

Indigenous Knowledge in Schools

on behalf of the #Khomani and Mier communities

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Indigenous Knowledge in Schools

The proposal is presented by two representatives of members of the ≠Khomani Bushmen community and with the consent of the Mier community: Dr. Chris Low (D.Phil., M.Sc., BA. DO. Lic Ac.), based at The African Studies Centre, the University of Oxford, UK and Aishia Pinto, Personal Assistant to the Traditional Leader, of the ≠Khomani Bushmen, Mr Dawid Hermanus Kruijer.¹

1. Project Definition

The Indigenous Knowledge in Schools project represents a long term commitment to enhancing social cohesion and safeguarding the living heritage of The Northern Cape Province. The project involves creating an inventory of 'traditional' knowledge of the ≠Khomani Bushmen and the wider Mier community, teaching that knowledge within the school curriculum and in auxiliary after hours, weekend and holiday periods and integrating pathways along the way for qualifications relevant to future employment. A centre will be initiated to secure higher educational qualifications and training in fields related to the cultural activities and interests of the respective communities. After time the centre will train its own teachers, trackers, game managers and guides within the broader context of sustainable development. A rich adjunct is the establishment of a local, world class, museum. The area includes the Kgalagadi Transfrontier Park which is a natural focus for sustainable employment opportunities in occupational contexts close to the hearts of southern Kalahari people. The project, however, goes far deeper than training job seekers. The project seeks to equip youths with a sense of heritage, pride and educated social responsibility in the spirit of 'ubuntu', which will enable them to negotiate the challenges of modern living, to take the initiative, successfully manage their own affairs and become the entrepreneurs and job creators of the future.

1a. The Indigenous Knowledge in Schools project consists of seven core ideas:

1.) Indigenous knowledge and history of the Bushmen and Mier community will be inventoried. Key aspects of that knowledge will be selected for publication in a text book that will be used within the local school curriculum to supplement a range of fields, including history, geography, natural sciences, conservation, environmental knowledge and social responsibility.

2.) Members of the Bushmen and Mier community will teach local heritage and indigenous knowledge in classes that will supplement the curriculum based teaching. The school based teaching will be enhanced by excursions into the local area in school time and on allotted weekends and in longer holiday periods. Owing to the close ties between history, language and identity, these lessons will encourage the use of the Nama language as the local traditional language.

1 The term 'Bushmen' is deliberately used instead of the term 'San' on the express instructions of the ≠Khomani. The ≠Khomani believe that 'San' is an inappropriate, introduced, contextless and derogatory term. The ≠Khomani preferentially refer to themselves as Sā, but Bushmen is equally acceptable and used here as the more widely known term.

- 3) The integration of local 'traditional' knowledge will be supplemented by an extensive new history of the area that pulls together previous research on the Bushmen, undertaken as part of the land claim, with new research on the ways in which diverse peoples have shared community life in the southern Kalahari region for generations. This local history will be underscored with archival research but developed by the community and includes biographies, oral history, memory maps of the area, documentary, photographic, film and material evidence, all of which preserves and highlights the value of a rich multi-vocal past.
- 4). A ≠Khomani Bush School that provides an infrastructure for teaching and safeguarding the sacred or other elements of Khomani culture, such as healing dances, not deemed appropriate for public consumption. The school will also be place of higher education in which traditional skills learnt within the school programme can be developed to a standard suitable for either the retail market of culture related products or for assessment within Nationally recognised qualifications relevant to jobs in the hunting, tracking, game management and related environment and conservation sectors. These sectors are the expressed preferred sectors of interest to the ≠Khomani. The Bush School will develop as a self-sustaining commercial and cultural enterprise. Suitably qualified community members will soon be in a position to teach formally within their own community.
- 5). A museum for presenting the exceptional local social and environmental heritage, supplemented by the art, craft, songs, dance and other cultural outputs from the Indigenous Knowledge in Schools initiatives.
- 6). The integrated curriculum fosters links between heritage, identity, pride and social responsibility and is explicitly geared towards job creation.
- 7). Recognising the crucial ties between heritage, language, pride and social cohesion, the programme integrates its teaching with the implementation of teaching of the increasingly rare local language, Nama (Khoekhoegowab).

2. Background

The ≠Khomani Bushmen of the Mier area, Northern Cape Province are amongst South Africa's most marginalised and disenfranchised people. Despite the success of a significant 1999 land restitution claim and continued implementation of development initiatives, the ≠Khomani continue to live short hard lives, characterised by poverty, violence, alcoholism and high morbidity and mortality rates. This phenomenon was well recognised in a 2005 human rights report on the ≠Khomani and the situation seems little better five years later.² The lack of success with Bushman development stands in stark contrast to their increasing prominence in South Africa's claims as the cradle of mankind, the birthplace of human culture and home to the Bushmen, humanities closest link to our shared hunter-gatherer ancestors. Whilst Bushmen motifs and language regale the South African coat of arms, and their art and rock art is celebrated around the world, the

2 'Report on the Inquiry into Human Rights violations in the Khomani San community', South African Human Rights Commission, 2005.

≠Khomani are struggling to survive.

For some years a number of ≠Khomani have proposed the idea of having their own school where they could teach Bushmen children the language, culture and pride of being a Bushmen, with the hope that this might preserve their heritage, restore a sense of identity and help them reach out towards long, meaningful and fulfilling lives. The Indigenous Knowledge in Schools (IKS) project is rooted in this initiative and enthusiasm. It represents a maturation of the idea worked out into a comprehensive strategy by the Bushmen and wider local Mier community. Although the project roots itself in the Mier area, the inventory of knowledge and history it will generate has profound significance for the identity and history of the Northern Cape Province and South Africa. The curriculum and wider informal teaching initiatives of the project are therefore applicable for wider dissemination across the Northern Cape Province and beyond.

A cornerstone of the project lies in the recognition that ≠Khomani demonstrate mistrust of, and disillusionment with, projects. This comes from the destructive cycles of hope and failure that characterise much of the development work to date. Community members report lack of any welfare benefits and continued deep loss of their heritage, as key community members and the living heritage they represent pass away, and their youth drift into destructive patterns of behaviour with no knowledge and little interest in their heritage and identity. It is not overstating the problem to say that, on the current trajectory, the heritage of the ≠Khomani Bushmen will very soon become little more than empty 'airport art', sold by a few astute community members who work with the NGO's as their wider community disappears into a new South African underclass.

The IKS project proposes a solution to this problem which integrates at its core level with the obligations, ambitions and spirit of South Africa's educational and heritage sectors and South Africa's human rights legislation.

2a. Theoretical Background

For centuries the ≠Khomani have constituted part of the rich cultural heritage of the southern Kalahari Mier area. Marital, social and employment alliances, the raising of each others children and the sharing of day-to-day lives underscore the identities of the people of the southern Kalahari. The project recognises that many of the issues facing the Bushmen relate to social cohesion, a sense of identity and associated accessibility to the welfare, human rights, equality and other social entitlements that should be, and currently are not, the bedrock of their community life. Previous development strategies have sought to address the very visible problems of the Bushmen community by beginning with a recognition of Bushman difference. They have focused on the notion of Bushmen as hunter-gatherers as being the key to 'the Bushman problem'. On this basis they have pursued inappropriate agendas built on external ideas about who Bushmen are and what they want and need. Often such development initiatives, such as cultural heritage villages, encourage auto-exoticization and seek to locate the Bushmen in a preserved primitive past. Without deeper contexts of heritage consciousness, pride and social integration such initiatives are disabling and short term policies simply for obtaining money. They leave the Bushmen scratching a living by the roadside and the bottle store and do not address the deeper issues.

