

Centre for Adult Education



Report 2007-2008

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Mission Statement

The Centre for Adult Education supports the right to knowledge of all adult members of society. It seeks to respond imaginatively to policy shifts and social and economic developments that affect the lives of ordinary people. In doing this the Centre endeavours to make its contributions relevant, critical, liberating, and reflective of a commitment to serve those who have yet to benefit under South Africa's democratic dispensation.

The work of the Centre for Adult Education

Since 1979 the primary focus of CAE has been adult basic education, community education and development, and continuing education. Underlying this has always been the aim to contribute to the development of post-apartheid South Africa, through a range of different initiatives including non-formal and formal courses, research, policy development, and the development of materials to support adult learning.

The years covered by this report, 2007 and 2008, have seen an expansion and consolidation of the formal courses offered by CAE through the faculty, particularly with the growth of the National Professional Diploma in Education: Vocational Training, the ongoing success of the Certificate in Education: Participatory Development, and the range of postgraduate qualifications offered to professionals in the adult education field.

However non-formal work and community engagement remain at the heart of CAE's existence, with a strong commitment to keep this aspect alive. Non-formal education in areas such as peace education, civic and organisational development continues, along with research and materials development. Very often this work feeds into and supports the more formal, academic side of CAE's work, and vice-versa.

Message from the Dean of the Faculty of Education

Professor Michael Samuels

One of the important challenges facing the operations of a faculty structure such as the Centre for Adult Education (CAE) is how it marks its identity within a university academic environment. Clearly the university as an institution has established policies and procedures for recognizing the work of academics when it comes to research productivity, for counting up measures of teaching responsibilities. What we lack at the moment is a strong and rigorous system for valuing the kind of work that is done in non-formal programmes, in projects which fundamentally alter the perceptions of communities about their worth as potential shapers of the society we live in. The university has yet to develop established means of recognizing the work of “community engagement”, despite this being one of the tripartite pillars of university identity: “teaching”, “research” and “community engagement”. The Centre for Adult Education is one such structure in the university/faculty structures which has carved out a niche for community engagement; its reputation as a producer of relevant and appropriate community engagement strategies is evidenced in this report; its involvement is celebrated in our reports to the Higher Education Quality Council during the Institutional Audit held in 2008.

However, the centre continues to survive by being cross-subsidized by other structures within the faculty; it relies on resources from generous donors who see the value of the work they do. However, the scale and inconsistency of the funding is unable to maximize the potential this centre could offer.

The CAE is currently located within the School of Adult and Higher Education, which is being considered to be merged with the School of Education and Development (SED). Expansion of the discipline of “Education and Development” holds expansion possibilities for the CAE and the SED as the wide range of experience and expertise of the CAE staff can be brought to bear in potentially new projects and programmes within the formal and non-formal programmes. So it is likely that the agenda and direction of CAE will take on new forcible forms. We look forward to promoting community engagement in the Faculty of Education, as we place our efforts in the direction of finding important concrete proposals for “counting what we do” in appropriate ways, perhaps within a university-wide policy on community engagement driven by this centre.

Well done on the work, and all the best for the project of community education and development.





Message from the Director

Sandra Land

The Centre for Adult Education was begun in response to the learning needs of adults under what was, for the vast majority, an overtly oppressive regime. In its more than twenty years of existence, hundreds of adults have completed courses offered by the Centre. Some of them have gone on to make impressive publicised contributions to South Africa's evolving society. Perhaps more importantly, though, many of CAE's past students make contributions on a scale that escapes the notice of newspapers and givers of awards. These are students who take back to their communities or spheres of work a little more confidence and a more informed understanding of how the world works, of how society can be engaged with, how communities can be organised, and how resources can be accessed. These students make small but incremental contributions to communities, vital building blocks towards positive change.

In addition to its postgraduate and undergraduate registered students, the CAE reaches more than 250 000 people through the non-formal projects described in this report. Evaluation surveys and informal reports tell us that these initiatives invoke positive changes for people, enabling them to better fill their potential roles in society and stimulating them to seek more learning opportunities.

It is to the credit and benefit of UKZN that it continues to house and support these projects in spite of the global trend of universities towards a business model of operation, a model which emphasises narrow, income-driven activities over moral and political imperatives of service to society and issues of redress.

There is a disjuncture in South Africa between what ordinary people need and what is encouraged by this business model of education. Currently, in spite of substantial resources invested in skills training there is news of large and prominent companies starting their own pre-training courses and recruiting semi-skilled workers from Europe and the East, because the basic education of local applicants equips few of them for training in the skills the company needs. Similarly, the shortage of teachers trained to teach children in their mother tongue in the critical first three years of school impacts on other phases of schooling, and inevitably contributes to the unsolved problem of South Africa's poor adult literacy rates.

Phenomena such as these show us that South Africa needs not less but more adult education.

Therefore, it is encouraging to note the increase in the sales of the Centre's easy to read books in Zulu and other African languages over the last few years, and the increase in the number of students on our courses in participatory development and workplace learning. It is reassuring too that some funders continue to see the value in enabling these students to study; without externally-funded bursaries, over 90% of them would not be able to gain any tertiary education at all. Also, although pressures on staff have

meant that we have had to curtail some CAE projects aimed at traditional beneficiaries of adult education, we have been able to grow others, such as our family literacy initiatives.

So, it is with gratitude to our home base and supportive colleagues at UKZN, partners such as *The Witness*, cooperative library services and ABET NGOs, and long term funders such as the German Adult Education Association (DVV) and the Embassy of Finland that the Centre looks forward to continued service to and engagement with adults most in need of education, and, through them, to continuing its substantial contribution to the educational development of South African communities.

Message from the Head of the School of Adult and Higher Education

Dr Sioux McKenna



Public universities in South Africa rest on three legs: teaching, research and community engagement. For a number of reasons the third leg is often neglected, not least because community engagement is hard to measure and difficult to fund. But to ignore this third leg makes for a very uneven pot!

