



**“CAN DEBT BE A BARRIER OF
DECOLONIZING EDUCATION?”
A CRITICAL REFLECTION ON
#FEES MUST FALL CAMPAIGN!**

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SOCIAL WORK 211, WORKING WITH INDIVIDUALS AND FAMILIES MODULE

- **THE BACHELOR OF SOCIAL WORK QUALIFICATION** IS A NON-UNIT STANDARDS BASED QUALIFICATION WITH 27 EXIT LEVEL OUTCOMES (ELO) IS THE CORE COMPONENT THAT ALL SOCIAL WORK STUDENTS MUST MEET.
- **THIS MODULE AIMS TO MEET THE REQUIREMENT OF THE DEGREE:** TO EQUIP STUDENTS WITH THE COMPETENCE AND SKILLS TO ASSIST AND EMPOWER *INDIVIDUALS AND FAMILIES*.
- **TO ENHANCE THEIR SOCIAL FUNCTIONING AND PROBLEM SOLVING ABILITIES,** AND
- **TO PROMOTE, RESTORE, MAINTAIN AND ENHANCE FUNCTIONING BY ENABLING THEM TO ACCOMPLISH TASKS, PREVENT AND ALLEVIATE DISTRESS AND USE RESOURCES EFFECTIVELY**

OBJECTIVES OF THE MODULE

- THIS MODULE AIMS TO HELP STUDENTS DEVELOP THE KNOWLEDGE AND SKILLS IN THE FOLLOWING QUALIFICATION EXIT LEVEL OUTCOMES (ELO'S) **THAT RELATE TO SOCIAL WORK INTERVENTION WITH INDIVIDUALS AND FAMILIES:**
- DEVELOP AND MAINTAIN PROFESSIONAL RELATIONSHIPS (ELO 1)
- PLAN APPROPRIATE SOCIAL WORK INTERVENTION (ELO 3)
- EVALUATE THE OUTCOMES OF SOCIAL WORK INTERVENTIONS (ELO 6)
- TERMINATE SOCIAL WORK INTERVENTION (ELO 7)
- USE CONTRACTS IN SOCIAL WORK INTERVENTION (ELO 8)
- DEMONSTRATE SOCIAL WORK VALUES WHILE INTERACTING WITH DIVERSITY (ELO 9)
- APPRAISE ETHICAL PRINCIPLES (ELO 10)

WORKING WITH INDIVIDUALS AND FAMILIES

MODULE 211

- THE MODULE ALSO CONTRIBUTES TOWARDS THE ACHIEVEMENT OF A NUMBER OF CRITICAL CROSS FIELD OUTCOMES AND WILL HELP STUDENTS TO DEVELOP COMPETENCE IN:
- WORKING EFFECTIVELY WITH OTHERS **AS A MEMBER OF A TEAM**
- **ORGANIZING AND MANAGING ONESELF** AND ONE'S ACTIVITIES RESPONSIBLY AND EFFECTIVELY.
- COLLECTING, ANALYZING, ORGANIZING AND **CRITICALLY EVALUATING INFORMATION.**
- COMMUNICATING EFFECTIVELY USING VISUAL, AND/OR LANGUAGE SKILLS IN THE MODES OF ORAL AND/OR WRITTEN PRESENTATION.

WORKING WITH INDIVIDUALS AND FAMILIES MODULE 211

- DEMONSTRATING CULTURAL AND AESTHETIC SENSITIVITY IN DEALINGS WITH CLIENTS, COLLEAGUES AND COMMUNITIES.
- DEMONSTRATING AN UNDERSTANDING OF THE WORLD AS A SET OF RELATED SYSTEMS BY RECOGNIZING THAT PROBLEM-SOLVING CONTEXTS DO NOT EXIST IN ISOLATION.
- DEMONSTRATING ETHICAL AND PROFESSIONAL BEHAVIOUR.
- LAYING THE FOUNDATION FOR LIFE-LONG LEARNING AND ONGOING COMPETENCY.

TEACHING & LEARNING METHODS USED ON THE MODULE

- A NUMBER OF TEACHING-LEARNING METHODS ARE USED IN THIS MODULE. THESE INCLUDE:
- **LECTURES**-TO PROVIDE THEORETICAL INPUT AND PROVIDE FRAMEWORK FOR LEARNING.
- **LABORATORY WORK** - STRUCTURED EXERCISES AND ROLE PLAYS TO HELP STUDENTS DEVELOP SPECIFIC SKILLS.
- **PRACTICE EXPERIENCE** – THE STUDENT IS EXPECTED TO IMPLEMENT SKILLS LEARNED IN REAL LIFE SITUATIONS.
- **SELF- STUDY**- READING AND REFLECTION TASKS THAT INCLUDE RESEARCH, AND
- **ASSESSMENT TASKS** - THESE PROVIDE YOU WITH THE CHANCE TO DEMONSTRATE LEARNING ACCOMPLISHED.

