

The Centre for Adult Education

Annual Report



2003 and 2004



UNIVERSITY OF
KWAZULU-NATAL

Centre for Adult Education Annual Report 2003-2004

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**UNIVERSITY OF
KWAZULU-NATAL**

Mission statement

The Centre for Adult Education strives to actively support the right to knowledge and the pursuit of knowledge by all adult members of society. It seeks to respond creatively to contemporary currents of life. In doing this the Centre endeavours to make its contributions to the field of education relevant, incisively critical, intrinsically liberating, and reflective of a profound commitment to serve those who have yet to benefit under South Africa's democratic dispensation.



Message from the Dean of Education



The Centre for Adult Education is an important and significant part of the new School of Adult and Higher Education - one of six schools in the newly merged Faculty of Education. With the new faculty being one of the largest higher education institutions responsible for educational provision in the region, the Centre and school make a crucial and unique contribution in catering for a range of diverse adult learners both inside and outside the new university at different levels.

It is also an exemplary centre, as the information in this document details, in leading the way forward for integrating the teaching, research and community engagement mission and vision of the university. As the Centre grows in extending its programme offerings in response to provincial and national needs and priorities, so too are the qualifications and capacities of the staff being developed. For this, the leadership of the School, the Centre and its staff are to be commended. The range of activities organised and run by the school, as this report testifies, enriches the intellectual environment of the faculty and the community it serves.

The high levels of illiteracy still prevalent in South African society and the enormous needs and demands from the adult education sector within the context of limited, if not shrinking, opportunities for further education and development, will continue to make the contribution of the Centre for Adult Education a critical one in the years to come as the new faculty grows and establishes itself as a leader in the field.

Prof. Renuka Vithal

Message from the Director of the Centre for Adult Education

As reflected in this report, the Centre for Adult Education has been a busy and exciting place during 2003 and 2004. These past two years have been a time of consolidation and strengthening while simultaneously preparing for further organisational change and redefining.

We've been able to refine and strengthen our existing formal programmes for adult educators at Certificate and Masters levels while planning new offerings for educators in workplace contexts and in Further Education and Training (FET college) institutions.

The CAE continues to play an important role in the area of Adult Basic Education and to shape policy in the province. At an international level, the CAE is being looked to to provide increasing leadership for ABE in the Southern Africa Development Community (SADC) region. We accept such responsibilities and continue to be a critical voice.

We have undertaken important research and materials development projects during this time. This is an area where CAE has built valuable expertise and relationships with NGO, CBO and donor communities. The projects reported on here have all been significant contributions to nation-building and development. It is through such projects and partnerships that we give meaning to the reference in the mission statement of the University of KwaZulu-Natal to its commitment to critical engagement with society. This is a growing area of work, and one in which requests often surpass capacity.

Scholarship in CAE has also been through a period of consolidation and strengthening. Seven members of the CAE staff began study towards higher post-graduate qualifications, and contributions to local and international conferences have become an annual practice. Staff have produced a large number of reports, conference papers and journal articles. Importantly, many of the CAE publications and conference presentations emanate from non-formal project work, creating closer links between research and action.

Looking forward, we prepare to be a part of new organisational formation, a multi-campus School of Adult and Higher Education within a larger, newly-configured Faculty of Education. At a time when adult education departments at universities have shrunk, we have been able to grow and strengthen our offerings and profile. We look forward to being able to continue this trajectory, to being a centre of excellence and most importantly, to be able to respond to the educational and development needs of adults in South Africa and the region.

Vaughn John



The Centre for Adult Education

The Centre for Adult Education (CAE) was instituted on the Pietermaritzburg campus of the University of Natal in 1979, as part of a University-wide unit originally called the Extra Mural Studies and Extension Unit, offering mainly cultural enrichment courses. In response to the desperate needs of under-educated communities at that time, CAE increasingly turned its energies to offering formal and non-formal education to people whose needs had been largely ignored. After many years as a marginal unit within the university, the CAE in Pietermaritzburg was formally incorporated into the School for Education, Training and Development in the Faculty of Education in 1998. The year 2005 will see the launch of the School of Adult and Higher Education, which will incorporate the Centre for Adult Education, the Centre for Higher Education Studies and part of the School for Community Development and Adult Learning, from the Howard College campus.

The work of the Centre for Adult Education

Since its founding the Centre for Adult Education has undertaken work in a range of arenas to contribute to development of a post-apartheid South Africa. The primary focus of the work of CAE has always been on adult education, adult basic education, and community development.

During 2003 and 2004 our work involved research and evaluation, development and publication of materials for adult basic education and non-formal adult education, development and delivery of formal university courses, contributions to national policy development, and work in assisting the provincial adult basic education directorate to move towards effective implementation of policy.



Formal Courses

The Centre for Adult Education originally ran only non-formal courses which were for people working in communities and organisations in the Pietermaritzburg area. These courses were, in the main, designed to equip people with the skills they needed to make their voices heard and to enable them to run community structures and their own organisations effectively, initially in political resistance to apartheid, and subsequently so that they could fulfil their roles in our developing democratic society.

Since then some of these courses have been formalised, for example, in the Certificate in Education (Participatory Development), through which community development workers can gain a university-accredited qualification.

Other formal courses run by the Centre have been developed more in the classic university study tradition. In the module offered by the Centre in the general Bachelor of Education Honours degree, for instance, different approaches to teaching adult basic education are explored. In the Centre's Masters in Education (Adult Education) degree, students engage with theories of adult education and literacy and their relation to practice.

In 2005, cooperation with newly gained partners in the School of Adult and Higher Education will mean that established de facto links in our teaching with colleagues on other campuses of the University of KwaZulu-Natal will be formalised and the range of formal courses that we can offer will be enriched.



Certificate in Education (Participatory Development) (CEPD)



Thulani is setting up food gardens with a crèche association in Impendle while Dumisani is working on peace gardens in Edendale. Zamile is developing course materials for peace education and Mashiya is chopping out alien plants in the Botanic Gardens. Siphos is assisting families to access social grants while Bongani is doing a survey of those living with HIV/Aids sufferers and the use of traditional food crops. Phumza is conducting Aids awareness workshops in schools and Bonginkosi is experimenting with an organic garden at Msinga. Phili is running workshops on gender and domestic violence and Nomathini is growing vegetable seedlings in Edendale.

Nasha is helping to run Alternatives to Violence workshops and Michael is setting up Peace Committees in Msinga. Samuel and Virginia are gathering information about retrenched factory workers and Sthembiso is addressing conflict within adult education organizations. All of these people are Certificate in Education students completing their internship with a variety of organizations.

In his 2003 State of the Nation address, President Mbeki pointed to the value of training for community development workers, and their potential for strengthening the ability of local government to respond to people's needs. The Certificate in Education evolved out of the need to provide training that would create development workers or 'hard working saints'. The question was: How could the university help people to move towards this vision?

Firstly there was a realisation that health workers, literacy teachers and agriculturists all need skills to work effectively with people. All community workers need to involve people in their own development, and because of this need, all Certificate in Education students complete courses on facilitation skills, adult education and project management. After this they focus on their own areas of interest, choosing between Land Care (caring for the land and making it more productive); Peace Education (understanding and dealing with conflict); Adult Basic Education and Training (how to teach literacy and numeracy to adults) and Entrepreneurship (how to set up and run a small business).



Land Care students examine food crops

The final course is Development in Practice, a five-week internship. Students must find suitable organisations which will host them as interns, and allow them to develop plans of action and put their learning into practice. This can be very challenging and even the process of finding a suitable placement can be a tough struggle. Hosting student interns may hinder work, and many organisations are reluctant to take them on. Fortunately, some organisations are prepared to take on the extra work, in this way making a valuable contribution, and are sometimes rewarded with an intern with plenty of initiative who is 'a joy to have around'.

Once the students are accepted in an organisation CAE staff support them as they plan their activities, implement them, and reflect on their successes and failures. For many students it is the first time that they have developed and tried to follow a plan. The internship can be an alarming experience, and students have given it a variety of nicknames including 'the DIP-end', 'the big DIP in life', and 'the DIP tank', from which you emerge as a new person, empowered with the confidence to face the challenges of development work. Some students even find employment in their internship organisation.

Many past students report that they experienced the Certificate as a life-changing experience and grew as people, in knowledge and abilities. There are a number of reasons for this. Most of the students come from educationally disadvantaged backgrounds and would not normally have gained entry to the university. The programme recognises that many students have a weak academic foundation, and sets out to build students' confidence. It develops their learning skills, and encourages them to reflect on their present situation, helping them to become life-long learners. Although the course is run in English, students are encouraged to use Zulu in small groups, thus enabling the weaker students to gain confidence in a relatively unthreatening environment.

Graduates of the course have commented:

Coming out of school you think you must find work and be employed. (Being) in the programme changes this. If I were to lose my job today I know that I will be able to generate income for myself.

Before the course I was very limited. I had put myself in a cage.

No single course or programme can unfailingly produce the hard working and creative saint that an ideal development worker is. But through its Certificate in Education (Participatory Development) CAE strives to equip students to continue to develop both themselves and others in their communities.



Entrepreneurship activity

Certificate in Education (Workplace Learning)

The Certificate in Education (Workplace Learning) programme started on the Durban Campus in 1999, in response to a request by the Clothing, Textile, Footwear, Leather SETA for industrial trainers or new trainers to upgrade their skills or learn new ones. In 2002, the Certificate shifted to the Edgewood Campus. The programme has had an intake of approximately 20 students every year since then. The students are non-traditional in that many do not have matric exemption, and would not normally qualify to enter a university programme, but all of them have years of experience working in industry.



A student presents his project on 'Safety signs in the workplace'.

The qualification is at NQF Level 5. Modules include: Training Context and Legislation; Adult Learning; ABE in South Africa; Assessment; Programme Planning; Diversity and Learning; Facilitation and Instructional Techniques and Learning Processes. Assessment is through assignments and a practical in which video is used to enable students to observe themselves facilitating, and improve their techniques. Comments from students who have been through the programme include: "This is the most relevant programme tailor made for anyone in the training context of an organisation", and "All trainers should go on this programme".

The National Professional Diploma in Education: Further Education and Training

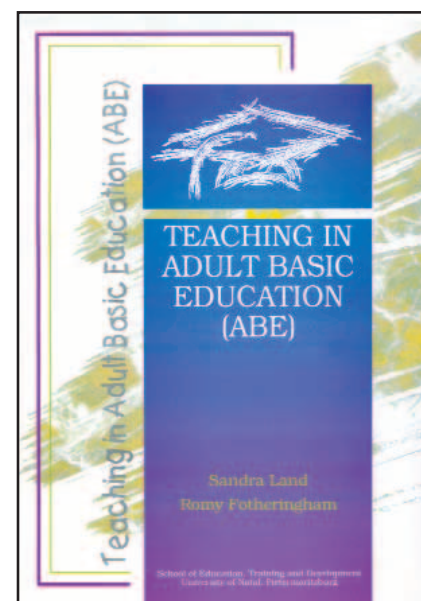
2003 saw the declaration of policy to upgrade the training of under-educated educators working in the FET (secondary education) sector. The Centre's involvement in this followed a request from and discussions with provincial FET institutions in 2003 and 2004. The programme was planned in 2004, and the Centre will, for the first time, deliver the National Professional Diploma in Education: Further Education and Training (NPDE – FET) to students from three FET Institutions in KwaZulu-Natal. Sixty under-qualified staff members from Umgungundlovu (Pietermaritzburg), Sivananda (Pinetown) and Mthashana (Vryheid) will participate in this new programme. The Centre has also been approached by ex-technical colleges to provide in service training programmes in 2005/6 for approximately 300 under-qualified staff members.

Bachelor of Education Honours: Teaching ABET module

Teaching in ABET is a module in the B Ed Honours degree that focuses on teaching basic literacy to adults. From 1999 until 2003, it was one of the eight compulsory courses of the Bachelor of Education Honours degree of the School of Education Training and Development on the Pietermaritzburg campus. It was offered on the Pietermaritzburg and Howard College campuses as well as at various centres scattered throughout the province, such as Kokstad, Madadeni and Empangeni. The degree was usually done as in-service training by school teachers seeking to upgrade their qualifications. The logic in including this course as a compulsory one for school teachers was that many of them taught adults in Public Adult Education Centres (ex night schools) after normal school hours, and it was thought useful for all Honours level students to have an introduction to adult basic education.

