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Decolonising curriculum and pedagogy at the NSG



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NSG Mandate

- “to provide or facilitate the provision of training in the public service”
Public Service Act.

“provides generic, mandatory and demand-driven training focussed on improving education and learning in leadership, management and administration (including front-line services) in the public service” (APP 2017/2018, p.1)

- Constitution and NDP frames curriculum design and delivery
- Freedom is...”improved livelihoods” Amartya Sen
- More accurate to say to provide training to achieve improved livelihoods through reduction of poverty, inequality and unemployment



Context for NSG's education and training



NSG curriculum andragogy focuses on using participatory, indigenous and decolonising methodologies aimed at developing a professional and ethical public administration committed to a caring & people centred service delivery based on the values of our Constitution.



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Curriculum purpose

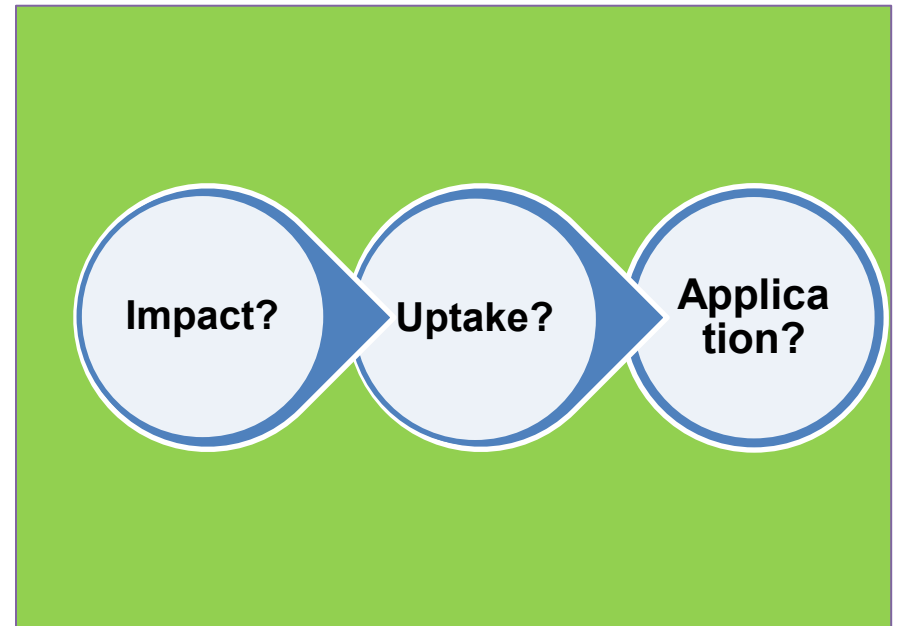
Develop a caring and capable workforce

Occupational focus to provide public servants with the knowledge, skills and values

Uptake to improve performance in the workplace - delivering on the contract between citizens and government - impact

Academic and professional development in order to provide public servants with theoretically grounded knowledge, skills and experiences that make them suitable/qualified to do a particular job

Flexibility with respect to addressing learning and development needs in the public sector



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Social Justice Defined

“ *Social justice generally refers to the idea of creating an egalitarian society or institution that is based on the principles of equality and solidarity, that understands and values human rights, and that recognizes the dignity of every human being.* ”

Education and Social Justice, J. Zajda, S. Majhanovich

Includes topics such as poverty, discrimination, racism, injustice, civil rights, and humanitarian issues, among others.



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NSG CURRICULUM PHILOSOPHY



Curriculum design and facilitation practices

Social Justice

Self transformation

Facilitating development

Developmental assessment

Know Be Do

Process

Indigenous Methods

Peer Learning Exchange

Reflections

Story telling

Scenarios

Role plays

Case studies



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Decolonisation to decoloniality

A collective name for all those anti-slavery, anti-colonialism, anti-patriarchy, anti-Eurocentric hegemonic epistemology initiative and struggles emerging in different geo-political sites haunted by coloniality in its physical, institutional, ideational and metaphysical forms (Ndlovu-Gatsheni, 2018)



27 Oct 2021



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Epistemology is defined as the nature of knowledge - a branch of philosophy that investigates knowledge, our way of knowing.

Hence it can never be neutral
'Our' way of knowing versus 'their' way of knowing.