This project accepts the Bushmen as special yet embedded elements of their wider community. Who the Bushmen are, what they know and how they relate to their environment is part of the wider community fabric. It is part of everybody's history. The Bushmen were the earliest community, and their presence has back-grounded the arrival and development of subsequent peoples in South Africa. To date the wider community recognises this but only celebrates it selectively and not in ways that always support the best interests of the Bushmen, the Mier community and the extended community of the Northern Cape Province. This project pulls the social area together within a shared history of the southern Kalahari. It celebrates the community roots by identifying, inventorying and teaching ≠Khomani Bushman knowledge alongside that of the Mier, who have shared their lives in the Kalahari for generations. By fostering pride, reinvigorating the living heritage and providing roots into employment, it lays out a road map for long-term and sustainable community growth, spiritually, socially and economically.

3. Project Aims

- To promote the future of Bushman heritage within a model which enables social cohesion that benefits not just the Bushmen but the entire Mier area and beyond.
- Through improving social integration IKS facilitates access to the welfare, educational and social support networks abroad in the wider local community.
- IKS provides an inventory of living heritage and safeguards that heritage.
- IKS identifies 'living treasures' (custodians of skills and knowledge) and provides a platform for the celebration and transmission of their talents, knowledge and skills.
- The project presents a sustainable mechanism for ensuring that the populations of today becomes the teachers, qualification assessors, tourism experts, nature guides, farm managers and entrepreneurs of tomorrow.
- The focus on living heritage, language and history will provide a sense of identity that will foster local and national pride in a manner emphasised in the ambitions of South Africa's Department of Arts and Culture (NPSALH 2009).³
- The project remains rooted in community participation as the only mechanism for securing sustainability and capturing indigenous ways of being (NPSALH 2009:3.9)
- IKS aligns cultural rights with human rights (following NPSALH, 2009: 2.4.4/5) by fostering pride, identity, jobs, welfare and safeguarding heritage.

Bringing the particularly enmeshed relationship between the Bushmen and the environment into the wider community arena promotes 'ubuntu' as an obligation of humans towards the welfare of one another, while taking responsibility for the environment (NPSALH 2009: 7).

The project promotes an education system led by South African interests.

- It addresses the marginalisation of indigenous knowledge (NPSALH 2009: 1.2.3)
- It combines formal and informal education (NPSALH 2009:
- It restores integrity to the cultural logic of Bushmen indigenous knowledge (NPSALH 2009:

3 'National Policy on South African Living Heritage', First Draft, March 2009, Department of Arts and Culture (NPSALH)

1.2.4)

- It bridges the gap between scientific knowledge and indigenous African knowledge
- It addresses the colonial / apartheid educational legacy of imposed subjects and methods of learning
- As an institutionalised safeguarding process, it allows scope for government monitoring (NPSALH 2009:2.1.3)

4. Goals and Objectives

- **Goal 1.** The Indigenous Knowledge in Schools project will foster pride, identity and social responsibility whilst equipping the regions youth to meet the employment, social, health and welfare challenges of life in 21st. Century South Africa.

Objective 1a. To measurably decrease local levels of morbidity, poverty, alcohol abuse and violence; to increase social cohesion and personal empowerment and streamline community members towards both the uptake and creation of jobs and wider engagement with the benefits and responsibilities of South African society.

- **Goal 2.** The Indigenous Knowledge in Schools project will provide a fun and meaningful learning environment with relevance to local communities, hence encouraging the attendance and success of children at school.

Objective 2a. To fulfill the legislative obligation of free and accessible education by creating a place for the most vulnerable members of society within the educational system.

Objective 2b. To improve levels of Bushman child attendance at school by 70% and encourage all children in school to pursue their education and exploit their non academic skills to the best of their abilities.

Objective 2c. To increase the number of children who participate in Higher Education by 35% and stimulate a significant number to proceed through university such that they can become the new facilitators of their communities and participate in society at the highest levels of achievement.

- **Goal 3.** The project will be a role model for the development of a new kind of South African education for South Africa's people.

Objective 3a. To implement a syllabus that integrates indigenous knowledge into the established curriculum to address the marginalisation of indigenous knowledge, restore integrity to local and national cultural logic and chart paths through inappropriate imposed legacies of thought and practice.

- **Goal 4.** The Indigenous Knowledge in Schools project will break the cycle of failed development in the Mier area and provide a sustainable mechanism for aligning the close links between the people and the local environment with fulfilling careers and necessary skills.

Objective 4a. To re-invigorate the community with a new model of development that is sustainable. It celebrates heritage whilst providing a respectful mechanism for engaging rural southern Kalahari communities with attractive training initiatives and occupational prospects.

Objective 4b. To increase successful local community management of its own affairs, including use of restitution land.

- **Goal 5.** The inventory will be held by a suitable National Heritage institution with copies in the Mier museum. The inventory will safeguard the threatened heritage of the #Khomani, the Mier and the wider southern Kalahari community.

Objective 5a. To have 'living treasures' (custodians of skills and knowledge) identified in the community before it is too late and to enable them to contribute to their community and community heritage.

Objective 5b. To facilitate the community to critique the histories and reports of their indigenous knowledge and beliefs that have been carried out by outside organisations and researchers and to subsequently allow them to produce their own history and to document what they feel is important, valuable and meaningful about their heritage and cultural beliefs and skills.

Objective 5c. To extend research across national, international, ethnic and social borders to heal wounds imposed by the historical application of external power structures. Working across the South African / Namibian / Botswanan border boundaries will be a priority.

- **Goal 6.** The museum will hold a truly exceptional multi-vocal display of current and past life in the southern Kalahari that maps the #Khomani as vibrant modern people into the bedrock of the Northern Cape Province and South Africa.

Objective 6a. Utilise the resources of the inventory to provide the widest range of museum exhibits ranging from film, to diaries and historical land use maps. To showcase the skills of the local people as products and events spill out of the school and auxiliary teaching environment.

- **Goal 7.** Once expanded the #Khomani Bush school will be able to meet the training and certification needs of members of the Mier community area and serve as a self sustainable business venture offering guides, tracking and other tourism services run by local community members.

Objective 7a. increase the number of Bushmen and Mier who are qualified in the tourism, game conservation, game management and ecology sectors

Objective 7b. Increase the informal skill set and knowledge of local people and enable them to apply it to the benefit of their day-to-day lives and livelihood.

5. Approvals

1. The plan has been drawn up within the heart of the #Khomani community and has the approval of key #Khomani community members.
2. The plan has been taken to six Principals of schools of the Mier area. All have expressed their support and enthusiasm.
3. The plan has been taken to a Mier Municipality Council meeting and has their approval.
4. The plan has the support of Mr. Mervin October, the District Head of Social Development , Northern Cape Province.
5. The plan has the support of Mr. George Berends, District Head of the Department of Education, Northern Cape Province.
6. The plan has been discussed with eminent academics of Oxford University, Dr. David Johnson, Reader in Comparative Education, Oxford University and Oxford's Rhodes Professor of Race Relations, William Beinart, a leading South African environmental historian, both of whom have expressed keen interest and agreed to contribute informally to related theoretical and implementation initiatives.
7. The plan has been discussed with a world leading museum and exhibition curator who is willing to offer informal advice with the possibility of more formal engagement if appropriate.

6. National and International Legislative and Social/Political Context

The project is profoundly rooted in the spirit of ubuntu, being an African social philosophy 'that promotes an obligation of humans towards the welfare of one another, while taking responsibility for the environment' (as defined in the 2009 draft document 'National Policy on South African Living Heritage'). Unlike other externally introduced and hence unsustainable development initiatives, this project comes from the community. It celebrates what is special about specific heritage but locates social solutions within shared endeavours, social cohesion, co-operation and support across boundaries. The project fosters interest and responsibility in both social and environmental contexts. It seeks education, pride, training, empowerment and roads to employment for all, particularly including the most vulnerable and those overlooked in the contingent implementation of quick fix or poorly conceived development initiatives.

The project supports South Africa's legislative requirement to provide free education accessible to all, by providing a learning environment which is socially, culturally and intellectually appropriate. As such Indigenous Knowledge in Schools encourages students, and particularly the most vulnerable, to engage with, and grow within, the educational and social process.