UKZN has paid heed to the agenda of public good set for all universities and has foregrounded the full spectrum of community engagement by including in its mission that we are “critically engaged with society”. Furthermore, Goal Two of UKZN’s Seven Goals is that of “Responsible Community Engagement”. Of course community engagement takes

many forms from service learning, through to community outreach, locally focussed teaching and research that is responsive to local needs. The work presented in this annual report is a proud contribution towards UKZN’s attempts to meet the challenging goals it has set itself.

As you read through this report you will find examples of passion, innovation, growth and a deep commitment to the context in which UKZN is embedded. The success stories here reflect a University that is concerned about the power imbalances that surround us and that endeavours to learn from all of its stakeholders. In my brief stint as Head of School, I have been honoured to work with the people involved in these projects and I congratulate them on their hard work and on this exciting publication.





Certificate in Education: Participatory Development (CEPD)

A history in the making

Zamo Hlela

In 2009 we intend starting a tracer study, to connect with past CEPD students, to know where they are, what they are doing, and how they have progressed over the years. The programme grew out of past CAE courses, has undergone name changes, different conceptualisations and offerings over many years. Going back into history to trace past students will be challenging, but will yield valuable information that will support and inform future offerings.

The findings of the tracer study will be used to connect past students by hosting quarterly seminars, creating a forum to meet, support and motivate each other working in the field of adult education. We also hope to be able to showcase the work of successful students, celebrating individuals in order to promote the spirit of adult education and community work.

The Certificate in Education (CEPD) is an alternative access programme to tertiary education at the university. An NQF Level 5 qualification, students do not need a matriculation exemption to be accepted, although applicants should be involved with – or have experience of – community development work. The course covers many aspects of adult education and community work, including theory, practice, and a challenging service learning component, the Development in Practice (DIP) module.

Many CEPD applicants are unemployed or work as volunteers, and thus struggle to pay university fees. The CAE is able to offer partial bursaries to deserving students, thanks to the generous and sustained support of the German Adult Education Association (DVV). Many students have benefited from these bursaries over the years, and CAE applauds the DWV for their ongoing commitment and genuine interest in the certificate programme.

CEPD achievers

Ntombifuthi Luthuli (2000/2001) is currently a Senior Community Conservation Officer at Ezemvelo KZN Wildlife.

The late Jabu Dlamini (1999/2000) initiated the local Jambo Art Centre. She was also part of the Amabeadibeadu campaign, the charity drive of the Comrades Marathon. Dlamini passed away tragically in a motor accident in 2007. Her legacy lives on.

Nokhaya Makiwane (2000/2001) works at the Sinomlando Oral History Project, School of Theology, UKZN in Pietermaritzburg. This innovative project, which focusses on building resilience in children whose families are affected by HIV/AIDS, has been widely acclaimed for its approach.

Taadi Modipa (2005/2006), a star student, works at CAE on the *Learn with Echo* project. Her passion for environmental issues ensures that she is always involved in community work.

Certificate in Education: Workplace Learning (CEWL)

The Certificate in Education (Workplace Learning) was developed to serve trainers/facilitators working in industry, and those about to embark on such work. Over the years, other students have included those working in human resources administration; skills development; trade unions; learnerships; general education and counselling. A number of UKZN employees from various departments have completed the course.

The CEWL now includes the Development in Practice modules previously only offered as part of the CEPD (see opposite page). Students have to design, plan and practically implement a project based on what they have learned in the programme. Projects in the past ranged from comparing and contrasting two learning programmes, to assisting a crèche, to mentoring a factory worker; and designing and facilitating a diversity workshop.

National Professional Diploma in Education: Vocational Training (NPDE:VT)

The National Professional Diploma in Education (NPDE) – is a qualification which has as its purpose the upgrading of qualifications of currently under-qualified educators. The University of KwaZulu-Natal offers the NPDE for such educators who teach in different settings and in different bands of the National Qualifications Framework (NQF). The NPDE:VT is specifically designed for educators who work in the FET College Sector as well as practitioners in industry. The NPDE:VT provides these educators with the opportunity of becoming fully qualified professionals (REQV 13) by opening up an alternate access route for further education and development. The NPDE:VT has a strong classroom focus and equips educators with the foundational, practical and reflexive competences required for further study at NQF Level 6. It also builds on the experiences and preliminary professional training that the under-qualified educators may have had.

Between 2007 and 2008, 200 students were registered for the NPDE:VT, from Majuba, Mthashana, Elangeni, Umgungundlovu, Ethekwini and Coastal FET colleges in KwaZulu-Natal. The NPDE:VT is growing and needs support, as it caters for a growing sub-sector of education in KwaZulu-Natal.



Images courtesy of Umgungundlovu FET College

Bachelor of Education Honours: Adult Education (B.Ed Hons Ad Ed)

The B.Ed Honours is offered part-time over two years. Modules include Foundations of Adult Education, Adult Learning, Curriculum in Adult Education, Adult Instruction and Adult Literacy and Basic Education & Training. Students must also complete a Special Project. They are required to take two Faculty modules – Understanding Academic Literacy, and Understanding Research.

Examples of M.Ed students' dissertation topics in 2007 and 2008

- ♦ The relationship between life long learning and change and transformation in a woman's life: a life history study of a 64-year old female adult learner from KwaZulu-Natal.
- ♦ Why are large numbers of illiterate adult members of the Luthuli Rural Community not attending ABET Classes? An investigation of their needs and aspirations regarding adult basic education and training.
- ♦ Investigating an agricultural extension training program from an adult education perspective in Oromia Region, Ethiopia: An exploratory case study.
- ♦ Why do general assistant staff at DHS not take advantage of learning opportunities?
- ♦ A case study of workplace challenges with five adults with learning disabilities.
- ♦ A case study of curriculum development processes in the Human Rights Democracy and Development (HRDD) Project.