There is no universal epistemology
Colonisation led to the predominance of Western epistemology and its imposition on all as a result of slavery and the imperial conquests.

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Ontology is Branch of philosophy that studies the nature of existence, of reality – what we believe reality to be.

So **axiology** will inform ontology.

Axiology is the philosophical study of value Again this branch of philosophy can never be neutral.

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Whose knowledge?

This means privileging other knowledges. People's knowledges

All societies have a knowledge base – systems etc in place

Colonization wiped out African memory replaced with Western ways of knowing and being

Our task is to “rethink thinking” –Odora Hoppers

This is also what Antidiscrimination in particular tries to achieve – re-looking, re-reflecting and re-thinking our thinking and how we relate in the world



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Tools for lead facilitation: Images, metaphors, proverbs, case examples storytelling



Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings.

- Nelson Mandela



Approach



in search of
DIGNITY





INDIGENISATION:
storytelling, metaphors,
proverbs, African quotations



Indigenisation: Using proverbs to make a point

If you want to go quickly, go alone. If you want to go far, go together.

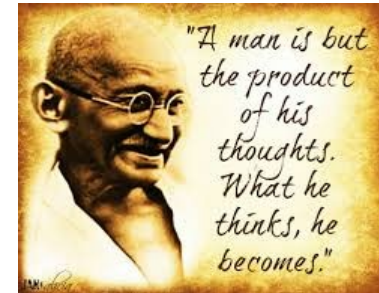
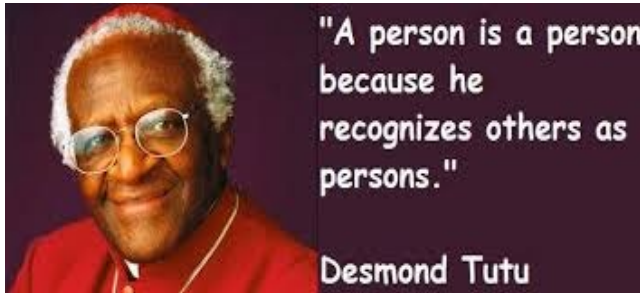
If you think you are too small to make change, try sleeping with a mosquito!

You must act as if it is impossible to fail.

Sticks in a bundle are unbreakable.

Wealth, if you use it, comes to an end; learning, if you use it, increases.

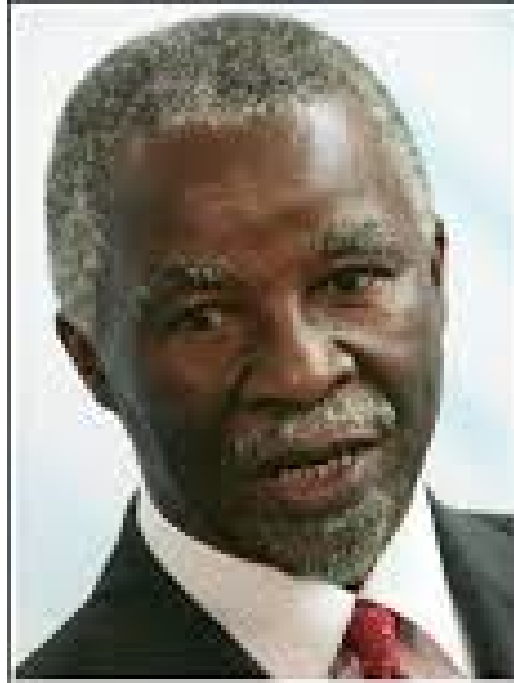




What does “being African” mean for you?
How does it impact on your “being”?



I am an African



I am an African. I owe my being to the hills and the valleys, the mountains and the glades, the rivers, the deserts, the trees, the flowers, the seas and the ever-changing seasons that define the face of our native land.

— *Thabo Mbeki* —

AZ QUOTES



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Can you name these African women presidents?

