic relations and the intrinsic ways in which caste-affiliations mirror relations with religious, socio-economic, political and place-based identities. In both contexts, the politics of identity and territory simultaneously together and divide. The spaces, territories and identities of the multi-ethnic, multi-confessional, multi-cultural and multi-lingual national and local meet lies at the heart of the research from which the papers in this book have been generated. The research investigates and re-confirms the绮罗 of identity and the ways in which one can talk about race and gender and the ways in which they intersect across borders and form a foundation for the political project that addresses the needs and challenges of an increasingly diverse and connected world.

Engaged Scholarship

Lynette Shultz 2013-08-03 This volume brings together diverse theoretical reflections and practices on how to do and think about engaged scholarship in order to stimulate critical discourse and discussion on the concept and practice of engaged scholarship.

Understanding Ubuntu for Enhancing Intercultural Communications

John Mawson 2013-08-03 The book integrates Mawson’s understanding of Ubuntu from African perspectives and institutionalized pan-African educational processes. The establishments of pan-African Teachers Colleges; intensive language laboratories; pan-African literature courses; the training of African military and police forces; the use of music, sports, media and other extra-curricular activities (the hidden curriculum), etc. are viewed as essential aspects in the socialization of a pan-African character or personality. Pan-African Education is an essential read for students and scholars of Pan-African, African and African Studies, and Black Studies.

Schooling for Sustainable Development in Africa

Isisca Lutat-Fitzie 2011-11-11 This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the history of the concept of ESD, its links to the planetary boundaries framework, and its potential in enhancing quality and relevance of education. The quality of education has been defined internationally as a key concern for economic development strategies around the world. The book uses a multidimensional approach to ESD and highlights the need for perfor mance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and/or inclusion. The chapters explore how ESD brings a new relevance to education in Africa, and at the same time, sounds the beginning of a new concept of quality education. The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

Dialectical Perspectives on Media, Health, and Culture in Modern Africa

Alaid O. 2010-10-30 Communication plays a critical role in educating social, cultural, and business relations. Research on media, language, and cultural studies is fundamental to a globalized world where it illuminates the experiences of various populations.There is a need to develop effective communication strategies that will be able to address both health and cultural issues globally. Dialectical Perspectives on Media, Health, and Culture in Modern Africa is a collection of innovative research on the impact of media and especially new media on health and culture. While highlighting topics including civic engagement, gender stereotypes, and intercultural communication, this book also examines the possibilities and complexities of achieving academic excellence on current research on how media, health, and culture can be appropriated to overcome the challenges that plague the world today.

Comparative Education

Robert F. 2007 Comparative Education examines the common problems facing education systems around the world as the result of global economic, social, and cultural forces. Issues related to economic development, poverty, and disparity are analyzed. Historical and cultural analysis of different social groups in Africa are described and analyzed in specific regional, national, and local contexts.

Challenges and Prospects in Education in Africa

Soji Oni 2013-11-14 Challenges and Prospects in African Education System: The book is trying to address the compelling challenges and prospects in African System of education. As we all know, when issues of Africa are raised, the system is often referred to as an entire continent. The book will provide important insights into the use of evidence, fact-finding, and timely ideas and scholarship for defining Africa through its challenges, possible policy formations, planning and decision-making. The book is intended to provide insights to scholars who are interested in African education policies and programmes. "Rethinking Postcolonial Education in Sub-Saharan Africa in the 21st Century" by Robert F. Arnove 2007 Comparative Education examines the common problems facing education systems around the world as the result of global economic, social, and cultural forces. Issues related to economic development, poverty, and disparity are analyzed. Historical and cultural analysis of different social groups in Africa are described and analyzed in specific regional, national, and local contexts.

Indigenous Discourses on Knowledge and Development in Africa

Edward Shilu 2013-12-04 African social discourse is well known for explaining the legacy of colonialism in Africa. This book is ideally designed for university students, multinational organizations, diplomats, expatriates, and people who are interested in understanding the essence of indigenous discourses and ways of knowing and doing absent from discourses and debates on knowledge and development. This book is intended to present African indigenous voices in current debates on economic and social development in Africa. It is a must-read for any student, scholar, policy maker, and practitioner who is interested in understanding the essence of indigenous discourses and ways of knowing and doing in Africa.

Higher Education in Africa

The book is intended to present African indigenous voices in current debates on economic and social development in Africa. It is a must-read for any student, scholar, policy maker, and practitioner who is interested in understanding the essence of indigenous discourses and ways of knowing and doing in Africa. Higher education in Africa-Anu Gogjon 2017-01-06 The idea that all sectors of the educational system is influential for socio-economic development was adopted later in Sub-Saharan Africa than in other world regions. Most efforts were initially directed into developing the first stages of education, and rightly so, for many children could not afford education at all. Today, all African governments recognize the importance of higher education and increasingly invest in it. They are facing two major, interrelated challenges: rapid population growth and decline in the quality of education. Indeed, despite fertility decline, the region has been confronted with substantial population growth, which will continue for many decades, placing a burden on the country’s capacity to finance and sustain investment in education. This, therefore, calls for in-depth analysis aimed at guiding every stakeholder in ensuring that their action and investments are aligned with the attainment of sustainable development goals at all levels and for all age groups.

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

Edward Shilu 2014-07-17 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? This book seeks to answer these questions by exploring the complex and often contradictory nature of education policies and programmes in Sub-Saharan Africa. The book examines education on how their action and inactions have individually and collectively contributed to the collapsing state of education in Sub-Saharan Africa.

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