



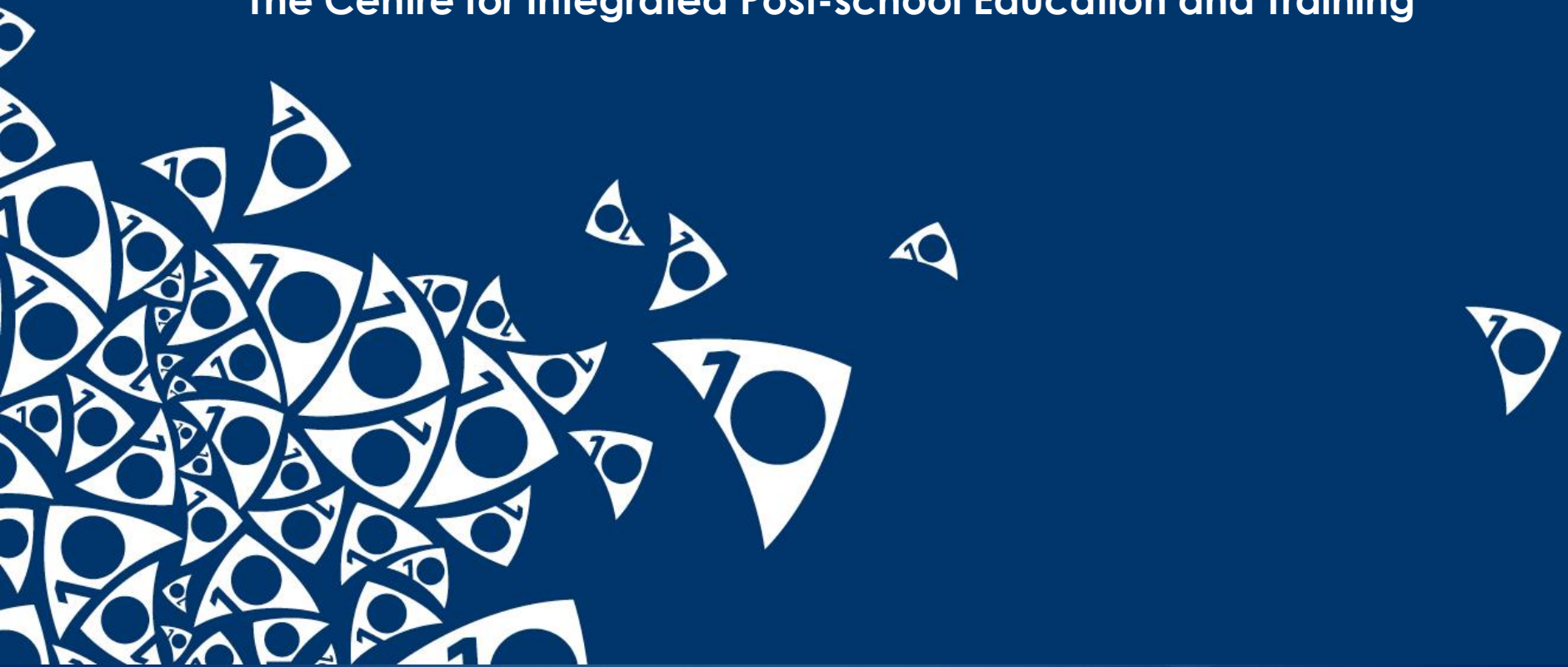
2005 - 2015
CELEBRATING 10 YEARS



**Nelson Mandela
Metropolitan
University**

for tomorrow

**The Community Education Programme
at
The Centre for Integrated Post-school Education and Training**



building non-formal CE programmes



Meet the CEP Team!



Building ourselves as a group

- ▶ A dedication to a democratic, non-hierarchical and emancipatory process

We wrote A CEP Manifesto after a long process of discussing our experiences of education and our desires for something different.

