

## Preface

The postcolonial dimension is marginalized within the North and South's international scientific debate whilst the rhetoric of decolonization is strong in the South's political debate and policy making but sharply contradicted by the life worlds and conceptions of postcolonial categories. These display the wide spread oppressive but transformable conditionality of internalized colonialism. Decolonisation has largely been interpreted and applied in terms of shifting power from the North's 'White' colonial masters to South's indigenous 'Black' power holders but not in terms of paradigm shifts. Whilst the skin colours have changed, the colonial mentality, power and social structures have remained. Uncritically reflected post-colonialism has substantially constrained the development of emancipatory action skills in the different domains of development. The contemporary monumental gaps in the social, economic and political dimensions are to a great extent a result of science and postcolonial policy not integrating the post-colonial perspective.

The postcolonial educational system is largely externally oriented and does not effectively meet the learning needs of postcolonial learners. The postcolonial South is challenged with designing effective postcolonial sensitive and contextually embedded teaching, learning environments, research methodologies and policy making. This book attempts to demonstrate the way forward for addressing these gaps and for effecting profound transformation. This book critically analyzes the postcolonial scientific debate and interdisciplinary aspects from an educational perspective.

The correlations between postcolonial consciousness as a central problematic and Dirk Lange's political consciousness as a transformatory theoretical-praxis framework are seen as fundamental to effecting decolonisation. Their interface is crucial for improving the current theorisation of gender.

Dirk Lange presents an integrative framework of citizenship awareness and political didactic structuring which is effective for decolonisation of consciousness.

In addition it is effective for integrating life worlds in science as well as improving post-colonial teacher education, teaching at the university and all levels of (in)formal learning. This instructional practice of postcolonial science teachers in the area of designing context responsive teaching and learning for engineers, doctors, agriculturalists, artists, early childhood education, etc. – in postcolonial citizenship awareness perspective.

This evidence-based theory and praxis oriented holistic framework if adopted in a postcolonial perspective can empower postcolonial people at different levels of society with transformational competencies. Against this background, the various interested contexts of postcoloniality can draw inspiration from Dirk Lange's political consciousness and from this study's postcolonial application for inspiration towards effective transformation and sustainable development. Therefore key concepts of Dirk Lange's model have been translated from the German version into English.

In addition to reflecting the untheorized co-existence of postcoloniality and gender from an educational perspective, the design of the book with its interdisciplinary focus substantially improves the North-South scientific debate, whereby unexplored issues are discussed and new concepts that problematize the North South epistemic relations are also developed.

As an affected postcolonial female scientist, I bring unique insights and insider perspectives:

- a) Knowledge drawn from extensive, direct and multifaceted experience with indigenous issues, cultures, languages with their philosophical and lived contexts (*multilingual and multi-level multi-cultural socialization*); background and critical perspective in African history.
- b) Multi-dimensional critical perspectives as a migrant studying, working and living in three different continents – across the various societal levels and social divides.

- c) Gender perspectives for the decolonization debate and vice versa due to my strong scientific background in the sociology of gender and postcolonial theory.

The perspectives are further enriched through my strong scientific background in education, sociology and intercultural pedagogy. This study is produced in scientific collaboration with the AGORA Citizenship Education at the Institute of Political Science – AGORA Political Education, Leibnitz University of Hannover and the Centre for South-North Cooperation in Educational Research and Practice at the Carl Von Ossietzky University of Oldenburg.

It is significant that these institutions nurture a scientific environment that fosters the development of independent research and multi-disciplinarity. Of principle importance, at these scientific institutions scientific research is not necessarily market oriented but primarily driven by societal relevance which has effectively allowed for the emergence of a bottom-up empirically oriented approach.

This study is intellectually stimulated by Dirk Lange's political consciousness and supplemented by social scientific models developed at the Carl von Ossietzky University of Oldenburg. I am sincerely grateful for the scientific support. The insights of this study also build on my doctoral research. As an alumni scholarship holder of the Heinrich-Boell Stiftung in Bonn, I extend my sincere thanks for the financial support I got during my doctoral research.

Decolonizing Education

Towards Reconstructing a Theory of Citizenship

Education for Postcolonial Africa

Barongo-Muweke, N.

2016, XIX, 304 p. 1 illus., Softcover

ISBN: 978-3-658-14064-9