The project complies with the definition of living heritage presented in the '2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage', which South Africa has ratified. The document sees living heritage manifested in domains of:

- a). Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage.
- b). Performing arts
- c). Social Practices, rituals, and festive events
- d). Knowledge and practices concerning nature and the universe
- e). Traditional craftsmanship⁴

The project is closely aligned with the legislative ambitions of the South African Department of Arts and Culture as stated in their document: 'National Policy on South African Living Heritage (NPLH), First Draft, March 2009'.

Safeguarding the heritage is a core project ambition. The concept of 'safeguarding' complies with that contained within the '2003 UNESCO Convention for the Safeguarding of Intangible Cultural Heritage', which promotes safeguarding as: 'measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage'⁵

Indigenous Knowledge in Schools is about enabling communities to help themselves through sustainable economic and social development. This complies with the assertions of the NHRA that heritage must be integrated within social and economic development that safeguards options of present and future generations.⁶

Indigenous Knowledge in Schools is premised in capturing and promoting what is distinctive and special about local ways of being and thinking. On this basis it is rooted in community participation and consultation. These are cornerstones of the spirit and letter of South Africa's constitutional framework.

Should the DAC proposal to establish a National Inventory Office become a legislative requirement and subsequent reality, the inventory collected in this project will be submitted for the

4 2003 Convention, article 2, paragraph 2.

5 Cited in NPSALH 2009, p. 6.

6 Act 25 of 1999, section 5(5)-(7).

preservation of the culture of the Khomani and Mier communities.⁷

The project seeks to the heart of the problems raised and unresolved in the 2005 ≠Khomani Human Rights Report (SAHRC 2005)

7. Research background and work already done that supports the project

The proposal is guided by the insight of Aishia Pinto who has lived within the ≠Khomani community for the past eight years and holds the official appointment of Personal Assistant to the Traditional Leader of the ≠Khomani, Mr Dawid Hermanus Kruiper.

The theoretical and research context is backgrounded by the research of Dr Chris Low of Oxford University, who has been working in the field of Khoe-Sān anthropology and history since 1999 and has been extensively involved with the ≠Khomani since 2004.

The ≠Khomani have been a considerable focus of popular and academic interest for over a century. A particularly intense period of research surrounded the successful 1999 land restitution claim of the ≠Khomani. Collectively this legacy provides an exceptionally rich and long archival depth and a mature anthropological backbone to this project. This research, however, serves not as our inventory but as our stepping off point.

Indigenous Knowledge in Schools seeks to heal community grievances over the content, quality and accessibility of previous research compiled by the seemingly endless drift of researchers through their community. Issues of family history, grave sites, historical land use and historically rooted identity are issues that currently divide the community. The ≠Khomani feel strongly that their culture must be maintained and previous research cannot do this because it misrepresents them, is incomplete, sometimes inaccurate, partial, and drawn from, and only including, the voices of select peoples. Nevertheless, the extent of what has been done makes the possibility of performing an inventory entirely feasible.

The Mier community have been the subject of only limited historical interest and with none of the research fervor, scale or depth found in Bushman contexts. This is a missed opportunity as the history of this and the wider Northern Cape Province is essential to encouraging identity and social cohesion and it is a story of rural South Africa that needs to be told. It is a shared history full of extraordinary people with extraordinary capacities and talents, who, as a people tightly woven with the Bushmen and living in related ways, have an exceptional affinity with their environment.

⁷ NPSALH, 2009, p. 37.

As a provisional survey Dr Low has established that the archives of Pretoria contain considerable detail on the initial settlement of the southern Kalahari, such as, for example the application letter of the well known soldier, prospector and author Fred Cornell, to establish a pioneering cattle farm in the region in the early 1900s. Dr Low has also identified a rich heritage of 'traditional' 'smeer' or massage carried out throughout the region which has received virtually no attention in any previous research initiatives. The smeer is an old practice that articulates highly distinctive ideas about illness and the body. Ms Pinto and Dr Low have furthermore identified historical diaries held amongst members of the Mier community which promise a truly exceptional insight into the hardships and pleasures of life in the southern Kalahari. Amongst the Bushmen there are currently elders with skills and knowledge of ,for example, tracking or playing the bow as an instrument, that might well be eligible to be granted the status of ' living national treasures'.⁸ It is believed that the bow player is the last member of the community to have this traditional skill.

Other potential documented resources include:

- The historical material of the Witwatersrand University expedition in the early decades of the twentieth century.
- The research of SASI. This includes all manner of cultural details ranging from healing dances, medicinal plants, hunting knowledge to stories and memories of land use.
- The published medicinal plant book of Mr Ilias le Riche supplemented by his personal historical accounts and records.
- The work of Mier community members who have a keen interest in history and have informally identified themselves.
- Works of Bushman art in private and public collections.

8. Strategy

Four phases over a ten year period:

Phase 1 - Year 1

Phase 2 -Year 2

Phase 3 - Years 2-6

Phase 4 - Years 6-10

Preliminary

- Identify key personnel
- Provide a basic infrastructure for the Indigenous Knowledge in Schools Team
- Ask the communities to self appoint responsible representative with whom the

8 The NPSALH report states: " 'living treasures' means specialist practitioners of high public regard in living heritage, whether it is arts, rituals, social philosophies, or indigenous knowledge, and for purposes of national recognition of living treasures, 'living national treasures' are persons who possess, to a very high degree, the knowledge and skills required for safeguarding or recreating specific elements of living heritage" (2009: 5).

Indigenous Knowledge in Schools team can liaise with the wider community

Phase 1, Year 1: combining 5 simultaneous initiatives:

Inventory and Preparation of text books

1. Audit published research on ≠Khomani and Mier indigenous knowledge and culture
2. Document that knowledge and share it with the ≠Khomani and Mier Communities
3. Invite observations and criticisms on that research and identify where changes need to be made and in what ways it might be developed.
4. Make changes to old research as appropriate, undertake and document new research. Include archival research alongside all aspects of tangible and intangible culture using a wide variety of media.
5. Make a community decision on sacred or other dimensions of the documented material that might call for restricted access to that information.
6. Prepare and surrender all the information in an appropriate format to the National Inventory Office, if established, or another suitable secure archival depository.
7. Work with the communities and curriculum advisers to identify what practices and beliefs must be pulled together into a text book and used in regular teaching, or taught by Bushmen or Mier in an auxiliary teaching capacity within school hours, in weekends and holidays.
8. Identify those practices and beliefs the community do not want on public access but may be suitable for teaching within the ≠Khomani Bush school or in other environments.
9. Identify community employment aspirations, liaise with employers and Higher Education institutions to establish what entrance criteria they require.
10. Print the Indigenous Knowledge in Schools text book.

Identification of current qualifications and skills within the community that can be used in a teaching capacity

1. Establish who in the community would like to be involved and in what capacity.
2. Identify those with full qualifications who could contribute within the classroom or as Higher Education trainers
3. Identify those with partial qualifications or Prior Learning Skills that would like to participate.
4. Implement training that will complete qualifications for those partially qualified.
5. Identify those with other knowledge, talents and skills suitable for the teaching environment.

Language

1. Identify suitably qualified Nama language teachers available for employment.
2. Identify partially qualified Nama speakers who are willing to undergo further training with the aim of teaching in the region.
3. Begin training for those that require it.

The wider teaching environment

1. Work out access logistics to land, including the Kgalagadi Transfrontier Park, on which teaching

can take place and to community halls or other venues as appropriate for informal teaching

Museum

1. Secure suitable premises for the museum, possibly also suitable as a base for Higher Education training initiatives and the activities of the Indigenous Knowledge in Schools set up team.