- Joyce Banda of Malawi
- Ellen Johnson Sirleaf of Liberia
- Catherine Samba-Panza of Central African Republic
- Ameenah Gurib-Fakim of Mauritius
- Sylvie Kinigi of Burundi
- Rose Francine Rogombé of Gabon



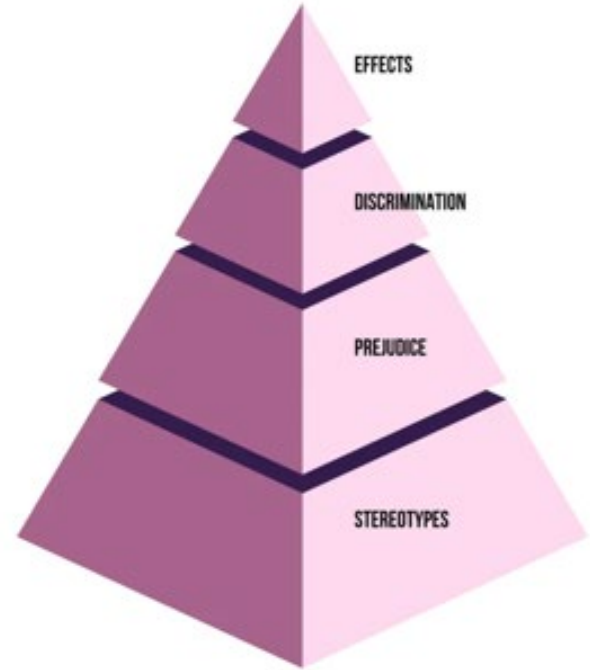
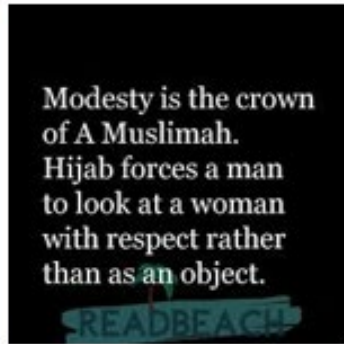
<https://qwenu.com/2018/10/17/a-short-study-of-female-presidents-in-africa/>



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Zero tolerance for injustice and unfair discrimination in our curriculum



Case example: Islamophobia

The 28-year-old woman from Paarl North said she was on her way to her brother's business on Monday when the incident occurred.

"I was en route to help my brother at the snoek stand as it was grant time and he tends to get busy. I decided to walk to my brother. It was about 1.30pm and as I was walking this white man comes up to me and tries to pull off my hijab and niqab and said: 'Jy slamse gemors, dis f\$%# warm (You Muslim rubbish, it's F#\$% hot)'. It's something I didn't expect to ever happen to me," she told African News Agency.

She said she fought back, but the man threw what she believes was a water bottle in her face.

"I don't know if he thought I was a foreigner, but I was fighting with him. He tried to throw a stone at me but missed. The bottle to my face resulted in me having a blue eye. He kept shouting these vulgar words at me, telling me he was going to stab me," she claimed.



(Source: Report by Robin-Lee Francke, Sep 9, 2020. Available on the internet: <https://www.iol.co.za/news/south-africa/western-cape/you-muslim-rubbish-paarl-woman-traumatised-after-islamophobic-attack-d745df68-74fb-478f-858c-41997979998c>)

Verbal and nonverbal hostility are first steps on a continuum of harm-doing. They also precede and vary with more overtly damaging forms of treatment, as we saw in the case example above.



