

**Africanizing African education: The case for philosophical and epistemological reconstructions**

Ali A. Abdi, University of British Columbia

E-mail: [ali.abdi@ubc.ca](mailto:ali.abdi@ubc.ca)

The prevailing debates on African education have been circling around issues of official policies and quasi-measurable quantitative provisions for many years. Indeed, since the Education for All (EFA) conference in Jomtien (Thailand) in 1990, followed by the Dakar protocols in 2000, later linked with the Millennium Development Goals (MDGs), the focus has been how to increase enrolments at different levels of schooling in especially the Sub-Saharan African context. These debates, while important and should certainly continue as many African children and adults are still lacking basic provisions of education, still lack the critical questions of what type of education should postcolonial African countries aim for, and what should be the philosophical foundations and epistemological threads of such education. It is not a big secret for example, that if any, very few African countries have undertaken any deconstructions of colonial educational policies and philosophies which have actually de-Africanized African education by suppressing African ways of being, perceiving, learning and achieving. Following the remarkable works of, among others, Chinua Achebe (1994 [1958], 2000), Ngugi waThiong'o (1986, 2009), and Amilcar Cabral (1979), this paper aims to suggest the need for new contemporary and futuristic debates of reconstructing African educational systems through re-indigenized philosophies and epistemologies of education. As I have argued previously (Abdi, 2008, 2013), these reconstructionist possibilities should involve the re-culturing, selectively re-linguicizing, and relevantly re-technologizing African schooling systems and overall learning platforms. Indeed, the disjuncture between current western-centric paradigms of teaching and learning and the continuing absence of viable possibilities for inclusive social development should be traced to the lack of Africanized education for Africans. At the end of its analysis, the paper will provide specific recommendations that point out new ways of achieving these urgently needed reconstructions of African education.

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