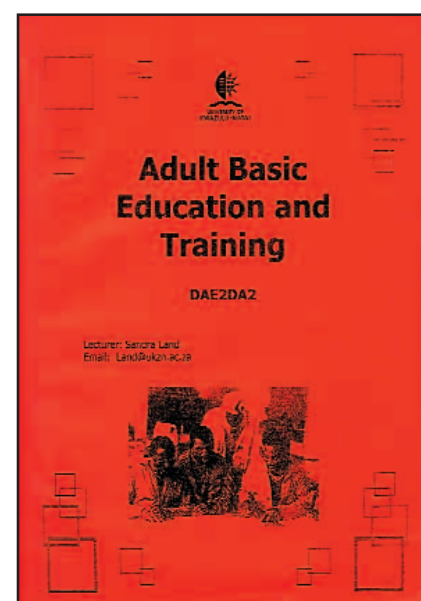
Government policy with regard to the employment of teachers in Public Adult Education Centres has changed, and the current aim is to employ trained adult educators who do not also teach in schools.

As a result, the delivery of this module has been scaled down and it is now offered at only the Pietermaritzburg and Howard College campuses, as an elective module.



During 2004, Sandra Land wrote a module on Adult Basic Education for the Faculty of Community and Development Disciplines on the Howard College Campus.

This module was offered to second year students doing the Bachelor of Community Development on the Durban Campus. It was also offered to distance education students as part of the Open Learning Programme. Britt Sable taught the course to seventeen Community Development students and acted as the moderator for the distance education students. The module deals with ABET and development and looks at the purposes of reading and writing, at literacy practices, literacy and language issues, approaches to the provision of literacy to adults, the history of ABET in South Africa, the promotion of reading, family literacy and teaching ABET. Students came from various African countries and shared interesting insights and experiences about literacy and development in their respective countries.



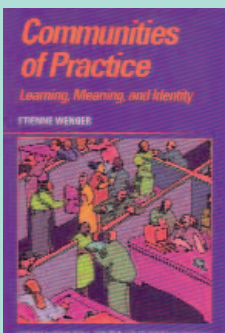
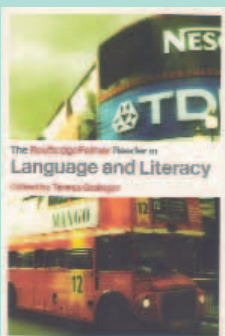
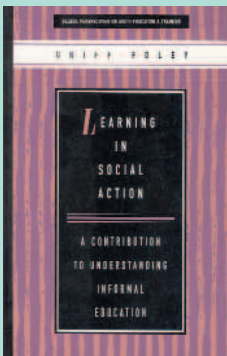
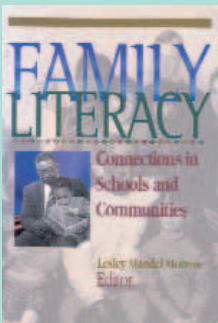
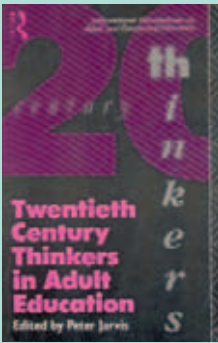
Masters in Adult Education

This degree has been run since 2000 and attracts students from a variety of different settings including government, schools, business, industry and NGOs. Run on a two year part-time basis, this degree comprises course work in the first year and a dissertation in the second. Students are presented with opportunities to explore, examine and analyse how adult learning relates to a country's political, economic and social structures, and how it translates into provision and delivery. They are challenged to identify and critique models and theoretical positions (ideological, philosophical psychological, and moral) of policy, adult learning, curriculum design and research that inform contemporary practices and possible alternatives.

Selection criteria for this course are stringent, and in 2004 we had five first year students. Current areas of special focus are:

- Policy studies in Adult Education
- Issues in literacy
- Issues in further education and training, and
- Curriculum studies in Adult Education.

In 2003, students were fortunate to have, once again, as a lecturer for part of the course Ms Ruth Farrar, an Associate Professor of Reading and Literacy Education from Bridgewater State College in the United States. In addition to teaching part of the course, Ms Farrar assisted with the assessment of one of the dissertations. Students have enjoyed her enthusiastic support.



Research, Evaluation and Development

The Centre for Adult Education does a range of socio-economic research. Some of this research feeds into the Centre's policy work, some into its curriculum development and materials development work, and some into its teaching. The Centre is also often commissioned to undertake research for other organisations or institutions.

Some of the best known research conducted by the Centre includes its research into the political violence in the KwaZulu-Natal Midlands in the late 1980s and early 1990s, and a national survey of Adult Basic Education undertaken in 1994/5 (which was co-winner of the University Book Prize in 1998). The Centre has also undertaken research for, inter alia, the National Assembly; the Department of Land Affairs; Oxfam GB; the iNdlovu Partnership for Lifelong Learning; and National Adolescent Sexual Health Initiative (now LoveLife). We have also conducted research for the materials we have produced, such as The Women's Handbook, Asifunde! and the St. John Basic Home and Advanced Care courses.

CAE's evaluative work has included the evaluation of materials, projects and organisations. Such evaluations have included, for example,

2002 – Evaluation of the training component of the Department of Environment's CoastCare poverty relief programme.

2003 – Evaluation of Justice and Women's (JAW) maintenance course.

The Centre's development work focuses on community education that contributes to community development, particularly that which links to education for democracy, for example the Human Rights, Democracy and Development project, which has a strong and ongoing formative evaluation component.



The Enable education, training and development initiative

Research surveys estimate that between 5 and 12% of South Africans are moderately to severely disabled, and, according to the 2001 census, nearly half a million people in KwaZulu-Natal have a disability. Because of apartheid and wider socio-cultural practices of discrimination against people with disabilities, many black people with disabilities have either never attended school or dropped out at an early stage.



Emmanuel Morajane
of Enable reads
Braille

The result is that there are thousands of adults with disabilities in South Africa who need basic education, and also need to develop entrepreneurship skills and have access to opportunities to make a living. More broadly, there is a need to raise awareness about the rights and capabilities of people with impairments, so that South Africa can become truly a society for all.

The Enable education, training and development initiative is a response to these needs. Formerly a programme of the Natal Adult Basic Education Support Agency (NASA), Enable became an independent organisation in 2004. It is an education, training and development initiative for adults with disabilities and their carers, and emphasises involving people with disabilities at all levels, in other words, as learners, educators, co-ordinators and managers. It aims to empower learners with adult basic education, life and work skills, thus promoting their independence and self-reliance, to raise disability awareness in society and to

build the capacity of disabled people's organisations. It works with a number of provincial organisations involved in the disability sector, and supports six adult basic education projects for adults with physical and visual disabilities.

Enable plans to add entrepreneurship and capacity building to its existing programme. The Entrepreneurship Programme will train disabled people's organisations and individuals in the skills needed to run small enterprises and make a living. The Capacity-Building Programme will develop organisational skills such as planning, financial management and fund-raising in disabled people's organisations, thus strengthening the disability sector.

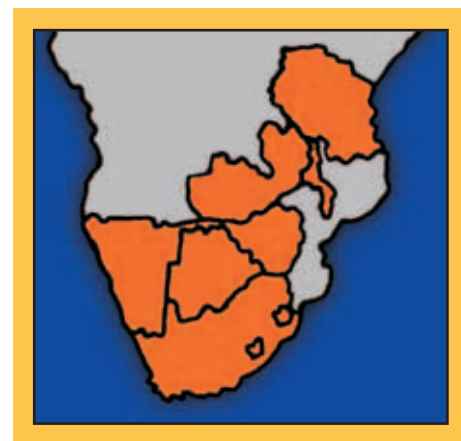
The Centre for Adult Education is one of Enable's partner organisations. Peter Rule chairs the Enable Management Committee and is assisting it gain independence. CAE is also active in Enable's materials development and research.

The Enable Programme has the potential to become a model of education, training and development provision for adults with disabilities and their organisations, both at provincial and national level. CAE is committed to supporting this innovative programme and to extending the boundaries of education, training and development within the disability sector in South Africa.

Human Rights Community Based Organisations (CBOs) in SADC

Commissioner: Fahamu

Fahamu is an organisation seeking to build the capacity of human rights advocacy organisations in the SADC region. Following on from its research on NGOs working on human rights issues in the region, Fahamu sought and received funding to undertake similar research on CBOs. A sample of ten CBOs in nine Southern African countries was surveyed by organisations in those countries.



The Centre was contracted by Fahamu to:

- develop the research instrument
- draw a sample of CBOs in each country
- train the organisations undertaking the interviews in each country in interview methods
- analyse the data, and
- write the research report.

A pilot instrument was tested with 10 CBOs in KwaZulu-Natal in late 2002. Sample CBOs for each country were drawn from lists provided by organisations sub-contracted by Fahamu to oversee the survey in each country. Representatives from these organisations were briefed by Centre staff at a meeting in Durban in March 2003. The survey itself was conducted between October 2002 and August 2003, and a final report was submitted to Fahamu in October 2003.

The survey was a significant and unprecedented intervention, providing a wealth of data on CBOs working on human rights issues in SADC. Some key findings include:

- Most of the CBOs are relatively young, having started within the five years preceding the survey.
- Most organisations are working in more than one sector, and are involved mainly in legal and human rights work, HIV and AIDS and health issues, and income-generation.
- Less than half of the organisations have paid staff, and most of these have fewer than 5 staff members. 88% of organisations had volunteers.
- 67% of organisations receive some kind of funding, but there is considerable variation across countries, with only two organisations in Lesotho receiving funding compared to all ten in Zimbabwe.
- 87 out of the 89 organisations (98%) said that they were experiencing some kind of problem. Lack of funding was the most frequently cited problem, and a lack of skills was also identified as a major issue.

The survey found that Zimbabwean CBOs appeared to differ notably from the majority of other CBOs surveyed, having substantial office space and relatively large paid staff.

The Human Rights, Development and Democracy (HRDD) project

Funder: The Embassy of Finland

The Human Rights, Development and Democracy (HRDD) project is a co-operative initiative of Tembaletu Community Education Centre, a non-governmental organisation which offers adult basic education (ABE) classes at satellite centres in seven rural centres scattered through the KwaZulu-Natal Midlands, and CAE. The project is funded by the Embassy of Finland.


The project combines ABE classes at Tembaletu's rural sites with education for democracy, by which is meant teaching learners about the South African constitution, and exploring a wide range of issues that have bearing on people's everyday lives as citizens of a democracy. Learners are also given support in income-generating community projects, through which project participants in rural communities have opportunities to exercise their rights, access resources and practise self directed community development.

Since the inception of the project, the Centre's *Learn with Echo* newspaper supplement has developed and published material to support education for democracy, designed for use both by HRDD project participants and its wider readership. The Centre has also run the formative evaluation of the HRDD project since its start, and in August 2003, the project received a boost with the employment of Bheka Memela, a researcher who works full time on this project and has brought a fresh, critical approach to the project.

Bheka runs an ongoing series of reflection workshops with participants at all the rural sites,

Democracy and you *Intando yeningi nawe* 17

Rights and responsibilities



This Bill of Rights is too good to be true! Do we really have a right to all these things?

Life would be perfect if we all had everything the Bill of Rights says we should have!

We can't have rights without responsibility. That means we each have to act in a way that protects our rights and the rights of others.

What is 'responsibility'?

When a person is **responsible** for something, it means that it is that person's job or duty to do it. That person has a **responsibility** (*izinto ezizibophele*).

For example: A bus driver is **responsible** for the people who ride on his bus. It is his **responsibility** to drive safely. If he drives badly and causes an accident, the police will hold him **responsible** and he could be punished.

