

Imfuno yabadala ekuhlaleni: Imfuno yantoni? **Adult Education in the Community: Education for What?**

Ezinye zezizathu sisebenzisana nabantu abadala kwimfuno yasekuhlaleni kunye nezinto esinqwenela ukuzenza.

Some reasons why we are working with adult and community education and what we hope it will do.

Intsingiselo nenkolo ezichaphazela imfuno mazicace zibenomvuzo kubantu bonke- mazibe nobuntu.

The values and beliefs which underpin education must be made clear and must be for the benefit of people – it must be humanising.

Imfuno mayakhe iphuhlise ukuzazi komntu ukuze izenzo nenkolo zabantu zaziwe kwaye, ziphakamise imibuzo.

Education must be able to build/promote self-awareness so that the social basis for our actions and beliefs can be known and questioned.

Imfuno yasekuhlaleni kufuneka ikufundise ngoxanduva lwakho ekuhlaleni kwaye incedise ngokuba yinxalenye kakho ekuhlaleni.

Community education must teach you to be responsible in your community and help to involve you in community.

Imfuno mayiphuhlise intsebenziswano- isebenzela umvuzo womntu wonke.

Education must promote working together – working for mutual benefit

Imfuno mayibe ngeyasekuhlaleni, yenziwe ngabantu basekuhlaleni, kwaye sisebenze kunye namanye amaqela asebenza ngoluhlobo ukuze ihlale injalo.

Education should be for the community, by the community. We will work with other groups working in this way.

Imfuno mayenze utshintsho lokulingana nobulungisa.

Education should enable social change for equality and justice.

Ukusebenza/ubuchule - Work/skills

Imfundo ejongene nendidi-ngendidi zobuchule ezinokusetyenziswa ngabafundi nasekuhlaleni, ezibangela abantu bakwazi ukufunda ilizwe labo.

Education that is based on a broad range of skills that are useful to learners and society, that help people to 'read the world'.

Kufuneka kubekho isikhokhelo kwezemfundo nenkqubela phambili yobomi kubafundi abadala nolutsha.

There must be career guidance available for adult learners and youth.

Imfundo yoluntu lonke!
Education for All!

lingcinga zethu zokuba ngubani ofuneka afikelele nokuba yintoni na esifuna ukuyizusa.

Our ideas on who should have access and what we are trying to achieve.

- Imfundo kufuneka ifikeleleke kumntu wonke, ifikeleleke kwizenzo nakwiinkqubo, ingabi namda.
- Everyone should have access to education- in practice not just in policy – there should be no barriers.
- Abantu funeka bakwazi ukufikelela kulwazi olugqibeleleyo olushicilelweyo nakolungashicilelwanga lwezemfundo.
- People should have full access to information about both formal and non-formal learning opportunities.
- Imfundo yabadala engashicilelwanga kunye neshicilelweyo kufuneka ihlawulelwe ngokugqibeleleyo
- Adult basic and non-formal education as well as formal education must be fully financed.
- Imfundo yabadala engaphaya kwesiseko semfundo (ibanga lesine likaABET) mayifikeleleke kwaye ibe mahala.
- Adult education beyond basic education (ABET level 4) should be available and free.

Luluvo lukabani olubalulekileyo ? Whose knowledge counts?

*Uluvo lwethu ngokuba ngubani onolwazi kwaye ulwazi lunonceda kwintoni na.
Our ideas about who has knowledge and what knowledge is useful for.*

- Ulwazi lwasembo: ulwazi oluvela ekuhlaleni, oluvela edolophini nasemaphandleni lubalulekile kwaye luhloniphekile.
- Indigenous knowledge: The knowledge from the community, from urban and rural areas is important and respected.
- Sisebenza ngomoya wemvisiswano nentlonipho kwindawo ezahlukeneyo ezinje ngamasiko nendlela ulwazi olungalo.
- We work to create mutual understanding and respect across and between different cultures/ knowledge systems.
- Kufuneka imibono emanyanayo kulwazi. Ukusebenzisa nokuhlonipha ulwazi oluvela kwabadala, abantwana, abafundi, abefundisi-ntsapho, izithwala-ndwe, abazali nemibutho yasekuhlaleni.
- There should be an integrated approach to knowledge. Using and respecting knowledge from adults, children, learners, educators,, academics, parents and community organisations.
- Ulwazi oluphezulu kufuneka lufikeleleke/lubekhona kumntu wonke ukuze lisetyenziswe kakuhle ekuhlaleni kwethu sonke- siyayixhasa imfundo ehlanganisa abantu.
- Academic knowledge should be available/ accessible for everyone to use and it should be used for social good – we support socially engaged scholarship!
- Abaphandi: sonke singabaphandi-siyakwazi ukuphanda size nolwazi ngezinto ezibalulekileyo kuthi.
- Researchers: we are all researchers – we can all investigate and create knowledge about things that are important to us.