Master of Education: Adult Education (M.Ed Ad Ed)

The Masters programme provides students with a thorough grounding in adult education theory and research in ways that enrich their professional practice and equip them as researchers in the field. Taught by staff recognised to be at the forefront of adult education in South Africa, the programme attracts students from a variety of educational backgrounds, and from other African countries.



The programme includes coursework and a dissertation, and is run part-time over two years. Modules include Theories of Adult Education, Adult Learning Studies, and an elective chosen from Issues in Adult Literacy and Basic Education, Workplace Learning, Curriculum Studies, Issues in Further Education and Training, Lifelong Learning, and Global Citizenship. Research modules include Discourses in Educational Research, Research Proposal Writing, and Research Methodologies. Students must complete six modules, which together make up 50 percent of the degree, while the dissertation makes up the other 50 percent.

Peace Education – Alternatives to Violence (AVP)

CAE's peace education work, under the leadership of Vaughn John, began in the early 1990s with mainly non-formal courses. The current Peace Education Programme is involved in formal university modules, non-formal courses to the public and in peace education research. The Joseph Rowntree Charitable Trust has supported the Peace Education Programme since July 2004. CAE works closely with local, national and international non-governmental organisations that practise Alternatives to Violence (AVP) in various forms. AVP workshops have become an integral to our training and support of peace workers.

Partners in AVP include, amongst others, UKZN Students Leadership Development (SLD); the Greater Edendale Development Forum (GEDF); the KwaZulu-Natal Christian Council (KZNCC), and the Pietermaritzburg Agency for Christian Social Awareness (PACSA).



Webster Zambara joined CAE's Peace Education programme in May 2008, to coordinate AVP in KwaZulu-Natal. This included promoting and supporting the spread of AVP activities in the province, by organising workshops, along with the development and maintenance of a provincial database of participating individuals and organisations.

In March 2008, 16 students on the CEPD programme (see page 6) completed all three levels of AVP training, qualifying them to facilitate workshops in their communities. Several students successfully used AVP for their service learning placements, for example, Naseema Ballim and Ingla Pillay ran workshops at Silver Heights Secondary School in Northdale, Pietermaritzburg. The workshops were welcomed by pupils and teachers, and an association with the school has been established for future co-operation.

In September 2008 Webster attended the AVP International Gathering in Kakamega, Kenya, along with more than 130 participants from 21 countries. He led panel discus-

sions, on Xenophobia in South Africa, and on the political situation in Zimbabwe, and volunteered for the AVP International Sub-Committee on Education (Peace).

In addition to ongoing work with schools and broader communities, AVP is planned to be introduced into the Department of Correctional Services early in 2009. The greatest challenge to AVP work is inadequate funding, especially now that the Joseph Rowntree trust has completed its South African funding cycle.

A nine-member delegation from the Peace Ministry in Nepal visited Pietermaritzburg in December 2008, on a fact-finding mission. Pictured beneath the Mahatma Gandhi Statue in Church Street are CAE students Naseema Ballim (left) and Ingla Pillay (right), with Nabindra Raj Joshi, Lokendra Bahadur Bista (a Maoist Party MP), and Nidhi Sharma.

(Photo by Shan Pillay for The Witness 8/12/08, used with permission.)



Unit for Continuing Education

For more than 20 years, the Unit for Continuing Education (UCE) provided a way for the knowledge within various university departments to be made accessible to the general public. A programme of extramural courses offered valuable non-formal education to participants, while publicising the university as a community resource.

The past two years have been a time of uncertainty for the Howard College-based UCE. As reported previously, the two full-time staff members of the unit retired at the end of 2006, and institutional constraints prevented their replacement. The unit has remained dormant for two years, but will be resurrected in 2009 in two different guises. Firstly, professional short courses for teacher development will be offered through the Continuing Education and Mixed Mode Delivery wing of the Faculty of Education. Closer to the origins of UCE, Lifelong Learning KZN, a new, private venture retaining strong links to the university, will offer a non-formal, extramural programme similar to the UCE offerings of the past. To find out more about the courses on offer, visit www.lllkzn.net.



Learn with Echo

- ◆ Four pages of ABE material in English and *isiZulu*, available free of charge
- ◆ Published on Thursdays in the Echo, a weekly supplement to *The Witness*
- ◆ 50 000 copies printed, and an estimated readership of 250 000
- ◆ Designed and written for low-literate adults with incomplete primary education
- ◆ Content: current affairs, health, environment, financial literacy, human rights and democracy, culture, and entertainment
- ◆ Used by individuals, families, adult literacy centres, and schools
- ◆ Special focus on supporting family literacy practices
- ◆ Subscription service to rural areas and beyond KwaZulu-Natal



In 2008 CAE celebrated 18 years of non-formal education for adults through the *Learn with Echo* newspaper supplement. This project enables the UKZN Faculty of Education to reach the most marginalised of sectors, adults without basic education.

The initiative receives generous support from the university and *The Witness*, but requires external donor funding to cover production costs. Having enjoyed an exceptionally positive and lengthy funding partnership with the Embassy of Finland (as part of the Human Rights Democracy and Development project), it is hoped that CAE will

Mrs Joyce Shabalala provides invaluable assistance by reading *Learn with Echo* to staff members every week, before the laid-out pages are sent to the printers. In this way, there is the opportunity to edit difficult language, pick up missed errors, and alter confusing design elements. Pictured here with Joyce is materials developer, Taadi Ruth Modipa.



develop partnerships with local organisations, to support the project in order to communicate information on issues of particular concern, to benefit the target readership of *Learn with Echo*. Examples of the issues for which we hope to attract financial support include the environment, economic literacy, voter education, HIV/AIDS and general health matters, amongst many other pressing topics!

