



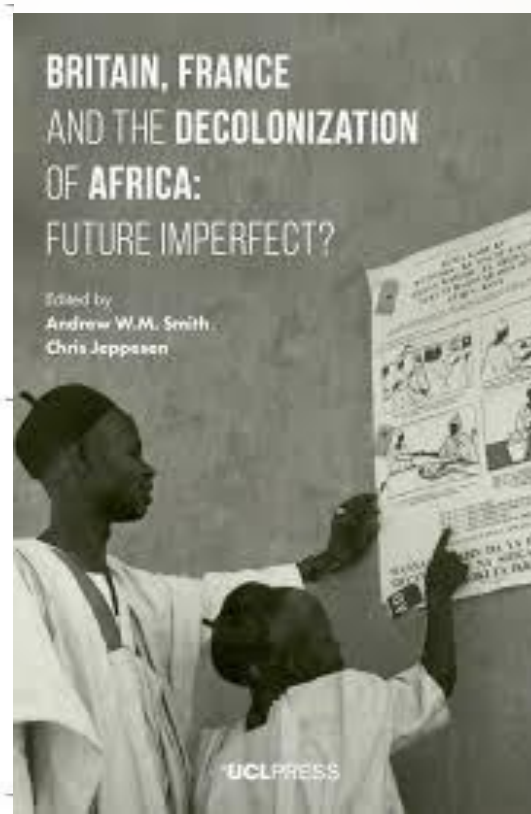
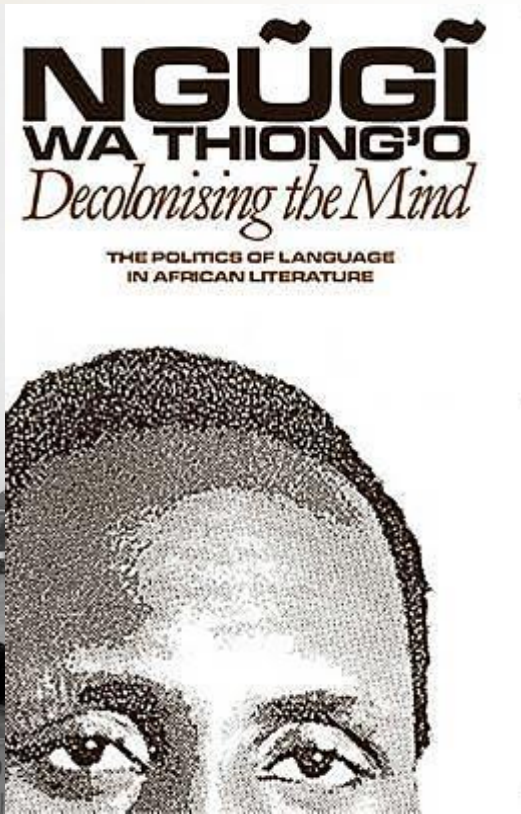
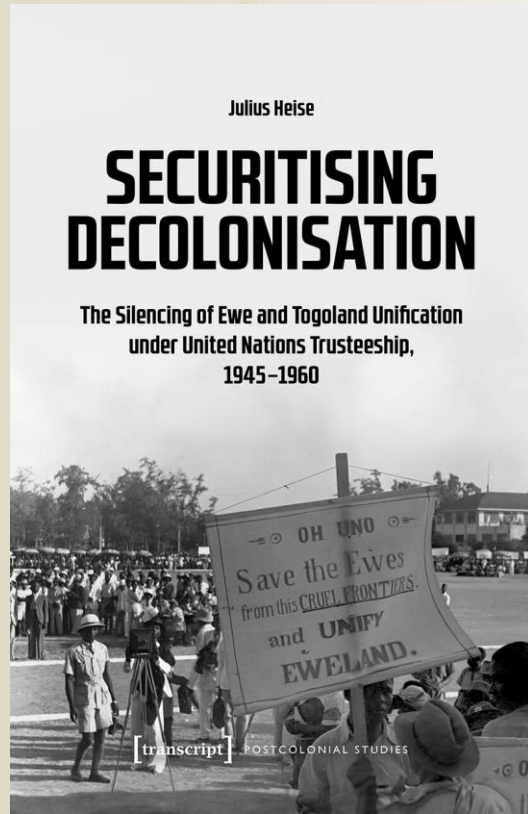
Bridging Past and Present: Gqoba's 'Great Discussion' and the Pursuit of an Afrocentric University



