

EDUCATION FRONT

Africology:
The African Way



YOUNG AFRICAN THINK'RS CONVENTION

REALIZING THE ENVISIONED AFRICA

August 10-12, 2016, African Union Commission

Introduction

Education is the foundation for building a better Africa. It is the stepping stone to unleashing our potential. Africa has the most youth in the world and this provides a window of opportunity to invest in our children through Education. Agenda 2063 Article 67 (h) calls for the support of young people as drivers of Africa's renaissance through investments in education.

It calls for faster movement on the harmonization of continental admissions, curricula, standards, programs and qualifications and raising the standards of education to enhance the mobility of African youth and talent across the continent by 2025.

Mindful of this, our team was tasked with designing a course to be taught all over Africa. The overall aim of this course, which will be called Africology: The African way, is to equip young Africans with a collective vision for furthering all aspects of Africa's development as stated in Agenda 2063's aspirations.

So what would a person who has completed this course look like?

They would have hope, vision, a sense of belonging and deep love for Africa.

They would be informed, enlightened, empowered and have an understanding of Africa's past, present and future.

Africology will be taught across schools from Grades 1- 12. Presented below is a skeleton, showcasing a prototype for the first year of high school.

Objectives of Africology: The African Way

1. Promoting African morals and values
2. Imparting common African history and promoting pan-Africanism
3. Uprooting poverty and survival mentality
4. Instilling entrepreneurship qualities
5. Fostering peace and tolerance

Content

The contents of this course are categorized in five main topics to be covered throughout the year.

1. Common African History and Pan-Africanism

- What is Africa?
 - ✓ Who is an African?
 - ✓ Geographical features of Africa
 - ✓ Countries in Africa
- African Culture
 - ✓ Customs
 - ✓ Literature
- African Resources
- Governance in Africa
 - ✓ Types of government
 - ✓ Merits and demerits under each government
 - ✓ Leadership and leaders
- Common African Challenges
 - ✓ Slave trade
 - ✓ Colonialism
 - ✓ Disease outbreak
 - ✓ Corruption
 - ✓ Migration
 - ✓ Unemployment
 - ✓ Famine
- Economic development of Africa
- Representations of Africans in other continents

- Pan-Africanism
 - ✓ Definition and introduction
 - ✓ Emergence of Pan-Africanism
 - ✓ Impact of Pan-Africanism
 - ✓ Promoting Pan-Africanism
 - ✓ Organizations promoting Pan-Africanism

2. African Morals and Values

- Respect (for self, each other, life, nature)
- Sense of community
 - ✓ Good family connections/ties/bonds
 - ✓ Social interaction
- Kindness and courtesy
 - ✓ Greetings
 - ✓ Hospitality
- Integrity (moral soundness and standing by one's moral)
- Sense of sacredness
- Hard work
- Sense of time
- Expression of our culture through arts

3. Uproot poverty, backwardness and survival of mentality

- Promoting transformed minds with a clear African identity
- Challenging the students to think big and think future

4. Instill Entrepreneurship Qualities

- Encourage students to use what they have by teaching the African history of entrepreneurship (for instance the barter system as well as African successful entrepreneurs)

5. Peace and Tolerance

- Definitions of important words (peace, tolerance, conflict, conflict management, peace keeping, peace building)
- How peace and tolerance contribute to development of Africa
- Ways of dealing with conflict
- How one can contribute to peace
- Cases of disturbance of peace
- Cases of success in conflict resolution

Methodology

1. Student entered approach where the teacher is the facilitator and not the boss.
2. Technologically oriented approach. As the world is becoming a Global village and technology is a fundamental aspect, virtual learning will most likely become dominant in the near future.
3. Alternative standardized activities, tests and projects where countries can adopt those that are relevant to their context and which the countries' resources can support.
4. Assessments include 80% practical and 20% theory where the grading is nondiscriminatory and where all strengths are acknowledged e.g. abolishing the system of Top Ten or best students.
5. Tutorials and Mentorships included encouraging more of peer tutoring.



Activities

1. Exchange Programs - Facilitating the embracing of diverse cultures whereby students get the opportunity to learn, understand and appreciate diverse cultures. Tolerance cannot be taught but is facilitated through experience; hence exchange programs will support achieving the objective of peace and tolerance.

2. Volunteering in communities that also encourage the appreciation of diverse cultures.

3. Documentation and Archiving of the course journey as well as presentations. Archiving the journey will facilitate engagement in the course as well as a sense of ownership.

4. Watching and reporting on African documentaries e.g. the Agenda 2063 Film being created by the Young Thinkers in the Entertainment Front.

5. Classroom Discussions and presentations which encourage more of participation on the students' part.



Design

1. Books - Teacher's Guide and Student's Guide
2. Website - Continental Website with Resources where two sections are available, for the teachers and students have sections. Teacher section includes sharing experiences, challenges as well as solutions. On the students' section they will be connecting, learning new topics, post videos etc.
3. Online African Library - As physical libraries are likely to be phased out in the near future, an online library will be of uttermost importance.

Conclusion

As a conclusion the education group has come up with practical aspects of the implementation of this course for further consideration.

1. Will Africology: The African way be a mainstream course or an extra-curricular activity?
2. Will this course be compulsory for students at all schools, including international schools?
3. Are we hiring external teachers or training existing teachers? Or should it be a compulsory course in university for teacher training? So whether you're a math teacher or an English teacher you will be qualified to teach Africology: The African way.
4. How will the course be assessed? With the 80/20 method where 80% is based on practical activities and 20% theory based. Or will there be reports and exams? What will be the passing grade?

We are posing these questions because the 2 days we had to design Africology sparked various questions that we could not tackle fully, but are very important if this course is to be implemented.