In 2007, *Learn with Echo* hosted interns Thobeka Mbatha and Khululiwe Luthuli (both undergraduate media students at UKZN), and Melissa Hunter, a masters student from the United States. Thobeka and Khululiwe each contributed articles to *Learn with Echo* while learning about preparing educational materials for adult learners. Melissa conducted research into *Learn with Echo's* readership, at the same time gathering data for her own thesis. In 2008 the project also hosted students Silindile Hadebe and Martin Byendimbwa from the Faculty of Agriculture's community resources programme. S'li and Martin conducted a short survey amongst *Learn with Echo* readers working in Scottsville, focussing on their preferences for different types of articles.

Ukufunda samdlalo * Ebatshela isanyo esithiyana ridawonyi

USindi ulokhetwe ukutha kwakhe okuncane (snack)! Sebenzisa ipensela ukudwebela uSindi indlela eNyelela ekuleni kwakhe, khethe u-A, B, nama C! (Ungadwebi phezu komugqa odwetshiva, dweba owakho!)

Buka lesithombe bese ufunda imibuzo nozakwenu. Xoxisani ngezimpendulo.

1. Zingaki izingane ezisesithombeni?
2. Yisho ukuthi ngayinye inemilenze emingaki?
3. Zinemilenze emingaki sezizorka?
4. Yisho ukuthi ingane ngayinye inezingalo ezingaki?
5. Yisho ukuthi ingane ngayinye ineminye emingaki?
6. Mingaki iminye ezandleni ezimbili?
7. Zineminye emingaki lezingane sezizorka?

1 Dweba ubuso lizindlebe, amehlo, ikhala nomlomo kulesi kulandlinga.

2 Dweba umugqa osuka esithweni osilwebile uye egameni liso.

3 Dweba umugqa osuka egameni lesitho uye egameni lomsebenzi woso.

amehlo ukuzwa iphunga

izindlebe ukukhuluma

ikhala ukubona

umlomo ukuzwa umsindo

Zinjani izindawo zethu **5**

Ukukhongozela amanzi emvula

Iningizimu Afrika lwele elomile nomo lesoniso. Lokhu kwenzayo ukuntuleka kwezimvula kwezinye izifunda. Izinkulungwane zobantu azithatholi amanzi ahlanzekile. Nawo bayakhothela imali emngi. Lesi simo sisholela endleleni yasemandulo yokongisa amanzi emvula.

Umntweni wakwaDlamini ukhongozela amanzi emvula ngamathangani amakhulu. Uma izulu linetha bubeka amathangani abo ngaphansi kophahla lwendlu.

Ingabe ucabanga ukuthi lo mntweni kusadingekile gini ukuba uhambe ibanga elide ukuyokukhula amanzi emfuleni?

Ummuzane uDlamini usevune inqwaba gamathanga. Amathanga awovune engadini yakhe mahle futhi makhulu. Ingabe ukukhongozela amanzi kumsizwe kanjani kulokhu?

La manzi emvula abawukhongozeli bangawasebenzela ziphi izidingo zasekhaya?

Ukongisa amanzi emvula ukuqondene nabantu abampofu kuphele. Kubalulekile nokukhona abawo izimbane likapondo. Ingabe kubosana kanjani abantu basemandolobheni ukongisa amanzi emvula?

Uma uqhothoniso amanzi emvula nowasemfuleni, gimaphi amanzi osilungele ukuba swaphuze? Kungani usho njalo?

New Readers Publishers

New Readers Publishers (NRP) is a non-profit publishing project started in 1991 to address the lack of reading material for newly literate adults, particularly in African languages. Books have been developed in the 11 official languages of South Africa, and are distributed nationally and internationally.

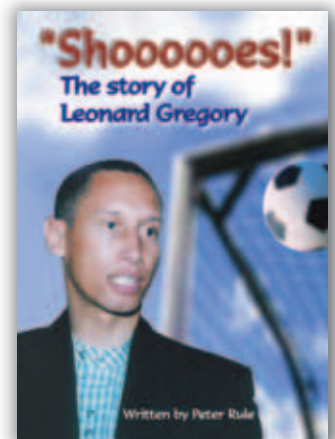
The NRP runs workshops on developing reading skills through using supplementary readers in the classroom, and workshops for writers on how to write fiction for adults with low literacy levels. The project maintains a database of literacy providers, and booksellers that cater for adult basic education and training (ABET). It also has a comprehensive collection of readers, workbooks, and teachers' resource materials.

New Publications

The highlight of 2008 was the publication of *"Shoooooes!" The story of Leonard Gregory*. Suitable for readers at ABET Level 4, the book was written in English by Dr Peter Rule, and is available in Afrikaans, Xhosa and Zulu translations.

It is a biography of Leonard Gregory, a former professional football player who became disabled in a car accident. Although he could not walk again Gregory started to coach football in his area, Kokstad in East Griqualand. He became aware of the poor conditions in which many people with disabilities were living, and started the Mount Currie Disabled People's Organisation. He uses his contacts in the soccer world to raise awareness of the rights of people with disabilities.

The launch of *"Shoooooes!"* took place in Kokstad at an event celebrating the International Day of the Disabled on 29 November 2008. The theme of the day was "Champions Read!" Among other entertainments, there were soccer matches all day, including crutch soccer for the disabled. In the afternoon a Maritzburg United development team played the East Griqua Warriors, coached by Leonard Gregory.



Far left: Elda Lyster of New Readers Publishers and coach Leonard Gregory, with the trophy and players from East Griqua Warriors and Maritzburg United.

Left: Leonard Gregory signs copies of the book at the book launch in Kokstad.



In May 2008, 14 writers and editors attended an intensive four-day residential workshop. Each participant wrote and edited two stories at ABET Level Two. Five stories in Zulu and four in English have been selected for publication in 2009.