- ▶ The People within the CEP are at its centre.
- ▶ Regular governance meetings



Formed the curriculum development group

- ▶ How we involved community members;
 - Through existing community activist organisations
 - Connecting our work to the formal adult education sector – recruiting from PALCs
- ▶ Participants – Community Investigators/Educators
 - ▶ Community activist, adult learners and educators from PALCs
 - ▶ 13 women and 8 men
 - ▶ Average age is 35 (range 21-61)
 - ▶ Most CIs are unemployed
 - ▶ Recently stated working with new community teams from three areas



CPAR as Praxis

- ▶ The working class is marginalised as architects of critical enquiry
- ▶ Communities as the originators of knowledge for social change and collective praxis.
- ▶ All participants are knowers, learners, and researchers
- ▶ All have the authority to interrogate and construct knowledge
- ▶ CPAR is not only a method - it draws into unity community education, organizing and action

Transect Walks







Collective analysis and critical reflection

- ▶ What are the generative themes
 - ▶ Critical Citizenship
 - ▶ Food and Hunger
 - ▶ Environmental Justice
 - ▶ Children and Families
- ▶ What are our stories?
 - ▶ Story telling as analysis
 - ▶ Stories as tools for dialogue and critical thinking
 - ▶ Stories as repositories of knowledge

LIVELYHOOD





A Community Exhibition

- ▶ Held a community exhibition of what we found
- ▶ Used different ways of presenting the generative themes
 - ▶ Photo stories
 - ▶ Photographs by theme
 - ▶ Digital stories
 - ▶ Theatre “Izinyoka-nyoka” by the New Brighton Players
- ▶ Making links between our work and other adult educators.

grade 12, no work



Picture by xxx

Eleven years back, Bulelwa was doing grade 12 at Khwezi Lumso Comprehensive school, where she passed her matric. She lives with her parents, 2 brothers, 1 sister and their children. She survives through her child's grant and her father being a care taker at the local primary school. When I interviewed her these were her hopes:



Picture by xxx

She hopes that the Government will give young people skills training because she said: "Nowadays as young people we have matric but we can't find work because we don't have the skills that are wanted."

She hopes that everyone could go to school even if they have studied the old syllabus.