Intlonipho nendlela esisebenzana ngayo. Respect and our ways of working together.

Kancinci nje ngendlela esisebenzisana ngayo siliqela nange mithetho-siseko esiyifakayo kwiindawo esifundela kuzo.

A bit about our way of working as a group and the principles within our learning spaces.

- Lungiselela ukusebenza phez'kwemeko zokungavisisani.
- Be prepared to work beyond/through misunderstandings.
- Sifuna ukuxhasana omnye nomnye xa umsebenzi unzima, ukhathazekile nasemphefumleni.
- We want to support one another when the work is hard, emotional or difficult.
- Kufuneka sibebuthathaka, kuluvo nemida yabanye.
- Need to be sensitive to others feelings and personal boundaries.
- Akukhomntu kufuneka enyanzelwe ekwenzeni into- abantu mabathathe inxaxheba ngokukhululekileyo.
- No one must be forced to do anything. People will participate freely.
- Sizaku zihlonipha thina, nabanye abantu kunye nexesha labanye abantu
- We will respect ourselves, one another and other people's time.
- Sizakunyaniseka kwabanye siziphathe ngendlela efanelekileyo.
- We will be honest with one another and behave in way which is appropriate.
- Sizakuba nobuntu komnye nomnye
- We will be kind to one another.
- Sizakuzihlonipha iimfihlelo zomntu wonke.
- We will not invade other people's privacy.

Kwindawo esifundela kuzo:

In the learning spaces:

- Xa sifunda kunye, sizama ukubonisa intlonipho elinganayo kumntu wonke.
- When we learn together it will be in a way which shows equal respect to one another.
- Ukuqwenela uzifundisa makungabiyo intlekisa. Wonke umtu unegunya lokufunda izinto ezintsha enze nempazamo’.
- Wanting to educate yourself should not be ridiculed – all people should be able to try new things and make ‘mistakes’.
- Sizakuhlonipha abanye xa bephakamisa uluvo lwabo ngokungathethi bethetha. (okanye sisebenzise umnxeba).
- We will respect people when they are raising a point by not talking over them or having a cellphone conversation.
- Sizakuhlonipha amalungelo abantu ngokuba neenkolo kwaye nemibono eyahlukileyo; sisebenzele ukuqonda imibono namava wabanye abantu.
- We will respect people’s right to hold views/beliefs different from our own; and work to understand other perspective and experiences.
- Sifuna ubakho (siqiniseke), simamele ngemizimba nengqondo kwiintlangano zethu.
- We will aim to be ‘present’ (focused), listening physically and mentally during sessions.
- Kufuneka sidale ubuhlobo obulungileyo nobukhathalayo phakathi kwethu.
- We must create a healthy and caring relationship between all participants.
- Kufuneka umda owahlula ulamano lukatishala nomfundi.
- There should be appropriate boundaries between educator and learner’s relationship.

Iindlela zokufundisa nokufunda

Ways of teaching and learning

Inkcazelo yethu eyengcingane yokufunda nokufundisa, imithetho-siseko esizakuyisebenzisa ngayo ekwakheni lenkqubo, indawo zokufunda okanye ikharithyulam, nendlela esizakufunda sifundise sonke.

Our pedagogy (theory and practice of learning and teaching), the principles we will used to structure programmes, learning areas or curriculums; how we will teach and learn together.

- Uxanduva lokufunda kufuneka luvele kumaqela omabini- ootitshala bayakwazi ukufunda kubafundi, nabafundi bayakwazi ukufunda kootitshala (nabafundi bayakwazi ukufunda kwabanye abafundi).
- Responsibility/possibility for learning must be on both parties – educators can learn from learners and learners can learn from educators [and learners can learn from learners]
- Inkqubo yemfundo kufuneka igqalisele kwamava abefundi umzekelo, indlela zokuphila imihla-ngemihla.
- The education programmes should be focused on learner experiences e.g. daily living
- Ootitshala nabefundi kufuneka baziphathe kwiindawo zabo zokufunda kwaye bakhethe izinto abafunda ukuzifunda.
- Educators and learners should have autonomy within their learning spaces to choose what to learn.
- Imfundo engajongenanga nobukhuni, ikharithyulam evakalelwa ngabaphathi ibanike amalungelo okuthathaizigqibo zabanye abantu.
- Education that is not based on a rigid, top-down curriculum.
- Imfundo ejongene nokuthatha inxaxheba, ikharithyulam ebhetyebhetye.
- Education that is based on a participatory, flexible curriculum.
- Ukwakha ikharithyulam ngolwazi oluvela kwabasembo.
- Develop a curriculum from indigenous knowledge
- Kufuneka kubekho utshintsho lolwimi, ukuze abantu bakwazi ukukhetha ulwimi abafunda ufunda ngalo, kubekwe isigxinisiso kwiilwimi zoluntu.
- There should be a code-switching of languages, to enable people to choose the language they learn/contribute in with an emphasis on our mother tongues.