As always, staff members continued to attend relevant conferences, book fairs and other events in order to showcase NRP books and to network. Eight titles were reprinted in 2008, demonstrating the ongoing demand for NRP books. NRP books made it onto the approved lists for schools for North West Province, Free State, KwaZulu-Natal, Northern Cape and Gauteng. Language specific catalogues and other promotional materials were sent to public adult learning centres and schools. A special offer was made to each private school in the country, that for each order placed by the school, NRP would donate books to their choice of community project or disadvantaged school.

Donations and complimentary copies

Some of organisations supported by NRP in 2008:

- ◆ The Village Montessori High School in Gauteng whose library burnt down
- ◆ The Hillcrest AIDS centre – books on HIV and AIDS, and rape
- ◆ Phoenix Zululand – reading material for prisoners
- ◆ The 100 books project, Western Cape, which seeks to provide each disadvantaged school with a core library
- ◆ Kokstad Library, for a reading promotion event
- ◆ Max C prison ABET programme, Kokstad
- ◆ Maseala Progressive School, in response to an appeal through PASA.
- ◆ Students' Partnership Worldwide – for a project in the Zozo community in Kwelera, Eastern Cape
- ◆ Maphumzane Junior Primary School, Umlazi, after repeated robberies
- ◆ Women Across Borders, a refugee English Second Language (ESL) project
- ◆ QuadPara Association.
- ◆ Khanyiselani Development Trust, for literacy classes
- ◆ Mount Currie Disabled People's Organisation
- ◆ Pan South African Language Board Bookclubs/Metrorail, which supplied mother tongue reading material to Metrorail commuters
- ◆ Book donations as prizes for the Annual Primary School African Languages Conference, Johannesburg

New Readers Publishers is a member of the Publishers Association of South Africa and Proudly South African.

Family Literacy DVD

The DVD *Bringing Literacy Home* makes a range of valuable but 'hidden' family literacy practices explicit, by presenting unrehearsed footage of eight real Pietermaritzburg families using literacy at home during private, family time. It reveals the pleasure that can be found in reading, writing, drawing and discussing these things together.

The DVD has received excellent feedback, with many viewers expressing joy at finally understanding what it means to read to ones' children. Some even say watching the DVD has helped them to become better parents by relating more closely to their children.

In 2007 and 2008 Sandra Land developed the concept of presenting family literacy habits on DVD, by filming three families at different intervals, to capture how children develop and reading habits change. This aspect of the project is nearing completion.

Copies of the Family Literacy DVD are available for R55 through the New Readers Publishers at UKZN in Durban.

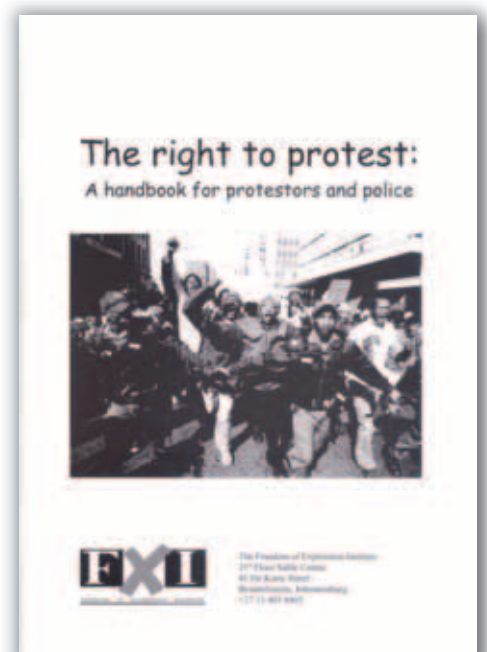


The right to protest: A handbook for protestors and police

In 2007, the Centre was commissioned by the Freedom of Expression Institute (FXI) to rework a report on the Regulation of Gatherings Act into a plain English booklet for popular use. FXI had become aware that in many cases both protestors and police are not aware of their rights and obligations in terms of the law, and this had led to a violation of rights, and in some cases, to violence. The handbook was intended to ensure that people understood the law and were able to follow it.

A workshop was held with community members from both communities who had been involved in protest action, and those who had not, sharing knowledge, experience, and concerns, and identifying what they would like to know.

The handbook covers the Regulation of Gatherings Act in detail, with examples of protests from all over the country. It contains checklists for use before, during and after the event, particularly should conflict with the police and arrests occur. The names and contact details of various bodies and organisations that can assist are also given.





Above and opposite:
Learners were given inexpensive cameras to photograph their family literacy activities at home.

Family literacy project in Richmond

This project grew from a UKZN research project that explored barriers to learning in Richmond, KwaZulu-Natal, reported finally as *Mapping Barriers to Basic Education in the Context of HIV and AIDS* (UKZN 2006). Working on this project made CAE staff acutely aware of how difficult it is for poor rural families to support children's education. We were also reminded that people without a tradition of using various literacy practices at home tend to view literacy as a performance of skills associated solely with formal learning.

Knowing the value of 'fun' family literacy practices in the educational development of children and adult learners, CAE initiated a pilot family literacy project in Richmond, securing funding from Exclusive Books to the amount of R15 836.00. Learners at the Richmond Adult Centre – a thriving Public Adult Learning Centre housed at Richmond Combined School – were invited to participate.

Adult literacy learners were coached in common family literacy practices, such as looking at picture books with children; reading to children; playing games that develop literacy skills; encouraging children to enjoy drawing and playing with pencils and paper, and cutting and pasting into scrapbooks. The idea was to model these activities for adult and child participants, who would then practise the activity, and be encouraged to engage in these practices in their homes, with the emphasis on enjoyment of literacy related skills rather than perfecting their performance.

The funding from Exclusive Books enabled the supply of materials, including children's picture books; story books; colouring books; drawing and writing materials, and the establishment of a small library of easy to read books. Educators participated in training workshops run by The Family Literacy Project from Durban.

