



**Sankofa:  
From andragogy to mathetegogy  
in Christian higher education**

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“Someone aptly defined African Studies as the study of Africa by and for non-Africans” (Van Den Berghe)



Those working in African  
(or Bolivian) studies come  
to them from a Western  
*Weltanschauung*.





# Cultural perspectives: *Weltanschauung*

erman - world view

nt - world intuition

ancis Schaefer: "Everyone has a worldview"

orld-hear, world-feel, world-sense

e intuitions, the unconscious assumptions we have about reality

e way we think about the world or reality

ore than gravity, etc. - ontology, theology, epistemology, etc.





## **Theology:**

Theology, contexts and backgrounds vary but our ontology, epistemology and andragogy will depend significantly in them.

## **ogy:**

ern individualism and secular humanism - individuals are the centre of the unive  
ican understanding of being; holistic, metaphysical Dasein





## Epistemology:

Psycho-epistemological priorities

*(Rationalism, Empiricism, Intuitionism, Authoritarianism...  
Communalism)*

Western perspective - “science” (knowledge) as religion

Western epistemology is seriously flawed - not biblically grounded.

African - Relationality, sensual epistemology, holistic -  
**gnoseology**, including intuitions and instincts, embedded

**All truth is God’s truth - sequestered.**

**Re-storying**



**Pedagog  
y**

