

## **Philosophy for Children in Africa: Is the Hermeneutic–Narrative Approach the Answer?**

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**ABSTRACT** In this conceptual position paper based on literature review, the researchers reflect on the place of the Hermeneutic-narrative approach in a Philosophy for Children in Africa. Their thesis is that if any act of philosophising is said to be “African” it is an undertaking by Africans in a specific type of intellectual activity and the critical examination of fundamental problems functional to the African reality. The researchers enter the dialogue by arguing a case for a Philosophy for Children programme that can be said to be African. They present a theoretical-philosophical proposition that an African perspective of Philosophy for Children is an approach to philosophising with children that starts from an interpretation of an African culture. They submit that Philosophy for Children in Africa should involve children in a creative and accurate interpretation of phenomena in the African context in order to understand their world.