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Abstract

Both local and global forces impact on educational and human development. This disrupts Africa's capacity to own, generate, and share knowledge. A disorganizing hybridism between African, Eastern and Western heritages exacerbates the difficulty. A social Darwinian perspective disparages but exploits Africanity. Furthermore, no extant theory captures the complex braids of Africanity, which tend to be reduced to evolutionary templates, therein trivializing them and misguiding interventions. We offer the concepts of a learning posture and a diversity paradigm as discovery constructs to bring Africa's hidden knowledge out of the traditional closet; into synergy with new technologies and into application for competency building for local knowledge generation and development. (HRK / Abstract übernommen)