Management

1. Develop an ongoing stakeholders evaluation process to monitor the project's progress towards its objectives

Phase 2. Year 2

Co-ordination and implementation of teaching

1. Work out timetable of formal and informal teaching across the various schools relative to the availability of community members.
2. Co-ordinate activities run in out of school hours amounting to days, weekends and longer periods.
3. Arrange access to appropriate activity venues
4. Identify events to which children might contribute as 'key achievement marker events', such as dance festivals, choir competitions, clothes designer competitions, story telling or other cultural presentation fora.
5. Work the timetable towards achievement of these goals.
6. Work the timetable towards the life skills and formal learning ambitions.
7. Submit craft, artwork, video or other media that capture the local cultural achievements for display at the Museum.

Phase 3. Years 2-6

1. Monitor and maintain a rich curriculum that integrates indigenous knowledge, beliefs and practices.
2. Monitor and maintain a flow of formally qualified, informally qualified and other heritage rich persons who interact with children in a timetabled fashion, in school and out of school, in a way that supplements the teaching of the Indigenous Knowledge in Schools text book, transfers culture and cultural values and skills and better equips youths for life beyond school.
3. Monitor and maintain the training of community members to teach their children, further their own careers and manage their own affairs.
4. Expand the remit of the museum to be a show case of community endeavour and a centre for training and teaching within and beyond the community.

Phase 4. Years 6-10

1. A staggered flexible withdrawal from the programme leaving the infrastructures in place
2. The Bush School will run as the first port of call for employers and tourists seeking experts. The

museum will continue to feed on the endeavours of the local school and outside school activities.

9. Timeline for Phase 1, Year 1.

Activity	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Post-award planning meeting	X			
Identify Key Personnel and recruit volunteers	X			
Establish project infrastructure	X			
Appoint community representatives	X			
Identify community members with qualifications for teaching	X			
Identify community members with qualification top up needs (for teaching and jobs)	X			
Identify and employ Nama language teachers	X			
Timetable and begin Nama teaching		X	X	X and ongoing
Identify potential teachers with Prior learning Experience	X			
Identify informal cultural contributors	X			
Implement training and qualification verification for community teachers and wider job fulfillment		X	X	X and ongoing
Monitoring and evaluation activities, linked to 4 month formal reviews	X	X	X	X and ongoing

Activity	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Audit of Mier and ≠Khomani "living heritage"	X			
Document and share research for community critique	X	X		
Undertake correction and new research		X	X	
Hold "bring your history" days for the community		X	X	
Collate and surrender research to a secure archive			X	X
Communities filter research for public and restricted access			X	
Liaise with curriculum advisors		X	X	X
Print Indigenous Knowledge in Schools text book				X

Table 3. Indigenous Knowledge in Schools Auxiliary Activities				
Activity	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Establish access to Kgalagadi Park and other land for teaching purposes	X	X		
Procure logistical support for teaching beyond the classroom		X		
Begin plans for museum premises	X and ongoing			

Timeline for Phase 2, Years 1- 2

Table 4. Indigenous Knowledge in Schools Co-ordination and Implementation of Teaching					
Activity	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Year 2
					1st Quarter
Assess progress of community teacher training				X and ongoing	
Continued support for those training for teaching and life-skill qualifications		X and ongoing			
Arrange timetable for formal education involving community members				X	
Identify "key achievement marker events" for displaying cultural skills (eg, art exhibitions, dance festivals, singing competitions)				X	
Begin new teaching curriculum					X

Timeline for Phase 3, Years 2-6

Table 5. Indigenous Knowledge in Schools Sustainability, Monitoring				
Activity	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Monitor and maintain curriculum	X and ongoing			
Monitor and maintain community teaching input	X and ongoing			
Monitor and maintain higher education training and qualifications for future involvement in project and beyond	X and ongoing			
Consolidate the role of the museum and its flow of heritage from the schools and related activities of the Northern Cape Province	X and ongoing			

Timeline for Phase 4, Years 6-10

Table 6. Indigenous Knowledge in Schools Consolidation and Withdrawal				
Activity	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Staggered, flexible withdrawal	X and ongoing			
Review funding for future and assess and react strategically to developments	X and ongoing			

10. Provisional contents for the Indigenous Knowledge in Schools Syllabus

Summary:

- Tracking, Sign, Trailing
- Animal knowledge
- Plant knowledge: medicinal;edible; functional (rope, baskets etc)
- Bush food, gathering and preparation
- Shelter and survival in the veld
- 'Traditional' tools and weapons
- Navigation; orientation in the landscape
- Astronomy
- Conservation
- Use of water
- Fire
- 'Traditional' massage and other health practices
- Dancing, singing and musical instruments
- 'Traditional' games
- Folklore
- Spirituality
- Beliefs
- History
- Art and craft
- Community responsibility to each other

Examples of the types of knowledge and information to be imparted and worked into the syllabus

Animals

- Naming mammals, birds, reptiles, amphibians
- Identification: visual, tracking, sign, trailing, call
- Behaviour: where they are found; what they eat; animals which are found together (ecology)
- Dangerous animals: (respect); snakes; scorpions; spiders (why not to kill them)
- How hunting relates to animal behaviour
- The effects of domestic animals living with wild animals; how domestic and wild animal requirements differ
- How rubbish affects animals: wire, poisoning; cutting; scavenging

Fire

- Respect for fire; dangers and benefits of fire
- How to make fire: use of woods, flints, grasses
- How to be responsible with fire: types of campfire; how to clear an area and put a fire out; what should and should not be burnt; how to cook safely on a fire; dangers and issues of field fires

Water themes - essential, valuable, respect and waste

- Where it comes from
- Where it is found - rivers; dry river beds; vleis; in plants
- The water cycle
- Lessons with water: how to carry it and store it
- What not to do around fresh water sources
- Responsibility: health and hygiene
- How to find water: animals, plants, smells, feelings
- How to purify water
- How animals use water

Weapons and Tools

- How to make them and use them (bows and arrows, spears, knobkerries, knives, sharpening knives)
- Responsibility of weapon and tool use
- Responsible use of traps (snares, nets etc)

Hunting

- Methods
- Responsible hunting and weapon use
- The importance of wind

Astronomy: stars, stories, navigation

Religion, Beliefs and Spirit

- God in the church and in the veld
- Healing dances
- Animal behaviour as signs, eg. birds imparting messages, lizards bringing the rain
- Beliefs: not raking after sunset, sleeping in a particular direction; throwing ash away at specific times of the day
- Relationships with ancestors

Nature Conservation

- Water use
- Relationships with animals
- Care of the land and respect for it
- Pollution
- Poaching
- Animal habits
- Endangered species

- The role of National Parks
- How to manage and live with animals, domestic and wild
- Responsibility to wildlife and indigenous veterinary care

History

- Family trees demonstrating the unity and thread of communities
- Ideas of origins and ownership of land
- The local meaning of colonialism
- Changing land use and ways of living
- Grave sites
- Historical and Nama names for dunes, vleis, trees, old village sites and areas of significance
- Changes in urbanisation
- The effect of the arrival of the car
- Use of old farming tools
- Diaries as windows to people in different times
- Scars of the past on the landscape
- The significance of fencing to freedom of movement, alienation from, and control of, land

Art and craft

- How to make it
- Why necklaces, bows etc. are decorated as they are: what animals represent in the decoration
- The flow of art from Bushman rock art to jewellery and paintings

11. Outcomes

Material

- An inventory of the living heritage of the #Khomani and Mier peoples safeguarded in a secure archival depository
- An innovative text book suitable for integrating indigenous knowledge with the South African school curriculum
- A museum with an exceptionally rich collection of vibrant material supplemented by ongoing art, craft and performance related contributions
- A locally run institution for the qualification of local skills and an access point for tourists and commercial enterprises looking for appropriate skill sets
- An impressive cohort of community members active within the education, heritage, tourism, environmental and wider employment sectors

Social

- A visible and proud local heritage sector of National and International significance
- A blueprint for rolling out similar initiatives elsewhere
- A passing on and development of art, craft and performance skills
- New generations of children enthused and better equipped for life's challenges
- An educational system that supports social cohesion and environmental awareness
- A model of social co-operation and a strategy for social cohesion
- A head on and sustainable attack on the regions extensive social problems
- A reinvigoration of pride that will empower participation in the benefits and responsibilities of life in South Africa and beyond.
- A ready infrastructure for the implementation of government initiatives concerning health, welfare and prosperity.