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- Kufuneka sisebenzise ulwimi oluvakalayo noluncedayo; ngokuthetha nokubhala ukuze siqonde. Ukufunda uqonda izinto ezithethwa ngabantu nelizwe.
- We need to use language in a way that is understandable and useful; by speaking/writing for understanding. Learning to understand what other people and what the world is saying.
- Kufuneka kubekho indlela ngendlela esinokuphangulula ngazo amabali ethu, ingcinga kunye nemiphumela yethu ukuze sibone ezo sinothi sifunde ngazo.
- There must be a whole range of different ways to explore our stories, ideas and issues and to learn things which are useful to us.

Ukuziphatha: siziphatha njani thina?

Self-governance: how will we organise ourselves?

Ezinye iingcinga zokuba sifuna ukuzilungiselela njani, ukusebenzisana kwethu nokusebenza ngendlela engafaniyo neyamashishini aqhelekileyo.

Some ideas about how we would like to organise ourselves, co-operate with one another and work in a way which is different from the usual hierarchical ways of working.

- Iminqweno nenjongo zeCEP kufuneka zivunywe kwaye zicace kumntu wonke. Kufuneka ikakhulu zimiswe ngumntu wonke.
- The vision and mission of the Community Education Programme must be agreed by and clear to everyone, and must increasingly be determined by all members.
- Sifuna ukulungisa wonke umba siliqela- ngokwentando yesininzi (kungabikho zithunywa zangaphandle)
- We want to solve every issue that we might have as whole group – direct democracy (no delegations)
- Lonke uxanduva malohlulwe phakathi kwamalungu- umfundisi ntsapho-umfundi kunye nomfundisi-ongumfundisi ntsapho.
- All responsibility must be shared between the members - educator-learners and learner-educators.
- iOfisi yeCEP mayihlale kwiimvumelelwano ukuze siphephe ukumisa ixesha lenkqubo.
- CEP Office should stick to agreements to prevent postponements and delays to the programme.
- Sidibana kanye enyangeni ngentlangano yabaphathi bolawulo.
- We will meet once per month for a self-governance (management) meeting.
- Mazibeselubala zonke izinto.
- There should be transparency in everything.
- Wonke umntu uyavuma ngokuzimisela abeyinxalenye yeCEP, abekho kwintlangano alibambe nexesha.
- Everyone agrees to being committed in their involvement with CEP, attending and being punctual.

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- Sizakusebenza ngamandla ukuze sinciphe ukulungelelanisa kwemfundo nezenzo.
- We will all work hard to help the co-ordination of the learning and action.
- Siyayazi ukuba uqhagamshelwano, kwiilwimi zonke kubalulekile, kunjalo nje sizimisele ukusebenzisana ukuze siqhagamshelane ngokulungileyo.
- We know that communication, including across language, is important and we commit to working hard to communicate well.

The development of this manifesto

This document was written up following several workshops within our Community Education Programme on our experiences of adult education and non-formal learning spaces and on our desires to change these into democratic spaces that build our shared humanity and lead to social change. Additions in the made in finalising the document are captured in square brackets.

The manifesto forms the first draft of our ideas about the sort of adult education we are building and the ways in which we are committing to work with one another. We will use this document as a foundational reference point in our collective reflection on our work and revisit it on annually to make changes based on our experience. It is and should be a living document. It is a daily reminder of our audacity and strength when we work and learn together to create a different world.

What is Community Education?

Community Education emerges out of people's experiences and social interests generated within communities. Community Education enables democratic agendas to emerge at local levels to challenge and eradicate oppression linked to exploitation, marginalisation, cultural dominance, powerlessness and violence. Community Education exists neither to help people enter into the workplace, nor to place profit as the main objective. Instead it focuses on education that benefits the whole of society, bringing about social transformation.

Strategic Purpose of the Community Education Programme

1. To establish a model for a progressive Community Education College
2. To develop educational programmes which play a role in youth and adults organising themselves to work and learn collectively, to provide mutual support and build unity, to claim their rights, and to develop their community and transform society

To do this we will

- i. offer non-formal and formal community education as a progressive alternative to education informed by the needs of the labour market
- ii. develop a theory and practice of education that is participatory and humanising
- iii. work in a way that is flexible and tolerant of a different views, but at the same time is open and clear about our own beliefs about the relationship between education, society and work
- iv. develop and support new and existing forms of community organisation that bring hope

Objectives of the Community Education Programme

- i. To mobilise adult educators, learners and community members to advocate for progressive adult and community education and alternative livelihoods
- ii. To offer non-formal community education programmes
- iii. To develop infrastructure and an administrative and governance system that supports learning
- iv. To develop progressive adult and community educators
- v. To develop participatory curricula and educational materials
- vi. To establish progressive community projects and co-operatives
- vii. To develop mutually supportive relationships around shared objectives with community organisations and social movements
- viii. To conduct research