The purposes of this family literacy project are to

- ♦ encourage the transfer of literacy skills from the adult basic education classroom to a rewarding real context,
- ♦ give adult learners the opportunity to develop their ability and confidence in supporting their children's literacy development, and to
- ♦ encourage them to use the literacy skills they learn in adult basic education classes for pleasure in their homes, and thus consolidate literacy-related skills gained by both adults and children.

An integral part of the plan was ongoing reflection on learners' experiences of establishing family literacy practices of their own. Learners were enthusiastic about the initiative, and said how they enjoyed the activities – cutting and pasting, doing puzzles, and drawing and reading with their children. Some described how these activities improved their relationships with their children. Others said they had been anxious about the limitations of their own reading skills, but most found that they could manage the activities and the reading. This was particularly pleasing because it meant that hard-won literacy skills were being successfully transferred from class to an outside context, and families benefited. Educators reported that they too gained from the initiative, and enjoyed reading to their own children, using some of the family literacy ideas from the classes they teach.

This project is ongoing.



Human Rights, Development and Democracy Project

The Human Rights, Development and Democracy Project (HRDD) involved a partnership between CAE and Tembaletu Community Education Centre, a Pietermaritzburg-based NGO offering adult basic education (ABE) classes and other courses. Funded by the Embassy of Finland, the project supported ABE classes and income-generating projects in rural sites in the KwaZulu-Natal midlands, and the *Learn with Echo* newspaper supplement, and included a strong research component.

The Embassy of Finland is able to fund projects for a maximum of seven years, and having reached this limit, have been withdrawing support in stages. CAE has enjoyed a very positive relationship with the embassy's funding officers, who maintained strong personal involvement and genuine interest throughout – to the point of performing, along with the ambassador, in a role play during a memorable seminar with many rural HRDD participants (facilitators and learners). During the course of the project there was much debate among partners on sustainability, and the importance of allowing rural participants to be involved in decision-making and to have control over income generation funds and activities. The willingness of the embassy staff to allow and even encourage autonomy fostered deep learning for all partners, and provided a space for real examination of the difficult issues associated with externally funded development.

The work started by the HRDD project continues to feed into the work of CAE, both indirectly and directly. During 2007 CAE hosted a student intern from Belgium, Stijn De Cock, who contributed to the research aspect of HRDD. Ms S. Nathan and Ms D. White have been conducting research into the HRDD project for their masters studies. Ms Nathan is researching educator development within the HRDD project while Ms White is conducting research into the curriculum of the HRDD project. Vaughn John is conducting a case study of the HRDD project for his doctoral studies.



Report

Hello,

My name is Stijn De Cock. I am a student at the University of Leuven (Belgium), where I am doing my masters in Social Pedagogy (equivalent to non-formal education for youth and adults). Between the 10th of September and the 14th of December I had the possibility to do my internship at Tembaletu. Vaughn John (senior lecturer at CAE) became my supervisor, for which I am very grateful.



During my internship at Tembaletu I did a whole range of tasks: I created a guide for basic adult educators from the HRDD (Human Rights, Democracy and Development) project so they can work across subjects and manuals in designing their lessons; I did an evaluation of a Home Based Care project; I redesigned forms for the Home Based Care project; I ran a workshop about study circles, and so on.

I've learnt many things during my internship. I've learnt to cooperate with different people. I've learnt to work independently. During my work and my talks with the director of Tembaletu and with my supervisor I also learnt what the struggles are for an NGO. And I have learnt a lot about development work: how the ABET-department is organized in Tembaletu, which manuals they use, what a Home Based Care project is and how it is organized. It was also a pleasure to get the opportunity to organise and lead workshops. My interest in development work has grown during my internship.



I noticed that the staff of CAE not only does academic research, but also makes a difference for CBOs and NGOs, by assisting them in their work. Universities in Belgium do less of this kind of work, but I think the way CAE is doing it is the right way; hence, in my opinion one of the main tasks of a university (next to creating and sharing knowledge) is serving society.

Thank you to the whole Tembaletu staff and the whole staff of CAE. It was heart-warming that so many people came and listened when I shared my experiences about my internship at the university.

Justice and Women (JAW) Maintenance Workbooks

JAW is an NGO based at the Magistrate's Court in Pietermaritzburg, assisting women to navigate the justice system, particularly with the process of applying for child maintenance through the courts. CAE's work on the development of maintenance workbooks for JAW was completed in 2007.

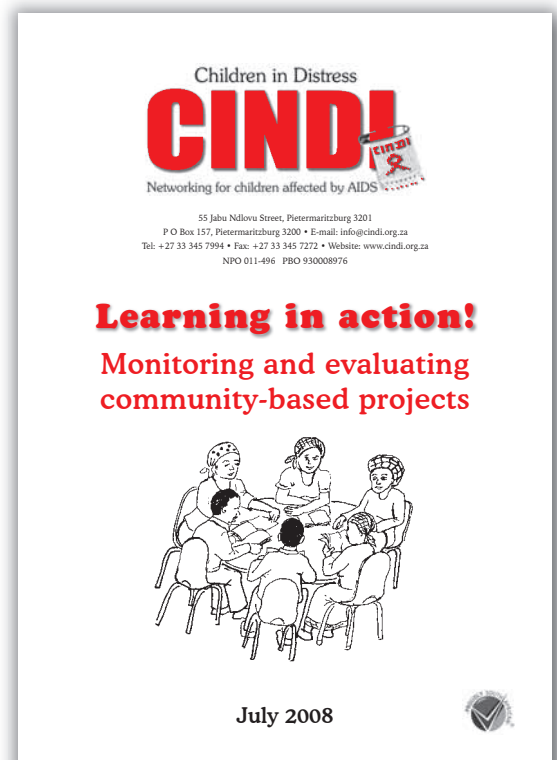
Enable

The Enable organisation is an NGO that specialises in disability and community-based rehabilitation. Enable workshops aim to empower people with disabilities by addressing issues of stigma and discrimination, and so changing community attitudes towards disability. Enable has now been incorporated as a programme into Create, an NGO that also specialises in disability and community-based rehabilitation. Within this new organisational home, Enable continues to run basic education projects for adults with disabilities, as well as awareness-raising workshops for the communities in which these projects are situated.

