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*


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


**Journal Articles**


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**


**f. Research Collaborators**

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<th>Name of Collaborator</th>
<th>Institution</th>
<th>Sector/Discipline</th>
<th>Nature of Collaboration</th>
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<tr>
<td>Prof Howard Richards</td>
<td>Emeritus Research Professor in the Graduate Program in Management Sciences, University of Santiago Santiago, Chile</td>
<td>Global economics and legal systems</td>
<td>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</td>
</tr>
<tr>
<td>Prof Shiv Visvanathan</td>
<td>Anthropologist of Science and Professor at Dhirubhai Ambani Institute of Information Communication</td>
<td>Science, cognitive justice and the democratic imperative</td>
<td>Furthering the goals of the SARChI Chair internationally in relation to grounding science in the epistemology of the South</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Themes</td>
<td>Furthering the goals of the SARChI Chair internationally in relation to</td>
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</tbody>
</table>
| 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  
- 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 | universities, regions and place, Community engagement, and Community engagement and lifelong learning. |
| Prof Dani Nabudere       | Executive Director of the Marcus Garvey Pan-Afrikan Institute, Mbale, Uganda. | Transdisciplinarity, epistemology and African perspectives  
- Transdisciplinarity and knowledge production  
- Legal education on collective intellectual property rights  
- Epistemology, cosmology and justice  
- Holism and Restorative Learning  
- Afrikology | 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  
- The changing role of knowledge for development  
- Knowledge networks and knowledge | Science policy and international networks. |
<table>
<thead>
<tr>
<th><strong>Prof F. David Peat</strong></th>
<th><strong>Science, Society and Indigenous Knowledge Systems – Multiple Perspectives</strong></th>
</tr>
</thead>
</table>
| Theoretical Physicist, Writer and Director of the Pari Center for New Learning, Italy. | - 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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Research Focus</th>
<th>Goals</th>
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</thead>
</table>
| Prof Shantena Sabbadini | Quantum Physicist and Co-Director of the Pari Center for New Learning, Italy. | Science, Culture and Society – Multiple Perspectives  
  - 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 | Furthering the goals of the SARCHI Chair internationally in relation to the link between Western science and indigenous knowledge systems. |
| Prof Jacinto Gavino  | Fr. James F. Donelan, SJ Professor of Business Ethics, W.Sycip Graduate School of Business (WSGSB), Asian Institute of Management (AIM), Philippines. | Ethics, Innovation and Leadership  
  - Ethics, innovation and leadership for social change  
  - Universities, partnerships with society and the corporate world  
  - Cosmologies and organisations  
  - Culture and identity to the workplace | Furthering the goals of the SARCHI Chair internationally in relation to ethics and leadership building. |
| Prof Magnus Haavelsrud | Emeritus Professor of Education at the Norwegian University of Science and Technology in Trondheim, Norway | Education, peace and development  
  - Education, socialisation and politics  
  - Cultures of violence and peace  
  - Peace, democracy and human security  
  - Disarmament education | Furthering the goals of the SARCHI Chair internationally in relation to peace, education and development. |
| Prof John Valk      | Associate Professor of Worldview Studies, University of New Brunswick, Canada. | Global citizenship and worldview studies  
  - Knowing the self, knowing others  
  - Ontology and epistemologies of | Furthering the goals of the SARCHI Chair internationally in relation to worldviews and global citizenship |
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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<th>Research Topic</th>
<th>Focal Area of the Chair</th>
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<td>Said Abdalla</td>
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<td>Sibongile Masemola</td>
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<td>Cognitive Indifference, Organisation Work and Human Development: Rethinking Development</td>
<td>Universities and Society</td>
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<td>Morongwa Masemula</td>
<td>Masters</td>
<td>Modern Science and Indigenous knowledge systems- towards a co-existence of two systems of knowing in the science curriculum for South African Schools</td>
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<td>Simon Netswera</td>
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<td>Cebisa Nkhumeleni</td>
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<td>Feleke Tadele Kelkil</td>
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<td>Lebs Mphahlele</td>
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<td>Are Johan Rasmussen</td>
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