

Chapter 12

Designing an Education Curriculum Through Collaboration With Institutions of Higher Learning, Libraries, Archives, and Museums: Case of Kruger National Park

Nkholedzeni Sidney Netshakhuma

 <https://orcid.org/0000-0003-0673-7137>

University of South Africa, South Africa

ABSTRACT

The chapter assesses the role of institutions of higher learning in designing education curriculum in collaboration with the library, museum, and archives (LAMs) of the Stevenson Hamilton Knowledge Resource (SHKR) center based at the National Park. This research is based on a qualitative research method. The finding of the NP case study underpins concepts and outcomes described in academic discourse on the relationship between institutions of higher learning and LAMs. LAMs may serve as lifelong learning in South Africa. The results of empirical research allow the researcher to conclude that designing educational materials requires the collaboration of the Ministry of Basic and Higher Education, Training, Science, and Technology and LAMs.

INTRODUCTION

This book chapter assesses the role of institutions of higher learning collaborating with a library, archives, and museums (LAMs) on designing education curriculum from the Knowledge Resource (KR) center of the National Park. The National Department of Basic Education and Higher Education and Training in South Africa and the Kruger National Park may collaborate to design an education curriculum that will

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appeal to both pupils and communities. Design of education curriculum through the use of the LAMs contribute to the transformation of education curriculum. Based on the researcher's knowledge, there is less study conducted in South Africa one designing education curriculum through a collaboration of institutions of higher learning, school, library, museum, and various communities. The researcher aimed to add to this limited body of knowledge by exploring the role of the institution of higher learning, library, archives museum, and communities on the design of educational materials.

BACKGROUND

South Africa government established two departments responsible for education. The first department is responsible for primary and secondary education. This education covers elementary school until grade 12 in South Africa. Another department is responsible for higher education and Training. Higher Education in the context of South Africa includes twenty-six public universities and Technical Vocational Education and Training (TVET) colleges. Both departments develop curriculums to be followed by both educational institutions. Experts in the field of education are responsible to design curriculum. South Africa education curriculum for both primary and secondary is not designed through a collaboration of universities and LAMs. LAMs in South Africa worked in silence without consulting the department of education. This is maybe because LAMs report to the Department of Sport, Arts, and Culture. The fact that there is a lack of consultation between LAMs and the department of Education shows a lack of professional interaction. The key strategic objective of the department of education is to engage with key stakeholders to assist in reviewing the education curriculum. The South African National Park is one of the key strategic partners in South Africa to offer education.

The role of the National Park resource center after the transition from the apartheid system to democracy was to offer lifelong learning (Netshakhuma 2019). National Park has a historical resource center that offers a library, archives, and museums functions. The center plays a role to offer educational activities. It is the view of the author that the center may also play a role to assist the department of education in designing education curriculum. The LAMs at National Park may play a role to transform education in South Africa. This statement is alluded to by Semali (2015) who states that LAMs inherited from the apartheid system can be reformed rather than overhauled to design education curriculum (Semali, 2015).

South Africa provides context to design educational materials as a form of service-learning and civic engagement in higher education (Bringle and Hatcher, 2005). Educational materials design requires the collaboration of institutions of higher and library, archives, museums.

To assess the role of LAMs, the researcher chooses the National Park resource center as a case study to conduct this research. The reason the researcher choose the Kruger National Park is that LAMs functions are integrated into the Knowledge resource center. This research is limited to selected staff from the SHKR center based in Skukuza.. The researcher recognizes that this was a small study, set in one national park known as the Kruger National Park. However, participants varied and were drawn from LAMs and communities. Participants in the study were voluntarily taking part in the study.

The knowledge resources known as the Knowledge Resource (KR) center was established in 1961 and it consists of LAM sections (Netshakhuma, 2019b). The fact that the National park is one of the biggest national parks in the world made it ideal for the researcher to select the park to conduct this research. This statement is also stated in the South Africa National Park annual report (2018) reported that Anonymous National park is one of the biggest national parks in the world. The Anonymous Na-

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