CAE has continued its involvement in Enable through Peter Rule's role as chair of the management committee, which he sees as part of CAE's community engagement. In addition the New Readers Publishers (NRP) became involved in a project which emerged from Enable, by publishing and launching Peter's book on Leonard Gregory – see the NRP report on page 13. Recent funding from Lotto has meant that Enable is in a position to start new projects.

Monitoring and Evaluation skills for Community Based Projects

In 2007, over a period of eight months, CAE ran several workshops for members of the Children in Distress (CINDI) Network, on the monitoring and evaluation of projects. Following these workshops, a manual was developed by Britt Sable, in consultation with a reference group of CINDI members. The resulting manual *Learning in Action: Monitoring and Evaluating Community Based Projects* is in simple English, with illustrations by the late Mlungisi Dlamini. It is available on the CINDI website at <http://www.cindi.org.za/>



Research for a change: a handbook on Participatory Action Research

The Child Advocacy Project of CINDI commissioned CAE to rework a report on Participatory Action Research methods into a plain language booklet targeting communities. The handbook includes the key steps in action research, and uses examples to show the difference between participatory and non-participatory research, outlining different methods and possible problems. The handbook will be published early in 2009.

LifeLine Pietermaritzburg evaluation

During the first six months of 2008, the Centre undertook an evaluation of LifeLine's Pietermaritzburg centre. Workshops, individual interviews and an extensive review of literature related to the centre resulted in a report presented to the LifeLine Board in June 2008.

Visiting academic from Zimbabwe

Mr Masimba Vengeza is a senior lecturer at the Department of Adult Education at the University of Zimbabwe. He spent a month at CAE in 2008, attending sessions with the Bachelor of Education Honours (B.Ed Hons) students as a guest lecturer. Vengeza also participated in Certificate in Education classes, making presentations on the situation in Zimbabwe, and on indigenous knowledge, leading discussions with the students afterwards. A seminar for Education staff took place, on the challenges of being an academic in Zimbabwe. Hearing about the alternative means of income generation necessary for the economic survival of middle-income earners in that country left us shocked and humbled.

When Vengeza returned to Zimbabwe he showed phenomenal perseverance in overcoming the obstacles of very poor communication links between our countries, in order to act as external examiner for one of the B.Ed Hons courses.

Professor John Aitchison retires

Professor John Aitchison retired at the end of 2007, having been Director of the Centre for Adult Education on the Pietermaritzburg campus of the University of Natal (now UKZN) from 1981 to 1999. He served as Head of the School of Education, Training and Development from 1999 to 2002. He became the first head of the new School of Adult and Higher Education in December 2004, a position he held until his retirement.

During his time at CAE, John played a significant role in adult education in South Africa, by leading research into adult education, developing adult education policy at both national and provincial levels, and not least by keeping adult basic education on the political agenda through activism and critique when necessary. His work in research and policy development continues at an international level. His contribution to the field was recognised in December 2008 he was inducted into the International Adult and Continuing Education Hall of Fame in a ceremony in Budapest.

Within CAE, John was responsible for the establishment of courses for adult educators at certificate and post-graduate diploma levels; the initiation of academic support programmes for disadvantaged students; the establishment of Learn with Echo adult basic education newspaper, and a great variety of research projects into, for example, political violence; the state of adult basic education in South Africa; farm schools; school dropouts; non-formal education and the adult basic education system.

In 2006 John was appointed to a Ministerial Committee on Literacy and became the lead writer of a report and operational plan for a mass literacy campaign that was approved by the South African cabinet. Seconded in mid-2007 to the national Department of Education to help set up the campaign, he eventually resigned in protest when it became clear that various factors interfered grossly with the intended implementation.

John is also well-known for his activism against apartheid. He was banned and restricted from 1965 to 1976 for working to expose forced removals by the apartheid government in rural areas. He remains a fierce critic of injustice, and is known for his strong commitment to education and non-governmental organisation (NGO) development in the region. John has been active in a number of human rights and rural development NGOs, such as the Association for Rural Advancement (AFRA), and the Community Agency for Social Enquiry (CASE) – a national social research organisation that has done major work on "marginalised youth", adult education, the media, political violence, and the impact of post-apartheid development projects.

Work initiated by John continues at CAE, with an application for him to be recognised as Professor Emeritus in process. Thus it is hoped the centre will enjoy the direct benefits of John's knowledge and experience for years to come.



John Aitchison at his induction into the Adult and Continuing Education Hall of Fame in Budapest.

CAE presented John with a painting by artist Siyabonga Sikhosana as a retirement gift.





Participants at the Uppingham seminar, attended by Elda Lyster (towards the right in the middle row, red jersey) .

Conference papers

Hlela, A.Z.N. 2007. How not to: Conducting action research for empowerment in Maputaland. 4th World Environmental Education Congress: Learning in a changing world. Durban, South Africa. July 2007

Land, S. 2007. Do we read different languages in different ways? The Pan African Reading for all Conference. Accra, Ghana

Lyster, E. 2007. Lost in translation. Problems and contradictions of a competency-based model for adult literacy in South Africa. International Adult Literacy Conference: The power of 'and'. Auckland, New Zealand, 28-29 September.