We all have a responsibility to make our communities good places to live in. The best way to do this is to respect the rights of others and to obey the laws of the country.

The Bill of Rights says we have the **right** to live in a healthy environment. That means we have a **responsibility** to keep our areas clean by not littering, and by reporting illegal dumping and.

Activity Umsebenzi

- The right to clean water
- The right to basic education
- The right to health care
- The right to own property (*ukuba nempahla*)
- The right to life
- The right to equality (*ngangama*)
- The right to adequate housing (*izindlu ezanele*)

Next week: More about human rights

Democracy and you *Intando yeningi nawe* 29

There will be a general election next year (2004). People all over South Africa will vote to choose a national government (*uhulumeni omkhulu*) for the next four years.

Uhla lwabavoti

Phuthuma ubhalisele ukuvota ngomhlaka 8 no 9 kuNovemba.

Ukubhalisa kuzoba scateshini zokuvota edigcemeni ezahlukene.

Ungayo kohlola ukuthi igama lakho likhona yini emahhovisi akwa-IEC aseSynons Centre, e 10th floor (ekhona lemiyungo uChurch noKoschoff) eFietertartsburg. phakathi kuka 7.30 ekuseni kuya ku 4.00 ntambama.

Yini engidingayo ukuze ngibhalise?

- Umazisi wakho onamagabelo
- Kufanele ube nemingaka ewu 16 noma ngaphezulu
- Ube isakhamuzi saseNingizimu Afrika
- Bhalisa endaweni ohlalo kujona

Uma ngingenawo umazisi onamagabelo?

Hamba uye kofaka isicelo eMgangweni weZasekhaya manje. Uzothola umazisi wesikhathana ozowusebenzisa ukubhalisa ohlwini lwabavoti. Kodwa ugovola uma sekubuye umazisi wakho, ngeke uvote ngalona wesikhathana.

Luyini uhla lwabavoti?

Lolu uhla oluqetheke amagama abantu abazovota okhetweni. Isiyingi sokuvota ngasinye sinohla lwakhona. Umvoti ngamnye ubhalisa esiyingini esisodwa kuphela.

Lubaluleke ngani uhla lwabavoti?

Uhla lwabavoti lusizo ukuthi ukhethe luhambe ngemfanelo, luqinisekisa ukuthi umvoti ngamnye avote kampe. Uhla lwabavoti kumele iwezwe kusasele isikhathi kufike ukhethe ngoba kufanele luhlabwe ukuze kube nesiqiniseko sokuthi iponke imininigwane ime ngomumo.

Inhlangano engangama ukhethe eNingizimu Afrika ibizwa ngokuthi yi-Independent Electoral Commission (IEC). Igona ehlela ukhethe. Kumele isebenzise uhla lwabavoti ukulungiselela ukhethe. Kumele le nhlangano yazi ukuthi bangaki abantu abazovota esiyingini ngasinye. Lokhu kuyobazisa ukuthi balungise inani elanele lamaphrepha okuvota, amabhokisi nokunye okudingekayo esteshini sokuvota ngasinye.

Nawe wazibonela-ke ukuthi kubaluleke kangakanani ukuthi igama lakho ubhalise ohlwini lwabavoti.

Uma kwenzeka ngishintsha umgomo ngingasofuni ukuvota ngonyaka ozayo?

Uma ungasofuni ukuvota ungyeka noma igama lakho likhona ohlwini. Okubi ukuthi ufune ukuvota kanti igama lakho alikho ngoba ngeke uvote.

IEC helpline: 0800 11 8000
IEC office in Fietertartsburg: 342 8891

which have brought to light a wealth of information that has been invaluable for the purposes of reflection both for community participants as well as for the implementing partner organisations.

In August 2004, the South African Human Rights Commission assisted in running a training workshop on human rights for project participants from Tugela Ferry and Muden. The workshop was striking in that both men and women in the workshops were willing to debate issues related to human rights, and share their experiences of violation of human rights.

In October 2004, at the Kenton Khahlamba Conference, Bheka Memela and Sandra Land presented a paper titled 'Isicathamiya saseStoffelton', which was a reflection on the HRDD project.

2005 will see changes in the project that have been initiated by Tembaletu. The Centre will continue with its programme of reflection workshops and formative evaluation of the project as these changes are implemented, using information gained to continue with the slow process of building up a description of a model of the project which, in theory, will allow the project to be replicated in other areas by other organisations.



Democracy and you *Intando yeningi nawe* **31**

Bhekithemba has HIV

Bhekithemba Dube gets very sick. Nokuthula takes him to the clinic for treatment. He agrees to have an HIV test. The test shows that Bhekithemba does have HIV. The counsellor (*umculuki*) at the clinic helps him decide what to do next. Bhekithemba decides to tell Nokuthula that he has HIV.

I am tired of suffering alone. Nokuthula might understand.

Bhekithemba tells Nokuthula that he has HIV. Although she is very upset about this sad news, she is glad that now they can talk about it openly. After a few days, Bhekithemba feels brave enough to tell his parents and his brother that he has HIV.

What does the Dube family say when Bhekithemba tells them?

I love you, son. We are here for you. I will take care of you.

You are my son. What can I do to help you? I must learn more about HIV/AIDS, to help all of us live with this.

Before, I thought that a person with AIDS must live outside, away from the family. But now I can't ask you to go away. You are still the same person, my brother.

My body is sick. But I feel better now that I can share my worries with my family. I will go to the CDC clinic. Maybe I will get medicine that will help me to stay healthy for a long time.

It is safe for Bhekithemba to be in our house. In fact, we must be careful not make him sick, he is the one who can get sicknesses easily. We can hug him and touch him without being afraid of AIDS. He needs our love and support.

The family learns more about HIV/AIDS. They learn that a person with HIV

- is still a person
- has human rights like everybody else (*unamahlazeki ngomuntu wonke*)
- needs love and support from family and friends
- needs good health care and a healthy balanced diet (*nokudla okuzempilo*)

They also learn that it is safe to hold Bhekithemba's hand, to kiss him and hug him, to use the same chair and so on. They must wear plastic gloves if they have to touch his sores, clean up his body fluids or his blood. Hygiene (for example, washing hands) is important and can protect the whole family from many illnesses.

Next week: Planning for the future

Barriers to Learning project

Commissioner: National Research Fund

Five members of the Centre, and three of our Masters students, are part of a research team that was awarded a National Research Foundation (NRF) grant for a two year research project exploring barriers to basic education in the Richmond area. The project, running during 2004 and 2005, involves academics and post-graduate students in the disciplines of Education and Psychology at the University of KwaZulu-Natal.

The research seeks to determine what barriers exist for both children and adults in accessing basic education, and in particular the extent to which HIV/AIDS is a barrier to learning, and how it interacts with other exclusionary factors or other barriers.

Ten schools (primary and secondary), two pre-schools, and three adult education centres

are involved in the project, with learners, educators, parents/caregivers and School Governing Bodies (SGBs) all participating. In addition, the broader community of Richmond is included through public community meetings in the areas covered by the research, as well as interviews with non-profit organisations and government officials working at various levels in the Richmond area. Researchers from the Centre have focussed on the adult education centres, pre-schools, SGBs and community organisations.



Indala High School
in Richmond



This page and previous page:
Drawings from a research
session with preschool children



The project will provide in-depth information on the extent to which HIV/AIDS is impacting on learners, teachers, parents, community members, schools and other learning centres as a barrier to learning, and how it compounds other barriers to participation in schools and to learning in the community. It is hoped that benefits will include the following:

- Information obtained will facilitate the planning and coordination of programmes currently underway in the district, and will inform resource allocation.
- An audit of resources available to people infected and affected by HIV/Aids will be used to inform people about resources they can access.
- Strategies that have been found to be successful in coping with problems will be shared among schools and other organisations working in the community.
- The project will set up a stakeholder forum in the community that can network to address HIV/AIDS and other barriers to learning that are identified.
- Information gained from the research project should be useful in ensuring that the Integrated Development Plan for Richmond addresses people's most urgent needs in this area.



Many poverty stricken grandmothers are primary care-givers



Evaluation of Justice and Women's 'Biting into Maintenance' course

Commissioner: Justice and Women (JAW)

In February 2003 the Centre was commissioned by Justice and Women (JAW) to conduct an evaluation of their 'Biting into Maintenance' training course. JAW is a Pietermaritzburg-based organisation dealing with issues of women's access to justice, including maintenance. JAW was formed in response to complaints by women about the problems they were having with accessing maintenance through the Pietermaritzburg magistrate's court.

In 2001, JAW received funding to extend their work in KwaZulu-Natal. JAW wanted to work with organisations which had already done some community work and who had resources, and offered training in maintenance issues to two organisations. Five women working at Nqutu, Pinetown and Umlazi courts, and 24 volunteers from victim support centres at Umlazi, Ntuzuma and Durban courts and Empangeni, Esikhawini and Richards Bay Police Stations, attended the course.

The Centre was subsequently contracted to evaluate the extent to which the JAW course

- increased participants' knowledge and their ability to transfer knowledge to others (in particular, their clients)
- improved participants' service to clients
- complied with accepted best practice in terms of adult and adult basic education
- was suitable for adults with relatively low literacy skills, and for whom English is not the first language, and
- complied with appropriate nationally-set standards.

The evaluation also aimed to provide some basic understanding of evaluation and evaluation methodology to JAW staff. For this reason the evaluation itself was designed largely by JAW staff during a workshop conducted by a member of the Centre's staff.

The evaluation involved individual interviews with staff from the two organisations involved in the training. Durban, Umlazi, Ntuzuma, Empangeni and Esikhawini courts were visited, and court staff and clients were interviewed. Three focus groups were held with course participants. Course participants were trained in running a workshop on maintenance in their communities as part of the course, and community members in Empangeni and Esikhawini communities were interviewed about these workshops.

The evaluation was on the whole positive about the training, although some recommendations were made to JAW for improvements, particularly as regards adult education theory and practice.

Evaluation of St. John Lifesaver International First Aid Course (LIFAC)

Commissioner: St. John Ambulance

The Lifesaver International First Aid Course was a project initiated by the former International Department of the Grand Priory of the Order of St. John to provide a trainer qualification or re-qualification for St. John National Council instructors in community based first aid skills.

Course materials were drafted initially by an expert panel of British Training Development Advisors and trainers who had undertaken training visits in different parts of the world. Under the auspices of the International Department and latterly with the assistance of St. John Ambulance London District, the LIFAC course evolved through a planned series of workshops and pilot courses in Britain, Trinidad, Kenya and Hong Kong.

Reflecting the structure of the Order of St. John before October 1999, this project was led by the International Department in London in consultation with trainers and based on first aid documents from each region. However, from the outset, the course was intended for worldwide use. It is available to all branches of St. John.

St. John Ambulance London District has run the course in Zimbabwe, Uganda, Ghana, Tanzania, Kenya, Malawi, Zambia and Nigeria. Reflecting the new international structure of the Order, the Priory of South Africa has become increasingly involved in this training in Africa.

The Centre for Adult Education was commissioned by St. John Ambulance to evaluate the LIFAC package, which includes not only the LIFAC first aid course (3 days), but also the LIFAC train the trainer course (5 days), and the LIFAC assessor's course (2 days). This evaluation was completed in August 2003, and a report presented to the 2nd St. John Africa Regional Meeting, in Kampala, Uganda on 1 September 2003.

The evaluation reported on

- the effectiveness of teaching materials used
- the effectiveness of teachers' presentations
- variations in the trainee's needs and how well these were met
- improvements which could be made to the course.

Subsequent to the evaluation, the Centre was commissioned by St. John to redevelop the course (see page 33).