12. Impact Statement

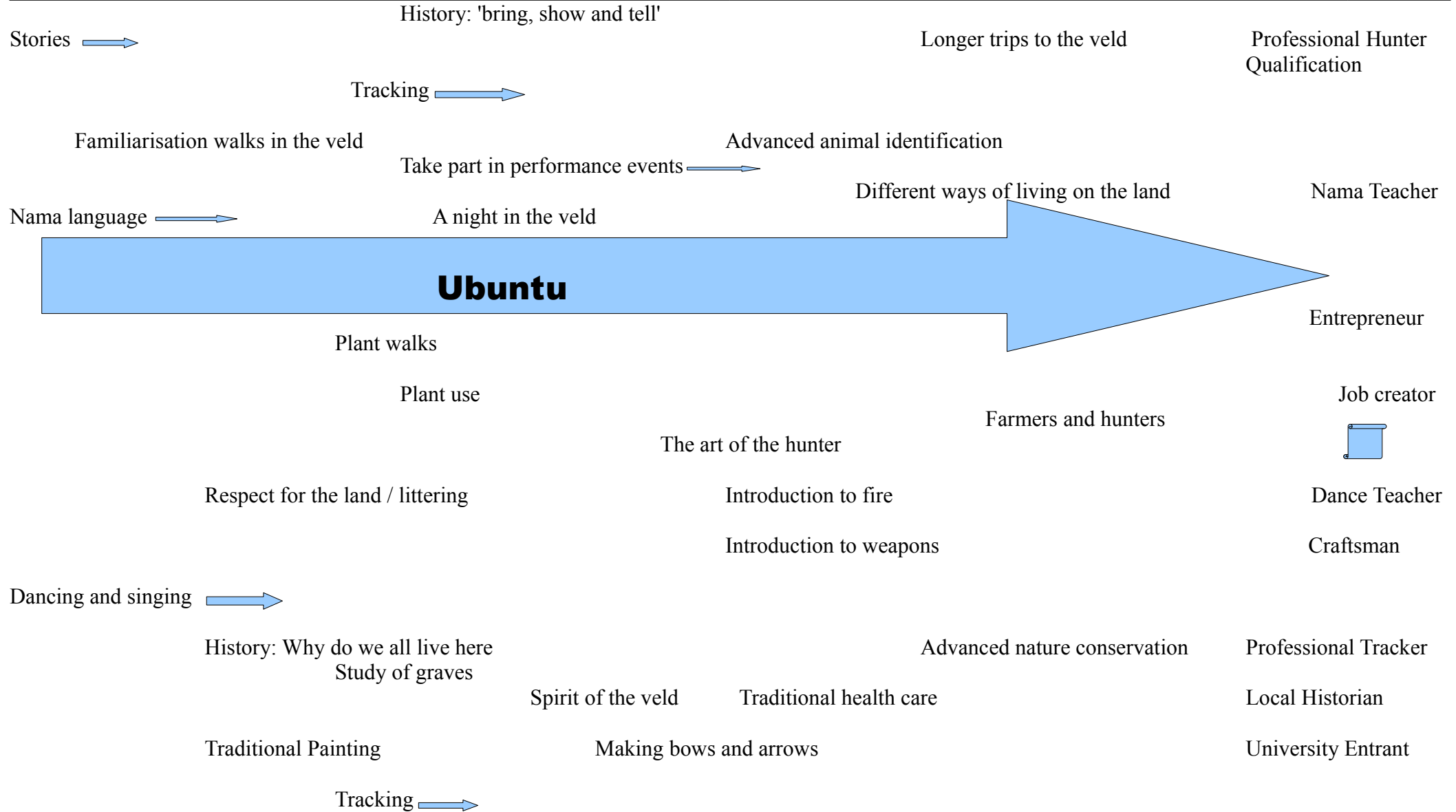
This project uses a simple framework to address the social problems at the heart of the Mier area, whilst holding absolute relevance to the entire Northern Cape Province and beyond. It represents a radical homegrown solution to the repeated failure of externally introduced development initiatives, which only serve to reinforce powerlessness and reliance on outside intervention. The integration of indigenous knowledge into the school curriculum represents a ground-breaking initiative. It captures the spirit and letter of *ubuntu*, addresses the marginalisation of indigenous knowledge and celebrates value in local people, local thinking, beliefs and practices. At the same time it equips people with pride, life-skills and qualifications that move them from job seekers to job creators, able to participate at all levels of society. The integration of living heritage with education, qualifications and social and environmental responsibility charts a world leading path for vulnerable peoples. The lessons learned on the way to achieving our goals and objectives will be a shared resource for initiatives in South Africa and globally wishing to address familiar social challenges.

Acronyms

IKS	Indigenous Knowledge in Schools project
NGO	Non-governmental Organisation
NHRA	National Heritage Resource Act
NPSALH	National Policy on South African Living Heritage (First Draft, March 2009, Department of Arts and Culture)
SAHRC	South African Human Rights Commission
UNESCO	United Nations Educational, Scientific, and Cultural Organisation

Timeline representing the progress of a student through a sketch of the ongoing phases of activity

Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Higher Education
Foundation Phase				Intermediate Phase			Senior Phase						Higher Education



Indigenous Knowledge in Schools

Budget Proposal

Dr Chris Low and Ms Aishia Pinto

March 2011

Total amount requested for first 5 years of the IKS project. After this time the project will be reviewed and will be targeting self-sufficiency. The document consists of a total summary; a table of contents; 1-5 years teaching breakdown; 1-3 years research breakdown; 1-5 years museum costs.

Total amount requested:

Based on 5 years with museum

R. 7,503,092

Year 1	Rand	Rand
Start-up fund, Teaching and Text books	1,569,775	
Research and Implementation	665,413	
Total Year 1		2,235,188

Year 2		
Ongoing	985,422	
Research and Implementation	94,829	
Total Year 2		1,080,251

Year 3		
Ongoing	977,659	
Research and Implementation	61,711	
Total Year 3		1,039,370

Year 4		
Ongoing		
Total		1,006,989

Year 5		
Ongoing		
Total		1,037,199

Total 5 years without museum **6,398,997**

With Museum

Year 1	50,000	2,285,188
Year 2	693,000	1,773,251
Year 3	107,120	1,146,490
Year 4	125,333	1,132,322
Year 5	128,642	1,165,841

Total 5 years with museum **7,503,092**

The difference of this project lies in its proposed integration with the provision of essential services by Government. The proposal is driven by the community. It is reflective of the need for basic education and social services amongst this community that there are not members in a position to compile this proposal and execute the work. It is essential to recognise that work done in the community must come from within and be entirely supported by the community. For this reason Aishia Pinto and Dr Chris Low are in an exceptional position to help bring about real change, having the will of the community to both present this proposal and carry out this work. On advice from local government employees, they have not submitted this proposal as part of a newly formed charitable body, but as a project to be run in an auxiliary capacity to Government initiatives working with the co-operation of local government that will ensure its success.

Dr Low is an academic with over a decades experience of working with Bushmen. In this capacity he has spent 7 years carrying out funded research initiatives, working with budgets respectively of R.1,900,000; R.2,000,000, R.350,000. Beyond this he has considerable prior experience running a successful personal business.

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Outline of Requirements

The heart of the project lies in social welfare, social cohesion, employment, opportunity, education and safeguarding living heritage. Developing the skills inherent within the ≠Khomani and Mier communities is intrinsic to these aims. At the same time this offers a means of sustainable revenue for the long-term running of the project.

- a) **Personnel:** The primary organisation of the project will be run in the initial stages by Dr Low and Aishia Pinto with 1 community assistant position. The community assistant(s) will work on a rotational basis. Dr Low's 3 years Research and Management Budget is listed separately in Section 2.