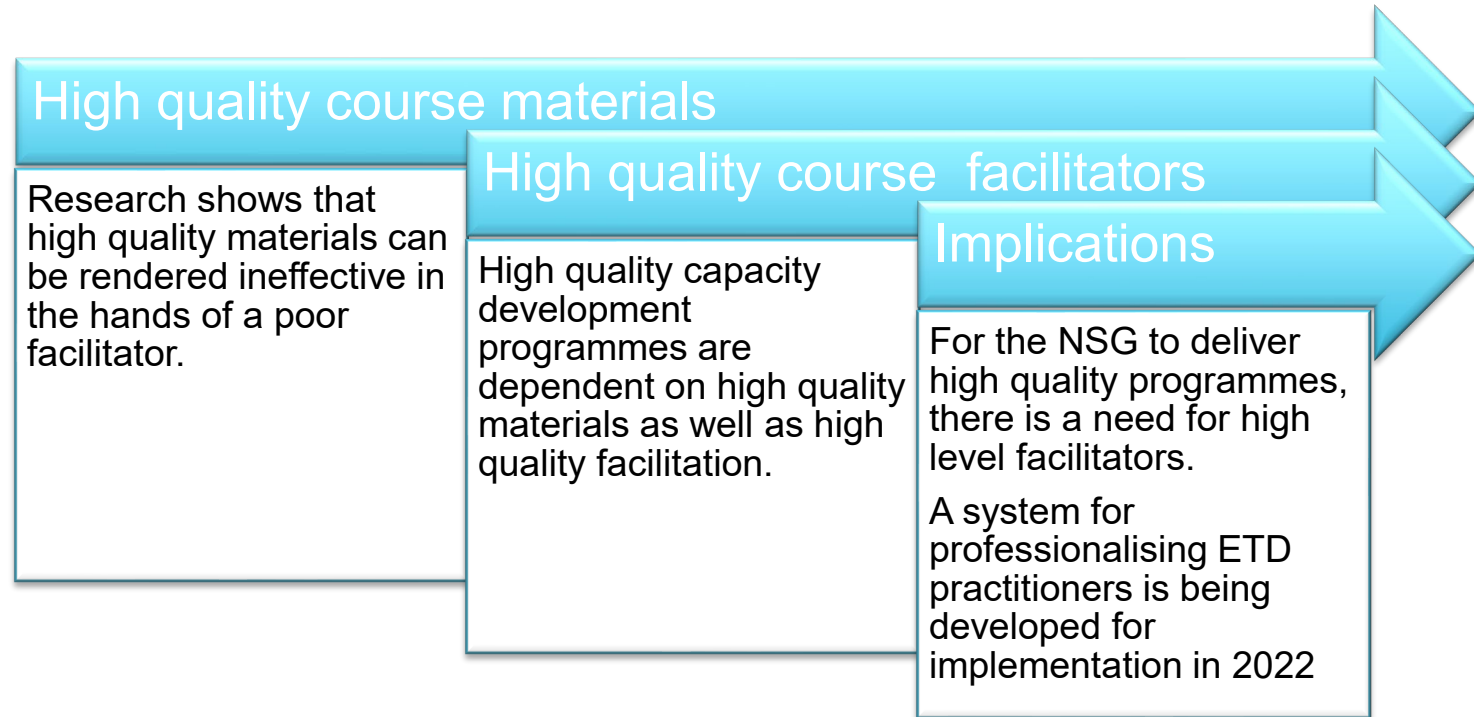
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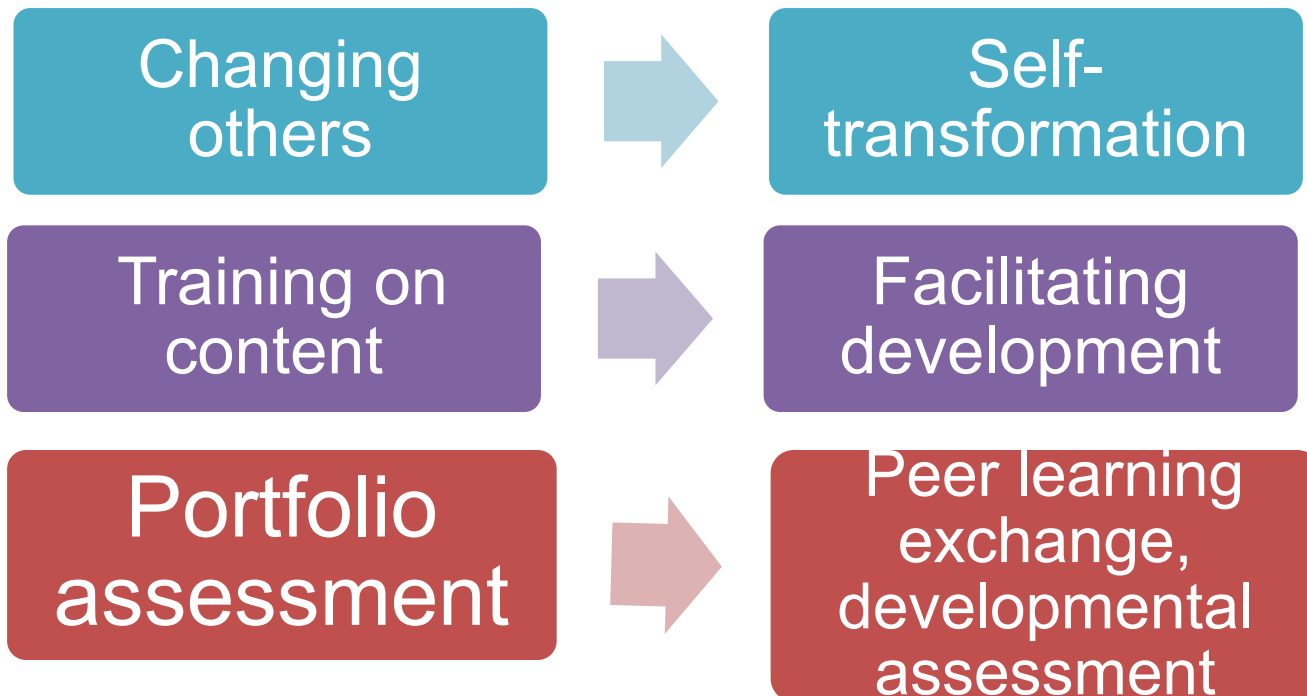
