

DEMOCRACY AND DEVELOPMENT IN AFRICA: STATES AND OPPORTUNITIES IN GOVERNANCE

*Critical Reflections on Democracy, Leadership and
Nation Building in Contemporary Africa*



ENOW Abrams (CBE) (PhD)

Education Democracy And Political Development In Africa

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Education, Democracy, and Political Development in Africa Clive Harber, 1997 The Namibia chapter is based on interviews in Namibia between 1992-1996

Education, Democracy, and Political Development in Africa Clive Harber, 1997 The Namibia chapter is based on interviews in Namibia between 1992-1996

Education, Democracy and Development Clive Harber, Vusi Mncube, 2012-05-14 Education is often seen as the key agency in international development and poverty reduction. Frequently the emphasis is on the economic and social role of education in development. This book on the other hand is unusual in explicitly examining the political role of education in development. In particular it sets out the theories, evidence and arguments concerning the potential and actual relationships between education and democracy and critically explores the contradictory role of formal education in both supporting and hindering democratic political development. A key theme of the book is the importance of considering the type and nature of the education actually provided and experienced, what goes on inside the black box of education. Currently in developing countries and elsewhere this is often at odds with democratic principles but the book also provides many examples of successful democratic practice in schools in developing countries as well as discussing a detailed case study of South Africa where democratic change in education is a key aspect of the policy agenda.

Democracy and Education in Namibia and Beyond Amukugo, Elizabeth M., 2017-07-19 The Namibian constitution makes full provision for education as a fundamental human right and freedom. Three years into independence as part of the government's educational policy the Education for All Policy was launched as a stepping stone to free quality education. However inequities have become widely pronounced within the Namibian educational system. *Democracy and Education in Namibia and beyond* debates the education democracy nexus in Namibia and the southern African context. It defines and explores the meaning of democracy and related concepts. It also looks at what democracy means in the context of human rights and access to education. The ten chapters in this collection interrogate the strengths and limitations of education as an instrument of social change and question whether or not the Namibian educational objectives and practices do develop and help to sustain a democratic culture in Namibia. The authors in the collection have drawn material from their own teaching and research experience across the fields of education and social science in Namibia and beyond and present their findings in a pedagogical framework suitable as a challenging text for tertiary students. At a time when education is in crisis especially in South Africa where strident calls for free tertiary education and Africanisation of the curriculum are spreading like wildfire this book gives scholarly insight into the history and social conditions that gave rise to our current predicament.

African Democratic Citizenship Education Revisited Yusef Waghid, Nuraan Davids, 2017-11-28 This edited collection explores how democratic citizenship education manifests across the African continent. A recognition of rights and responsibilities coupled with an emphasis on deliberative engagement among citizens while not uniquely African provides ample evidence that the concept can most appropriately be

realised in relation to its connectedness with experiences of people living on the continent Focussing on a diverse collection of voices the editors and authors examine countries that have an overwhelming allegiance to democratic citizenship education In doing so they acknowledge that this concept enveloped by a certain Africanness has the potential to manifest in practices across the African continent By highlighting the success of democratic citizenship education the diverse and varied contributions from across this vast continent address the malaise in its implementation in countries where autocratic rule prevails This pioneering volume will be an invaluable resource for researchers and students working in the fields of education and sociology particularly those with an interest in education policy philosophy of education and global citizenship initiatives

Teacher Education in Sub-Saharan Africa Rosarii Griffin, 2012-05-14 In the drive to achieve universal primary education as one of the Millennium Development Goals there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub Saharan Africa as well as to combat the sometimes poor quality educational experience reported in the school Currently approximately only one third of teachers are qualified to teach This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved but more importantly so that each African child living within sub Saharan Africa will have the right to a quality education ensuring they too experience their right and entitlement as children to reach their full potential often taken for granted in Western countries giving African children the necessary tools to build a better future for themselves Of particular interest to the education researcher and policy maker this volume s contributors look at the various issues and challenges around the teacher profession particularly in relation to resources and practices within sub Saharan Africa The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South In this volume research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts including assessment and curricula issues which need to be addressed This volume goes from the global to the local and examines teacher educator teaching learning and reflective practice issues within different contexts as well as exploring alternative pre service experiences for western teachers who wish to work within the sub Saharan context as well as some teacher educator exchange programmes between the South and North Case countries explored include Lesotho South Africa Mozambique Uganda Kenya Tanzania and Madagascar to mention but a few Of particular value to the education researcher and policy maker this book provides a timely resource focusing on an area of neglect highlighting the central role of the teacher and

