



**DST/NRF South
African Research Chair in**

DEVELOPMENT EDUCATION
FUNDED BY THE DEPARTMENT OF SCIENCE AND TECHNOLOGY
MANAGED BY THE NATIONAL RESEARCH FOUNDATION
AND HOSTED BY UNISA

**Profile of the DST/NRF South African Research Chair
in Development Education**

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a. Purpose and Scope

The DST/NRF South African Research Chair in Development Education is a national chair funded by the Department of Science and Technology, managed by the National Research Foundation and hosted by Unisa. 2012 is its fifth year of implementation out of fifteen proposed by the government.

The DST/NRF South African Research Chair in Development Education introduces a new pedagogy in academic research and citizenship education which takes human development as the goal. Its exploration through research, post-graduate teaching, and community engagement seeks answers to some of the most taxing and exciting questions about development, knowledge production and science.

It asks the questions:

- What kind of transformative actions must be brought to bear to enable both restorative action and sustainable human development to occur in Africa and elsewhere?
- How can key areas of disciplinary knowledge production (such as science, economics, education and law) be reconstituted in order to bring about a just and human-centred development on the continent?

Development Education reframes **human development** and **systems transformation** within a paradigm of restorative action and cognitive justice. Through:

- a. Meta-capacity building for systems level transformation,
- b. Transdisciplinarity,

- c. Exploring the methodologies in second level indigenization and
- d. Postgraduate training it addresses the serious capacity chasms in detecting social and knowledge capital of African people, strengthen their capability to conceptualize and contextualize these into policy issues; and translate them at the point of implementation.
- e. It further facilitates, through research and strategic interventions, the re-examination of ideas, norms and practices at all levels in the academy in its relationship to African society.

b. Significant Achievables

- Working with leadership of SA, African universities and selected institutions, individuals and organizations in the North (Chancellors, Vice Chancellors, Deputy Vice Chancellor and College levels) on methodologies in transformation of research paradigms and curricula, leadership building and systems transformation
- Endorsed by the Organization for Economic Co-operation and Development (OECD) originated – PASCAL International Observatory as its global South Center on Universities and Learning Regions. Areas covered by PASCAL include Life Long Learning, the balance between economic, social, environmental and cultural development, management of public sector reforms; and resilient and adaptable communities.
- Launch of **The Taproot Series**, a publication of the Chair set to make contributions to cutting-edge knowledge production. The Taproot Series is a vehicle through which transformative ideas from leading thinkers across the disciplinary spectrum, incubated within the Chair, are published.
- Establishment of the **International Indigenous Knowledge Advisory Faculty** (Circle of Elders), comprising of indigenous knowledge custodians and practitioners. As part of its vision of expanding the knowledge production spectrum, this initiative brings the academy closer to the community in order to awaken in the institution, their staff and students the core of African values, philosophies and knowledges.
- The Chair has registered 19 transdisciplinary postgraduate students thus far.

c. Research Areas

As a lifelong teaching and learning cognitive space, the Chair introduces four inter-linked and transdisciplinary focal areas for theoretical, applied and strategic research explorations, i.e.:

1. *Peace and Human Development: Cultural Resources for Peace Building*

The Chair takes up the research subject of peace and human development in Africa as a means of introducing critical perspectives on democracy, values, jurisprudence, human rights and human wrongs and the place of responsibility of different cultures, including peace building from an African perspective. The issue of peace, conflict resolution, peacebuilding, and recently, restorative justice is an area-cluster that can consolidate transdisciplinarity as an approach to discourse, practice and thought. Peace, democracy and cognitive justice represents a new theory of non-violence in which the new knowledge systems being developed by Africa can combine within a restorative paradigm to bring human-scale progress in contemporary times.

2. *Science, Culture and Society: Science, Plurality and Other Ways of Seeing*

This research area takes the pronouncements contained in the UNESCO Declaration on Science for the Twenty-First Century, which states that all cultures can contribute scientific knowledge of universal value, and therefore that there is a need for a **vigorous, informed, and democratic debate** on the production and use of scientific knowledge. In order to help find ways of better linking modern science to the broader heritage of humankind, the Chair undertakes deep analyses of the linkages between science in relation to cosmology, constitution, citizenship, community, and syllabi, - thus making propositions for curriculum reform and transformation.

From this point of view, the Chair has introduced bicultural and bi-epistemological elders from South Africa and internationally, in order to break the cycle of hierarchisation of knowledge endemic in the structures of the university, the prejudice of science and the pitfalls of modernisation in general.

