

# THE ROLE OF INDIGENOUS KNOWLEDGE IN ECONOMIC DEVELOPMENT IN AFRICA WORKSHOP 2013



28<sup>th</sup> – 1<sup>st</sup> March 2013

Birchwood Hotel Boksburg Johannesburg

## Workshop Overview

Developing and producing our own knowledge systems is key to addressing the socio-economic challenges of unemployment, poverty, and inequality that Africa is facing. The Role of Indigenous Knowledge in Economic Development in Africa Workshop 2013 looks into how Indigenous Knowledge can assist in the achievement of that goal by using Afrocentricism and Ubuntu as theoretical frameworks in knowledge production. This will lead to the decolonization of our curriculum and practices as we critically and organically engage in the sculpturing of our national identity. Communities of practice theory and Ecological systems theory will assist in how to integrate Indigenous knowledge in policy on curriculum.

Armed with the above understanding, we will be able to look at some papers falling within the identified themes and prepare them for journal publication.

## Workshop Objectives

- Identify how Afrocentricism can contribute in Economic Development in Africa
- Understanding Afrocentricism Capitalism.
- Creating and interpreting our own history: the only way to succeed under globalisation.
- How to deal with morals and values in our democracy.
- Developing a local “cure” to unlocking the mystery of poor quality education.
- Indigenous Knowledge in Culture and Heritage.
- Indigenous Knowledge in Education.
- Indigenous Knowledge projects for Sustainable Development.
- Indigenous Knowledge in Environmental Conservation

## DAY ONE

### Theme #1: Theoretical Frameworks on IK

#### Subthemes

##### Afrocentricism

- Define the concept Afrocentricism
- Canons of Afrocentricism
- Proponents of Afrocentricism theory and their research

##### Ubuntu-based philosophy

- Conceptualisation of Ubuntu
- Principles of Ubuntu

- Ubuntu as theory and the research

##### Decolonization

- What is decolonisation?
- The tenets of decolonisation
- Decolonisation as a theoretical framework and its research

##### Postcolonialism

- Contextualising Postcolonialism
- Postcolonialism as theory
- Research on Postcolonialism

##### 10h30- 10h50: TEA BREAK

## **Critical Pedagogy**

- Defining Critical Pedagogy
- Theory and theorists (Paulo Freire, Jurgens Harbermas, Henry Giroux, etc)

- The impact of Globalisation in IK

**15h00- 15h10: TEA BREAK**

**15h10-16h00 Recap of the day**

**16h00 End of Day**

## **Communities of practice theory**

- Conceptualisation
  - Lave & Wenger- Legitimate Peripheral Learning, and Situated Learning
  - bell hooks- Teaching Communities: Pedagogy of Hope
  - Social Constructivism

## **DAY TWO**

### **Theme #3: IK in Culture and Heritage**

#### **Subthemes**

#### **Cultures**

- storytelling,
- music,
- art and dance
- Oral Tradition in IK production
- Preservation of Heritage

## **Ecological systems theory**

- Bronfenbrenner Model on Ecological Systems

**12:30 13:30 LUNCH BREAK**

### **Theme #2: Indigenous Knowledge in the Education**

#### **Subthemes**

#### **Integration of IK in National Policy on Curriculum**

- NCS and CAPS as policy
- Integrating IK into teaching and learning

**10h30- 10h50: TEA BREAK**

### **Theme # 4: IK projects for sustainable development**

#### **Subthemes**

- Economic literacy project
- Sustainable Rural Development Project
- Entrepreneurship project
- TESSA project

**12:30- 13:30 LUNCH BREAK**

## **IK and Environmental education**

- IK in nature conservation

**13.45- 15.00: Paper Presentations**

**15.10-1600 Paper Presentation**

**16.00: Closing Remarks**

## 16.10: End of Workshop

### PRESENTATIONS

Paper presentations from selected participants will be selected, discussed and critiqued in preparation for publication in journals. Presentations should be in word or power point **20 minutes per paper**. To qualify Presenter should book and pay by the 15<sup>th</sup> February 2013.

(Contact our office should you wish to present as soon as possible. Limited papers to be presented.)

#### Who Should Attend

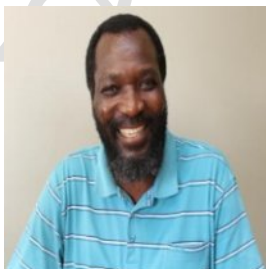
- ✓ Academics
- ✓ Directors
- ✓ Local Government Officials
- ✓ IK Practitioners
- ✓ Historians
- ✓ Researchers
- ✓ IK Managers
- ✓ Heritage Managers
- ✓ Students
- ✓ Environmentalist
- ✓ HR Staff

#### Our Facilitators



(Ph.D, MAEEE, MEd, MBA, Bed Hons, B.Econ, BA (Econ),  
**Secondary Teachers Diploma, Certificate in Project Management, Certificate in  
Assessment)**

**Micheal van Wyk** is a full Professor in the Department of Curriculum and Instruction in the School of Teacher Education at the College of Education, UNISA. He has more than twenty eight years of teaching experience. He is a National Research Foundation rated researcher in Economics Education. He has been published more than 40 research articles in accredited journals in the last five years, reading 47 papers at educational conferences, written three academic books and four chapters in research books. He delivered several keynote addresses at various teacher education conferences. He also received an award for Outstanding Education Research Paper (International conference, Dublin-Ireland, 2010). In 2011 received an award for the Best Researcher in the Education category, in Faculty of Education- University of the Free State). Prof Micheal is an international reviewer for several international journals as well for South African journals. He served on several academic boards. In 2012, he published an article entitled: *[Re]claiming the Riel as Khoisan Indigenous Cultural Knowledge*. He served on various committees in the College of Education, Unisa. He is currently working on a book project entitled: *Schooling, Society and Inclusive Education*. Prof Micheal van Wyk research interest: Technology-integrated teaching and learning strategies, Indigenous Knowledge Systems (IKS), Social entrepreneurship and Economics education.



BA ED:B Ed(Honours): M Ed;PGDE; Phd

**Dr Vussy Alby Nkonyane** is a Senior Lecturer in the Department of Curriculum and Instructional Studies of the College of Education at The University of South Africa (UNISA). In his current position as a Senior

Lecturer he forms part of a team of scholars whose focus is on academic productivity of the College of Education in the Department of Curriculum and Instructional Studies by working towards publishing articles in accredited journals. He has presented and published papers both nationally and internationally and made book chapter contributions.

He has 21 years of teaching experience in primary and high schools and seven years of tertiary education experience as a lecturer where among others he serves in different committees (Research; Community engagement; and Archiving African Indigenous Knowledge Systems).

He is most passionate about poverty, socio-economic class and race issues and how these manifest themselves in education (academic performance). Education for Social Justice and Critical Race Theory lend him the microscopic lens through which all these issues are perused and scrutinized.

His research niche area is “Decolonization pedagogy”: How to change dysfunctional schools from poor backgrounds into functional and productive centers of excellence through cultural identity formulation. This is an area to which he wishes to dedicate his whole academic life to (making a change in his fellow poor people’s lives, the voiceless and subaltern).

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The Role of Indigenous Knowledge in Economic Development in Africa 28<sup>th</sup> February -1<sup>st</sup> March 2013

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TM



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