**Andragog  
y**

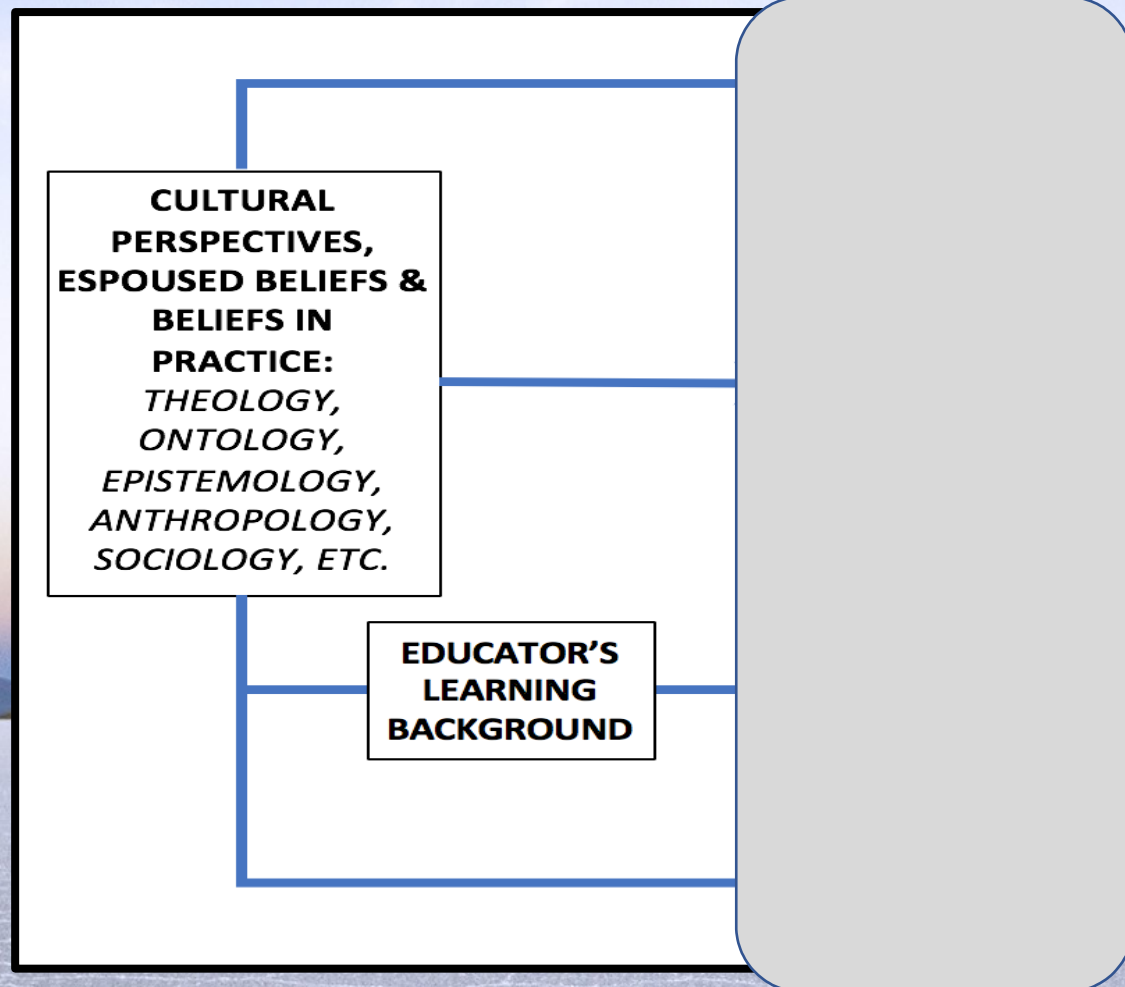
**Heutagog  
y**

**Ubuntugo  
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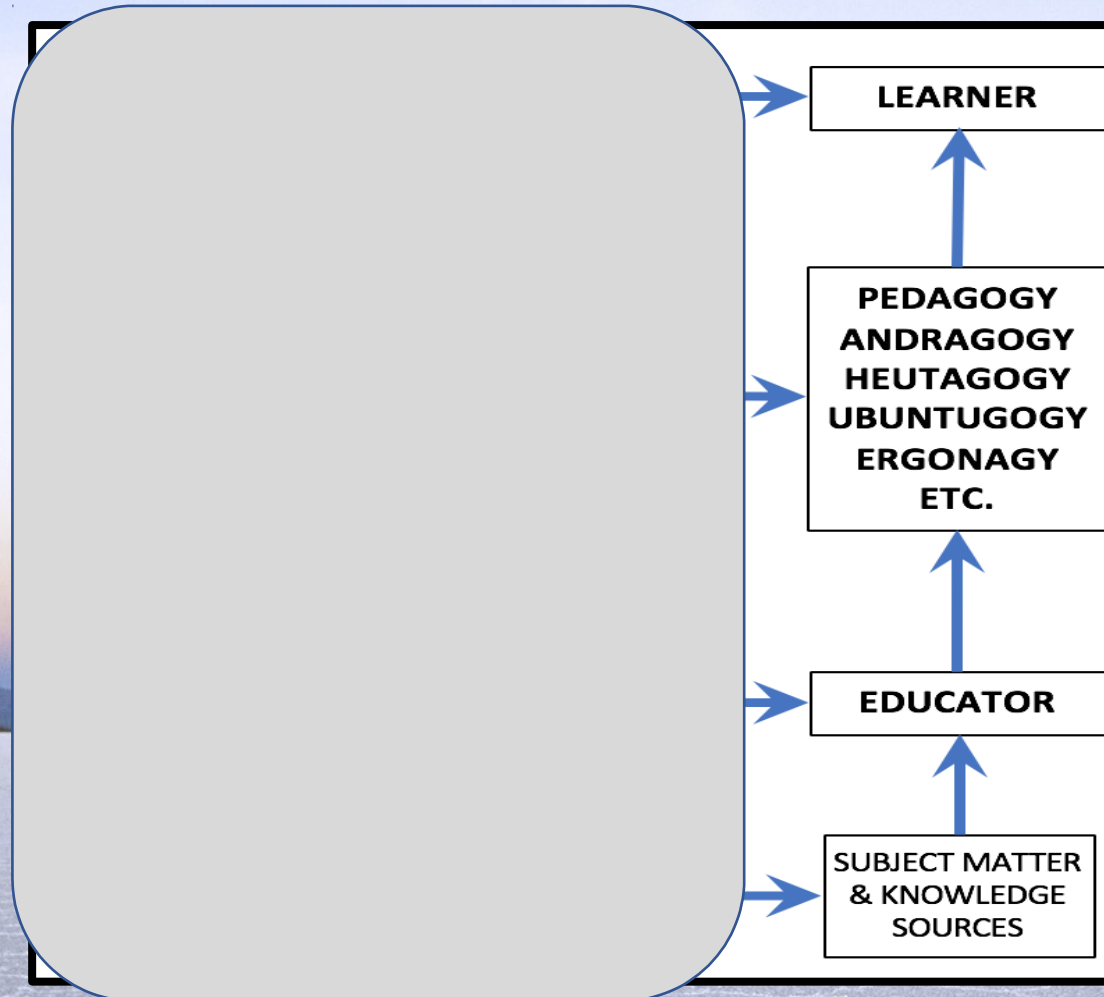




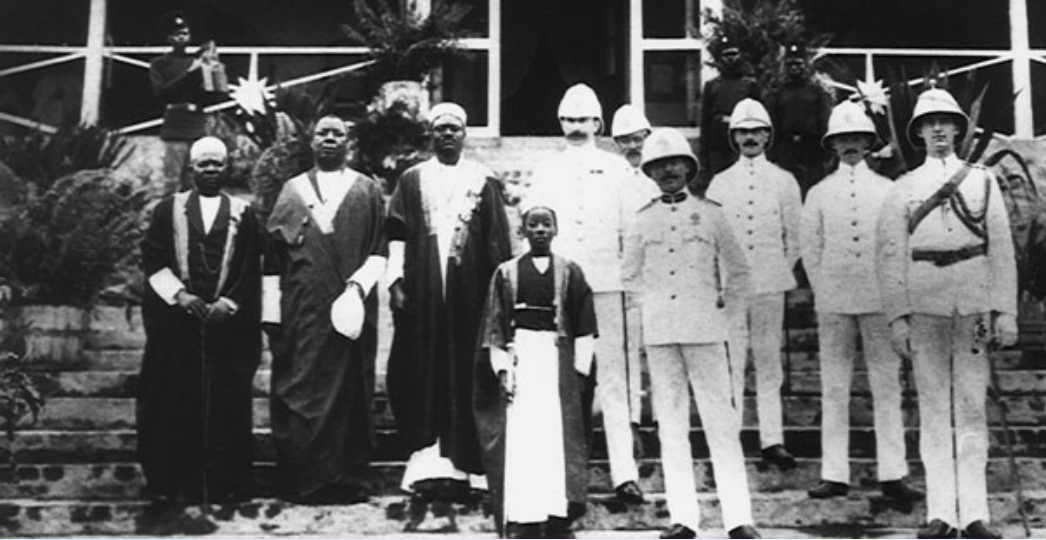
What we bring:



# Pedagogy, andragogy and heutagogy:

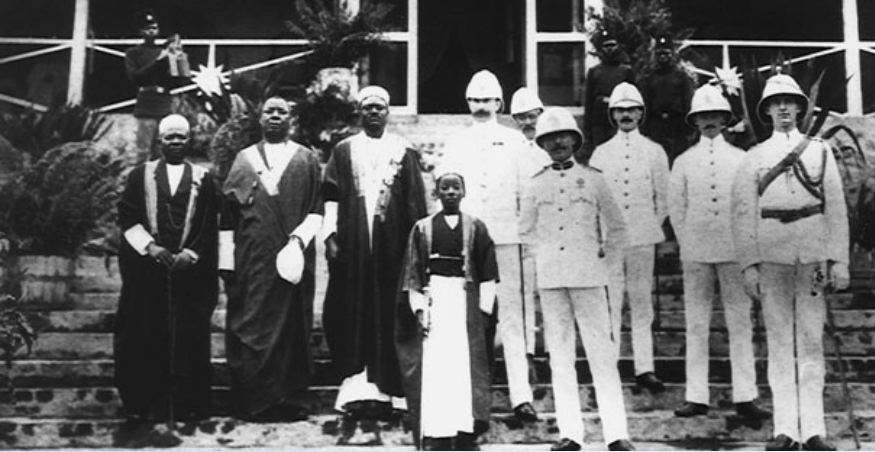






**Colonisation:**  
Colonisation resulted in the hegemonic colonisation of many African education systems.





**sation:**

... resulted in the hegemonic colonisation of many African education systems.

**te:** What is truth? **Jesus:** I am (*aletheia*).

**ge member:** The ancestors have given us truth.

**Western modernism**  $SS_B = k \cdot n \sum_{l=1}^m (\bar{y}_l - \bar{y})^2$  Etc.....

Multivariate analysis and causal inference

**stern postmodernism:** What I decide it is.





**Globalisation:**

West has had, and continues to have, its influence

globalised higher education contexts

universities with international campuses, and literature, as well as studying abroad.

**Impacts:** Much of the world now follows Western ideas...often, Western faulty ideas.



**an Higher Education:**

as also led to challenges of cultural accommodation in African higher education

**can andragogy:**

inctives include culturally determined, teleological perspectives

ning in community? Or learning communally?





## ***Négritude* as philosophy and epistemology:**

Features and implications of a metaphysically embedded *Négritude* philosophy and resulting epistemologies - not seen in individualistic materialism of the West.



## ***Ubuntu:***

The holistic relationalism of African cultures has led to the development of terms like *ubuntu*.

Relational contexts of “I am because we are”; African communalism contrasted with collectivism and also Western individualism and Western conceptualisations of community (groups of individuals – not individuals).





## ***ubuntu* epistemology:**

African teleology of lifelong education

Learning together in communal context

[e.g., Western – meaning constructed in community – groups of individuals]

## Teaching the Ubuntu way:

The potential incorporation of *ubuntu* philosophy into higher education; saber/conocer differentiations (English/French/Spanish/etc.).



**Communal shared meaning for communal purposes:** Education and intuition development as cultural inculcation.

**Translanguaging:** The incorporation of a dialogical interface between indigenous and coloniser languages.

**Ubuntu-gogy:** African academics' suggestions for practical teaching/learning frameworks in higher education settings





***Sankofa*** (Ghana):

"It is not wrong to go back for that which you have forgotten."