3. *Indigenous Knowledge Systems and Innovations: The Conditions for their Integration*

In the context of this Chair, Indigenous Knowledge is seen as part of the subaltern and heterogeneous forms of knowledge that had no place in the fields of knowledge that grew in compact with colonialism and science. Theoretically, Indigenous Knowledge Systems makes it possible to explore meanings and theories of death, of obsolescence, of resilience, of survival, globalisation, of freedom, and of healing. It enables us to revisit concepts like property, poverty, and the 'commons' as well as the systems that govern these concepts. By taking on IKS at this level, the Chair contemplates the possibilities for alternative globalisations, alternative regimes of intellectual property and of alternative times.

4. *Universities and Society: Rethinking Community Engagement*

A general consensus is forming that universities are failing in the tasks for which they were first created. What then, are the conditions for a new social contract between universities and society? The Chair engages in the articulation of issues lying at the interface between university and society in Africa; and thus invests in cultivating a theory of praxis through linkages with innovative non-formal centres/ indigenous communities in Africa and internationally with the aim of generating new insights and building discourse coalitions on the transformation of universities within South Africa, Africa, and beyond. Universities as stewards of considerable national assets is challenged to apply knowledge and help deliver change, and to generate practical and strategic learning experiments..

d. Current Projects

The current project focus of the Chair is the **Transformation of the Academy** through the **Transformation of Systems**. This includes the transformation of:

- Science
- Economics
- Law
- Curriculum
- Global systems

e. Publications of the Chair

Books and Book Chapters

1. Odora Hoppers C.A. & Richards H. 2011. *Rethinking Thinking: Modernity's "Other" and the Transformation of the University*, Taproot Series: Volume 1, University of South Africa, Pretoria; **Type: Book**
2. Odora Hoppers C.A et al. in ASSAf (Academy of Science of South Africa). 2011. *Consensus Study on the State of Humanities in South Africa: Status, Prospects and Strategies*. Academy of Science of South African (ASSAf), Pretoria **Type: Collective Contribution to Book**
3. Odora Hoppers C.A. 2011. 'Towards the Integration of Knowledge Systems: Challenges to Thought and Practice', Book Chapter in Harding S, *The Postcolonial Science and Technology Studies Reader*, Duke University Press, North Carolina; **Type: Book Chapter**
4. Odora Hoppers C.A. 2010. 'Emerging African Perspectives on Values in a Globalizing World. In Changing Societies: Values, Religions And Society'. In Sporre

- K & Mannberg J. 2010. *Values, Religions in Changing Societies*. Dordrecht. Springer. **Type: Book Chapter**
5. Odora Hoppers C.A. 2010. 'Challenges to Building Sustainable Democracies: Lessons From The Margins. In *Changing Societies: Values, Religions And Society*'. In Sporre K & Mannberg J. 2010. *Values, Religions in Changing Societies*. Dordrecht. Springer. **Type: Book Chapter**
 6. Odora Hoppers C.A. 2010. 'Literacy and Globalization: Towards a Learning Society in Africa: Growth Points for Policy and Practice'. In Association for the Development of Education in Africa (ADEA). 2009. *More and Better Education: What Makes Effective Learning in African Literacy Programmes?* Association for the Development of Education in Africa (ADEA), Tunisia. **Type: Book Chapter**
 7. Odora Hoppers, C.A. 2009. 'Cultural Diversity, Traditions and Modernities: Complexities and Opportunities in the 21st century'. In Kutukdjian G and Corbett J (eds) (2008) *UNESCO World Report: Investing in Cultural Diversity and Intercultural Dialogue*. UNESCO Publishing, Paris. (Contributor – see page viii) **Type: Collective Contribution to Book**

The following publications authored by Professor Catherine Odora Hoppers are due in 2012:

1. Odora Hoppers C.A. (forthcoming 2012), *Indigenous Knowledge and the Integration of Knowledge Systems: towards a Philosophy of Articulation*, 2nd Edition, New Africa Books, Cape Town **Type: Book**
2. Odora Hoppers C.A. (forthcoming 2012), 'Wounded Healers and Transformative Leadership: Towards Revolutionary Ethics' in Kondlo K (ed), *Investing in Thought Leadership for Africa's Renewal*, (Book manuscript to be published by Thabo Mbeki African Leadership Institute); **Type: Book Chapter**
3. Odora Hoppers C.A. (forthcoming 2012) 'Development Education: A Project of Moral and Cognitive Reconstruction of Citizenship' in Shultz L et al., *Education and the Political Project of Engagement and Disengagement*, Sense Publishers. **Type: Book Chapter**
4. Odora Hoppers C.A. (forthcoming 2012) 'Violence, Indigenous Knowledge and Western Scientific Knowledge' in Peat FD (ed.) *The Pari Dialogues Volume II*, Pari Publishing, Italy. **Type: Book Chapter**