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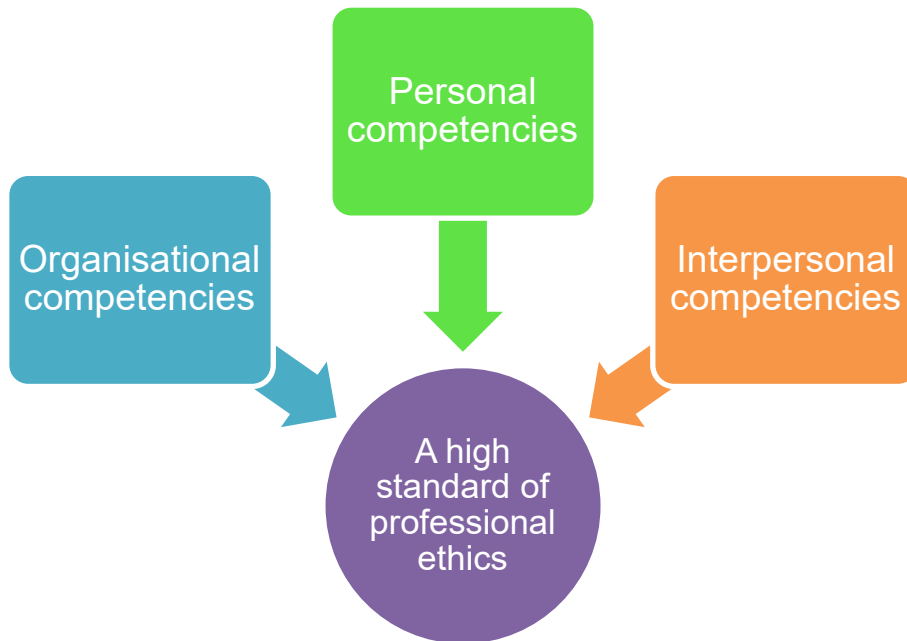
High quality ETD means high quality materials and high quality facilitation