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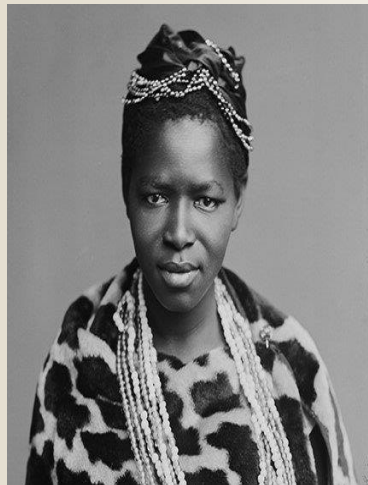


We Have Been Here Before: Gqoba's 'Ingxoxo Enkulu Ngemfundo' on Education





Late 1800s: The Rise of Black South African Intellectuals



- Writing in isiXhosa
- Critiquing colonial rule
- Debating Western vs. Indigenous practices



William Wellington Gqoba: Teacher, Preacher, Intellectual

- Career: Teacher, preacher, translator
- Editor of Isigidimi samaXhosa (The Xhosa Messenger)
- Bridging Xhosa Heritage and European Philosophy
- Reflections on modernity, Christianity, and African identity
- Attempt to include African worldviews in critiquing modernity





Ingxoxo Enkulu Ngemfundo (The Great Discussion)

- Dramatized debate on Western education's impact
- Multiple perspectives: tradition vs. modernity
- Characters representing various societal viewpoints
- Exploration of cultural identity, language, and knowledge systems
- Grappling with rapid social changes due to colonialism





The Concept of 'ikete': Unmasking Systemic Inequalities

- Discrimination, unequal access
- Educational access: Restricted knowledge due to language barriers
- Professional opportunities: Limited prospects for educated Black professionals
- Income disparities: Wage gaps between Black and European professionals
- Social stratification: New hierarchies created by education
- Debate: Gratitude vs. critique, individual success vs. collective progress





From 1800s to 2020s: The Ongoing Debate and addressing inequality

- Historical Legacies: Tackle qualitative aspects of educational inequality
- Economic Empowerment: Balance local relevance with global competitiveness
- Social Mobility: Promote equity without creating new hierarchies
- Critical Thinking: Foster examination of societal issues
- Community Impact: Prioritize collective progress over individual success
- Labour Market: Address systemic barriers to professional opportunities
- Colonial Legacy: Navigate between gratitude and critical examination
- Research Focus: Prioritize local social justice issues





Bridging Past and Present: Shaping the Future of African Education

- Historical texts offer profound insights for contemporary challenges
- Gqoba's "Great Discussion" resonates with modern debates on higher education
- African intellectual heritage remains crucial for developing Afrocentric universities
- Education's journey: A complex dialogue across time, not linear progression
- Goal: Culturally grounded education addressing historical inequities and future challenges





THANK YOU

“But there are reasons for me not to remain idle but to deal briefly with minor aspects of ... chronological stories of our national stories ... motivated as I am by national envy in doing so. My fervent desire is that our history should be well known and brought into print because all nations who possess a history continue to live and do not die even if they are fragmented. We are taught the events of the nations of Greece, Rome, Egypt, of the English and so on, who they were and what they are today. Thus, they are very much alive, because even we who never shared their experiences or saw them, at least today we know something about them. Through their historical books, we see them, we discuss them and make an example of some of their sayings and habits as reflected in their present-day legacy.” (Gqoba, 1887)