TEACHING&LEARNING METHODS USED ON THE MODULE

- THE EMPHASIS IN THIS MODULE IS **ON EXPERIENTIAL LEARNING** AND THE EMPHASIS IS ESSENTIAL THAT STUDENTS PARTICIPATE FULLY IN ALL MODULE ACTIVITIES.
- THIS MEANS PARTICIPATING IN SMALL GROUP DISCUSSIONS, LARGE GROUP DEBATES, COMMUNITY DIALOGUES OR WORKSHOPS, CRITICAL AND CONTROVESIAL DISCUSSIONS, ROLE PLAYS AND ACTION RESEARCH.
- IT ALSO MEANS READING REGULARLY AND CONSTANTLY REFLECTING ON WHAT YOU ARE LEARNING **IN REAL LIFE SITUATION**, THUS CONTRIBUTING TOWARDS **LIFE LONG LEARNING**.
- HERE THE CONTEXT IS **KEY TOWARDS ENGAGING** WITH THE ENVIRONMENT.



HOW CAN EDUCATION BE DECOLONISED?

- DEFINING EDUCATION IN AN AFRICAN PERSPECTIVE: EDUCATION FOR SELF-RELIANCE (JULIUS MWALIMO NYERERE)
- COLONIZED EDUCATION VERSUS DECOLONISED EDUCATION UNPACKED
- SURVIVAL OF THE FITTEST...EDUCATION FOR WHO?
- DEBT AS A BARRIER TO ATTAINING EDUCATION....WHAT CAN BE DONE TO ESCAPE THE TRAP?

DECOLONIZATION VS. AFRICANIZATION

- DECOLONIZATION IS DIFFERENT FROM AFRICANIZATION (FANON; NGUGI WA THIONG'O)
- CALLS FOR AFRICANIZATION: HAUNTED BY THE DARK DESIRE TO GET RID OF THE FOREIGNER; INVERTED RACISM (FANON)
- A DIFFERENT NOTION OF AFRICANIZATION: TO 'AFRICANIZE' IS PART OF A LARGER POLITICS OF LANGUAGE (THE MOTHER TONGUE) (NGUGI)
- DECOLONIZATION IS NOT AN END POINT, BUT RATHER AN ONGOING STRUGGLE OVER WHAT WE SHOULD BE TEACHING OURSELVES AND OUR CHILDREN IN AFRICA (NGUGI)
- THE CALL FOR AFRICANIZATION: A PROJECT OF DECENTERING EUROPEAN KNOWLEDGE AND 'RE-CENTERING' KNOWLEDGE (NGUGI)

WHAT ARE THE IMPLICATIONS OF DEBT ON YOUR STUDIES?

- UNPLEASANT TENSIONS
- HIGH RATE OF UNEMPLOYMENT IN SA.....AN ADDITIONAL BURDEN TO ALREADY OVERBURDENED ECONOMY.....AN EVER ENDING DEBT
- STUDENTS FELT OVERWHELMED AND WANTED TO BE PART OF THE SOLUTION AND NOT PART OF THE PROBLEM.....BUT THIS WAS NOT ARTICULATED WELL BY THE CAMPAIGN....FRUSTRATION RESULTED IN A WORTHWHILE CAMPAIGN FALLING IN DEAF EARS
- STUDIES VERSUS DEBTA VERY UNFORTUNATE AND DESTRUCTIVE COMBINATION LEAVING SERIOUS SCARS IN THE FUTURE OF SOUTH AFRICAN ECONOMY

WHAT WAS THE ROLE FEES MUST FALL ON DECOLONIZING EDUCATION?

- TO ENGAGE STUDENTS WITH THE REALITY OF DEBT IN TERTIARY EDUCATION
- TO ENGAGE SOUTH AFRICAN COMMUNITY ON THE INJUSTICES FACED BY FAMILIES OF THE POOR AS THEY TRY TO ACCESS TERTIARY EDUCATION
- TO EXPOSE THE STRUGGLE FACED BY STUDENTS IN TERTIARY EDUCATION
- TO PUT PRESSURE ON THE GOVERNMENT TO PLAY ITS OWN PART BY FULFILLING PROMISES OF THE FREEDOM CHARTER....
- EXPOSE MINISTER OF EDUCATION TO FACE UNFULFILLED PROMISES...THE CAMPAIGN TOOK A FIRM STAND AGAINST INJUSTICES AND ADVOCATED FOR A POSSIBLE FUTURE WITHOUT DEBT