- b) **Land:** A secure site is needed for office work, meetings, heritage exchange, training, parking of vehicles.

- c) **Building 1 / Office.** This will require desk space and filing for three alongside telephone / fax / internet facilities. **To be used for:** co-ordinating information and people; holding the traditional archive; liaison local and distant; keeping track of community member progress; the identification of qualifications and streamlining community members towards these qualifications; the implementation of text books.
- d) **Building 2 / Breeze way** for meetings, training, heritage exchange
- e) **Building 3 :** Dormitory for heritage exchange visitors; NGO guest personnel
- f) **2 Vehicles, 4x4 bakkies –**
 - a. **Vehicle 1:** for the collection and auditing of ‘traditional’ skills and knowledge – the transportation for this is partly covered by Dr Low’s vehicle (in the Research budget and available only for the first year). It will also require additional driving to collect and co-ordinate further information and resources. For this a vehicle is necessary in addition to Dr Low’s.
 - b. **Vehicle 2:** for setting up and co-ordinating of teaching, identifying teachers and collecting and delivering them as necessary; will require use of the second vehicle; movement of people in and out of the park
- g) **Training:**
 - a. In year one 10 members of the ≠Khomani and Mier community will undertake basic teacher training. These members are the core staff.
 - b. These members will take or train up for Nationally recognised qualifications suitable for teaching in the tracking, guiding, conservation fields (a number are already qualified)
- h) **Teaching:** These ten members will work on a rotational basis with the school children. They will be paid per session and on a retainer. Their continued performance and suitability will be subject to the stakeholder / open community meetings held every four months. Voluntary understudies will be strongly encouraged to shadow the core staff within an instituted mentoring programme. A dress code (to be decided within the community) will be implemented to affirm and consolidate respect for their positions and hence for the skills of each other. Certificates of competence will be issued to school children by formal and informal assessment. Children who are interested and deemed suitable will be trained up to undertake external assessment. It is envisaged that, with a little training, some

members of the community will be in a position to become nationally recognised assessors of certain tracking and land management related skills.

- i) **Museum:** The museum can be an enterprise of the highest class without excessive costs. The key lies in the planning and running and maintenance, not just the initial budget. We propose a R50,000 initial input to secure the services of a world leading British exhibition designer Mr Barry Mazur. Mr Mazur has provisionally agreed to undertake an initial plan for this extremely reasonable cost (costs are normally in the region of R5500 -9500 per day on the international market). Mr Mazur has worked on some of the world's most prestigious exhibitions around the world. In London alone he has worked in Westminster Abbey, St Pauls Cathedral, The Victoria and Albert Museum, The Imperial War Museum. He is particularly interested in and sensitive to indigenous cultural issues having designed such exhibitions as 'Sacred Circles Two Thousand Years of North American Indian Art'. We would liaise intimately with South African Museum experts and particularly those at The Origins Centre Johannesburg and Cape Town's iziko museums. The construction of the museum could begin as early as the end of Year one.

Running costs

The project will require start up fees and maintenance fees decreasing over five years. The enterprise aims for self sufficiency after five years (with ongoing NGO donor commitment). After three years it is envisaged that revenue will begin to be significant from sales of goods (paintings, handicraft, screen printed T-shirts etc) and services (tracking, guiding, village experiences, cultural shows). Outsider donor funding will be sort on an ongoing basis.

Museum Running Costs: These will apply for the life of the museum. Some support is expected from the IKS initiatives (as outlined) beyond this NGO backing will be sought alongside that of Government.

Year 1 – Phase 1

Personnel	Rand	Rand
Project Co-ordinator salary Aishia Pinto	250,000	
Project assistants (part time) (1 x 70,000)	70,000	
Care taker / laundry / cleaner * ¹	10,400	
Accountant	5000	
Implementation administrator (6 months)	60,000	
Sub-total for Personnel		395,400

Implementation fund

Administration	50,000	
2 Community strategy meetings		
Transport	2000	
Hall hire (R70x2)	140	
Subsistence	2000	
Sub-total Implementation fund		54,140

Site Headquarters and training Centre

Building planning	7000	
Land plot	30,000	
Lavatory, wash basin, taps	20,000	
External works (fencing)	20,000	
External works, general	5000	
Additional ad hoc set up labour (2 people, 2x500 for 2 days)	2000	
Sub-total for Site		84,000

Building 1: Office building

Building (new or adapted)* ²	62,500	
Decoration (paint)	3000	
Electricity installation	7000	
Kitchenette plumbing	2000	
Sub-total for Building 1		74,500

Equipment and Furniture

¹ estimated at 5 hours per week at R40 per hour (5 x 40 x52 weeks) = R10,400

² Building to house three key workers. Estimate based on R2500 per m sq. and a building of 5x5m.

3 desks (800x3)	2400
4 chairs (400 x4)	1600
1, 3 tier filing cabinet	1200
Shelving	2500
Kitchenette	2000
Cupboard	1500
Curtain rails	600
Curtains	1000

1 computer and monitor * ³	5415
1 printer / scanner / fax * ⁴	4350
1 telephone	350
2 Electric fans (350x2)	700
2 desk lights (250x2)	500
1 electric hob	400
1 kettle	150

Stationery	
Files	300
Misc	250

Consumables	
Paper	600
Printing cartridges	2000
Pens	250
Small misc. (pencils, glue, staples etc)	200
Postage	1,500

Sub-total for Building 1, Equipment 29,765

Building 2

Breeze way	20,000
2 long tables (2500x2)	5,000
4 benches (1500x4)	6,000
1 side table	2,000

Sub-total for Building 2 33,000

Building 3

Dormitory (7 m. sq. at 2500 per sq m.)	73,500
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³ Based on Dell OPTI380MT-ICC (R4,595) plus monitor Asus VH162D 15.6" (R 820) (<http://www.comx.co.za>, 29/3/11)

⁴ Based on Canon MF4690PL (<http://www.comx.co.za>, 29/3/11)

5 x 2 person bunk beds (4000 x 5)	20,000	
Electricity installation	1,500	
Laundry (sheets and blankets)	2,000	
Basic side tables and shelves	3,000	
Sub-total for Building 3		100,000

Running costs per year, buildings combined

Electricity	5000	
Light bulbs	500	
Internet	3000	
Phone	4000	
Water	4000	
External Works / maintenance	10,000	
Sub-total for Running Costs		26,500

Bush School

Rudimentary structure and facilities (to be built on own land)	20,000	
Sub-total for Bush School		20,000

Vehicles

1 4x4 bakkie (primary)	150,000	
1 4x4 bakkie (secondary)	100,000	
Petrol	20,000	
Tyres	10,000	
Service	10,000	
Tax and Insurance	10,000	
Sub-total for vehicles		300,000

Text Books

Text book to be compiled by the community and Dr Low and written by Dr Low (cost inclusive in Research budget)		
1 book, initial print run 300 copies (60x300)	18,000	
Accompanying DVD (15x300)	4,500	
Software for editing audio, video and photographic material for the DVD	3,000	

Sub-total for Text Books **25,500**

Teaching

10 trainee teachers: training * ⁵	100,000
Teaching salary in school hours* ⁶	30,780
Teaching salary at weekends* ⁷	15,120
Teaching salary in holidays ⁸	4,500
Rota system retainer (10x R1000) ⁹	10,000

Sub-total for Training Support **160,400**

Subsistence for training camps

Weekend training * ¹⁰	5,100
Holiday training* ¹¹	23,000

Sub-total for Subsistence **28,100**

Nama Language Teacher

Yearly salary	130,000
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Sub-total for Nama teacher **130,000**

Qualifications

Assessments	20,000
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Sub-total for Qualifications **20,000**

⁵ Each teacher undergoes 3 weeks training within Dept Education approved assistant teacher training programmes, at a cost of 10,000 each = 10,000 x 10 = 100,000