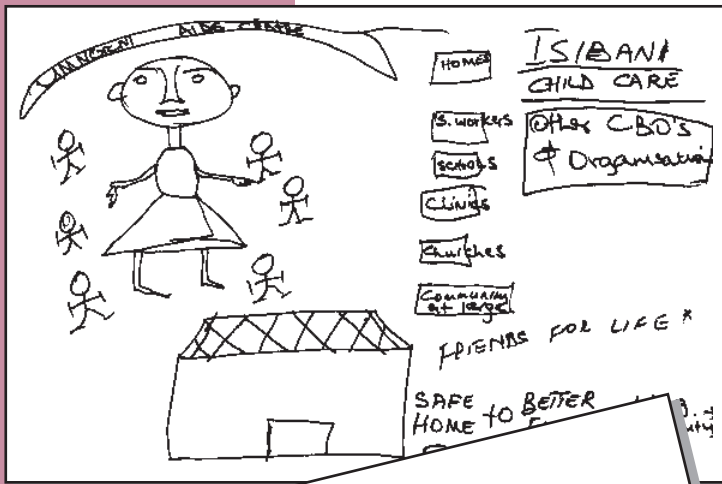


Vaughn John presents the evaluation report

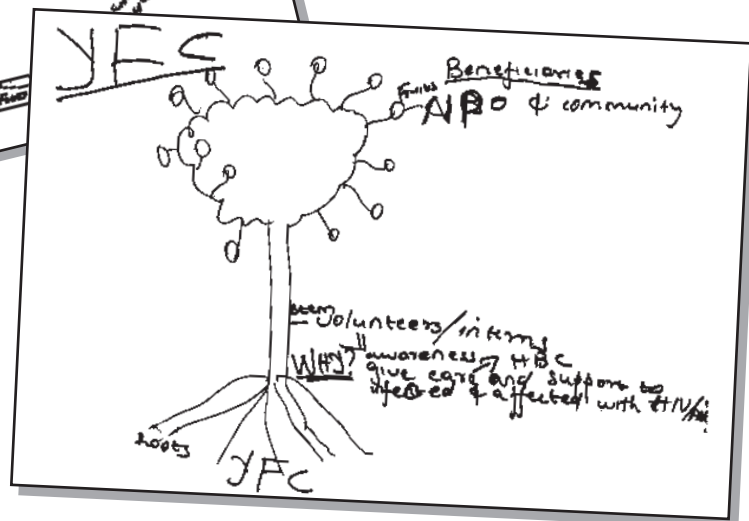
Building NGO capacity

In 2003, the Centre took a decision to support local NGOs and CBOs who sought assistance for low-level organisational development help. Support has been provided free of charge during 2003 and 2004 to a number of organisations with whom the Centre has built up a relationship. During the course of 2003/2004, the Centre provided the following:

- A workshop on monitoring and evaluation to 13 CBOs involved in the CINDI Network mentorship programme.
- A workshop on monitoring and evaluation to Justice and Women (JAW) and the Midlands Women's Group (MWG).



- A workshop on structures for Justice and Women;
- A workshop with Little Elephant Training Centre for Early Education (LETCEE) on the function of meetings in an organisation.
- Ad hoc meetings with members of various NGOs and CBOs to provide practical assistance or advice on a range of issues from funding proposals to gender programmes.



CBO participants capture concepts in drawings

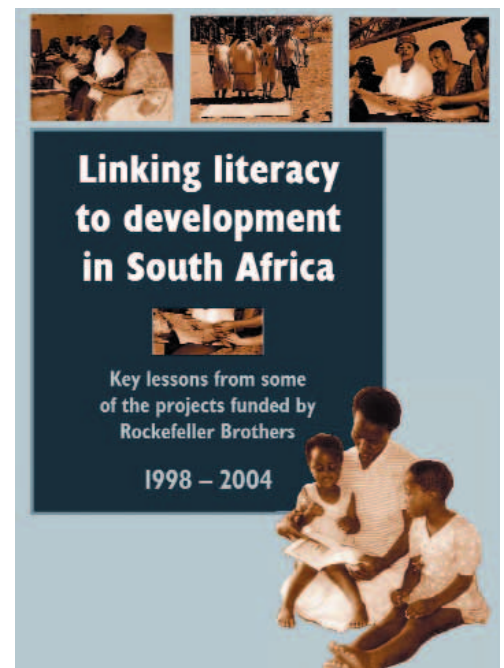
An analysis of Rockefeller Fund grantees

Commissioner: Rockefeller Brothers Fund

John Aitchison and Sandra Land worked with staff from the School for Community Development and Adult Learning on the Howard College campus on this project. It was commissioned in order to raise the visibility of the interesting work that has been done in South Africa to link literacy with development work and to ensure the dissemination of the lessons learned in the different projects.

After visiting and gathering information on organisations in Gauteng, KwaZulu-Natal and the Western Cape, researchers reported that

- there appears to be no easy way to link literacy with development work that makes the links between the two obvious and clear; learning to read, write and do basic mathematics competently takes a long time, and so does each type of “development” attempted by the projects under consideration
- there is no quick fix to the problems of illiteracy, its effects on the education of children and the development of skills
- simply in order to survive, organisations repeatedly re-invent themselves to be in line with changing funding trends because very few funders will cover infra-structural costs such as salaries
- while funders insist that organisations explore ways to achieve sustainability, many literacy and development projects are targeted at poor communities and they are not, and never will be, intrinsically self-sustaining
- a lack of reflection on work done, particularly in “pilot” projects, means that the lessons learned are seldom documented and therefore almost never shared with other projects
- “partnerships” are often partnerships on paper only, purely to meet funders’ requirements; money and work get divided up between the partner organisations with little communication, and even less transfer of knowledge or skills



- the multilingual nature of South African society and very uneven second language competence within groups complicates attempts to link literacy work with development work
- the formalisation of the ABET system has caused the skills component of many development initiatives to be out of sync with the formal literacy and numeracy components required for formal accreditation
- many of the projects expected a lot from ABE facilitators who had to become “experts” in many different fields.

The final report is to be printed and circulated early in 2005.



Parents and family members at a school meeting

NRF Parental Involvement project

The value of the active involvement of parents in their children’s schooling is increasingly acknowledged. South African educational policy reflects this awareness, and emphasises parental involvement in schools.

However, past studies show that

the consequences of parental involvement are not always positive, and also that advantages and implications depend a great deal on the social situation of each school, the community from which its pupils come, and the capacity of parents to take on supportive roles in relation to education and the functioning of a school.

Vaughn John is co-researcher in an NRF-funded project which is using information from past studies to investigate the potential for, and implications of, parental involvement in schooling. The project focuses on various aspects of the issue, for example, how the literacy levels of parents influences their participation in school-related matters and structures, and whether teachers and school managers can be better equipped to deal with the relationship between school and parents.

The project started in 2003, and will continue into 2006.

Materials and Course Development

The Centre for Adult Education produces a number of “popular” and educational publications, many of these arising out of its own research. Because of its experience in and knowledge of the theory and practice of education, particularly adult and adult basic education, CAE is frequently commissioned to develop training and development materials aimed at ordinary communities, often for adult readers with limited reading ability.

Examples of materials produced by CAE include:

- *Learn with Echo*, adult basic education supplement to *The Witness* since 1990;
- *The Women’s Handbook*
- the *Asifunde!* and *A re Ithutheng!* sets of literacy materials and educator guides in Zulu and Sesotho sa Leboa
- elections training publications for both national/regional and local elections
- a Home Care course for St. John Ambulance, including a learner workbook, facilitator’s guide, and assessment pack
- a variety of easy readers
- various educational guides
- a variety of pamphlets, annual reports, posters, and newsletters for various NGOs in and around Pietermaritzburg
- a set of short training videos for teachers of mother tongue literacy, second language and basic numeracy



Learn with Echo

At the end of its 14th year of existence, the *Learn with Echo* newspaper supplement continues to be CAE's most visible educational material. *Learn with Echo* consists of four pages of learning material aimed at adults with limited schooling (Grade 7/Standard 5 or less). It is distributed on Thursdays as part of *Echo*, a supplement to *The Witness*, Pietermaritzburg's daily newspaper, which was previously known as *The Natal Witness*. 50 000 copies are printed each week, and readership is estimated to be approximately 250 000. In addition, CAE runs a subscription service which distributes approximately 3000 copies of *Learn with Echo* to rural organisations, schools, and other adult education programmes.

A highlight of 2004 was the opportunity to interview the new Provincial Minister of Education Ina Cronje, and share her passion for adult basic education with *Learn with Echo* readers. It is hoped that this will translate into new energy and more resources for ABE in KwaZulu-Natal. Certainly links with the provincial department have been strengthened since Ms Cronje took office as provincial MEC for education.

Education for democracy remains a central *Learn with Echo* theme, and much of its content has to do with human rights, citizenship and democratic behaviour. In April 2003 a series called "Democracy and you" was

launched. It covered our systems of government, and how these should work at local and national levels, and addressed challenges facing ordinary people, such as corruption, crime and poverty. In March and April 2004 the series focussed on voter education. After the April 2004 election, the series was rerun in Zulu, because feedback showed that many readers were battling to understand the original English text.

Choice of language is an ongoing debate for the *Learn with Echo* team. Research shows that, although many readers want to learn in English,

Content themes

Education for democracy

Human rights and responsibilities

Health (especially HIV/AIDS)

Organisations/ Resources

Community development

Parenting

Lifeskills

Consumer issues

Business skills/ The world of work

Culture and tradition (history, changing customs, debate)

Current affairs

Entertainment

Readers' writing

Language activities

Learn with Echo
No. 685
July 22
2004
Write to:
Learn with Echo
Freeport KZN 330
Scottsville
3209
You don't need to use a stamp!
Telephone 033-2962622

A fresh start for ABET?

Ina Cronje is the new provincial Minister of Education for KwaZulu-Natal. Adult education is very important to her.

Ina Cronje knows how it feels to be illiterate (ukungafundi). Two years ago she visited China. Chinese writing has symbols instead of letters. It is very different to our writing. She could not understand Chinese writing. She could not read any signs. She felt lost. She had always known that being illiterate was a problem, but being in China really showed her how bad it feels.

Ina Cronje says there are many reasons why people should be able to read and write. People who are literate (abafundisi) can feel good about themselves. Reading and writing is an important tool (intlobo ezibalulekile) for life. People who can read and write can do many things for themselves. They can read and write letters, read the bible, read their children's school reports, fill in forms, read newspapers and important notices. They can enjoy reading story books for fun. People who can't read and write are left out of many things. Illiteracy is one of the things that stops people from developing and escaping poverty (kubiza lukhuni ukuphanyuka ekubeni nobuphuhl).

Ina Cronje believes that so many adults are illiterate because of our history (umlando wobendabulo). During apartheid people were excluded from education (kett out) on purpose (babancishwa intundo ngenhloso). Ten years after democracy, illiteracy is still a big problem. About 17 million adults in KwaZulu-Natal cannot read and write. Ina Cronje says she has a responsibility to deal with this problem (kuzamthwasa wenke ukubhekana nelenkings). She will support anything that will make Adult Basic Education and Training strong in KwaZulu-Natal.

Provincial Minister of Education, Ina Cronje

She is ready to work with her department and with other groups who do adult education work.

Hahla, Minister Cronje. We look forward to working with you!

Write to the Minister
Write a letter to Ina Cronje. Tell her what you think about ABET. Tell her what you think adult learners in our province need. Write to the *Learn with Echo* address at the top of this page (you do not need a stamp). We will give your letters to the Minister.

learning material in Zulu is most accessible to the target readership. There is a severe shortage of reading material in Zulu, and *Learn with Echo* hopes to contribute towards filling that gap, and support Zulu as a language of learning. In addition, it makes sense to write about complex and important issues in the language that is most accessible, particularly for readers who do not attend adult literacy classes. A reason frequently cited for the popularity of *Learn with Echo's* Mkhize picture story is that it uses both languages in parallel. Thus our favourite solution to the 'English or Zulu?' question is to try and use both languages whenever possible, although lack of space often prohibits this.

It has become clear that not enough ABET Level One reading material exists for absolute beginner adult learners. Although the *Masicathulisanse* series (which became the *Asifunde!* Beginner Zulu literacy course) ended at the end of 2002, it was decided to devote at least one page every week to this very basic language level. This is difficult; with only four pages each week, the temptation is always to fill the space with as much information as possible, which makes for longer, less accessible texts. However we continue to strive to follow the motto 'Less is more'.