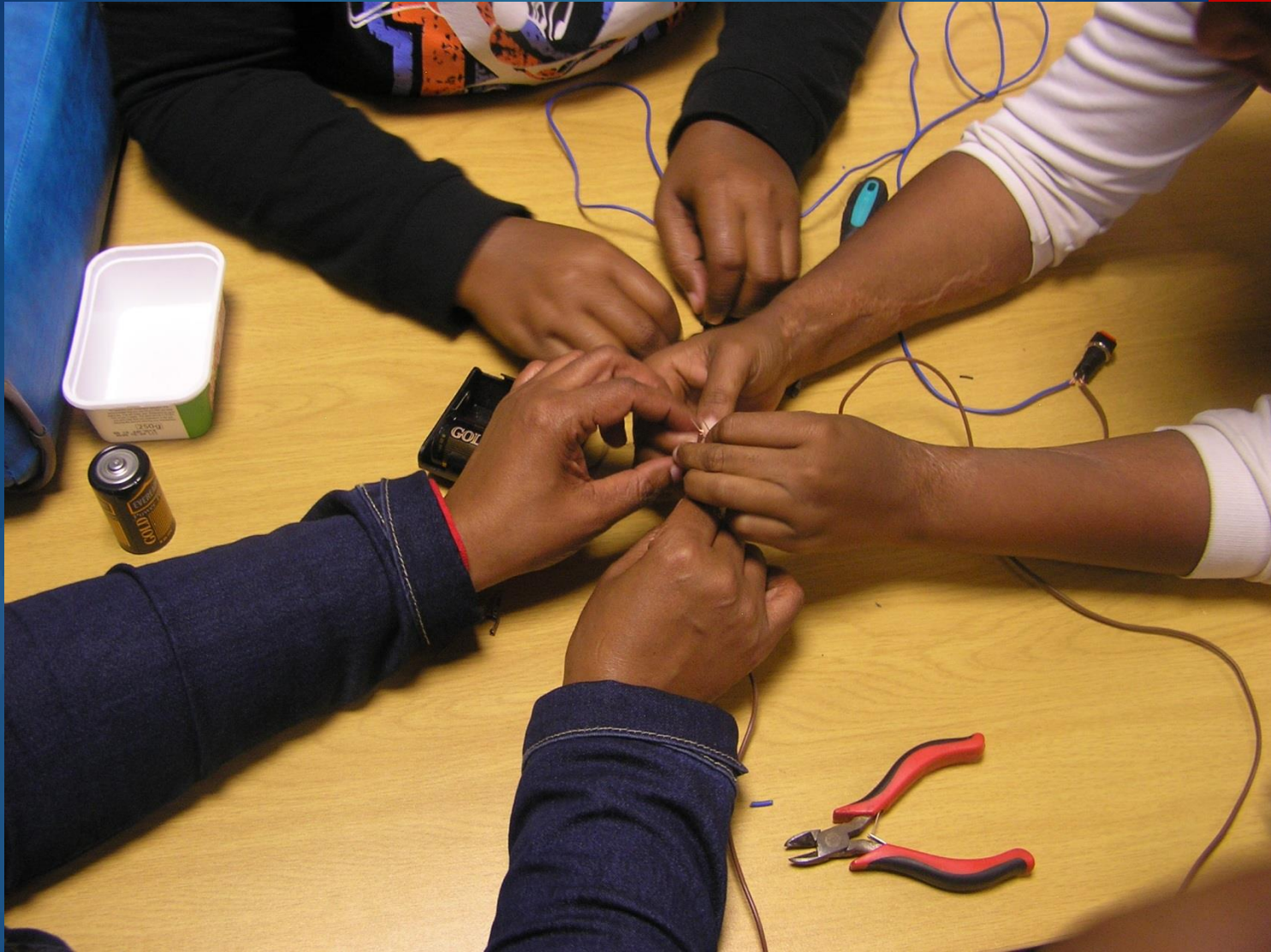


Picture by

She worries that the unemployment rate and poverty in her community lead people (more especially young people) to crime.

There are public spaces in her community that are known as land marks of crime and rape.

This story was collected and written up by Andiswa Matiwane



Environmental Justice: Energy

Working within a Generative Theme

- ▶ Pragmatic decision to start with Environmental Justice
- ▶ Photographs as codes - Social relations embedded in access and use of energy sources
- ▶ “Something in our hands” - Practical and theoretical exploration of energy resources.
- ▶ Story telling, improvised plays and discussion to surface power relationships
- ▶ Community theatre on unauthorised electricity connections – “behind the wires”

