



## **Ndabezinhle Nxumalo**

**Title:** Indigenous knowledge in the FET Art curriculum

With the dismantling of the apartheid government came major educational reforms in South Africa, in an effort to 'heal the divisions of the past' and establish a society based on diversity, inclusion and social justice. Despite these attempts, inequalities still remain. This paper comprises my critical reflections on equality, inclusivity and social justice in our education system, through the lens of inclusive education and Freire's libertarian education. It touches on issues such as racial inequality, white privilege, poor infrastructure in black communities, the language of learning and teaching and loss of cultural identity specifically in the Visual Arts curriculum which is highly Westernized, only focusing on South African artists in Grade 12. Black learners are predominantly taught a visual language that is foreign to them and removed from their indigenous knowledge system and experiences. Art should mirror society and encourage reflection and commentary on prevalent issues. It is clear that South Africa is still healing from segregation and injustice. There needs to be ongoing critical transformations of our education system to prevent our learners experiencing the forms of disconnect they do and which, instead, values indigenous knowledge systems and acknowledges the rich history and heritage of this country.