Learn with Echo has gained a reputation as an effective medium for disseminating important information, and through it CAE has built working relationships with several local organisations, who regularly make requests for articles on specific issues. This ensures that *Learn with Echo* material is relevant to current issues and supports the work of local organisations.

In 2003 CAE staff collaborated with the Children in Distress Network (Cindi) Nutrition Working Group to produce a poster about the importance of eating vegetables for good health. The municipal health division funded the printing, and the poster was launched in November at the municipality's demonstration garden. This poster was conceived as a companion piece for the first poster CAE produced for Cindi, which publicised information about the use of common indigenous medicinal plants for treating opportunistic infections associated with AIDS. Our work on these posters has been done free of charge as a community service, and information used in these posters is used in *Learn with Echo*, ensuring wide dissemination of the information.



Related to this, in 2004 Cindi produced a Zulu manual for a course on nutrition for those living with HIV/AIDS. The illustrations and translation into Zulu were done by CAE staff. A third poster in the series, focussing on the health benefits of growing and eating indigenous traditional crops should be available in early 2005.



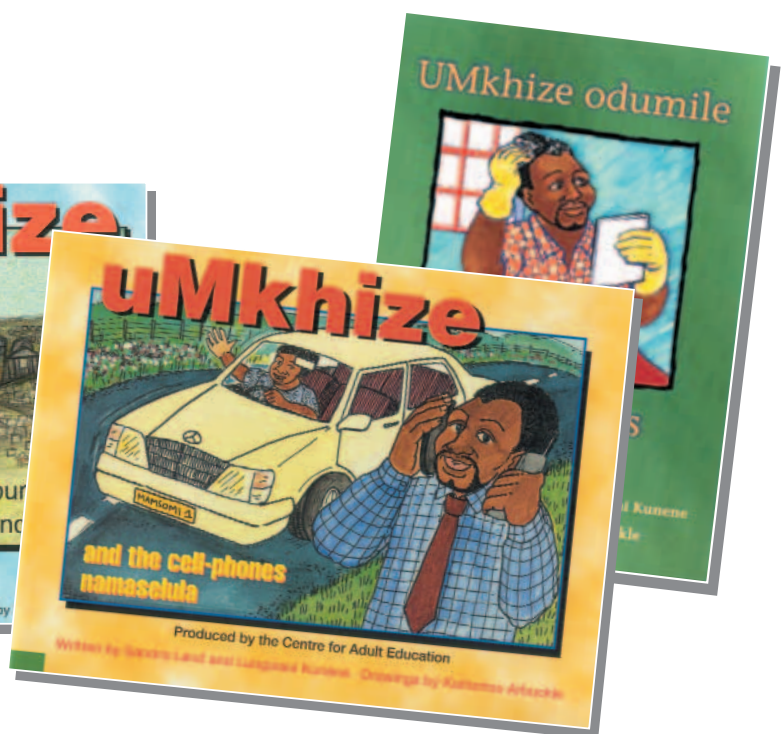
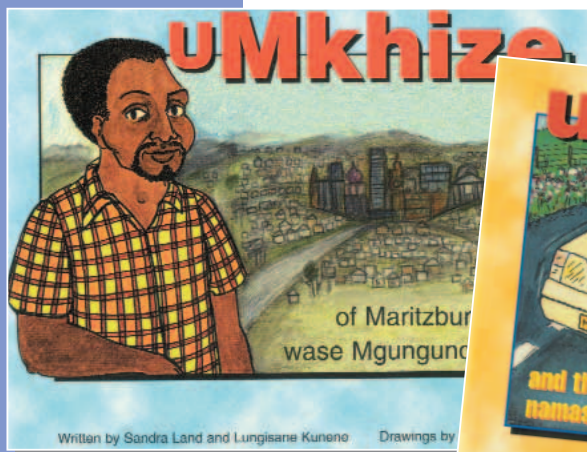
The *Learn with Echo* User's Group plays a useful role in giving feedback on the supplement. The group meets three times a year, to discuss recent editions and share experiences of using *Learn with Echo*, giving the producers of the supplement information on readers' and educators' response to everything from content and language level to the design and artwork. Many ideas for new articles arise from these meetings.

Our Freepost address continues to be well-used, and letters arrive every week from readers all over KwaZulu-Natal and beyond. These also offer informal and anecdotal feedback.



UMkhize books

Mkhize, the main character in the picture story on page 4 of *Learn with Echo*, is as popular as ever. The fourth Mkhize book, *Ukushela - Courting*, tells the story of how Mkhize met and courted his wife MaMsomini, and will be available early in 2005.



Nkandla directory

Commissioner: Oxfam GB

The Centre was contracted by Oxfam UK to research government (and other) assistance available to enhance the livelihoods of people living in the Nkandla Local Council area, and write this in the form of a directory for communities in Nkandla. During 2002 the directory was researched and written in English and Zulu at ABET Level 3 (equal to the end of primary school), but internal events within Oxfam UK prevented the book from being published until 2004.

The Directory begins by explaining in some detail the government's development plan for South Africa in general, and Nkandla in particular, and the Integrated Development Planning process used to implement this plan. The remainder of the book is divided into chapters on specific aspects of development, for example, water, roads, clinics, schools, and so on. In each chapter, step-by-step instructions are given on what to do to access specific services or resources. The Directory also includes information on the poverty relief programmes of the various departments, and information on services offered by NGOs.

The Directory was updated in early 2004, and 750 copies printed and distributed to School Governing Bodies, Development Committees, Community Policing Forums, Health Committees, Community Health Workers, and government officials in the Nkandla area. Ordinary community members in the three communities with whom Oxfam UK worked most closely have also been given copies.



**Bahamba bekhuluma beth'
intuthuko ayikho,
Pho bazokwenzani.
Sebejabhile, dica.
Pho bafunani?**

**(They keep complaining that
there is no development,
So, what are they going to do
now?
They have been disappointed.
So, what do they want?)**

This is a song many people are singing. It is an old song, and no-one knows where it comes from.

The Women's Handbook

Commissioner: Centre for Adult Education/Midlands Women's Group

The Women's Handbook



A guide to legal rights and resources, written for women who live in the KwaZulu-Natal Midlands and surrounding areas

Produced by the Midlands Women's Group and the Centre for Adult Education

The *Women's Handbook* Project was begun in 1997 as a joint initiative of the Centre for Adult Education, the Midlands Women's Group, and the national Commission on Gender Equality. The initiative produced 2 000 copies of the handbook in English, and 10 000 in Zulu, for distribution to women in the KwaZulu-Natal Midlands.

The first edition of *The Women's Handbook* is a book of more than 400 pages written at a language level of NQF 1, that provides practical information for addressing key issues and problems identified by women in the target area. It contains

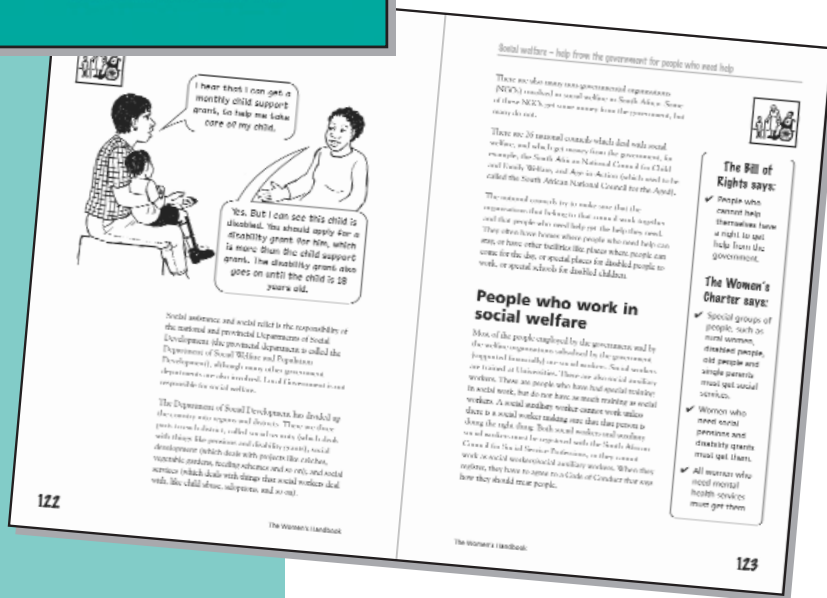
general information, information about women's rights, the facilities and services available to them, and the contact details of officials, local representatives, NGOs and other organisations providing services for women. It also includes a discussion about how the issues included in the Handbook are gendered.

Anecdotal evidence suggested that the Handbook was extremely useful to women in the region, and in 2002 the Centre and the Midlands Women's Group began a

thorough evaluation of the Handbook project. A total of seven focus groups were held with women all over the Midlands, to explore the extent to which women had actually read (or had someone read to them) the Handbook; which sections of the Handbook they had accessed; why; and what they did (if anything) as a result.

The evaluation showed that:

- women who had access to a copy of the Handbook had indeed read it;
- as a result of reading the Handbook, women knew and understood a wide range of rights, such as their right not to be abused by their partners, their rights in customary marriage, and their right to inherit their husband's property.



- women had used the Handbook in order to access a range of rights and services for themselves and others. These included:
 - accessing the Child Support Grant and Social Pensions
 - accessing the Road Accident Fund
 - obtaining maintenance from the fathers of their children
 - accessing counselling and support in cases of rape
 - dealing with cases of child abuse and abuse of the elderly
 - ensuring transparency and democracy in community structures
 - contacting a variety of the organisations, including organisations dealing with HIV/AIDS and child abuse.



Dignitaries at the launch included Mayor Bheki Mtolo and Mrs Zama Ndebele

Women had also used the Handbook extensively to inform both other women and men about their rights; about health issues (including HIV/AIDS); and about services available to them.

As a result of this evaluation, the Centre and the Midlands Women's Group revised the Handbook during 2003/2004. Funding to print 1 000 English copies, and 10 000 Zulu copies of the revised edition was obtained from the European Union's Foundation for Human Rights, the Charles Stuart Mott Foundation, and the Richmond Municipality. The revised edition includes information about the new development planning process, and how it happens, and how women can be involved. It also includes information about the new local and district municipalities in the Midlands, the councillors elected in December 2000, and other political representatives elected in the April 2004 general election. We have also included more information on certain issues. For example, the first edition deals fairly briefly with the issue of school governance, but the second edition includes far more about the right of parents to become involved in school governance, as well as their rights and the rights of their children in schools and schooling (for example, many children have been wrongly denied access to schools or classrooms because their parents have not paid school fees). The section on HIV/AIDS has been expanded to include information on caring for people with HIV/AIDS, and on new policy concerning antiretrovirals for pregnant women and rape survivors. There is a new chapter which gives information about agriculture, government grants to help people grow food, and organisations that help with this. At the request of women in the focus groups there is new information on how to talk to children about sex.



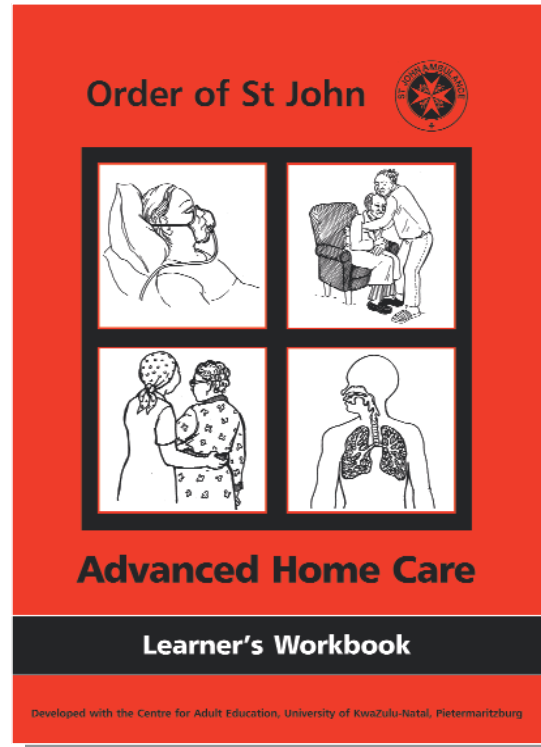
Ncami Thusi unpacked boxes of the second edition



St John Advanced Home Care Course

Commissioner: St John Ambulance

During 2000 and 2001, the Centre assisted St John with the re-development of their Basic Home Care Course. Subsequent to the piloting of the new course, and its resultant finalisation, the Home Care Course was run and evaluated over a period of eighteen months. The outcomes of the evaluation and monitoring suggested that the re-developed course had been largely successful in meeting its objectives.



