

# WEBINAR –BOOK LAUNCH

## “Socially Responsible Higher Education: International Perspectives on Knowledge Democracy”

Wednesday 6th October 2021

7am PDT, 10am EDT, 4pm CEST, 7:30pm IST

Registration link: <https://bit.ly/3ifUyrH>

Co-organized by:



United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO Chair in Community Based  
Research and Social Responsibility  
in Higher Education



# HOLISM VS INDIVIDUALISM (UBUNTU MATHEMATICS)

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## SUBTLE CHOICES?

All students I teach are participating in the germination and growth of a future active citizen by exploring the beauty of Mathematics.

The teacher is taught-the students while being taught also teach (Freire, 1970). Together we will learn and teach with each other the language of Mathematics.

Each student has the potential to develop an elitist or an egalitarian approach to life while they germinate.

## PRIVILEGE OR VOCATION?

For most, their education is paid for. They are sheltered, clothed and nourished by the state or parents who choose to afford the exorbitant fees levied for the right to participate in this growth process.

Every student knows a few of their peers who are denied this privilege and who are compelled to find other means of sustaining shelter, clothing and nourishment.

## MY GROWTH OR OUR GROWTH?

Part of my role in their education is to persuade them that the privilege is really a vocation. And that their growth is inextricably intertwined with the growth of their aforementioned peers.

It is also inextricably intertwined with their:  
(i) forebears who made life changing sacrifices for them to be part of this vocation;  
(ii) their own progeny; and (iii) our posterity.

## LEARNERS OR TEACHERS?

Finally, these students are shown that they have something to offer the nation NOW. They possess the expertise to convey the beauty of Mathematics. Social Responsibility (SR) to others.

High school students not much younger than themselves for whom the beauty of Mathematics is beginning to fade. Through SR their vitality and their voice may provide a better description of that beauty than teachers.

## QUO VADIS SIYAPHI?

I would like to postulate that the difference between those students who grow into the elite and those who join the egalitarian, is linked to the distinction students make between the privilege and vocation of education; and whether they avail themselves of the opportunity to describe the beauty of Mathematics among themselves, and to others.

IS SHARING THE  
BEAUTY OF  
MATHEMATICS  
WITH ALL, ONE  
WAY OF  
VANQUISHING  
APARTHEID?

What is the use of teaching the Bantu child mathematics when it cannot use it in practice? That is quite absurd. Education must train people in accordance with their opportunities in life, according to the sphere in which they live.

Dr H F Verwoerd