Chapter 5

The Kagisano Indigenous Philosophy of Education in Botswana

Thenjiwe Major
University of Botswana, Botswana

Thalia Mulvihill
iD https://orcid.org/0000-0002-1469-7529
Ball State University, USA

ABSTRACT

Indigenous philosophies of education ought to guide the educational design of schools in African countries and communities. The Philosophy of Kagisano in Botswana has incorporated African worldviews to make education culturally and contextually relevant to the nation of Botswana. The purpose of this chapter is to explain the Philosophy of Kagisano, as one of the indigenous philosophies of education, and describe the how to apply these principles to the pedagogical methods, curricula, and practices relative to education in the African country of Botswana. This chapter also explains the impact of Western colonization on the philosophy and educational approaches in Botswana. Additionally, this chapter offers suggestions on how to expand and further incorporate African world views into Botswana's educational design. Those suggestions work in tandem with Botswana Vision 2016 to continue to build educational approaches that fully and explicably recognize African epistemologies, pedagogies, and values for the citizens of Botswana.

INTRODUCTION

This chapter's focus is on the concept of Kagisano, an important indigenous educational philosophy in Botswana, and how it might be further used in the educational system. We hope to do this by illuminating how in general, the theoretical underpinnings of indigenous knowledge in education (Petrovic & Mitchell,2018), can be effectively used by educators and policy makers within Botswana, in particular. By illustrating how the Philosophy of Kagisano informs educational practices while acknowledging its roots in Botswana's historical and cultural narrative, this study aims to close the gap between theory and practice.

The purpose of this chapter is to delve into the Philosophy of Kagisano, a significant indigenous educational philosophy in Botswana, and explore its practical application within the country's education system. In doing so, we aim to shed light on the theoretical foundations of indigenous knowledge in education and the ways in which it interacts with Botswana's unique cultural context. This chapter contributes to bridging the gap between theory and practice, demonstrating how the Philosophy of Kagisano guides educational methods, curricula, and practices while acknowledging its roots in Botswana's historical and cultural narrative.

The chapter specifically investigates how the pedagogical strategies, curricula, and educational practices in Botswana reflect the Philosophy of Kagisano, and explores what effects the philosophy of Kagisano had on the integration of indigenous knowledge and values into the educational system. This is a conceptual paper whereby a document analysis research strategy was employed including analysis of public domain policy documents and curriculum materials.

BACKGROUND

Every society and nation has a philosophy, regardless of its status as a first or third world country. Abdi (2011) stated, "no group, nation, or continent would be denied upon laying some claim on the philosophical viability of its systems, and how learning to live and succeed would be defined by formalized or informal clusters of philosophy of education" (p. 80). An educational philosophy is something quite personal and unique in that it is grounded in base values and beliefs of a given population.

Philosophy of education, as defined by Davis (1999), is a "an effort by philosophers to fit an educational design into constructed worldviews issues and problems. . . It gives direction to educational thought and practice" (p. 29-30). It is a perspective that deals with questions on reality, existence, knowledge, and ethics. Abiogu (2014) further states that education is the cornerstone for meaningful sustained growth and serves as the bedrock of any county's development. The educational development of

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