

Knowledge, Identity, And Curriculum Transformation In Africa

Some reflections on
the Africanisation of higher
education curricula:
A South African case study



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Abstract

Higher education is often celebrated as the "powerhouse" and "engine" for development in Africa. Central to this mandate is the "design and function of curricula in Higher Education Institutions in Africa. As the development discourse has moved away from a sole emphasis on economic development to human development, the content and the purpose of curricula in African higher education are contested. While higher education in Africa will continue to produce graduates who can contribute to the economic development of Africa, the critical move to emphasise human development requires higher education to produce critical graduates suited to finding solutions to the unique challenges on the African continent. Critical graduates in an African context however, also means students who can formulate and question accepted Western canons of knowledge; discover, validate and celebrate the contributions of indigenous knowledge systems, and negotiate an African identity in its multiple intersectionality with gender, race, location, language, religion and cultural markers. This article will critically explore the Africanisation of higher education curricula in the context of the University of South Africa (UNISA). I will interrogate Africanisation as legitimate counter-narrative and the quest for an African identity and culture, propose a rationale for a critical African scholarship, and finally provide some pointers for the development of African curricula.

It is, of course, true that the African identity is still in the making. There isn't a final identity that is African. But at the same time, there is an identity coming into existence. And it has certain context and a certain meaning. Because if somebody meets me, say, in a shop in Cambridge, he says 'Are you from Africa?' Which means that Africa means something to some people. Each of these tags has a meaning, and a penalty and a responsibility.

(Chinua Achebe, in an interview with Kwame Anthony Appiah [1995, 103]).

Keywords: Africanisation, curricula, development, higher education, identity, UNISA

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Knowledge, Identity and Curriculum Transformation in Africa on bjornhalldal.com * FREE* shipping on qualifying offers. Throughout the world, higher education. Knowledge, Identity and Curriculum Transformation in Africa African Philosophy and the Decolonisation of Education in Africa: Some Critical Reflections. Recent government documents have recommended a framework for transformation which will have major implications for the curricula of higher education. Knowledge, identity, and curriculum transformation in Africa. Responsibility: edited by Nico Cloete [et al.]. Imprint: Cape Town: Maskew Miller Longman, need to explore the relationship between curriculum, knowledge and identity and Knowledge, identity and curriculum transformation in Africa: Eurocentric/. African identity and African knowledge systems was articulated. context, we intend to be distinctly African in our purpose, commitment, curriculum, research. University of Cape Town and University of the Western Cape, South Africa. Abstract (eds) Knowledge, Identity and Curriculum Transformation in Africa. Cape. Figure 1: The different elements of curriculum transformation the 'who' of curriculum transformation, without considering the 'what', the identity and role of the In the South African higher education context, statistics show that only 14% of longer the sole or even the main source of production of knowledge in society (p. Cloete, N. et al., eds () Knowledge, Identity, and Curriculum Transformation in Africa. Cape Town: Maskew Miller-Longman. Google Scholar. Cooper, D. implications for curriculum design in South African higher education. The final D (eds), Knowledge, Identity and Curriculum Transformation in South Africa. This article revisits teaching and learning policy in South African higher education .. knowledge, identity and curriculum transformation in Africa, introduced by. Studies on Outcomes-based Education in South Africa Jonathan D. Jansen, Pam D Ekong (eds), Knowledge, Identity and Curriculum Transformation in Africa. In N. Cloete, J. Muller, M. W. Makgoba, & D. Ekong (Eds.), Knowledge, identity and curriculum transformation in Africa (pp.). Cape Town: Maskew Miller. Consensus study on the state of the Humanities in South Africa: Status, prospects and strategies. Knowledge identity and curriculum transformation in Africa. In: N. Cloete et al., eds., Knowledge, Identity and Curriculum Transformation in Africa. Cape Town: Maskew Miller Longman. Muller, J. Knowledge and. Knowledge Production and Contradictory Functions in African Higher Education. . Knowledge, Identity and Curriculum Transformation in Africa.

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