DECOLONISATION OF EDUCATION

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INTRODUCTION

• For the last 3 centuries the education curriculum in SA excluded African philosophy

• Education in Africa in the 21st century has to operate in both post-colonial and globalisation context

• Despite the advent of decolonisation, African education systems mirror colonial education paradigms as a result the voices of African indigenous populations are negated.

• Colonial education was hegemonic and disruptive to African cultural practices, indigenous epistemologies, and ontology – ways of knowing.
TVET CONTEXT

- Preamble of the FETC Act 16 of 2006:
  - **Restructure and Transform** programmes and colleges to respond better to the human resource, economic and development needs of the Republic;
  - **Redress past discrimination** and ensure representivity and equal access;
  - **Ensure access** to further education and training and the workplace by persons who have been marginalised in the past, such as women, disabled and the disadvantaged;
  - **Promote the values** which underlie an open and democratic society based on human dignity, equality and freedom;
TVET CONTEXT

- Rural & Township colleges VS Urban colleges
- Infrastructure backlogs
- Curriculum transformation (relevant, responsiveness, inclusiveness)
- Access
AFRICAN RENAISSANCE AND EDUCATION

- African Renaissance is about people’s struggle to claim their own space, their right to name the world of themselves, rather than be named through colour-tinted glasses of Europeans.

- Decolonising the education seeks, inter alia, to make a contribution to the momentum for a return of humanism to the centre of educational agenda and challenges teachers to see the African child-learner as a human being culturally and cosmologically located in authentic value systems.

- The call for decolonising education, seeks to demonstrate how indigenous African epistemologies can be tapped as a foundational resource for the cultural and socio-educational transformation of the African content, and also how these epistemologies can be politically and economically liberating.
Decolonisation:

- Decolonisation is about taking away toxic European ontologies
- An ability to communicate
- Try to understand different languages at an international context
- Creating content and improving communication
WAYFORWARD.

• From a Post-School Education perspective there is a need to understand and recognise the historical and local context, cultural backgrounds and practices of students.
• Teaching and learning should take cognisance of African realities.
• Appreciating the local content.
• Look at the needs of both the country and students.
• Valuing the indigenous knowledge.

challenges and opportunities experienced in post school education