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Research has revealed ineffectiveness among university graduates in Africa. Some possible causes include a lack of transformative teaching and learning methods. Most of the learning methods used in Africa today were installed by colonial educational systems, often reducing the learner to an empty container waiting to be filled with lecture after lecture. As a result, there is a cry throughout Africa for an education that can empower the learner to think critically, to love both God and others, and to bring change in his or her community. This is what education for holistic transformation is all about.

This book came about as a result of a doctoral study conducted in Kenya, which featured both Christian higher educational institutions and public universities in a unique comparative analysis that will be helpful to educational leaders on both sides. Readers will learn that transformation is a discovery that takes place through change of perspective. As this research reveals, this new perspective is triggered by a new revelation, a new truth, a provoking thought, a shocking observation, or a new testimony. Thus, the process of holistic transformation takes place through divine revelation, self-reflection, written material, and “the other.”

EDUCATION *for* HOLISTIC TRANSFORMATION *in* AFRICA

Faustin Ntamushobora

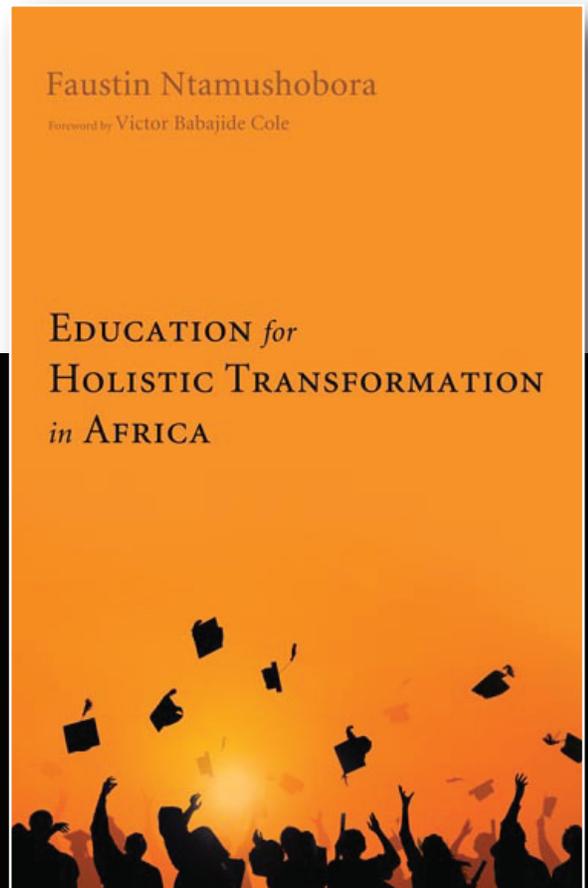
Foreword by Victor Babajide Cole

“Our communities and churches need education that leads to holistic transformation. Too often education is equated with knowing something, or being able to do something, and does not form us and transform us into godly people who are salt and light in the world. Faustin introduces us to a better way, grounded in educational research, cultural history, and theological reflection.”

—KEVIN E. LAWSON, Director, Talbot School of Theology, La Mirada, CA

“This book will be a very useful resource for students and facilitators in institutions committed to change the future of communities and nations. Drawing from Mezirow’s taxonomy of learning and types of reflection, Faustin has woven a beautiful tapestry of insights from pre- to post-colonial times concluding that the answer to the lack of transformational models of teaching and learning lies in the intervention of the One who deeply transforms from within.”

—FAITH W. NGURU, Deputy Vice Chancellor, Riara University, Nairobi, Kenya



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