Shifts in pedagogy



Being a facilitator



Live the values of the Constitution and Batho Pele: empathic service

Embrace diversity , inclusivity, tolerance and zero tolerance

Decolonise the curriculum, apply indigenous facilitation



Shift in delivery

- **ETD digital delivery strategy:** The NSG is increasing its use of digital communication, digital technology and digital delivery platforms, e.g. eLearning via Moodle and online facilitation via Zoom.
- **Digitalisation of ETD facilitation:** The NSG's trainer development programme includes the optimisation of facilitation processes that go beyond the implementation of technology - with a view of achieving better ETD results by capitalising on the benefits of digital communication and digital learning.



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Application of different kinds of case studies and scenarios

Use of **fictional case** studies or scenarios related to South African Public Sector context to facilitate specific learning.

Developed for specific courses

Use of **non-fictional** case studies such as:

- EIP Life-Esidimeni case study
- ELEOP Emfuleni's wastewater woes: in search of resolving a wicked problem case study
- Nyukela JRA case study



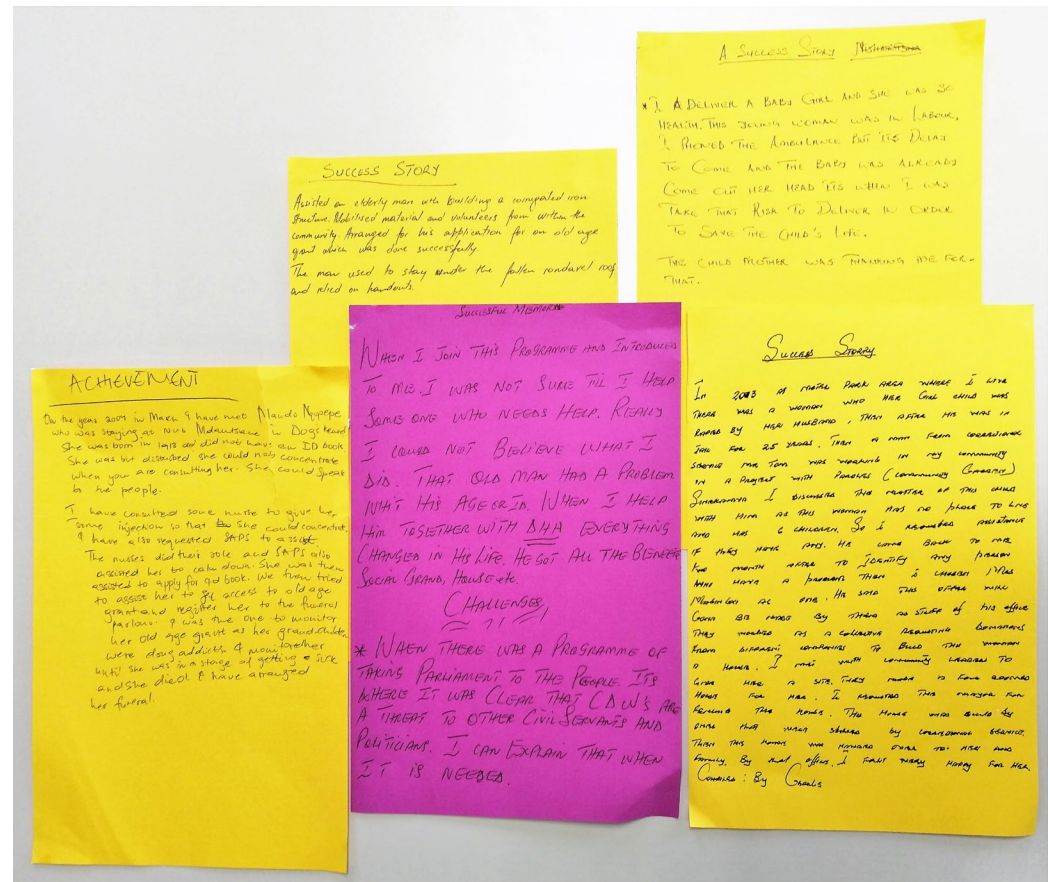
Creating spaces for different voices

Co-creation of stories and learning materials

- Participants are encouraged to tell their stories.
- These stories are validated.
- They are used during the classroom sessions.
- The stories are incorporated into the learning materials.

Example of courses using story telling:

- Art of facilitation for ETD Practitioners
- Facilitating Socio-economic development targeting CDWs and traditional leaders
- Living our Constitution



Fictional case studies – a lens to the real world

- Balance between **storytelling** and problem solving - each case study is written to the selected prescripts but the narrative is alive and colourful – maintains audience interest.
- Use of humour adds interest – characters have exaggerated traits. Some are likeable and some are flawed - as in real life.
- Use of popular dialogue adds to familiarity.
- Dramatic tension enhances audience engagement – creates a sense of anticipation (“What will happen next?”)
- Artwork used to support the storytelling approach. Enables easy identification of the intended character trait which supports the message.



Learning through fictional case studies

Enabling effective problem-solving techniques

- Research is essential – though fictional, case studies are based on real issues, accurately portraying aspects of the community or workplace selected for inclusion in the course.
- Participants must be able to relate their own lives and experiences to the stories – enables clear identification of problems ... and then seeking solutions.
- Demographic accuracy and inclusion around race, gender, age and religion is reflected.
- Key transformational messaging is also integrated – especially around gender inclusivity, sexual identity, ethics, youth involvement in the economy and the environment.