Journal Articles

1. Preece J & Odora Hoppers C.A. 2011. 'Lifelong Learning in Sub-Saharan Africa'. *International Journal of Lifelong Education (IJLE)*, Vol. 30, No. 1, January 2011; **Type: Journal Article**
2. Odora Hoppers C.A. (2010), 'Human Capital Development in a Post-Apartheid Societal Reconstruction in South Africa', *Focus: the Journal of the Helen Suzman Foundation*, Issue 59, November 2010; **Type: Journal Article**
3. Odora Hoppers C.A. 2010. 'Renegotiating agency in knowledge production, innovation and Africa's development in the context of the triage society'. *Critical Literacy: Theories and Practices*, Vol. 4, No.1 2010; **Type: Journal Article**
4. Odora Hoppers, Catherine A. 2009. 'From bandit colonialism to the modern triage society: Towards a moral and cognitive reconstruction of knowledge and citizenship', *Routledge International Journal of African Renaissance Studies -Multi-, Inter- and Transdisciplinarity*, 4: 2, 168 — 180; **Type: Journal Article**
5. Odora Hoppers C.A. 2009. 'Education, Culture and Society in a Globalizing World: Implications for Comparative and International Education' In *Compare. A Journal of Comparative and International Education*. Routledge (Taylor & Francis) Vol. 39, No. 5, September 2009, 601–614. **Type: Journal Article**

f. Research Collaborators

Name of Collaborator	Institution	Sector/Discipline	Nature of Collaboration
Prof Howard Richards	Emeritus Research Professor in the Graduate Program in Management Sciences, University of Santiago Santiago, Chile	Global economics and legal systems <ul style="list-style-type: none"> • Methodologies for systems transformation (disciplinary areas, curriculum, knowledge production) • Peace as an empirical project • New epistemologies for economics and law 	Furthering the goals of the SARChI Chair internationally. Undertaking research in transformation of the academy, as well as global economics and legal systems as a link to IKS and Ubuntu. Helping to ground students in it
Prof Shiv Visvanathan	Anthropologist of Science and Professor at Dhirubhai Ambani Institute of Information Communication	Science, cognitive justice and the democratic imperative <ul style="list-style-type: none"> • Universities, plurality and the democratic imperative • New epistemologies 	Furthering the goals of the SARChI Chair internationally in relation to grounding science in the epistemology of the South

	Technology, Gandhinagar, India	for science and frameworks for diversity <ul style="list-style-type: none"> • Science, cognitive justice and citizenship 	
Prof Jarl Bengtsson	Chairman of the Board of PASCAL International Observatory and Former Chief Counsellor for Education at the Organization for Economic Cooperation and Development (OECD), France	Community engagement: universities, regions and place <ul style="list-style-type: none"> • Global perspectives on national systems of innovation, knowledge economy, social cohesion and social inclusion • PASCAL: place management, learning regions and community engagement • Regional city and university development • Benchmarking university community engagement programmes 	Furthering the goals of the SARChI Chair internationally in relation to universities, regions, place, community engagement and lifelong learning.
Prof Dani Nabudere (passed away in November 2011)	Executive Director of the Marcus Garvey Pan-Afrikan Institute, Mbale, Uganda.	Transdisciplinarity, epistemology and African perspectives <ul style="list-style-type: none"> • Transdisciplinarity and knowledge production • Legal education on collective intellectual property rights • Epistemology, cosmology and justice • Holism and Restorative Learning • Afrikology 	Furthering the goals of the SARChI Chair internationally in relation to transdisciplinarity, epistemology and African perspectives.
Prof Louk de la Rive Box	Former Rector of the International Institute of Social Studies, The Hague, The Netherlands	Science policy and international networks <ul style="list-style-type: none"> • The changing role of knowledge for development • Knowledge networks and knowledge 	Furthering the goals of the SARChI Chair internationally in relation to science policy and international networks.

		<p>circulation</p> <ul style="list-style-type: none"> Operational parameters of the Chair in relation to universities 	
Prof F. David Peat	Theoretical Physicist, Writer and Director of the Pari Center for New Learning, Italy.	<p>Science, Society and Indigenous Knowledge Systems – Multiple Perspectives</p> <ul style="list-style-type: none"> Transformation of science, cosmology, & university systems The connection between language, thought, and perception Dialogue between Western and Indigenous knowledges Quantum theory and holism 	Furthering the goals of the SARChI Chair internationally in relation to the link between Western science and indigenous knowledge systems.