St John also offers an advanced course in Home Care, and in 2003 commissioned the Centre to redevelop this in order to bring it into line with nationally-set accreditation requirements, to ensure that the course meets the desired course objectives, and to ensure that it articulates effectively with the re-developed Basic Home Care course.

The revised course consists of a ten-day core course plus a five-day elective. Learners choose elective courses from those on HIV and AIDS, caring for an elderly person, baby and child care, or Community Health, and are required to complete 40 hours of practical work in a supervised setting.

The core component of the revised Advanced Home Care course was piloted in Durban, Cape Town, and Johannesburg, during May-July 2004, and revisions made. The four electives will be piloted during the course of 2005.

Redevelopment of the St. John Lifesaver International First Aid Course (LIFAC)

Commissioner: St John Ambulance

The Lifesaver International First Aid Course has been run by St. John Ambulance London District in Zimbabwe, Uganda, Ghana, Tanzania, Kenya, Malawi and Zambia, and Nigeria. Reflecting the new international structure of the Order of St. John, the Priory of South Africa has become increasingly involved in this training in Africa.

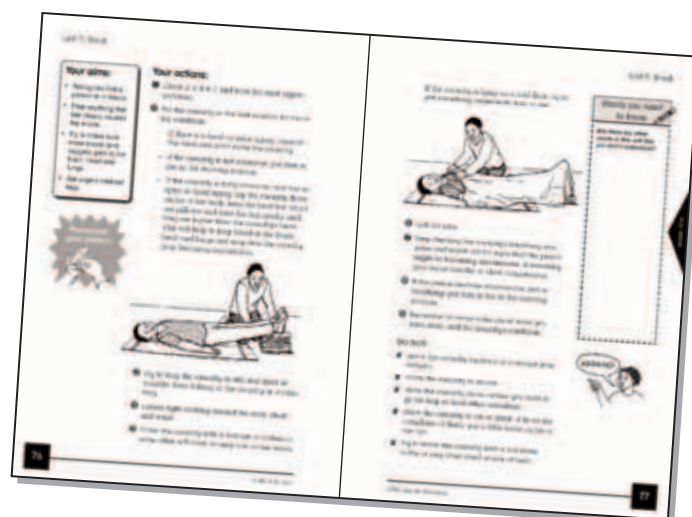
The Centre for Adult Education was commissioned in 2003 by St. John Ambulance to undertake an evaluation of the LIFAC course. This evaluation was completed in August 2003.

Subsequent to this, the Centre was commissioned to rework the LIFAC course in order to ensure that it complied with accepted best practice in terms of outcomes-based training of adults. In addition, the revision, where possible, will bring the course into line with relevant standards operating in those countries in which the course is currently run. In doing this, the training objectives of St. John will remain paramount.

The course material is also to be reworked to ensure that the level of language, layout and illustrations comply with best practice for training materials targeting adults for whom English is a second language.

To this end, a workshop with St. John trainers from the United Kingdom, Kenya, Ghana, Uganda, Zimbabwe and South Africa was held in Johannesburg in March 2004, to finalise the content of the new course. A further workshop was held with trainers from St. John UK who had been involved in training the course in Africa, to explore current and possible techniques for training the content.

The revised course will be presented to the 3rd St John Africa Regional Meeting in Johannesburg, South Africa, between 14-15 February 2005, and piloted in three African countries before being finalised.





Adilisha Course on NGO Leadership and Management

Commissioner: Fahamu/Oxford University

Adilisha, a project of Fahamu (a human rights organisation based in the UK, but with offices in South Africa), seeks to strengthen the capacities of human rights organisations working in Southern Africa. After conducting research into the information and training needs of these organisations in the SADC region, the project developed training courses on leadership and management for change, finance for the non-financial manager, fundraising and resources mobilisation, monitoring and reporting, human rights fact-finding and investigation, campaigning and advocacy, and using the internet for research and advocacy.



Peter Rule with students from South Africa and Zimbabwe

For all courses, students were expected to complete a one-week course, *An introduction to human rights*, before embarking on their main course.

The courses are made available to learners on CDROM, and learners are expected to work through the CDROM for a period of eight weeks. During this time, they interact with each other via an email group set up by Fahamu, and receive support from facilitators via email. At the end of this period, the learners attend a face-to-face workshop, after which they are expected to implement a project in their organisation. On successful completion of a course, learners receive a certificate from the University of Oxford.



Some students were leaders of organisations in different countries

The Centre for Adult Education of the University of Natal, South Africa, was contracted in 2001 to develop the *Leadership and management for change* course, and subsequently contracted to facilitate the pilot of the course. This ran from February 2003 until the end of July 2003, when the final evaluative workshop of the Adilisha courses was held.

Students who enrolled for the course came from organisations dealing with human rights issues in their respective countries including, HIV/AIDS, children, women, health, poverty and land issues. They typically occupied top or middle management positions in their organisations.

Eight students, from South Africa, Kenya, Malawi, Tanzania, and Zimbabwe, Uganda and Zambia, completed the course. In spite of difficulties faced by Zimbabwean students because of unpredictable changes and delays in Zimbabwe, the course was extremely successful, and was praised by both the students and the external evaluators. The course has subsequently been run during 2004, although without the Centre facilitating it.



Vaughn John with students from various countries



All peoples shall be equal; they shall enjoy the same respect and shall have the same rights.

Nothing shall justify the domination of a people by another.

Alternative teacher training certificate

Funder: Rockefeller Brother's Fund

This initiative is a bold response to the urgent challenges of teacher supply and quality teaching in rural Foundation Phase classrooms.

The crisis of teacher supply results from the closure of twenty five teacher training colleges in 2000. There are now simply too few teachers being produced in KwaZulu-Natal. The Department of Education estimates that by 2007 the shortfall will be 3849 teachers, and it is estimated that HIV/AIDS related deaths could bring this figure to 4829. Compounding the problem is that a decreasing number of young people want to go into the teaching profession.

A second crisis there is no stable teaching corps in rural schools, especially in the more remote areas. In these areas, there are currently thousands of untrained or undertrained teachers, often working with large classes in particularly poorly resourced contexts. Also, many teaching hours are lost each week as teachers travel between rural schools and their homes in towns.

A third crisis is that the Department of Education's recent evaluation shows that 55 % of KZN's grade 3 students cannot read at the expected level, and only one third have the expected numeracy skills. The task of training Foundation Phase teachers who are able to adequately assist learners to develop basic academic skills is thus of extreme importance.

Current policy requires new teachers to study for 4 years at university. This is a long, expensive and daunting process for many. Also, student teachers from rural areas must leave their homes to study at university, and are usually loath to return to rural areas.

The training course being developed at UKZN, due to be piloted in 2006, takes an approach radically different from the current norm. It is a two year part time in-service initial teacher training programme, which will train teachers to teach children in their first three school years, and will lead to a Higher Certificate in Education. It plans to recruit trainee teachers in the rural areas, place them (with Departmental support) in schools in those areas, supply them with extensive teacher-supportive classroom-ready materials, and train them as

they teach. They will receive detailed guidance through self-study guides, and contact sessions with tutors and mentors. This model has been tested by the School of Education Training and Development with its National Professional Diploma in Education.

Under the leadership of Prof John Aitchison, this project has drawn on the expertise of Centre for Adult Education staff in developing teaching and learning materials which are appropriate for learners whose home language is not English, and their understanding about the processes by which people learn to read.



Training videos

Funder: Rotary and others

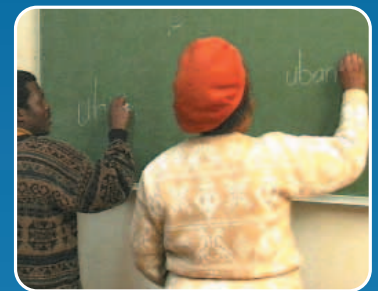
In 2003, with great relief, we completed the production of a set of training videos. The development of these videos had been stalled for some time, because the project had the fatal flaw of having no definite deadline.

These educator training videos were made for the purpose of showing adult educators real examples of South African adult education classes in progress. They show real adult classes learning Zulu mother tongue literacy, basic English Second Language, and numeracy.

The videos are not demonstrations of perfection, but they do show effective teachers who create good learning environments, and manage to keep learner interest high. The video on mother tongue literacy shows new adult learners struggling with difficulties as they begin to write, and the one on numeracy shows beginner learners learning to read and write numbers, and more advanced learners beginning to deal with fractions. The video on English Second Language shows how the communicative approach might be used in a very simple way, as learners practise greeting one another and introducing themselves. It shows these adult learners being encouraged to risk making mistakes as they learn a new language, and shows how to make the most use of class time by practising dialogue in small groups.

The narration offers comment on the teaching and learning going on, but allows viewers to observe the class and listen to short stretches of uninterrupted interaction among learners and their teachers.

All the classes were filmed at Tembaletu Community Education Centre in Pietermaritzburg.





Peace Education

South Africa has some of the highest crime statistics in the world, and reversing a culture of violence and educating for peace is a vital challenge. Surprisingly though, peace education is seldom part of any adult education curriculum.

While involved in violence monitoring and conflict resolution in the 1980s and 90s, the Centre ran a series of capacity building workshops for local anti-apartheid organisations. After 1994, there was an obvious need for building peace at grassroots level. Given our commitment to social justice, our relationships with key players and a history of training for such bodies, it was a natural progression to offer peace education and conflict management training. The first course, *Towards Creating More Peaceful Communities*, was run in 1998.

There is now a dedicated Peace Education programme in the Centre which offers *Educating for Peaceful Change*, a course in the creative transformation of conflict which is specific to the context of community educators and development workers in KwaZulu-Natal. While there are still outbreaks of political violence, the context of conflict has generally shifted to competition

for scarce resources associated with development. It is this that is addressed in the new course. Our strong emphasis on participatory development within sustainable livelihoods gives coherence to the programme.

The course is offered as part of the Certificate in Education, and also as two five-day residential workshops supplemented by a year long follow-up programme, in which trainees are supported as they implement peace education projects in their own communities.

Our participatory approach leads learners to see themselves in the context of society and history to use collective learning as social critique, and challenges them to change their own circumstances for the better. This approach is especially relevant for peace practitioners who must facilitate social transformation.

We currently work in nine communities in the KwaZulu-Natal Midlands, and have alliances with the Alternatives to Violence Project, the African Centre for the Constructive Resolution of Disputes, Community Peace Programme, Pietermaritzburg Agency for Christian Social Awareness (PACSA), KwaZulu-Natal Programme for the Survivors of Conflict (Sinani) and the Independent Project Trust (IPT).



Students on the Peace Education Programme

Policy work

The Centre has for many years been active in policy research and has played a substantial role in developing adult education and adult basic education policy at both national and provincial levels.

This work goes on, and in the last two years, Centre staff have continued to participate robustly in national policy debates in adult education, and to serve on a number of bodies whose work is related to policy debate and implementation.





Standards Generating Body for Human Rights, Democracy, Peace and Elections

Vaughn John serves on the executive of the Standards Generating Body (SGB) for Human Rights, Democracy, Peace and Elections. He chairs the Peace task team of this SGB which has just drafted South Africa's first national qualification for practitioners dealing with conflict. The qualification is designed to meet the needs of those who deal with conflict in a variety of situations. The qualification will be useful for community based development practitioners, peace workers, social workers, NGO practitioners, advisors, monitors, shop stewards, human resource practitioners, educators, para-legal practitioners, legal-practitioners (e.g. magistrates, family advocates), managers, supervisors, and local government councillors.

