



**CONTEMPORARY CHALLENGES TO THE  
INDIGENIZATION OF  
SOCIAL WORK PRACTICE IN S.A.**

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# INTRODUCTION

- Colonization of social work practice in SA: The status of social work practice in SA
- Decolonization of curriculum: Process of indigenization of the curriculum program
- Colonization serves as a culture that impacts on the social and the economic aspects of life
- A presentation on the student experiences on campus: Navigation of the challenges in social work practice process

# DEFINITIONS AND CONCEPTUALIZATION

- **Colonization** defined: Referring to educational practice based domination of the European curriculum on African education system
- **Decolonization**: refers to undoing the colonial impact and transforming higher education curriculum
- **indigenous knowledge** refers to the cumulative body of strategies, practices, techniques, tools, intellectual resources, explanations, beliefs and values accumulated over time in a particular locality, without the interference and impositions of external hegemonic forces.
- **Africanization**: referring to consideration of African experiences that must be in accord with the curriculum process in higher education

# DECOLONIZATION IN ACTION

- **Colonisation Discussed**

Colonisation is a violent project which succeeded on making its victims slaves. With the advent of colonial education, Africans were devalued in the same measure and order that Europeans were glorified.

- **Decolonisation of social work practice**

Ngugi (1981) points decolonization as a violent phenomenon because it calls into question the colonial situation. This means that when we rethink the social work in Africa through decoloniality and indigenous knowledge in education and practice we then put in into question the effects of colonization in African indigenous knowledge in education and practice.

# CHALLENGES TO DECOLONIZATION

- **Lack of Transformation**

Most universities operates according to western cultural traditions and epistemological practices many black students feel alienated

- **Lack of academic Staff**

shortage of black academics in SA especially females.

- **Western culture dominates educational Curriculum**

The curriculum in most academic fields is drawn from western theoretical traditions and even where it would be possible to introduce knowledge from (South) Africa and elsewhere in the global south, this is frequently not done

- **Language in use**

In SA and most African countries the medium of instruction is English even in the higher institutions of leaning and most students use English as their second additional language which makes it difficult to understand and apply the knowledge in practice because of the suppression of African languages in Higher institutions of learning.

# RECOMMENDATIONS

- **Speeding of transformation**

Speeding transformation in Universities can assist in ensuring that there is no culture superiority over African cultures that end up influencing the curriculum.

- **Language**

All languages In Higher institutions must be equally and functionally accommodated.

- **Curriculum**

To match the western theory with the practical African experiences to make the curriculum viable for African context.

- **Staff improvement**

improved empowerment for indigenous people that will enter the field of academics that will assist in transforming the current

# CONCLUSION

It is evident from the above discussion that there are some challenges are still evident to decolonising social work education. Therefore I am of the recommendation that students, academics, field social workers and government should work together in decolonising the social work education.



THE END

**THANK YOU!!!**

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