<p>Prof Shantena Sabbadini</p>	<p>Quantum Physicist and Co-Director of the Pari Center for New Learning, Italy.</p>	<p>Science , Culture and Society – Multiple Perspectives</p> <ul style="list-style-type: none"> • The philosophical implications of the quantum revolution • Western science, quantum theory and oriental cosmologies • Ethical choices in society, the economy and the environment • Synchronicity, the spirit and experience 	<p>Furthering the goals of the SARChI Chair internationally in relation to the link between Western science and indigenous knowledge systems.</p>
<p>Prof Jacinto Gavino</p>	<p>Fr. James F. Donelan, SJ Professor of Business Ethics, W.Sycip Graduate School of Business (WSGSB), Asian Institute of Management (AIM), Philippines.</p>	<p>Ethics, Innovation and Leadership</p> <ul style="list-style-type: none"> • Ethics, innovation and leadership for social change • Universities, partnerships with society and the corporate world • Cosmologies and organisations • Culture and identity to the workplace 	<p>Furthering the goals of the SARChI Chair internationally relation to ethics and leadership building.</p>
<p>Prof Magnus Haavelsrud</p>	<p>Emeritus Professor of Education at the Norwegian University of Science and Technology in Trondheim, Norway</p>	<p>Education, peace and development</p> <ul style="list-style-type: none"> • Education, socialisation and politics • Cultures of violence and peace • Peace, democracy and human security • Disarmament education 	<p>Furthering the goals of the SARChI Chair internationally in relation to peace, education and development.</p>
<p>Prof John Valk</p>	<p>Associate Professor of Worldview Studies, University of New Brunswick, Canada.</p>	<p>Global citizenship and worldview studies</p> <ul style="list-style-type: none"> • Knowing the self, knowing others • Ontology and epistemologies of 	<p>Furthering the goals of the SARChI Chair internationally in relation to worldviews and global citizenship</p>

		knowledge systems	
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g. Postgraduate Students

No.	Name	Level	Research Topic	Focal Area of the Chair
1	Said Abdalla	Masters	Peace Education in Post-Conflict Societies: The Case of the Young 'Peace Ambassador' Program in Somalia and Kenya.	Peace and Human Development
2	Na-iem Dollie	Masters	The Dance of an Intellectual Mandarin: A Study of His Neville Alexander 's Thoughts on the Language Question in South Africa	Development Education Defined Broadly
3	Amani Olubanjo Buntu	Masters	Rape, Rage & Culture: African men and cultural conditions for justification of, and sanctions against, rape	Indigenous Knowledge Systems and Innovations
4	Tebogo Buntu	Masters	South Africa National Policy, African Renaissance, Pan Africanism and IKS: Dilemma on Parents' Choice for Language	Indigenous Knowledge Systems and Innovations
5	Sibongile Masemola	Masters	Cognitive Indifference, Organisation Work and Human Development: Rethinking Development	Universities and Society
6	Morongwa Masemula	Masters	Modern Science and Indigenous knowledge systems- towards a co-existence of two systems of knowing in the science curriculum for South African Schools	Science, Culture and Society
7	Joy Ndwandwe	Masters	African Humanism Leadership: Indigenous Cosmologies	Indigenous Knowledge Systems and Innovations
8	Simon Netswera	Masters	The Politics of Educational Performance: An Assessment of the Niyabonwa Strategy and its Effects on Secondary Education in South Africa	Education

9	Cebisa Nkhumeleni	Masters	Transformation of Higher Education Institutions in South Africa in Post Apartheid Era: The Case of the South African Research Chairs	Education

10	Mfuniselwa Bhengu	Doctoral	Ubuntu as an African Metaphysics: Towards and Economic-Cultural Synergy	Indigenous Knowledge Systems and Innovations
11	Kinfe Abraha Gebre-Egziabre	Doctoral	Rethinking Population Dynamics, Sustainable Development & Poverty Reduction in Africa: The Case of Tigray – Ethiopia	Development
12	Feleke Tadele Kelkil	Doctoral	Civil Society and the Challenges of Social Transformation in Africa: the Case of CSOs in Ethiopia.	Development
13	Kenalemang Kgoroadira	Doctoral	Lifelong Learning in African Indigenous Perspectives for Human Development	Indigenous Knowledge Systems and Innovations
14	Ziphora Moichela	Doctoral	National and International Experiences of the Integration of IKS into the Curriculum	Education
15	Lebs Mphahlele	Doctoral	Innovation Agenda for South Africa in the 21st Century and Beyond: Towards Transformative and Inclusive Model	Science, Culture and Society
16	Rutendo Ngara	Doctoral	Science, Culture, Cosmology and Paradigms of Healing: Towards Integrated Policy and Practice	Science, Culture and Society
17	Are Johan Rasmussen	Doctoral	Mir, Colonialism and the Barents Region: Cultural Resources for Peacebuilding and Restorative Action	Indigenous Knowledge Systems and Innovations
18	Godielieve Spaas	Doctoral	A true blend of goals, proving it can be done: In search of what organizations can become	Development Education Defined Broadly
19	Nguimatsa Serge Zelezeck	Doctoral	Endogeneity confronting Modernity: Bamileke entrepreneurial spirit at the crossroads	Indigenous Knowledge Systems and Innovations