A CRITICAL REFLECTION

- POLICE BRUTALITY
- ARRESTS OF STUDENTS
- MISSING OUT ON THE ACADEMIC PROGRESS
- INABILITY OF THE COUNTRY TO HANDLE AND DEAL WITH THE DEMANDS OF THE STUDENTS THROUGH THE CAMPAIGN!
- BETRAYAL OF LIBERATION AND FREEDOM ATTAINED IN SOUTH AFRICA
- PERPETUAL DEBT A HARSH REALITY FACED BY THE POOR AND ECONOMICALLY EXPLOITED
- YES A DEBT CAN BE PERCEIVED AS A BARRIER TO DECOLONIZING EDUCATION!

FIVE FUNDAMENTAL SHIFTS FOR THE DECOLONIZATION OF HIGHER EDUCATION

1. AWARENESS OF COLONIZATION IS NOT ENOUGH; ITS CONSEQUENCES MUST BE EXPOSED AND CHALLENGED
2. **REJECT THE DISCOURSE OF DEFICIENCY:** A DOMINANT THINKING IN HIGHER EDUCATION IN SOUTH AFRICA ATTEMPTS TO UNDERSTAND STUDENT DIFFICULTY BY FRAMING STUDENTS AND THEIR FAMILIES AS LACKING ACADEMIC AND CULTURAL RESOURCES (SEE SMIT, 2012)
3. ACKNOWLEDGE THE SOCIO-POLITICAL CONTEXT AND ITS CHALLENGES AND DEVELOP A STRATEGIC STEPPED APPROACH TO CHALLENGE COLONIZED PRACTICES AND STRUCTURES
4. **GOOD INTENTIONS ARE NOT ENOUGH.** YOU CANNOT BE NEUTRAL. NEUTRALITY AMOUNTS TO PERPETUATING THE STATUS QUO (SEE ALSO GORSKI, 2008)
5. ACCEPT A LOSS OF LIKEABILITY. YOU WILL MAKE ENEMIES, BUT YOU HAVE TO LIVE WITH THIS.

A CRITICAL REFLECTION

- “THERE IS NOT OCCUPATION OF TERRITORY ON THE ONE HAND AND INDEPENDENCE OF PERSONS ON THE OTHER. IT IS THE COUNTRY AS A WHOLE, ITS HISTORY, ITS DAILY PULSATION THAT ARE CONTESTED, DISFIGURED, IN THE HOPE OF A FINAL DESTRUCTION. UNDER THESE CONDITIONS, THE INDIVIDUAL'S BREATHING IS AN OBSERVED, AN OCCUPIED BREATHING. IT IS A COMBAT BREATHING.”

— [FRANTZ FANON, A DYING COLONIALISM](#)

A CRITICAL REFLECTION

- “OUR LIVES ARE A BATTLEFIELD ON WHICH IS FOUGHT A CONTINUOUS WAR BETWEEN THE FORCES THAT ARE PLEDGED TO CONFIRM OUR HUMANITY AND THOSE DETERMINED TO DISMANTLE IT; THOSE WHO STRIVE TO BUILD A PROTECTIVE WALL AROUND IT, AND THOSE WHO WISH TO PULL IT DOWN; THOSE WHO SEEK TO MOULD IT AND THOSE COMMITTED TO BREAKING IT UP; THOSE WHO AIM TO OPEN OUR EYES, TO MAKE US SEE THE LIGHT AND LOOK TO TOMORROW [...] AND THOSE WHO WISH TO LULL US INTO CLOSING OUR EYES”
— [NGŪGĨ WA THIONG'O](#)

HOW DO WE DECOLONIZING THE CURRICULUM

1. **LIBERATE CURRICULUM THINKING** FROM CARTESIAN BINARIES (THE ARROGANT 'I' OF WESTERN INDIVIDUALISM)—E.G. **INCLUDE UBUNTU PHILOSOPHY** (INTERCONNECTIONS WITH OTHER HUMAN AND NON-HUMAN BEINGS) *“UMUNTU NGUMUNTU NGABANTU”*
2. **REDESIGN CURRICULA TO INCLUDE LOCAL EPISTEMOLOGIES** (INDIGENOUS AND OTHER KNOWLEDGES)
3. **RETHINK RADICALLY WESTERN DISCIPLINES AND THEIR CONTENTS** (E.G. TO INCLUDE KNOWING THROUGH THE PAIN, ANGER AND OTHER EXPERIENCES OF COLONIAL EXPANSION AND DECOLONIZATION)