This qualification at NQF 5 will be registered in early 2005 and then becomes available to these practitioner groups.

Further Education and Training Plan for KwaZulu-Natal

CAE has been involved with the rectors of Further Education and Training institutions, and representatives of the provincial Department of Education in developing a plan to address Further Education and Training needs for KwaZulu Natal, and to transform the ex technical colleges into new FET institutions. Salient aspects of the plan are curriculum development, practitioner development, institutional transformation, quality assurance and research and development. The plan will be completed in early 2005.

South African Qualifications Authority

Since its establishment in 1998, Ivor Baatjes has been a member of the National Standards Body: Education, Training and Development. He represented the ABET sector for three years and continues to serve on the NSB as a SAQA nominee. Over the last six years, the NSB has recommended the registration of standards and qualifications in the sub-field of adult learning including qualifications and standards for ABET and Development Workers. Reviews of these qualifications and standards are currently underway.

UMALUSI: Quality Assurance Body for General and Further Education and Training

Ivor Baatjes is currently a member of the UMALUSI's sub-committee for Quality Assurance and Assessment. He has made contributions to the development of UMALUSI policy on quality assurance of assessment. He is also the co-author (with Edward French and Melissa King) of the research report on Quality Assurance in ABET which was produced late in 2003. Ivor has also been the UMALUSI moderator for the sub-field of Natural Science.



Standards Generating Body: Education, Training and Development

Zamo Hlela has been involved in the work of this SGB, which generates standards for the training of educators. So far work has included the development of a Qualifications Map, consisting of five qualifications at NQF Levels 1, 2, 3 and 4. As part of this, The National Certificate in Development Practice (Level 1), the Further Education and Training Certificate in Development Practice (Level 4), and their unit standards have been written up. The next phase of the project is the generation and writing-up of the three qualifications, namely:

- National Certificate in Development Practice at NQF Level 2;
- National Certificate in Development Practice at NQF Level 3;
- National Diploma in Development Practice at NQF Level 5.

Adult Basic Education and Training Task team

When she took office, Ms Ina Cronje, the new MEC for education in KwaZulu-Natal, expressed her passionate concern that the huge numbers of adults in need of basic education in the province be offered adequate real and practical opportunities to gain skills and knowledge. According to the 2001 Census data, 1.7 million adults in KwaZulu-Natal have no schooling, or so little schooling that their literacy-related skills are not practically useful to them. Currently, fewer than 50 000 adults attend ABET classes in the province. This means that the current ABET system serves less than 3% of adults who do not have a basic education.

In mid 2004, the MEC met with a group of government officials and NGO representatives who work in ABET in the province. Ms Cronje had called the meeting in order to get first hand information about the state of ABET in the province, to establish what links there were between the State ABET programme and other initiatives, and to plan the delivery of ABET under the new provincial dispensation. The meeting ended with the establishment of a task team.

This task team met several times during the second half of 2004 to discuss possible alternatives within ABET provision, and to draw up plans that expressed various options for extending the provision of ABET and meeting the needs of under educated adults.

Suggestions under consideration include:

- ensuring that all government employees in the province are offered ABET training
- offering prisoners opportunities to engage in ABET training so that all of them gain literacy skills while serving their sentences
- establishing channels through which money that has accumulated in the National Skills fund can be made available to the under-resourced ABET sector
- extending the ABET system, which currently offers only a parallel to the school system, to options where learners do not study for levels and exams, but gain skills related to community development and economic survival, and are provided with a rich range of easy to read material in Zulu and English.

Sandra Land serves on this task team, whose work will continue in 2005.



The task team was established by provincial MEC for education, Ms Ina Cronje

United Nations Decade of Literacy Forum



Following the launch of the United Nations Decade of Literacy in September 2004, a provincial Literacy Forum was established to provide a space for discussion and action regarding the implementation of the Decade of Literacy and achieving the Education for All goals (see below). The UNLD Literacy Forum invites the participation of all groups, organizations and institutions involved in education. The forum was launched at the Literacy Day celebrations in Pietermaritzburg by the MEC for Education, Ina Cronje on 3 September 2004. The UNLD Forum encourages the formation of similar fora in other provinces.

UNESCO's Education for All goals

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Literacy Day

The YMCA hall was full when Literacy Day celebrations were held there on the 3 September. Many had travelled great distances to attend, coming from areas such as Stoffelton, Msinga and northern KwaZulu-Natal.



Large crowds attended Literacy Day celebrations



CAE's display

The large crowd was regaled with speeches by a representative from the office of the Mayor of Pietermaritzburg, a representative of UNESCO, the Deputy Director General of Education from the National Department, and the MECs of Education (or their representatives) of the Limpopo and the Eastern Cape. KwaZulu-Natal's own Education MEC, Ms Ina Cronje, made a televised speech in which she committed the province to the goals of the United Nations Decade of Literacy and launched a provincial literacy forum for the United Nations Decade of Literacy. Part of the programme for the day was the signing of commitment to the goals of the United Nations Decade of Literacy.

A good deal of positive feedback was received from people who had enjoyed the day, but ironically, literacy learners themselves told us that they had not enjoyed the day, because they could not understand the English speeches! Their point was noted and activities that they can more easily relate to will be planned for future Literacy Days.



Zanele Buthelezi shows educators the *Asifunde!* material

Paulo Freire Institute

The idea of establishing the Paulo Freire Institute at the University of KwaZulu-Natal was suggested in 2002 by Moacir Gadotti, Director of the Paulo Freire Institute in Brazil. The suggestion was motivated by the historic role of and current philosophy of the CAE which embraces education as a vehicle for social change, its commitment to democratic transformations and striving for liberty, justice, peace and democracy through its projects and its approach to the work it does. The ideas of Paulo Freire remain inspirational to the many projects of CAE. In November 2004, CAE was declared to be the Paulo Freire Institute in South Africa, and joined 50 other institutions around the world with the central objective of stimulating, strengthening and promoting Freirian thought and pedagogy in Africa. As a Paulo Freire Institute, the Centre gives continuity to the legacy of Freirian thought concerned with building a better world “less ugly, less mean, less authoritarian, more democratic, more human”. This vision brings into focus contextual realities of the poor and marginalized communities of South Africa, and the urgencies of conscientisation, re-invention and praxis required in striving for Freire’s ideals. It also contributes to shaping the emerging identity of the University of KwaZulu-Natal as a University of African Scholarship.



Paulo Freire Institute – South Africa

Seminars

Paulo Freire Series

Postcolonialism and Lifelong Education

In May 2003, Dr Derek Mulenga, an assistant professor in the Adult Education Program in the Department of Performance and Learning Systems at Penn State University, gave a presentation of his work entitled “Postcolonialism and Lifelong Education: Reflections on the Contributions of Julius Nyerere” in which he explored Nyerere’s contribution to adult education in the 1970s. Dr Mulenga’s research interests include participatory research and community development, politics of education policy making, globalization and postcolonial theory, and he taught at the University of Swaziland and the University of Zambia before moving to the United States.

Social Movements, Education and the Education Rights Project

Salim Vally from the Education Rights Project based at Wits was the guest speaker at a special seminar in April 2004. Vally, who is a well-known scholar in both education and politics, spoke about social movements, education and the Education Rights Project. He highlighted the ongoing struggle for the right to education and the role that left-leaning social movements should play in the struggle for social justice, freedom and democracy. In a passionate presentation, Vally discussed and highlighted the role of academics as intellectuals in the struggles for social justice.

“Neoliberalism and the Future of (Adult) Education in South African Universities and Adult Education in a Globalised World: Options for the Future”

Professor Jacques Zeelen from the Institute for Adult Education and Social Intervention at the University of Groningen, Netherlands did a presentation of his work and experience in the Limpopo province where he has made significant contributions to the establishment of the adult education unit at the University of the North. Zeelen highlighted the challenges of adult education provision and delivery in a developing context and provided options for future action. His presentation provided a useful case study of the ongoing difficulties of adult education in South Africa.

Ivor Baatjes made a provocative presentation on how universities are changing in the contexts of globalisation and the adoption of neoliberal policies by governments. He argued that universities as well as other educational institutions are under attack from corporate interests, and suggested that the process of transforming universities to mimic organisations oriented towards productivity and profits threatens many forms of education, including adult education. He suggests that academics need to have greater political agency and challenge the negative consequences of neoliberal utopia, or the view that an ideal society can be achieved by simply allowing the laws of supply and demand and profitability to determine issues.

Conferences

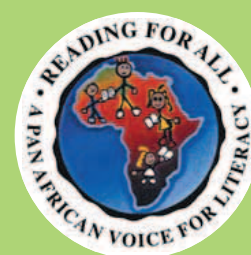
UNESCO Institute for Education Conference on Adult Education and Distance Learning

Ivor Baatjes participated in the UNESCO/UIE Conference on Adult Education and Distance Learning, in January 2003, in Pretoria. Convened by UNESCO/UIE, this conference involved a small group of people engaged in adult education from different regions of the world. The conference focussed on a number of models which could be used to deliver good programmes to adults using distance education technologies.



Pan African Reading for All Conference

In August 2003, Zanele Buthelezi and Sandra Land joined with colleagues Sonya Keyser and Elda Lyster from the Durban campus to offer a colloquium for the 3rd Pan African Reading for All Conference in Kampala, Uganda. The aim of the Pan African Reading for All Conferences (the first two of which were in South Africa and Nigeria respectively) is for people working in literacy and reading organisations in Africa to meet and share ideas and inspirations, and at this conference an impressive range of projects was presented.



International Conference on Language, Education and Diversity

This conference, held in November 2003, at the University of Waikato, Hamilton, New Zealand provided an international forum on the challenges, demands and opportunities facing language education in a context of increasing diversity. This conference attracted speakers from a refreshingly wide range of countries and contexts, many of whom gave stimulating presentations of innovative projects and perceptions. Sandra Land attended the conference, and presented a paper relating to the disjuncture between political language rights and language practice in South Africa.



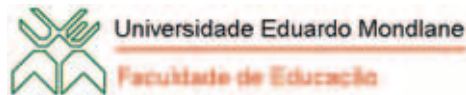
CONFINTEA Mid-term Review

Ivor Baatjes was invited by UNESCO to present, together the Professor Harbans Bhola, papers on monitoring and evaluation of adult learning in Africa at the CONFINTEA Mid-term Review, in November 2003, in Bangkok, Thailand. Ivor also acted as the facilitator on the sub-committee on the same theme.



Adult Education and Poverty Reduction Conference

Bheka Memela and Ivor Baatjes attended the Adult Education and Poverty Reduction Conference, 14-16 June, 2004, University of Botswana, Gabarone, Botswana. Poverty reduction remains one of the key themes in many countries and this conference invited participation of adult educators and their perspectives on the role that adult education could play in reducing poverty.



SADC Postgraduate Research Seminar

The Eduardo Mondlane University in Maputo, Mozambique, hosted a three-day Postgraduate Research Seminar for students from the SADC region from the 1st to the 3rd July, 2004. Ivor Baatjes did a presentation on adult education for social change at this seminar, and four of the Centre's Master's students Zanele Buthelezi, Zamokwakho Hlela, Britt Sable and Richard Rangiah, (three of whom are CAE staff), presented their research projects there. Their presentations were very well received and viewed as good examples of critical adult education research projects.



International Adult Learner Week Conference

UNESCO/UIE, the Department of Education and the Adult Learning Network hosted the International ALW Conference in Cape Town from 6 - 10 September 2004. Ivor Baatjes was invited to participate as a speaker at the national conference and as a respondent at the international conference.



UNESCO Collective Consultation of NGOs on Education For All

Ivor Baatjes was the SADC representative at the UNESCO-CCNGO/EFA meeting, held from in Beirut, Lebanon 9-11 December, 2004. This conference brought together the main NGOs and CBOs in countries from the North and South involved in education, including adult education. The discussions focussed on the role of NGOs and CBOs in these different regions in meeting the Education For All goals and the objectives of the United Nations' Decade of Literacy. CAE has been declared a regional centre in Southern Africa and is developing a closer working relationship with UNESCO.