...

**untu-based education within a village community is a closed system**

**uth is defined by ancestors and agreement - not revelation**

**or most people, the village has become a global village**

**ancestors are now not only direct but form many, disparate groups/cult**

**vast majority of the global village elders cannot be trusted to define tr**

**Biblical perspectives:** The biblically aligned African cultural distinctives that have been discarded by secular, post-Enlightenment, Western cultures and education systems.



**Ancestors:** Sankofa (c.f., the Torah, the teaching of those recorded in the New Testament)

**Aletheia:** Knowledge acquisition as the un hiding of God-owned truth

**Repurposing:** Reclaiming sequestered truth for godly purposes





**Biblical perspectives:** The biblically aligned African cultural distinctives that have been discarded by secular, post-Enlightenment, Western cultures and education systems.



**Mathetegogy:** Education as communal discipling

“Communal” ≠ “Communi





**Biblical perspectives:** The biblically aligned African cultural distinctives that have been discarded by secular, post-Enlightenment, Western cultures and education systems.



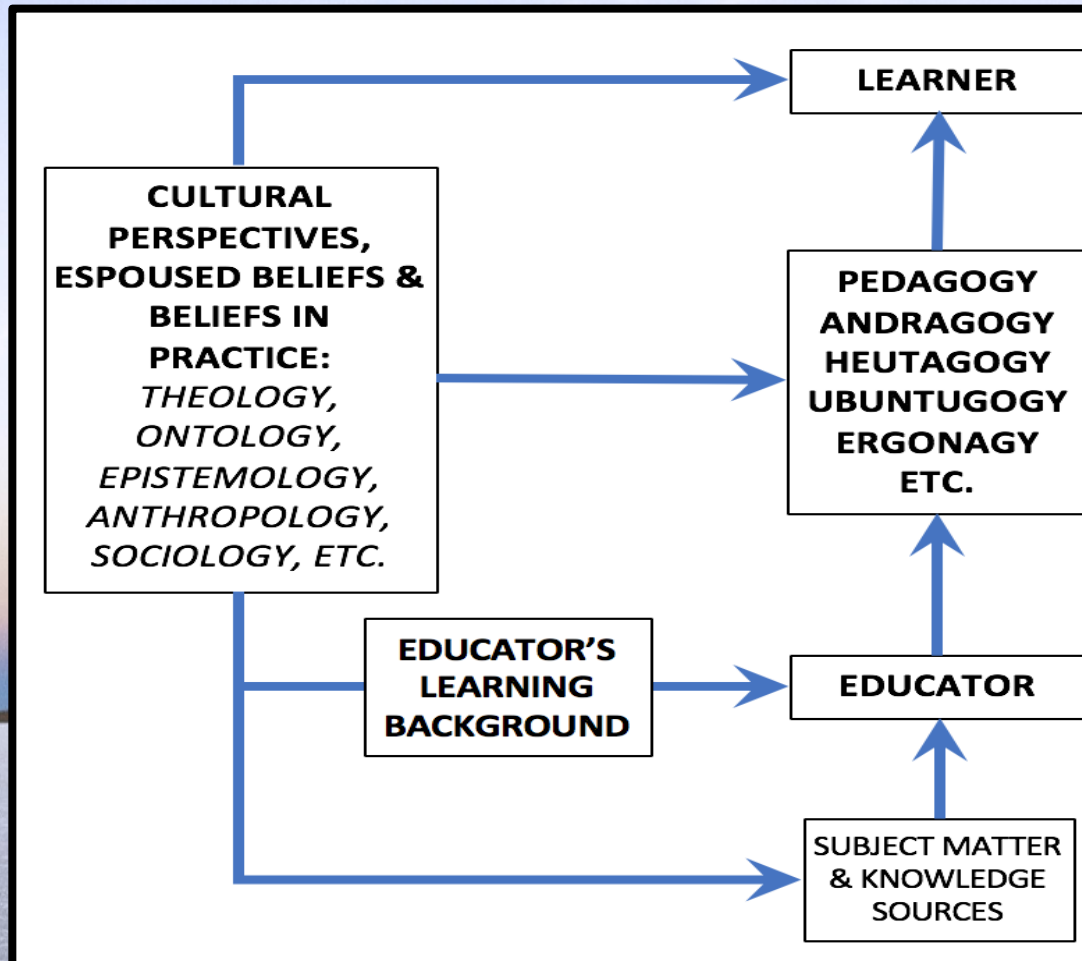
**Mathetegogy:** Education as communal discipling

**Transformation:** Transformative higher education: theological, philosophical, cultural, praxis;

**From “I am because we are” to “We are because I AM”**



# Conclusion





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