Rule, P. 2007. HIV/AIDS, Gender and Disability. The Africa Campaign on Disability and HIV & AIDS: Official launch and strategic planning session. Cape Town, South Africa. January 23-25

Rule, P. 2007. Adults with disabilities: perspectives on and experiences of education. Kenton Phumula Conference, KwaZulu-Natal South Coast, South Africa. 25-28 October

Rule, P. and John, V. 2007. Troubling case study methodology. Kenton Phumula Conference. KwaZulu-Natal South Coast, South Africa. 25-28 October

Arbuckle, K. 2008. Poster presentation: Learn with Echo: a community resource. Reading Association of South Africa Conference. Pinetown, South Africa. 7-9 November

Hlela, A.Z.N. 2008. Thokola themba ... Ukufunda nokufundisa abafundi ngentuthuko yomphakathi ngolimi okungeyilo. 12th Annual Conference of the National Council of Less Commonly Taught Languages. University of Wisconsin-Madison, USA

Seminars

Elda Lyster. 2008. Uppingham seminar: Ethnography and literacy. Uppingham, UK, 2-4 October

Elda Lyster 2008. Local literacy and numeracy practices in the south. 'Spaces in between' seminar, Brighton, UK, 6 October

Elda Lyster. 2008. Theory and practice in adult education in the South: research and development in adult literacy and numeracy in international contexts. Presentation at CPE International Seminar/Institute of Education Seminar, London, UK, 8 October

Peter Rule. 2008. Freire, fair trade and the pedagogy of relationship: A case study of Traidcraft, Department of Community and Higher Education, University of Edinburgh, UK. 24 November

Peter Rule. 2008. St Chad's College as a dialogic learning space. St Chad's College, Durham University, UK. 4 December

Webster Zambara. 2008. Panel discussions: Xenophobia in South Africa, and The political situation in Zimbabwe. Alternatives to Violence International Gathering, Kakamega, Kenya. 14-21 September

Publications

Harley, A. 2007. *Economic Literacy for Socio-economic Justice Course: Facilitator's Guide*. Pietermaritzburg: PACSA/CAE

Harley, A. 2007. *Economic Literacy for Socio-economic Justice Course: Learner Workbook*. Pietermaritzburg: PACSA/CAE

Harley, A., Modipa, R. and Sable, B. 2007. *The right to protest: A handbook for protestors and police*. Johannesburg: Freedom of Expression Institute

Houghton T. and John, V. 2007. Towards sustainable peace education: theoretical and methodological frameworks of a program in South Africa. In Bekerman, Z. and McGlynn, C. (Eds) *Addressing Ethnic Conflict through Peace Education International Perspectives*, pp. 187-199, New York, Palgrave Macmillan

Jacobs, S. and Harley, A. 2008. Finding voice: The photovoice method of data collection in HIV and AIDS-related research. *Journal of Psychology in Africa* 18(3) pp. 269-274

John, V. 2008. Secrecy and Lies: Sources of strength for militarism and for critical peace pedagogy. In Muthukrishna, N. (Ed.) *Educating for Social Justice and Inclusion In an African Context: Pathways and Transitions*. pp. 193-206. New York: Nova Publishers

Kaschula, S. and Arbuckle, K. 2007. Fighting AIDS with traditional foods and organic practices. *LEISA Magazine on Low External Input and Sustainable Agriculture* September 2007, Volume 23, No. 3, pp. 9-11

Land, S. 2008. Is there a right kind of family literacy? Chapter in: Desmond, S., and Elfert, E., *Family Literacy: Experiences from Africa and around the world*. Published by: UNESCO Institute for Lifelong Learning and DWV International

Lyster, E., Desmond, S., Thornton, L.R., Thornton, J & Dlamini, Z. 2007. Rooting literacy in families: family literacy approaches in South Africa. *The International Journal of Learning*, Vol 14, No 5: 39-49.

Openjuru, G. L. & Lyster, E. 2007. Christianity and rural community literacy practices in Uganda. *Journal of Research in Reading*, Vol 30, No 1, Feb: pp. 97-112.

Rule, P. 2007. Healing, hiding and hope(lessness): 'HIV/AIDS and workplace education in Kwa-Zulu-Natal, South Africa' in Farrell, L. and Fenwick, T. (eds). *Educating the Global Workforce: Knowledge, Knowledge Work, and Knowledge Workers*. London and New York: Routledge

Rule, P. 2008. *Shoooooes! The story of Leonard Gregory*. Durban: New Readers Publishers.

Rule, P., Ebrahim, H. and Killian, B. 2008. *The practice, principles, cost drivers, interventions, methodologies and stakeholder analysis of the project based on the concept of ECD programmes as resources for the care and support of poor and vulnerable young children*. Pretoria: Unicef

Rule, P and John, V. 2008. Unbinding the other in the context of HIV/AIDS and education. *Journal of Education*, No 43, pp. 79-99.



CAE staff

From left to right, standing: Sandra Land, Taadi Modipa, Nonhlanhla Magubane, Simphiwe Ncayiyana, Peter Rule, Elda Lyster, Robin Mackie, Vaughn John, Zamo Hlela, Cathy Rich and Sonya Keyser.

Seated: Anne Harley, Webster Zambara, Kathy Arbuckle, Kogi Doorasamy.

Absent: Ivor Baatjes and Zanele Buthelezi.

For more information on individual staff members' area of expertise and research interests, please see the CAE website at <http://www.ukzn.ac.za/cae/caestaff.htm>

CAE has received support from many UKZN staff within the Faculty of Education and beyond, including the following:

- ◆ Colleagues from the Centre for Higher Education Studies (CHES), CAE's 'other half' in the School of Adult and Higher Education (SAHE): Sioux McKenna, Ruth Searle, Frances O'Brien, Charlotte Mbali, and Sheryl Jeenarain
- ◆ Colleagues from the School of Education and Development (SED)
- ◆ Simphiwe Ncayiyana
- ◆ Karen Sallie
- ◆ Joyce Shabalala
- ◆ Volker Wedekind
- ◆ Wayne Hugo
- ◆ Roger O'Neill and Alistair Nixon, Audiovisual Centre, UKZN (Pietermaritzburg)
- ◆ Lesley Lewis, Inkspots
- ◆ John Bertram
- ◆ Editor and staff of the *Echo*, *The Witness* newspaper, especially the Prepress department

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