Kenton Khahlamba 2004

The Centre took responsibility for organising the annual Kenton conference in September 2004, and chose as a venue Didima camp in the Drakensburg. The conference was attended by 138 people, some of whom came from as far afield as Australia and Denmark. Didima, with its stunning views of Cathedral Peak, is quite magnificent, and organisers were concerned delegates might gaze at the mountains rather than listen to the presenters, but judging from tea-time debate it appears that most were able to do both.

Because South Africa celebrated ten years of democracy in 2004, the theme of the conference was “Masikhombe phambili nomlando” or “Looking to the future with the past in mind”, and a total of 80 papers and workshops were presented. The subject matter was diverse and the quality of the papers was high.

In the keynote address, Professor Nelly Stromquist, a Chilean writer who is now at Stanford University, and known for her papers on gender, addressed the issue of the impact of globalisation on education and gender. No less than ten staff members of CAE presented papers at this conference, making it without doubt the conference most solidly supported and contributed to by the Centre in its whole history. The CAE papers were about the many ongoing research and development projects based in the Centre.

Conference participants enjoyed an excellent marimba band on Saturday night, to which participants danced until the wee hours.

Judging from the many e-mails and telephone calls received after the conference, participants enjoyed the peaceful venue and found the conference stimulating and interesting.



Panel discussion: Lars Ulriksen, Claudia Mitchell and Nellie Stromquist



Keynote speaker
Nellie Stromquist

Staff

Director: Vaughn John



Vaughn is Director of the Centre for Adult Education and one of its longest serving members, having joined in 1988. Much of his current involvement is in the overall management of the Centre's various programmes and projects, in fundraising and liaising with the Centre's partners. Research is the other main area of Vaughn's work and he has been involved in projects for St John Ambulance, Fahamu, and Peace Education work. Vaughn's interests are in researching learner support in distance education, teaching peace education and research methodology. He serves on the Standards Generating Body for Human Rights, Democracy and Peace Education.

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Administrative Assistant: Nonhlanhla Magubane



Nonhlanhla is the receptionist and administration assistant of the Centre for Adult Education. She joined the Centre for Adult Education in 2000, and has since been responsible for providing students and the general public with information on programmes and courses offered by the Centre, dealing with enquiries related to other projects, maintaining records and assisting Centre staff with the wide range of administrative matters necessary for the university's systems and to maintain the projects undertaken by the Centre. Nonhlanhla is currently working on her B Admin.

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Professor of Adult Education: John Aitchison



Professor John Aitchison was Director of the Centre until 2001, and Head of the School of Education, Training and Development from 1999 to 2002. He has played a significant role in adult education in South Africa, particularly in developing adult education and adult basic education policy at both national and provincial levels. Much of the ongoing outreach work of the Centre was originally initiated by John, and many of the Centre's formal courses for adult educators at certificate and post-graduate levels are based on his concepts. He continues to contribute to these areas of work, and to work for worthy causes outside the university. He is a Director on the board of the Community Agency for Social Enquiry, a national social research organisation whose work has

related to marginalised youth, adult education, the media, political violence, and the impact of post-apartheid development projects. He has been active in a number of human rights and rural development non-governmental organisations such as the Association for Rural Advancement.

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Kathy Arbuckle

Kathy is based in the *Learn with Echo* project of the Centre for Adult Education. Her work includes writing, editing, illustrating and designing material for the *Learn with Echo* adult educational supplement, including the Mkhize picture stories. She also designs and illustrates other educational publications for materials development contracts, and for Centre projects that involve materials development. Her areas of interest include education for democracy, human rights and gender awareness, visual literacy, visual design and layout of materials, and the role of art in education.

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Ivor Baatjes

Ivor joined the Centre in 1999. He co-ordinates and teaches on the Centre's M Ed (Adult Education) programme. He is involved in policy research in adult education and works closely with Departments of Education, some SETAs and organisations involved with ABET. Before joining CAE, Ivor headed curriculum development in ABET in the Ministry of Education and was involved with development and implementation of policy and programmes in all nine provinces. He continues to participate in national policy debates in adult education and serves as a SAQA nominated representative on the National Standards Body for Education, Training and Development. Ivor is a member of the Committee of International Advisors of the Paulo Freire Institute (Brazil). Ivor is currently registered for his Ph D with University of Groningen in the Netherlands.

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Zanele Buthelezi

Zanele is involved in the *Learn with Echo* project. She writes and develops educational text that facilitates the development of basic literacy skills, and enables people with limited literacy skills to engage with broad social issues such as unemployment and the need for empowerment of disadvantaged people, particularly those in rural areas. She also does layout, translation, editing and proof-reading of different kinds of educational material outside *Learn with Echo*. What Zanele enjoys about her work is that as part of finding information and writing articles for *Learn with Echo*, she meets and interacts with people and organisations in a very wide range of contexts. Zanele is currently working on her M Ed.

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Mthembeni Dlamini

Mthembeni was a researcher at the Centre for Adult Education, which he joined in 1998 after a student work placement in the *Learn with Echo* project. Mthembeni worked on a number of research projects including the Human Rights, Development and Democracy Project, Oxfam, and the Justice and Women Evaluation, and was involved in the Certificate in Education (Participatory Development). Mthembeni left the centre at the end of 2003 to take up a post as a high school teacher.

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Anne Harley

Anne has been a researcher in the Centre for Adult Education since 1994. Prior to this, she was involved in researching political violence in KwaZulu-Natal, worked on developing a Land Restitution Policy and was a researcher in Parliament. Her work for CAE over the last two years has included projects for St John Ambulance, Fahamu, and working on a revised edition of the Women's Handbook, which is produced as a joint initiative between CAE, the Midlands Women's Group and the Commission for Gender Equality. Much of Anne's work has been published. She has particular interest in issues relating to development and, in particular, the relationship between development and the poor and gender issues.

BA(Hons) (History) (Cape Town)
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Zamokwakho Hlela

Zamo Hlela started his working career as a school teacher. His first spell at the university was between 1993 and 1999 when he worked as a Community Theatre lecturer in the Drama Studies Department, in a university-based AIDS/HIV NGO, and in CAE's Community Education Programme. In 2001, after 18 months with KZN Wildlife working as a planner in community conservation, he rejoined CAE as the co-ordinator of the Certificate in Education (Participatory Development). Zamo has been involved in many different CAE research projects relating to the Women's Handbook, Land Affairs, Community based tourism, and is co-writer of the Mkhize stories in *Learn with Echo*. Zamo is currently working on his M Ed.

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Tim Houghton

Tim comes from a background of drama, permaculture, environmental activism and community development. He has worked for the Centre for Adult Education since 1995, as a researcher, curriculum developer, materials writer, course co-ordinator and educator. His main involvement has been in the development and teaching of the Certificate in Education (Participatory Development) (CEPD). He is particularly interested in the role of personal development in education and now co-ordinates the Peace Education programme within the Centre. Tim is currently completing an M Com.

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Sandra Land

Sandra started teaching Zulu mother tongue literacy to workers on the University campus in 1989, and joined the Centre for Adult Education in 1992 as the co-ordinator of the Adult Basic Education (ABE) Programme. Her work is in literacy and adult basic education and includes research, writing and editing material for formal and informal adult education, evaluating materials and programmes, and lecturing. She is particularly interested in education for democracy and how it can be combined with adult basic education.

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Bhekathina Memela

Bheka was employed in August 2003 as a full time researcher in the Human Rights, Development and Democracy Project. His work is to engage with all participants in the project, ensuring that they reflect on their experience of the project as it unfolds, to evaluate all aspects of the project, and to document the process. Bheka's interests are in resource management in rural areas, photography, systems thinking and livelihoods, and he is on the verge of completing his M Sc in Agricultural Science.

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Morag Peden

Morag was a school teacher who became involved in urban food gardening, subsequently studied agriculture and worked on a rural agroforestry project. She co-ordinated and taught on the Certificate in Rural Resource Management based at the School for Rural Community Development and joined CAE when this qualification was shifted to CAE in 2000. She was involved in the re-development of the Certificate of Education (Participatory Development), specifically in the Lifelong Learning Course and the Land Care Course. Her special interests are the environment, conservation and sustainable agriculture. At the end of 2004, Morag left the Centre for another position in the School of Education Training and Development.

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Peter Rule

Previously director and programme director of the Natal ABE Support Agency in Durban, Peter joined the Centre for Adult Education in 2002. In the last two years, most of his work has centred around teaching and coordinating modules on the M.Ed programme, and supervising dissertations of M Ed students. His research interests are in the history of adult education in South Africa, adult education and disability, and dialogue in adult education. He is chairperson of the Enable Programme, which provides adult education, training and development opportunities for adult learners with disabilities and their carers, and chair of the board of Little Elephant Training Centre for Early Education in Greytown.

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Britt Sable

Britt joined the CAE in April 2002, and has been involved in research work, materials development, (particularly materials for St John ambulance), co-ordination and teaching. In the past three years she has co-ordinated and taught on the Certificate in Education (Workplace Learning) programme on the Edgewood campus, and taught an Adult Basic Education and Training course to Community Development students on the Howard College campus. Britt has also been involved in trade union education at Edgewood and at the Workers' College, and co-taught a Social Justice module to students on the Edgewood campus. She is studying towards her Masters in Adult Education.

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Clare Verbeek

After an absence of nearly 10 years, Clare Verbeek returned to the Centre for Adult Education in 2004 to work on the alternative teacher training model being developed at the University. She has extensive experience in developing materials and facilitating courses in democracy, human rights, community education and English as a second language and has been involved in numerous evaluation and monitoring projects with local and international NGOs.

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Intern: Zamile Mbanjwa

With counselling training and a background in economic empowerment and counselling, Zamile joined CAE's Peace Education Programme in August 2004. She designs and facilitates peace education events, conducts field research, supports trainees in implementing peace education projects in their communities, and assists with lobbying and advocacy and networking. She also plays a key role in the administration and financial management of the Programme.

Certificate in Education (Participatory Development) (UKZN),
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Helen Calder

Neera Chinna

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Tessa Govender

Patty Perumal

Joyce Shabalala

Volker Wedekind

Contract workers who have done work for the Centre during 2003 and 2004 have included:

Nokubonga Njiyela

John Bertram

Jane Harley

Andile Shezi

Mqondisi Ngcobo

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Partners

Adult Literacy, Basic
Education and Development
Foundation of South Africa

Adult Learners' Network

African Centre for the
Constructive
Resolution of Disputes
(ACCORD)

Alternatives to Violence
Project (AVP)

Centre for the Book

Child Welfare

Cindi (Children in Distress)

Clothing Textile Footwear
Leather SETA

Commonwealth of Learning

Community Peace Programme

Department for International
Development (DIFD)

Division of Lifelong Learning,
University of Western Cape

E-Agency

Embassy of Finland

Enable

FAHAMU

FAMSA (Family and
Marriage Society of SA)

German Technical
Corporation (GTZ)

Independent Projects Trust
(IPT)

iNdlovu Partnership for
Lifelong Learning (iNPLL)

Institute for International Co-
operation of the German
Adult Education Association
(IIZ/DVV)

Joseph Rowntree Charitable
Trust

Justice and Women

KwaZulu-Natal Department
of Education

KwaZulu-Natal Programme
for the Survivors of Violence
(Sinani)

Little Elephant Training
Centre for Early Education

Masifunde Sonke

Midlands Women's Group

Midnet

Mining Qualifications
Authority (MQA)

Paulo Freire Institute

The Witness

Natal ABE Support Agency
(NASA)

New Readers Publishers

Oxfam UK

Pietermaritzburg Home
Based Care Consortium

Pietermaritzburg Agency for
Christian Social Awareness

Pietermaritzburg Municipality

Richmond Council

Richmond Municipality

Project Literacy (ProLit)

SADC Technical Committee
on Lifelong Learning

SA Reader

SADC Technical Committee

School of Community
Development and Adult
Learning

Soul City

South African Institute for
Distance Education (SAIDE)

St. John Ambulance

Tembaletu Community
Education Centre

UNESCO

Zwelithemba