The Mass Education Events

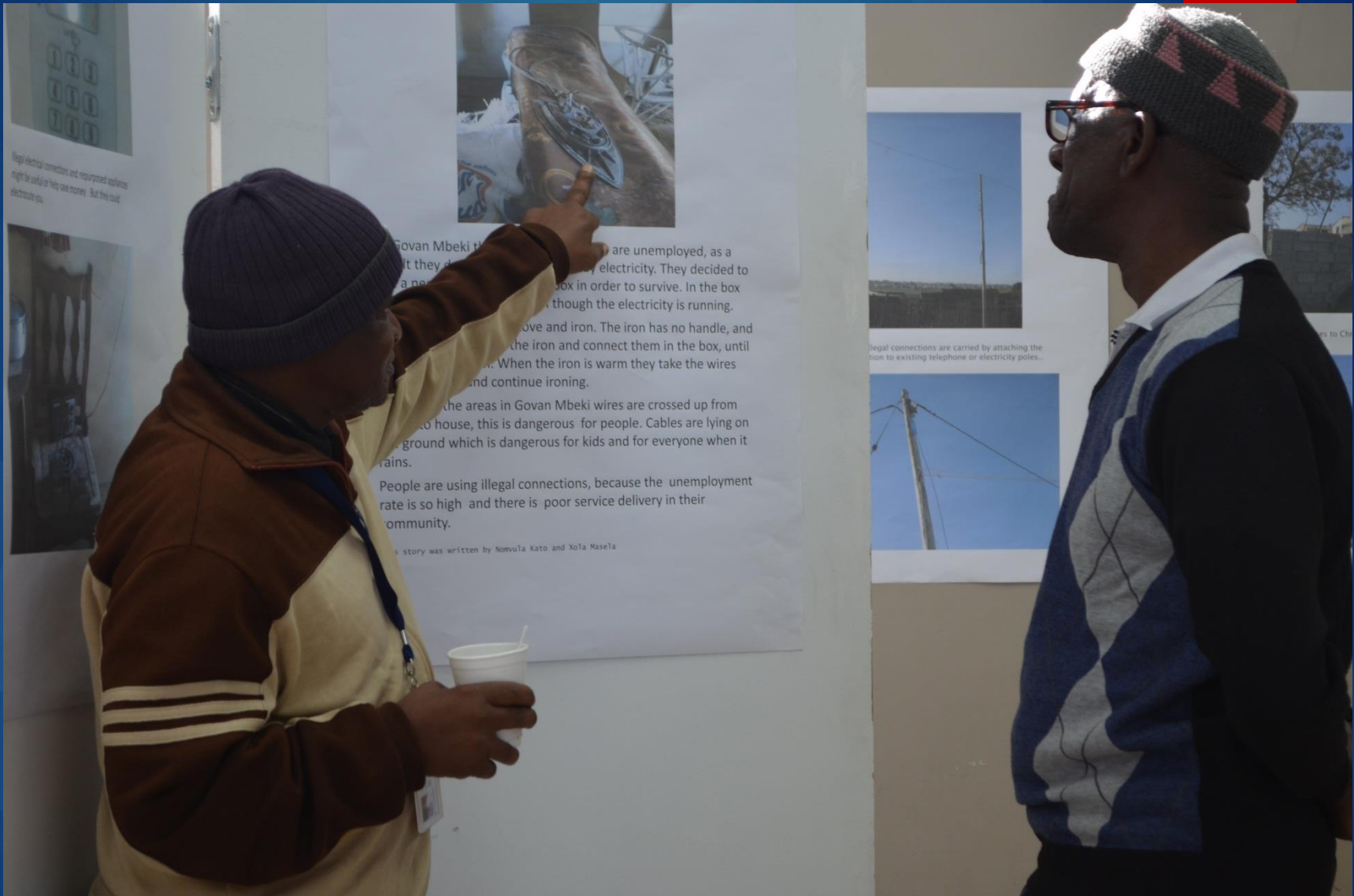
Purpose was to: Understand access to and use of energy sources

- ▶ “Behind the wires” – unauthorised electricity connections
- ▶ Key concepts and practical knowledge of electricity
- ▶ Energy alternatives

Prepared a piece of popular theatre

Supported the Community Investigators to facilitate the practical workshop

Developed materials for the education event



Illegal electrical connections and repurposed appliances might be useful or help save money. But they could electrocute you.



Govan Mbeki the unemployed, as a result they do not have electricity. They decided to use a new method to get electricity. In the box they connect the wires, though the electricity is running. They use a hot iron to connect the wires. The iron has no handle, and they use it to connect the iron and connect them in the box, until they are hot. When the iron is warm they take the wires out and continue ironing.

In the areas in Govan Mbeki wires are crossed up from the street to house, this is dangerous for people. Cables are lying on the ground which is dangerous for kids and for everyone when it rains.

People are using illegal connections, because the unemployment rate is so high and there is poor service delivery in their community.

This story was written by Nomvula kato and Xola Masela



Illegal connections are carried by attaching the wires to existing telephone or electricity poles.









Environmental Justice: Waste and Environmental Health

- ▶ Extending our work beyond Mass Education Events
- ▶ Wider curriculum development team elected from 4 communities
 - ▶ Rholihlahla
 - ▶ Soweto-on-sea
 - ▶ Veeplaas
 - ▶ Chris Hani/Rhamaphosa
- ▶ Worked on a participatory process for curriculum making.









Growing the CEP and Growing as community educators.

- ▶ How to support new levels of learning/facilitation?
- ▶ Extended learning to include a combination of structured and experiential learning
- ▶ Working outside the original CEP group – facilitating Community Learning and Intervention Circles.
- ▶ “Intervention areas”
 - ▶ Open ended starting point
 - ▶ Area of ACTION!
 - ▶ Stems from community context and interests
- ▶ Maintaining a democratic process

What are we learning?

- ▶ Appropriate, quality non-formal programmes
- ▶ Community members as co-research investigators
- ▶ Community members as educators
- ▶ Scaling up and reaching out
- ▶ Participatory, critical curriculum making
- ▶ Issues and challenges we are facing.