Fiction enables greater versatility

- Versatility – the richness of content that comes with invention allows for greater latitude of usage – the case studies to be used for multiple contexts, outcomes and messaging.
- Invention also allows direct use of teachable content – seeking and then using a real-life case study may not always fully reflect the intended message, unless edited for this purpose.
- The use of fiction also enables customisation of content for different purposes and audiences.
- Messaging can be more impactful and direct – there are no “holy cows” and issues of confidentiality which can sometimes dilute the intended message are dispensed with – e.g the use of a fictional government department to convey gross ethical violations that occur in reality.



- Examples of NSG courses:
- Ethics and Managing Performance
 - CIP 1-3
 - CIP 4-5



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Non-fictional case studies – shining a light on wicked problems

- Case studies are used as facilitating and learning tools to bring awareness of the complexity of government challenges
- NSG research case studies are mainly used for the executive management and authority programmes
- Require creative and innovative designed solutions and programme implementation
- Case studies are facilitated using the approach of KNOW, BE, DO & APPLY:

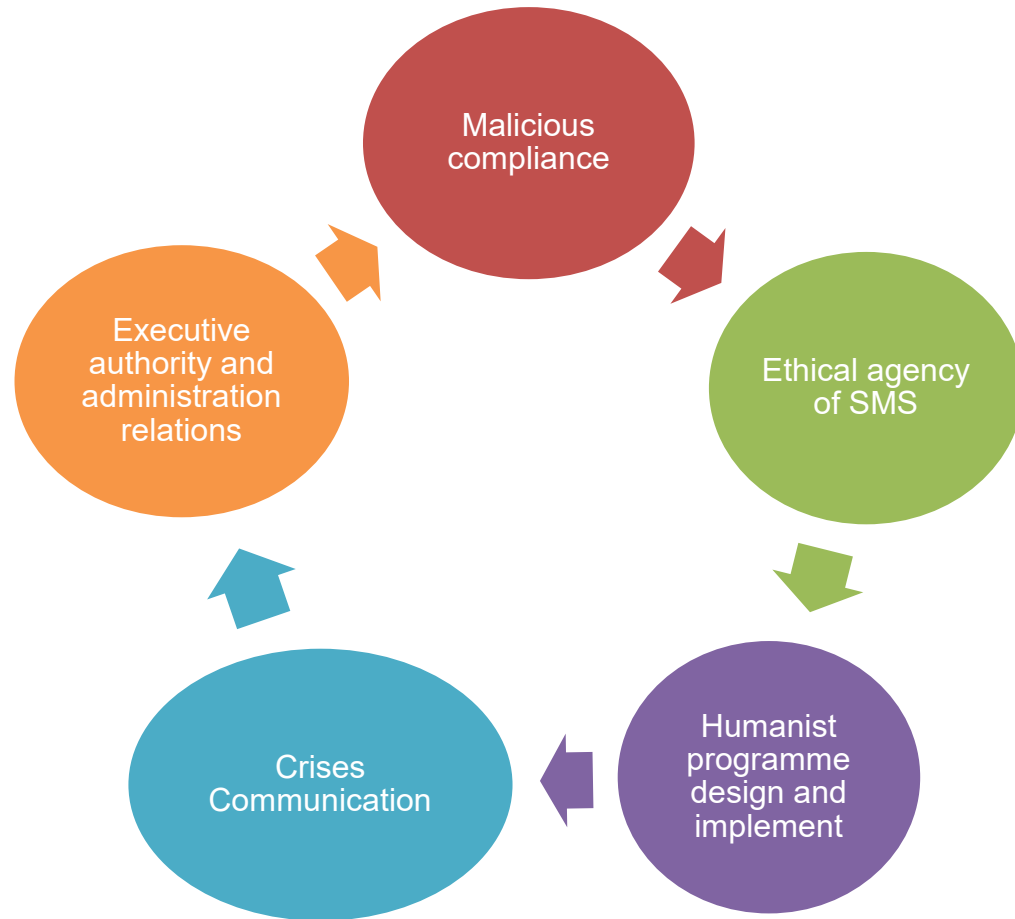


Exploring multiple layers of learning in a case study

Example 1

Life Esidemeni

The transformation of
mental health care in South
Africa



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Exploring multiple layers of learning in a case study

Example 2

Emfuleni's wastewater woes case study presented a myriad of learning areas



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The NSG:

Learn: expanding learning opportunities for public servants to master state craft

Serve: building capacity (& culture) of public servants to serve society effectively

Grow: helping public servants combine learning & service (experience) to grow professionally