teacher education towards sustainable development within the sub Saharan African context **Democratic Teacher Education Reforms In Namibia** Ken Zeichner,2019-06-03 An analysis of teacher education reforms in Namibia in the post independence era from the perspective of government personnel teacher educators and teachers themselves This book examines post independence teacher education reforms in the southern African country of Namibia from the perspective of various actors in the reform process Ministry *Conflict Resolution and Peace Education in Africa* Ernest E. Uwazie,2003-01-01 Africa today suffers from too much political unrest and violent conflict The contributors to this edited collection recognize a missing link in efforts to foster democracy and with it political stability and peace in Africa s developing countries Democracy can be sustained only where effective means for resolving citizens disputes exist both within and outside the formal legal system The writers whose articles appear here scholars practitioners and peace advocates present their varied knowledge of conflict and war in Africa and strategies for introducing and implementing mediation from Sierra Leone to South Africa This volume is a model exchange of insights and ideas in the important field of conflict resolution as applied to Africa **The Journal of Education for Teaching at 40** Peter Gilroy,2018-10-19 In 2015 the Journal of Education for Teaching celebrated 40 years of original contributions on the subject of international teacher education with the publication of an anniversary virtual special issue Its unique contribution to debates about the preparation and lifelong learning of teachers in a variety of fields including medical education and language education have been expressed in a variety of formats and international contexts These include high quality academic papers using innovative qualitative and quantitative methodologies symposia in the form of Platonic dialogues and even critical positions expressed in verse This virtual special issue was freely available online throughout 2015 but the strong demand for the papers has prompted their re publication in this volume with the addition of several more articles Taken together this collection will allow the reader to experience the variety of the dozen or so international contexts represented in the journal and its academic quality Included in the volume is the original Editorial from the first issue of the journal The fact that the points made in this forty year old piece still ring true suggests that the threats to high quality teacher education remain much the same as they did four decades or more ago The Journal of Education for Teaching continues to provide an indispensable platform for colleagues to make their voices heard in what appears to be an increasingly shrill evidence free environment Long may it do so Education Quality and Social Justice in the Global South Leon Tikly,Angeline M. Barrett,2013-06-07 Drawing on state of the art evidence about implementing education quality in low income countries this book opens up the black box of the classroom and explores how practices of teaching and learning impact on different groups of learners in the global South **The Oxford Handbook of the History of Education** John L. Rury,Eileen Tamura,2019 This handbook offers a global perspective on the historical development of educational institutions systems of schooling educational ideas and educational experiences Its 36 chapters consider the field s changing scholarship while examining particular national

and regional themes and offering a comparative perspective Each also provides suggestions for further research and analysis

Schooling in Sub-Saharan Africa Clive Harber, 2017-07-12 This book is a comprehensive text for those interested in formal education in sub Saharan Africa It provides a thought provoking overview of the key educational ideas themes and issues facing schooling in Africa today by drawing on a wide literature to examine evidence concerning both educational policy and the working realities of primary and secondary schools in Africa Based on the author s forty years of experience in researching and publishing on education in Africa it takes a balanced but critical approach to analysing education in Africa and discusses both positive and negative patterns across the region as well as identifying differences between and within countries The book examines major questions of educational provision structure content and process but does so in a way that raises challenging questions about gender inequality violence authoritarianism and democracy in education as well the fundamental question of whether education is achieving its desired outcomes It will be of great interest to students and researchers working in the fields of comparative and international education education and international development African education African studies and development studies

Schooling as Violence Clive Harber, 2004 Harber argues that while schooling can play a positive role violence towards children originating in the schools system itself is common systematic and widespread and that schools play a significant role in encouraging violence in wider society Teachers, Democratisation and Educational Reform in Russia and South Africa Michelle Schweisfurth, 2002-01-01 How have primary school teachers in Russia and South Africa experienced educational reforms and changes in these new democracies How have their perceptions and experiences been expressed in their classroom practice This book based on research conducted in the early years of democracy in these countries attempts to link the macro world of policy with the micro world of teachers and classrooms The theme of teachers responses to policy reform is explored through international literature on the policy practice interface and changes to education since the advent of democracy in the two national contexts are examined critically Finally using case study methodology the study brings together individual teachers perspectives biographies and practice The dilemmas they face in the process of change and how they try to resolve these reveals the complexity of the new educational agendas that have come with the transition to democracy

South Africa's Democracy at the Crossroads Daniel Silander, Charlotte Silander, Herman van der Elst, Pieter Heydenrych, 2022-04-18 South Africa s democracy faces increasing challenges from within whether from protest bad governance or general public dissatisfaction South Africa s Democracy at the Crossroads explores the question what are the challenges to future democratization in South Africa **A Sociology of Educating** Roland Meighan, Clive Harber, 2007-01-25 Intended to stimulate sociologically informed thinking about educating this book has become firmly established in its field winning places on reading lists for Education Studies Initial Teacher Training and Continuing Professional Development courses The book begins with a light hearted taste of sociology and then goes on to explore five key areas of education the hidden curriculum ideologies of educating sociological perspectives and

the study of education educational life chances and the next learning system This new edition includes sections on personalized learning progressive education and the impact of assessment on pupils It also comes with a new chapter The Discourses of Education Roland Meighan is a former Special Professor of Education University of Nottingham UK and Senior Lecturer University of Birmingham UK Clive Harber is Professor of Education and Head of the School of Education University of Birmingham UK He brings with him expertise in the field of International Education and Educational Development With contributions by Len Barton and Iram Siraj Blatchford both of the Institute of Education University of London and Stephen Walker Reader in the Sociology of Education and Visiting Professor in the Science of Education University of Bari

Leadership in Education Mark Brundrett, Neil Burton, Robert Smith, 2003-05-10 This book deals with leadership in all sectors from primary to higher education The editors present an international perspective on the analysis of leadership theory and practice with the integration of exemplars from different cultural settings *World Yearbook of Education 2002* Elwyn Thomas, 2012-10-02 This text examines four key areas of teacher education These are theories models and ideologies of teacher education the control of teacher education by the state and the role of schools and HE cultural perspectives and the education of teachers and continuities in teacher education **Political Cultures in Democratic South Africa** M. Neocosmos, Raymond Suttner, Ian Taylor, 2002 The contributions to this Discussion Paper reflect upon different but related aspects of South African democracy after Apartheid as represented in a variety of social forces institutions and individuals They illustrate that societies in transition have to make sustained efforts to overcome the legacies of the past and that the present reproduces some of the past structural constraints and patterns of power and control in the new framework The contributions were originally presented to a workshop organized in Cape Town in December 2001 **Education in Southern Africa** Clive Harber, 2013-09-12 Education in Southern Africa is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of each country in the region With chapters covering Botswana Lesotho Madagascar Mozambique Namibia South Africa Swaziland and Zimbabwe the book critically examines the development of education provision in each country as well as local and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels

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