⁶ At any one time 6 teachers are working in schools during term time, each doing 3 hours per week = 18 hours total per week across the community. Each hour paid at R90 = 18xR90 = R1,620 per week. Term time = 3 x10 week terms, 1 x9 week term =39 weeks a year. 39 weeks a year at R1620 per week = 39x1620 = R63,180 per year. Year 1 however will be only 2 terms long = 19 weeks = 19x R1620 = 30,780

⁷ Approx. every 2nd weekend (for 24 per year) 2 teachers will work with 10-15 children around the IKS HQ. 2 teachers at R90 ph. for a 7 hour day = 2x90x7 = R1,260 per day for 24 weekends = R30,240. First year only 12 weekends = 12 x R1,260 = 15,120

⁸ 2x10 day Bush School camps for 20 children (1 in Winter and 1 in Summer holidays). Each camp staffed by 3 teachers (approx.. 20 children). Fixed rate R1,500 for each teacher = 3xR1500 = R 4500

⁹ Each teacher is paid R1000 per year as a retainer (to make themselves available and take part in the rota)

¹⁰ Lunch and drinks for 15 children, 2 teachers at R25 each = R425 per day, for 24 weekends = R425x24 = R10,200. First year only 12 weekends = R425x12 = R5100

¹¹ 3 meals a day for 10 days for 20 children and 3 teachers; 23 people x R50 food per day each for 10 days =23xR50x10 = R11,500 each 10 days. 2 trips = R11,500x2 = R23,000

Travel and Living Expenses.

Accommodation in Upington * ¹²	4,400
Subsistence (R150 each per day, 9 days; 150x9)	1,350

Sub-total for Travel and Living **5,750**

Handicraft Equipment (for training and sale)

Tools	4000
Frames for screen printing	1500
Consumables	
Initial T shirt run	3000
Paints	8000
Canvas	4000
Paper	5000
Bone	5000
Ostrich egg shell	2000
Brushes	2500
Framing equipment	2000
Wrapping	1000

Sub-total for Handicraft **38,000**

Handicraft Start-up Cost*¹³

Pre-payment payback scheme	40,000
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Sub-total for handicraft payback **40,000**

Uniforms

Staff: 10 teachers, 2 management* ¹⁴	720
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Sub-total for uniforms **720**

Hire of Mier Community Hall

2 times for 'Bring your own History' day (R500x2)	1000
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Sub-total for Hall Hire **1000**

Stakeholder / open community meetings

¹² Needed for government and NGO liaison, buying supplies. Based on two people at 550 per night 8 nights (550x8) = 4400

¹³ A one off fee for the duration of the project. The Bushmen can sell paintings for considerable money (R300-2,500 or more based on other Bushmen art projects). However, they need an advance to sit and work. The advance is up to R200 per painting, for a 5 years period in which 200 paintings will be undertaken. R200x200 = R40,000

¹⁴ R60 each person; 12x60

Refreshments (3 events a year at R1000 each: 3x1000)	3,000	
Sub-total for meetings		3,000
Total for Year 1, excluding Research and Museum		1,569,775

Year 2- Phase 2

Personnel

Project Co-ordinator salary Aishia Pinto	250,000	
Project assistants (part time) (1 x 70,000)	140,000	
care taker / laundry / cleaner * ¹⁵	10,400	
accountant	3000	
Sub-total for Personnel		403,400

Building Running Costs

Electricity	5,000	
Light bulbs	500	
Internet	3,000	
Phone	4,000	
Water	4,000	
External Works / maintenance	10,000	
Sub-total for Building Running Costs		26,500

Equipment

Consumables		
Paper	600	
Printing cartridges	2000	
Pens	250	
Small misc. (pencils, glue, staples etc)	200	
Postage	1,500	
Sub-total Equipment		4,550

Vehicle Running Costs

Petrol	20,000	
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¹⁵ estimated at 5 hours per week at R40 per hour (5 x 40 x52 weeks) = R10,400

Tyres	10,000	
Service	10,000	
Tax and Insurance	10,000	
Sub-total Vehicle Running Costs		50,000

Teaching (as per year 1, more weeks)

10 trainee teachers: training * ¹⁶	100,000	
Teaching salary in school hours* ¹⁷	63,180	
Teaching salary at weekends* ¹⁸	30240	
Teaching salary in holidays ¹⁹	4500	
Rota system retainer (10x R1000) ²⁰	10,000	
Sub-total for Teaching		207,920

Subsistence for training camps

Weekend training * ²¹	10,200	
Holiday training* ²²	23,000	
Sub-total for Subsistence		33,200

Nama Language Teacher

Yearly salary	130,000	
Sub-total for Nama teacher		130,000

Qualifications

Assessments	20,000	
Sub-total for Qualifications		20,000

¹⁶ Each teacher undergoes 3 weeks training within Dept Education approved assistant teacher training programmes, at a cost of 10,000 each = 10,000 x 10 = 100,000

¹⁷ At any one time 6 teachers are working in schools during term time, each doing 3 hours per week = 18 hours total per week across the community. Each hour paid at R90 = 18xR90 = R1,620 per week. Term time = 3 x10 week terms, 1 x9 week term =39 weeks a year. 39 weeks a year at R1620 per week = 39x1620 = R63,180

¹⁸ Approx. every 2nd weekend (for 24 per year) 2 teachers will work with 10-15 children around the IKS HQ. 2 teachers at R90 ph. for a 7 hour day = 2x90x7 = R1,260 per day for 24 weekends = R30,240

¹⁹ 2x10 day Bush School camps for 20 children (1 in Winter and 1 in Summer holidays). Each camp staffed by 3 teachers (approx.. 20 children). Fixed rate R1,500 for each teacher = 3xR1500 = R 4500

²⁰ Each teacher is paid R1000 per year as a retainer (to make themselves available and take part in the rota)

²¹ Lunch and drinks for 15 children, 2 teachers at R25 each = R425 per day, for 24 weekends = R425x24 = R10,200

²² 3 meals a day for 10 days for 20 children and 3 teachers; 23 people x R50 food per day each for 10 days =23xR50x10 = R11,500 each 10 days. 2 trips = R11,500x2 = R23,000

Travel and Living Expenses

Accommodation in Upington * ²³	4,400
Subsistence (R150 each per day, 9 days; 150x9)	1,350

Sub-total for Travel and Living **5,750**

Handicraft Equipment (for training and sale)

Tools	4000
Frames for screen printing	1500
Consumables	
Initial T shirt run	3,000
Paints	8,000
Canvas	4,000
Paper	5,000
Bone	5,000
Ostrich egg shell	2,000
Brushes	2,500
Framing equipment	2,000
Wrapping	1,000

Sub-total for Handicraft **38,000**

Cultural Heritage Exchange

4 exchange invitations extended to Bushmen (Nharo, Ju/'hoansi) and identified Zulu and !Xhosa groups

2 week stay

a) Nharo – food ²⁴	8,400
b) Ju/'hoansi – food	8,400
c) Zulu	8,400
d) !Xhosa R60 per day each	8,400

Special celebration (2000 x 4) 800

Sub-total for Exchange **34,400**

Stakeholder / open community meetings

Refreshments
(3 events a year at R1000 each: 3x1000) 3000

Sub-total Stakeholder meetings **3000**

Total for Year 2, excluding Research and Museum 956,720

²³ Needed for government and NGO liaison, buying supplies. Based on two people at 550 per night 8 nights (550x8) = 4400

²⁴ 10 people, R60 per day, 14 days = 10x60x14 = 8400

With 3% RPI = R28,701

985,422

Year 3

Same as Year 2, minus Cultural Heritage Exchange

Total for Year 3

922,320

With 3% RPI x2 =R55,339

977,659

Year 4

Same as year 3 plus 3%RPI (29,330)

Total for Year 4

1,006,989

Year 5

Same as year 4 plus 3% RPI (30,210)

Total for Year 5

1,037,199

Research Budget for Dr Low, Years 1-3

Indigenous Knowledge in Schools

Research Budget for:

Phase 1, Year 1 - 1 years duration

- a) Inventory and Text Book Implementation
- b) Auxiliary Activities: Begin plans for museum premises

Phase 2, Year 2 – 2 months duration

- a) Implementation monitoring and consultancy
- b) Museum planning and implementation of museum plans

Phase 3, Year 3 – 1 month duration

- a) Implementation monitoring and consultancy
- b) Museum planning and implementation of museum plans

Research: Year 1-Phase 1

Personnel

	Rand	Rand
Primary Researcher, Dr Chris Low, salary (1 year full time)*1	393,000	
Research Assistants (R150 /day x 2 assistants x 182 days)*2	54,600	
Sub-total for Personnel		447,600

Travel

International Travel		
2x round trip airfare London-Johannesburg-London	13,480	
Local Travel / Transportation requirements		
1x round trip airfare Johannesburg –Upington-Johannesburg	2,670	
1x round trip airfare Cape Town – Upington – Cape Town	2,600	
Vehicle Use for length of project*3	80,000	
Sub-total for Travel		98,750

Living Expenses

Per Diem in Cape Town and Pretoria (R560/day x 36 days)		20,160
Per Diem in Upington (R200 x 21 days)		4200
Camping accommodation	28 days Molopo Lodge (R150x28)	4,200
	28 days Kgalagadi Transfrontier Park (R165x28)	4,620
	4 months <i>ad hoc</i> private (R50 x30days)	1,500
Food for 2 assistants	182 days (R200 per dayx182)	36,400
Sub-total for Expenses		71,080

Other Costs Associated with Research

Gifts / payment of participants		5000
Work permit		1,410
Sub-total for Other Costs		6,410

Supplies and Equipment

Equipment and Accessories		
	30 mini video cassette tapes (R16 x 30)	480
	Laptop computer*4	5,700
	100 recordable CD (R123 for 100)	123
Field Supplies		
	Camping Fuel	900
Sub-total for Supplies and Equipment		7,203

Other Costs

Travel medical insurance		3,300
Car insurance		3,300
Vehicle storage		2,250
Petrol (R620/week for 25 weeks)		15,500
Vehicle service / tyres		6,700
Email,phone		2,200
Stationery		450
Printing		670
Sub-total for Other Costs		34,370

Total Budget Year 1

R665,413

1. The salary is equivalent to a years lectureship in the UK.
2. Represents one research assistant from the Mier community and one from the #Khomani community. Assistants will perform interviews, write up field notes, act as translators and help compile the information.
3. The research requires driving, working and staying in remote locations. Owing to the nature of the research camping is the most efficient option. A 4x4 camper is required. Hiring a 4x4 for this period would cost considerably more than the figure I propose. I am prepared to supply my own VW syncro camper for my use for the duration of my involvement in the project, unless a suitable alternative can be provided.
4. The laptop is necessary for the transcription of interviews, the storage and editing of video and audio material and the making of CD's to store the material. The price includes all software. The laptop can be donated to the project as a highly useful training resource after the initial compilation of the text book material and submission of the museum sources.
5. Undertaking the construction of a museum entails pulling together a range of people and services. The feasibility study and planning stage is fundamental to the development of a museum and will underpin and define the quality of the museum. Working through established contacts this money will enable the production of a world class museum plan.

Research: Year 2

Personnel

Primary Researcher (Dr Chris Low) for 2 months	65,846
Sub-total for personnel	65,846

Travel

International travel	
1x round trip airfare London-Johannesburg-London	6740
Local travel	
1x round trip Johannesburg (or Cape Town)-London	2635
Sub-total for travel	9375

Living Expenses

Per Diem in Cape Town (or Johannesburg) (R560/day x 2 days)	1120
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Camping accommodation	1 week Molopo Lodge (R150 x 7)	1050
	1 week Kgalagadi Transfrontier Park (R165x7)	1155
	6 weeks <i>ad hoc</i> private (R50x42days)	2100

Sub-total for Expenses **5425**

Other Costs Associated with Research

Work permit 1410

Sub-total for Other Costs **1410**

Supplies and Equipment

Field Supplies
Camping Fuel 150

Sub-total for Supplies and Equipment **150**

Other Costs

Travel medical insurance 1350
Car insurance 1000
Vehicle storage 2250
Petrol (R620/week for 4 weeks) 2480
Vehicle service / tyres 2250
Email,phone 450
Stationery 110

Sub-total for Other Costs **9890**

Total Budget Requested for Year 2 **92,096**

With 3% RPI increase (R2763) **94,829**

Research: Year 3

Personnel

Primary Researcher (Dr Chris Low) for 1 month	32,923
Sub-total for personnel	32,923

Travel

International travel	
1x round trip airfare London-Johannesburg-London	6740
Local travel	
1x round trip Johannesburg (or Cape Town)-London	2635
Sub-total for travel	9375

Living Expenses

Per Diem in Cape Town (or Johannesburg) (R560/day x 2 days)	1120
Camping accommodation	
3 weeks Molopo Lodge (R150x21)	3150
1 week <i>ad hoc</i> private (R50x7)	350
Sub-total for Expenses	4620

Other Costs Associated with Research

Work permit	1410
Sub-total for Other Costs	1410

Supplies and Equipment

Field Supplies	
Camping Fuel	150
Sub-total for Supplies and Equipment	150

Other Costs

Travel medical insurance	1350
Car insurance	1000
Vehicle storage	2250
Petrol (R620/week for 4 weeks)	2480
Vehicle service / tyres	2250

Email,phone	300
Stationery	110
Sub-total for Other Costs	9740
Total Budget Requested for Year 3	58,218
With 3% RPI increase (R1641) for 2 years (R1641x2)	61,711

This budget does not include establishment of the museum. It includes the gathering and initial preservation of information which may be used within the museum.

Museum, Years 1-5

To undertaking the construction of a museum entails pulling together a range of people and services. The feasibility study and planning stage is fundamental to the development of a museum and will underpin and define the quality of the museum. Working through established contacts this money will enable the production of a world class museum plan.

The 'Living Culture' museum will draw together the rich meeting of people and nature that characterises this southern Kalahari region. It will host and sell the ongoing artwork, jewellery and other products made within the IKS network. Money received will feed back into the museum. It will hold and selectively display aspects of the ≠Khomani and Mier cultural archives. Local community members and their history will be essential to the fabric of the display (as desired) and items unearthed in the 'Bring Your History' days will stand shoulder to shoulder with the intensive local history generated by the IKS project.

Museum Year 1 -Phase 1.

2 week feasibility study and initial planning with Mr Mazur and Dr Chris Low.	R 50,000
1. To visit museums and curators in Johannesburg and Cape Town.	
2. To visit Northern Province communities	
3. To liaise with local builders and architects	

Museum Year 2

Provisional estimate

Building

Architects (at 13% of cost)	39,000
Land plot	50,000
Building – estimates made at a building cost of R 3000 m ² , design 10 m ² x 10 m ² =	300,000
Decoration / finishing details	70,000
External works, (fencing)	20,000
External works (general)	10,000
Exhibition installation ²⁵	100,000
Sub-total Building and Installation	589,000

Running Costs

Personnel	
a) Curator / advisor – included in Research costs of Chris Low for years 1-3	
b) Permanent warden / cleaner (70,000 per year)	70,000
Electricity	15,000
Water	9,000
Maintenance	10,000
Sub-total Running Costs	104,000

²⁵ Includes preparation of display units and curated materials

Total Cost for initial construction and first year **693,000**

Year 3

Running Costs as Year 2 plus 3%RPI (3,120) **107,120**

Year 4

Running costs as per year 3 plus 3%RPI (3,213) 110,333

1 curator site visit – 2 week planning meeting 15,000

Total Running Costs **125,333**

Year 5

Running costs as per year 4 plus 3%RPI (3,309) 113,642

1 curator site visit – 2 week planning meeting 15,000

Total Running Costs **128,642**