



Repositioning languages in education

Can African languages and philosophies reignite interest in university curricula?

Prof. Moloko Sepota is the regional director at UNISA North Eastern Region. His research interests are in IKS, languages and foundation programmes.

University students struggle with success at university. It is believed that the reason for this and for the high graduate unemployment rate is that the curriculum is foreign and not

relevant to students' situations. Many of them get frustrated and some even drop out of university, as they don't get a chance to discuss their problem with relevant educational authorities.

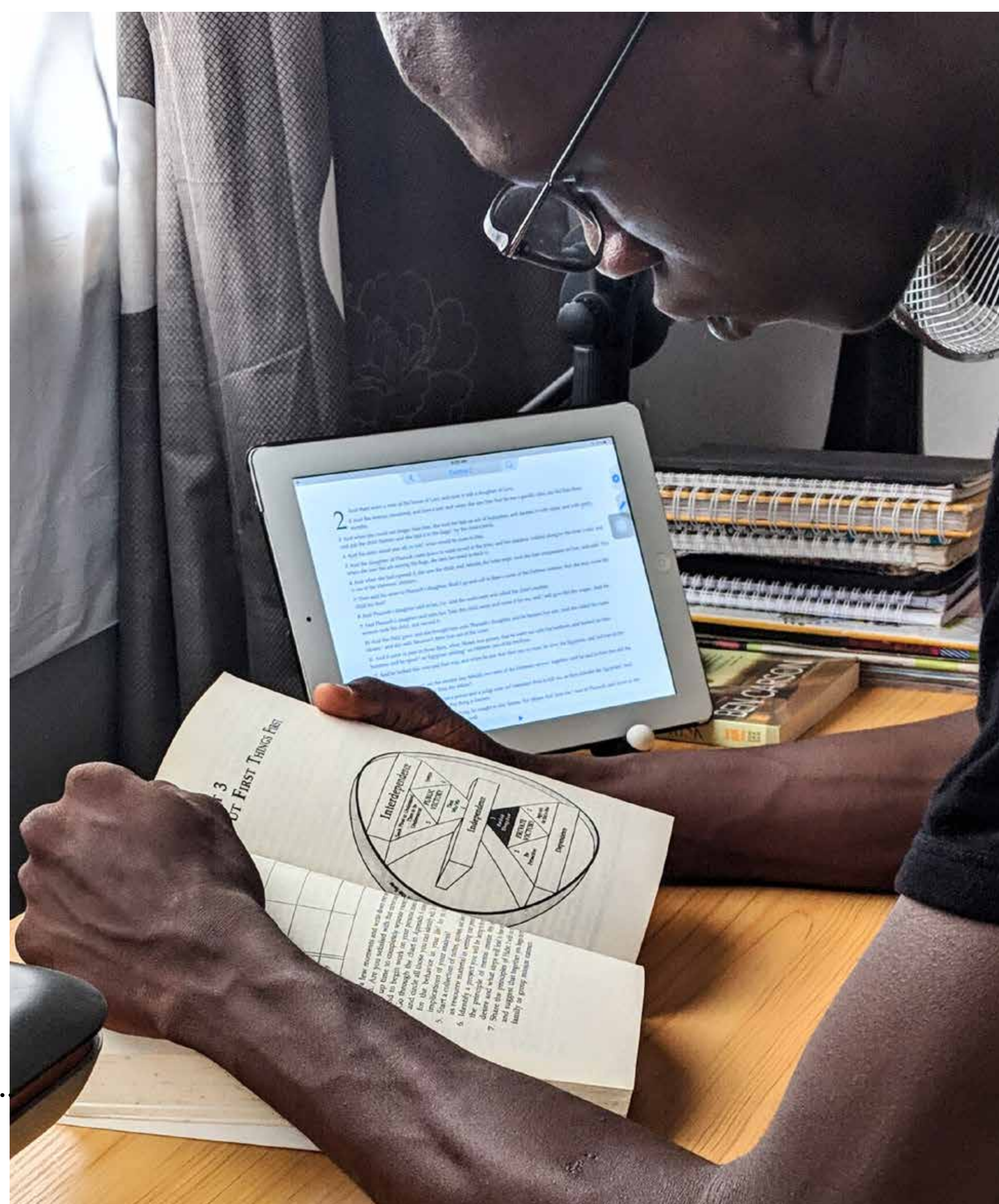
"The problem affects families, who invest money in the education of their children," says Professor Moloko Sepota.

The problem emerged mainly during the #MustFall movements, when university protesters called for the transformation of the curriculum. The idea of foreign curricula also appears in the 2013 CHE proposal for undergraduate curriculum reform in South Africa. The proposal calls for a new curriculum, as the current one seems not to respond to current needs.

"If the problem is not resolved, schooling might end up creating a generation of unemployed graduates. The country will not benefit from the graduates, because they will not contribute to the economy."

Researchers from institutions of tertiary learning are attempting to find ways to change the curriculum into one that is relevant to today's students. "We are looking to see how we can use African languages to enhance teaching and learning," says Sepota.

The research also explores the possibility of using African philosophies that are found in languages to make the curriculum responsive to the needs of the continent.



University curricula should be made relevant to the African context.



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